Citrus College

Substantive Change Proposal

March 10, 2015

Identified Change: The Substantive Change Proposal has been prepared to report the addition of courses that constitute 50% or more of a program offered though a mode of distance education or electronic delivery.

Institution: Citrus College
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BRIEF DESCRIPTION OF CITRUS COLLEGE

The Citrus Community College District is located in the eastern San Gabriel Foothills region and includes the communities of Azusa, Claremont, Duarte, Glendora, and Monrovia. The region has an approximate population of 192,498 according to the most recent census data.

Citrus College was founded in 1915 and is the oldest community college in Los Angeles County. It is the 5th oldest in the state. From 1915 to 1961, the college was operated by the Citrus Union High School District. In 1961, the Citrus Community College District was created to include the Azusa and Glendora unified school districts. In 1967, the district expanded to include the Claremont, Duarte and Monrovia school districts. Citrus College is a single college district.

The Citrus Community College District Chief Executive Officer is the Superintendent/President, Dr. Geraldine M. Perri, who has held the position since July 2008.

Citrus College employs capable and enthusiastic administrators, faculty, and support staff who are committed to student success and being a "College of Completion". In fall 2013, the Citrus Community College District employed 153 full-time faculty, 16 administrators, 245 regular and probationary classified bargaining unit members, and 269 adjunct faculty. Among the 414 employees, 54.5% were female, 55.7% White, 26.2% Hispanic, 5.9% African-American, 5.9% Asian, 1.7% Filipino, 1.7% Native American, 0.2% Pacific Islander, and 3.1% unknown. Among the 269 adjunct faculty, 56.9% were female, 52.8% White, 21.9% Hispanic, 15.6% Asian, 5.6% African-American, 0.7% Filipino, 1.5% Native American, 0% Pacific Islander, and 1.9% unknown.

In the 2013-2014 academic year, Citrus College served 18,018 students. Driven by increases in funding, this represents an 9.9% increase in enrollment over the prior academic year (16,399 students served in the 2012-2013 academic year). Over time, the Citrus College student population has become more diverse. In the 2013-2014 academic year, female students constituted 51.8% of the student body population. Student age demographics remain consistent as well. Students 24 years of age or younger represent 74.7% of the 2013-2014 headcount. Students 25-29 years old represent 12.2% of headcount and are the second largest age group. Students 30 years of age and older represent 13.09% and 0.01% are of an unknown age. Approximately 38% of students in 2013-2014 were enrolled full-time (12 or more units attempted).

In 2013-14, Citrus College generated 9,209.63 FTES. While weekly census procedure lecture courses continue to represent the majority of section offerings, Citrus College continues to expand and diversify the number and type of section offerings by accounting method, instructional method, occupational status, and location. Changes in curricular offerings have played a major role in improved student performance outcomes. Student success rates (approximately 68.3% in the 2013-2014 academic year) and retention rates (approximately 89.5%) remain consistent. In 2013-2014, Citrus College awarded 1,979 degrees and 410 certificates, the highest number of awards in Citrus College's history.

A CONCISE DESCRIPTION OF THE PROPOSED CHANGE AND THE REASONS FOR THE CHANGE

Description of the Change

Citrus College students are able to earn 50% or more of a degree through distance education or electronic delivery. This is accomplished by completing the general education (GE) pattern for the local associate degree, the California State University system, or the Intersegmental Transfer Curriculum. In order for a student to earn an associate's degree at Citrus College, students must complete at least 25 units of general education requirements, 18 units of major requirements, and at least 17 units of electives. If, in addition to the general education requirements, a student selects at least seven units of general education electives, 50% or more of nearly all Citrus College degrees can be earned through distance education or electronic delivery. For the 2014-2015 catalog, one certificate and 10 degrees can be earned entirely through distance education—Accounting Certificate of Achievement, Business AS, Business Administration AS-T, Fine & Performing Arts AA, History AA-T, Language Arts AA, Social and Behavioral Sciences AA, Liberal Arts AA: with an Emphasis in Arts and Humanities, with an Emphasis in Math and Science, with an Emphasis in Social and Behavioral Sciences, and with an Emphasis in Technology and Business. Programs included for consideration in this proposal are highlighted in yellow. In the column labeled "Date Substantive Change Approved", a designation of Local Pattern is utilized as appropriate to designate when the degree requires the local GE pattern. The local GE pattern requires fewer units and as such even though a completely online pathway exists, the major requirements cause the percentage of the degree completed online to be less than 50%. Such designees do not require substantive change approval.

The College has submitted several degrees to the Chancellor's Office for deactivation as follows: Biological, Physical Sciences and Mathematics AS; Liberal Arts: Math and Science AA; Liberal Arts: Social and Behavioral Sciences AA: Liberal Arts: Technology and Business. The Curriculum Committee and Board of Trustees have approved the deactivation, and the College is waiting for Chancellor's Office approval.

Program of Study	A.A.	A.A.-T	A.S.	A.S.-T	Certificate of Achievement	Program Percentage Possible Online	Date Substantive Change Approved
Accounting					X	100	2008
Administration of Justice			X			100	2008
Administration of Justice				X		83	
Administration of Justice					X	100	2008
Administrative Office Occupations					X	100	2008
Architectural Design					X	0	

Program of Study	A.A.	A.A.-T	A.S.	A.S.-T	Certificate of Achievement	Program Percentage Possible Online	Date Substantive Change Approved
Automotive Research and Development					X	26	
Automotive Service, Diagnosis and Repair-Master Technician					X	14	
Automotive Service, Diagnosis and Repair-Toyota/Lexus/Scion technician					X	13	
Automotive Service, Diagnosis and Repair-Undercar Drivetrain Specialist					X	0	
Automotive Service, Diagnosis and Repair-Underhood Specialist					X	0	
Automotive Technology			X			0	Local Pattern
Biological, Physical Sciences, and Mathematics			X			100	2011
Biological Sciences			X			14	Local Pattern
Business			X			100	2008
Business Administration			X			100	
Ceramics, One Year					X	29	
Ceramics, Two Year					X	8	
Child Development			X			0	Local Pattern
Child Development Teacher					X	8	
Child Development Master Teacher					X	6	
Child Development Master Teacher/Early					X	38	
Commercial Dance					X	0	
Communication Studies		X				67	
Computer Aided Design (CAD) Architecture and Drafting					X	0	
Computer Generated Imagery					X	0	
Cosmetology			X			0	
Cosmetology					X	0	Local Pattern
Dance	X					0	Local Pattern

Program of Study	A.A.	A.A.-T	A.S.	A.S.-T	Certificate of Achievement	Program Percentage Possible Online	Date Substantive Change Approved
Dental Assisting			X			0	Local Pattern
Dental Assisting					X	0	
Digital and Web Design			X			0	Local Pattern
Digital and Web Design					X	0	
Drafting					X	0	
Drafting and Design Technology			X			0	Local Pattern
Early Childhood Education				X		13	
Elementary Education		X				77	
Emergency Management and Homeland Security			X			57	2008
Emergency Management and Homeland Security					X	80	2008
Emerging Theatre Technologies					X	9	
English		X				40	
English Literature	X					67	
Esthetician					X	0	
Fine and Performing Arts	X					100	2011
History		X				100	
Information Technology					X	73	
Journalism		X				67	
Kinesiology		X				14	
Kinesiology			X			67	
Language Arts	X					100	2011
Liberal Arts: Arts and Humanities	X					100	
Liberal Arts: Math and Science	X					100	
Liberal Arts: Social and Behavioral Sciences	X					100	
Liberal Arts: Technology and Business	X					100	
Literature					X	25	
Mathematics				X		0	
Medium and Heavy Diesel Truck Service, Diagnosis and Repair Technician					X	0	
Medium and Heavy Diesel Truck Service, Diagnosis and Repair			X			0	Local Pattern

Program of Study	A.A.	A.A.-T	A.S.	A.S.-T	Certificate of Achievement	Program Percentage Possible Online	Date Substantive Change Approved
Technology							
Motorcycle Service, Diagnosis and Repair Technician					X	0	
Music	X					17	
Photography			X			0	
Photography					X	0	
Political Science		X				50	
Psychology		X				50	
Public Works			X			57	2011
Public Works I					X	67	2011
Public Works II					X	38	2011
Recording Technology (Audio)			X			0	Local Pattern
Recording Technology (Audio)					X	0	
Registered Nursing			X			13	Local Pattern
Social and Behavioral Sciences	X					100	2008
Sociology		X				100	
Theatre Arts	X					17	
Theatre Arts		X				17	
Theatre Arts – Acting Emphasis	X					14	
Theatre Arts – Emerging Theatre Technologies					X	5	
Vocational Nursing			X			8	Local Pattern
Vocational Nursing					X	8	
Water technology			X			17	2011
Water technology					X	17	2011
Wildland Resources and Forestry					X	0	
Writing Competency					X	100	2011

All courses approved for online delivery (50% or more online) are found in Appendix A.

Evidence of a Clear Relationship to the Institution's Stated Mission

The Citrus College mission states:

> 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.

The change is directly supportive of Citrus College's mission to support successful completion of transfer, career/technical education, and basic skills development. The expansion of distance education broadens the College's scope to serve its mission delivering high quality instruction to students both within and beyond traditional geographic boundaries.

Citrus College's service area incorporates five cities. The College serves the population of eastern Los Angeles County, where the communities of Monrovia, Duarte, Azusa, Glendora and Claremont are located. Five districts serving high school students are found in these communities. They are the Monrovia Unified School District, the Duarte Unified School District, the Azusa Unified School District, the Glendora Unified School District and the Claremont Unified School District. Within the service area, the College endeavors to serve the diverse needs of the community members.

As the mission statement indicates, Citrus College is committed to the support of students' successful completion of their educational goals, particularly transfer, career/technical, and basic skills programs. During the last decade, the demand for higher education has increased, as demonstrated by the increasing enrollment, especially as the community college system rebounds from the recession. The college is quickly approaching pre-recession FTES figures and it is expected to exceed those numbers within the next academic year or two.

In particular, the distance education program helps to serve the needs of Citrus College's service area that traditional instruction cannot fulfill. Because distance education courses provide the same instructional experience in a more flexible and convenient manner, students with work, transportation, family commitments, ability/disability and other issues find them appealing. As the college continues to restore its enrollment and potentially grow, classroom space becomes a limiting factor. Room utilization analyses provided the insight that the only face-to-face options for adding classes back into the schedule were to expand into Friday and Saturday. The college has introduced a Friday/Saturday program over the last year which is now almost at capacity. Online and hybrid classes allow for growth in the schedule beyond what is currently available in our physical infrastructure.

When distance education (DE) students were surveyed in fall 2013 regarding their experiences in taking online courses, the number one reason for taking DE courses was to alleviate time

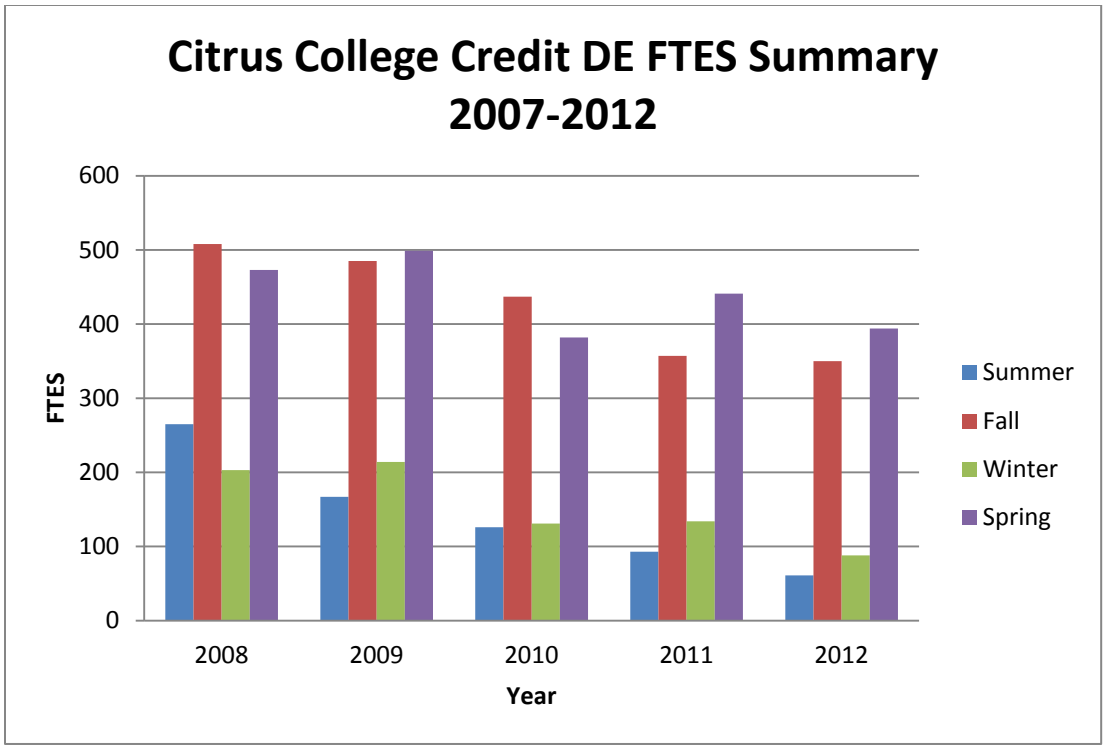
restrictions. Additionally, most students only enroll in one or two classes per semester and are taking face-to-face classes at the same time. Survey results are utilized to identify when additional support and training are needed for both students and faculty. DE Program improvements are made with survey data in mind. Student and faculty surveys are conducted every term. The data reinforce the need for continued online course options which support the Citrus College mission to provide high quality education to students both within and beyond traditional geographic boundaries. (Please see "DE Faculty and Student Surveys," Appendix I.)

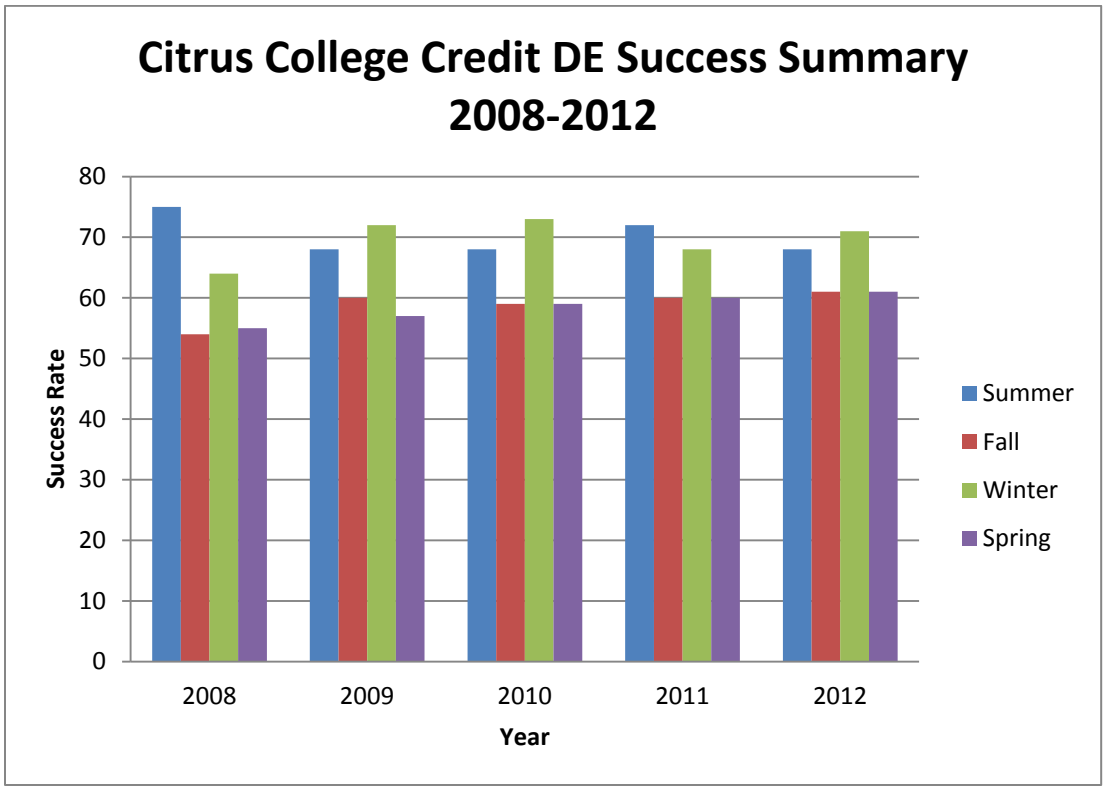
According to student surveys and enrollment patterns, the majority of students enrolling in online courses, including hybrids, live within the district or in southern California. Among the 2,016 students who enrolled in Distance Education sections in the fall 2014 semester, 559 (28%) were in-district. Students who did not live in the district but were local (southern California) totaled 1,455 (72%). Only two students were out of state, non-residents.

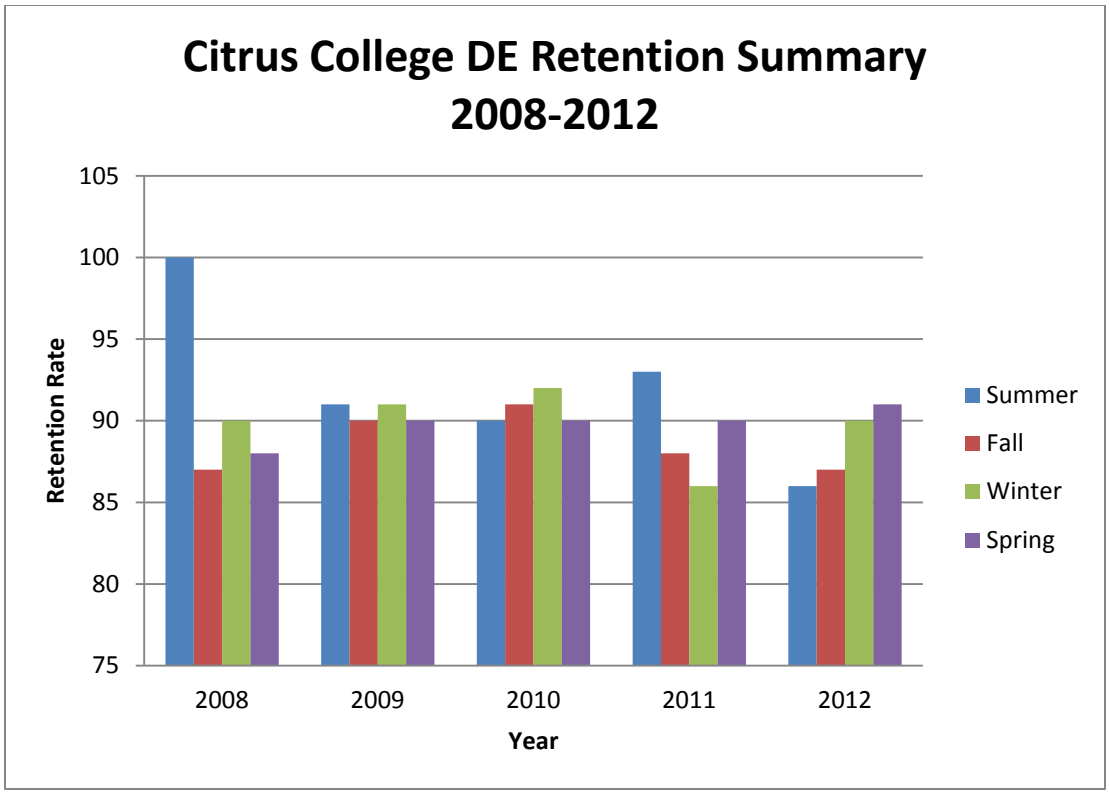
Discussion of the Rationale for the Change Including But Not Limited To Labor Market Analysis

The Distance Education Program at Citrus College began in 1998 with a small number of faculty hosting a few courses on the internet. The Distance Education Committee was formed and a Distance Education Faculty Coordinator was hired, but program efforts were largely grass-roots. The Committee met monthly to discuss best practices and offer support for faculty interested in the online format. The DE Committee has since become a shared-governance standing committee reporting to the Academic Senate with faculty, administrative, classified, and student representation. The DE Committee develops, discusses, and forwards policies and administrative procedures, best practices, and training for faculty and students. The Committee also participates in program review to determine modifications and improvements based on quantitative and qualitative data. The Distance Education Faculty Coordinator reports to the Academic Senate on an ongoing basis and also interfaces with all faculty directly. Additional support staff include the Dean of Social and Behavioral Sciences and Distance Education, the DE Supervisor and technical support, the Information and Technology Support Specialist II assigned to the DE Program. The support team works together with other areas of the college to ensure that appropriate technical support is provided, adequate courses are offered, highly qualified faculties are assigned to coursework, and all students are supported. As the distance education program at Citrus College has grown, the College has increased resources to continually improve effectiveness and support.

The data in the following table indicates decline in the enrollments during the state recession. The second table shows success and retention rates for the overall program. The program has experienced recent growth which is positively correlated with the restoration of students to the general population at the college and continues to represent roughly 10-11% of total enrollment. As the program has grown, the College has increased efforts to improve both student retention and success, which has prompted modifications to training, support of faculty and policy.


Citrus College Credit DE FTES Summary
2007-2012
600
500
400
300
200
100
0
FTES
2008
2009
2010
2011
2012
Year
Summer
Fall
Winter
Spring


Citrus College Credit DE Success Summary
2008-2012
80
70
60
50
40
30
20
10
0
Success Rate
2008
2009
2010
2011
2012
Year
Summer
Fall
Winter
Spring



In Appendix C, the demographic breakdown for success and retention rates are included in the DE Program Review. Citrus College has maintained high retention rates across all enrollments including DE. The DE program has traditionally maintained slightly lower success rates, with fall and spring semesters representing a roughly 10% gap from the overall college success rates. The DE program has been utilizing data to reflect on and plan for improvements in this area. The most recent annual program review is attached in Appendix C and includes improvements such as enhanced training and support for faculty and students. In March 2015, 26 faculty will participate in the Introduction to Online Teaching with @One. Citrus College has also posted a link to a robust self-assessment developed by Sierra College; the link is posted with permission from Sierra College and allows students to determine what areas affecting their potential success in an online course are deficient. The DE Program is committed to further analysis of demographic trends in light of the enhanced training and support.

Faculty teaching in the DE program (fully online and hybrid) rely upon the learning outcomes identified at the course level in CurricUNET, the College's curriculum software suite, and are included in the annual course assessment report. There is a newly added prompt on the form to highlight DE assessment. SLO Assessment results are included in each programs annual review.

DESCRIPTION OF THE PROGRAM TO BE OFFERED BECAUSE THE CHANGE INVOLVES A CHANGE IN DELIVERY MODE

The Educational Purposes of the Change Are Clear and Appropriate

Citrus College successfully passed a general obligation bond in 2004 which has allowed for the building and renovation of many campus facilities including some classroom space. However, the college has begun construction on the last of the bond projects. As the college continues to recover pre-recession enrollment, classroom space has become limited putting an important emphasis on the need to maintain the 10-11% of enrollments represented by the DE program. This change is also necessary to acknowledge that DE patterns exist for the general education patterns for the local associate degree, the California State University system, and the Intersegmental Transfer Curriculum breadth offerings which qualify many more degrees and certificates as more than 50% online.

The Proposed Change Meets Eligibility Requirements, Accreditation Standards, and Commission Policies

This proposed change will continue to allow Citrus College to meet all eligibility requirements, accreditation standards and commission policies. A substantial proportion of pathways for students at Citrus College are represented by degrees and degree attainment. All degrees have student learning outcomes which are supported through course assessments and separate degree assessments during the program review process. All degrees have a specified focus of study. Many of the newer degrees support transfer to the CSU system. Course, program, degree, and certificate outcomes are assessed on a regular basis with reflection on the assessment being the basis for recommendations for improvement and on occasion resource requests. All degrees have specified General Education requirements; GE SLOs are assessed on an annual basis. All accreditation standards are currently met and will continue to be met with this change.

Hiring of faculty is carried out according to board policy for all assignments including participation in the DE program. Academic freedom is addressed in board policy as well and applied to all instructional modes. All student support services provided to traditional students are also provided to online students. None of the courses offered are delivered in a correspondence format. The DE program promotes best practices in the classroom including engagement requirements which assures weekly contact between students and faculty. (Please see Appendix E for the following policies and assessments: BP and AP 4025 Philosophy and Criteria for Associate Degree and General Education; BP 4030 Academic Freedom; BP and AP 4100 Graduation Requirements for Degrees and Certificates; AP 4105 Distance Education; DE Attendance Guidelines 2011; GE Assessment Dialogue; Program Review Cycle)

DESCRIPTION OF THE PLANNING PROCESS WHICH LED TO THE REQUEST FOR THE CHANGE

How the Change Relates to the Institution's Planning, Evaluation, and Stated Mission

As stated previously (pp. 8, 9), the change is consistent with the college's stated mission. The majority of students taking courses through distance education are residents of the college's district. In addition, significant numbers take both distance education and traditional classes. The distance education course offerings include developmental, transfer, career technical, and general education courses and represent the general college course offerings.

The DE Program completes annual and comprehensive program reviews and participates in the college planning through this effort. Course, program, degree, and certificate SLOs are assessed in each academic area. Success and retention are also analyzed but only at the program level. Program review provides a vehicle to make recommendations for improvement, make resource requests, and request new data needs from the Office of Institutional Research, Planning and Effectiveness. Strategic Plan goals are supported by activities within the DE Program and have recently included commitments to enhanced training and support of faculty and students.

The Assessment of Needs and Resources Has Taken Place

Citrus College has continued to match distance learning coursework with new programs as appropriate. Significant efforts to monitor, evaluate, and develop distance learning options began in 2002, when the Distance Education Committee, comprised of faculty, deans, and classified staff, made a decision to adopt the Blackboard learning management system. The college further supported the program with the hire of the DE Supervisor in 2002. The Distance Education Committee meets monthly to discuss best practices and program improvement; however, the focus on data-driven decision making including SLOA and success and retention analyses has led to more rigorous evaluation of DE courses. The committee continues to discuss teaching methods, training and support, and other student success related matters. Currently, the average success rate in online courses is roughly 60%; however DE courses maintain a relatively high average retention rate of roughly 90%. These figures represent slightly lower success and retention statistics compared to traditional courses, and the College and the DE program are actively pursuing ways to improve student success rates.

Since the inception of the DE program in the late 1990s, the college has provided reassigned time to a Faculty Coordinator. The current reassignment is 40% which allows the coordinator to provide enhanced one-on-one training, review of courses for evaluation, and training workshops. In 2008, the college hired an Information Tech Specialist II position to support the technical support needs of the program. The Distance Education Faculty Coordinator, Supervisor of Distance Education and the Library, Information Tech Specialist II, and the dean who oversees DE meet on a weekly basis during primary terms to develop agenda items for the DE Committee, troubleshoot training needs, and discuss evaluation of courses and faculty. In 2014, the DE

Committee successfully recruited a student representative from the Associated Students of Citrus College who attends the monthly meetings. The Faculty Coordinator has a standing report on each Academic Senate agenda to share updates with all faculty. All DE Committee agendas, minutes, and best practices are posted on a shared Blackboard site to which all DE faculty have access.

The Distance Education Committee ratified a statement of "Attendance Guidelines (Appendix E)," which describe engagement requirements and strategies for online courses. The College also spells out a commitment to regular and effective contact in AP 4105 Distance Education (Appendix E). The discussions about regular and effective contact have also been part of the plan to support the recovery of distance learning enrollment as well as to keep pace with overall increases in college enrollment. The commitment to training for all DE faculty is identified in the DE Program Reviews for the last two years and includes the upcoming @One training as well as several workshops hosted over the last academic year. Training includes a focus on regular and effective contact as well as accessibility for all online courses. In 2013, a new dean was hired and the DE supervisory team decided to more closely evaluate student success in distance education courses. The Chancellor's Office annual report on distance education indicated that the average differential of success between face-to-face and online/hybrid instruction is consistently 10% statewide. The DE Committee decided that additional training and support, including a handbook which is set to be published and posted June 2015, would be an appropriate intervention. Success and retention data will be reviewed programmatically to assess the success of the interventions.

Faculty surveys (completed at the end of each term) have been modified to include questions regarding engagement; this is to augment the college's Community College Faculty Survey of Student Engagement and Community College Survey of Student Engagement data which are used to discuss engagement in traditional courses. Student engagement questions will be added to future student surveys and used for comparison with faculty results. Additional questions address students' access to adequate technology, time management, and anticipation of successful course completion. Student demographic questions were added in the fall student surveys as well. This data will be compared with the disaggregated success and retention data during program review in spring 2015. Samples of the surveys are attached in Appendix I.

The Anticipated Effect of the Proposed Change on the Institution

The effect of the growing online program at the College is that more students (including those students physically unable to attend on ground classes due to disability, health, or family issues) are able to pursue their educational goals. Most online courses are offered in addition to the traditional course offerings in each department or discipline.

A Clear Statement of the Intended Benefits that Will Result From the Change

As discussed elsewhere in this proposal, expansion of the online program will enable more students to successfully pursue their educational goals. It is anticipated that more students will

earn degrees and certificates with this change. Out-of-district, but local students will experience reduced commute and related expenses, and reduced air pollution. The College will see enrollment growth which is otherwise restrained by lack of classroom space and parking.

A Description of the Preparation and Planning Process for the Change

The proposed change will go into effect for the new degrees and certificates upon ACCJC approval/acceptance of this proposal. The general education (GE) pattern for the local associate degree, the California State University system, or the Intersegmental Transfer Curriculum pathways are already being offered in a format that allows for 100% completion online which impacts several other degrees and certificates included in this proposal. Program review allows for the DE Program to plan for and anticipate support needs as more courses are offered in an online format.

EVIDENCE OF INSTITUTIONAL PROVISION FOR HUMAN, PHYSICAL, TECHNOLOGY, AND FINANCIAL RESOURCES AND PROCESSES NECESSARY TO INITIATE, MAINTAIN, AND MONITOR THE CHANGE AND TO ASSURE THAT THE ACTIVITIES UNDERTAKEN ARE ACCOMPLISHED WITH ACCEPTABLE QUALITY

Adequate and Accessible Student Support Services

All Citrus College students may participate in online orientation and can web-register for classes. Students can schedule online appointments with counselors to discuss educational plans, career, and transfer needs. The Learning Center provides online tutoring for several subjects, although very few students take advantage of this service. The Learning Center's Tutorial Services has enhanced recruitment efforts with increased classroom visits, advertisement on the webpage, and production of print materials such as bookmarks highlighting the service. Students can access the Citrus College Library electronically and have access to all databases in an online format. Several instructors have also scheduled library orientations in an online format. (http://libguides.citruscollege.edu/library; http://www.citruscollege.edu/stdntsrv/counsel/Pages/default.aspx; http://www.citruscollege.edu/lc/tutor/Documents/OnlineTutorFlyer.pdf)

Sufficient and Qualified Faculty and Staff to Effect and Sustain the Change

Citrus College's courses have been developed and are taught by regular full-time and adjunct faculty. Faculty are hired utilizing the same quality criteria as applied to the hiring of faculty that teach any course offered by the college. Since 2002, the ability to teach hybrid or online coursework has been a consideration in the hire of full-time faculty and is included on a case-by-case basis for the hiring of adjuncts. Any currently employed faculty wishing to teach online or hybrid courses are first referred to the DE Faculty Coordinator and Information Tech Specialist II for training, course development, and review. Once a sample course site is developed, new faculty are cleared to teach for the DE Program. Ongoing professional development workshops are provided on a regular basis during fall and spring terms to further support all DE faculty.

The Vice President of Academic Affairs provides oversight of online course offerings, as is the case with all academic programs. Each division dean in consultation with the Dean of Social and Behavioral Sciences and Distance Education and the Supervisor of Distance Education and the Library is responsible for the support and management of online offerings in their assigned area. The Dean of Social and Behavioral Sciences is designated as the Dean of Distance Education and is responsible for overall coordination of online offerings and provides managerial support for the DE Program and staff. DE support staff includes the Supervisor of Distance Education and the Library (50% of a full-time position), the Distance Education Faculty Coordinator (40% reassignment for a full-time faculty member), and the Information Tech Specialist II (full-time classified staff) who provides technical support to the program. Online courses, faculty, and students also receive staff support from traditional college functions such as Admissions and Records and Financial Aid. The Chief Information Services Officer and her staff provide additional technical support. The Office of Institutional Research, Planning, and Effectiveness provides support to collect and analyze data and develop surveys and other program assessments.

The DE program contracts with Blackboard Incorporated as the learning management system for online courses. For a few courses that demand features not found in the Blackboard system (such as Music Appreciation), Blackboard is used in conjunction with other programs or management systems designed for the specific course content. Blackboard Incorporated hosts the server on which most of the online courses are delivered. Additionally, the server supports many traditional courses and serves as a district emergency communication system. Blackboard Incorporated provides technical support 24 hours a day, seven days a week through the Application Service Provider. Technical difficulties are handled quickly in a coordinated effort between the Supervisor of Distance Education and the Library and Blackboard Technical Support Managers. Citrus College has a dedicated Blackboard Account Manager for any issues arising with contracted services.

The DE Program maintains an annual budget which includes allocations for all staff salaries, the Blackboard Incorporated contract fees, and fees for TurnItIn which is a service that evaluates student work for instances of plagiarism. Many faculty also take advantage of CCC Confer to hold synchronous office hours or class meetings. CCC Confer is an online web and/or phone conferencing tool that is hosted by the state community college system.

The Distance Education Faculty Coordinator works with DE staff to develop and provide training and support for faculty teaching online. The Faculty Coordinator has completed all @One, the state training agency for community colleges, training modules and meets individually with new faculty to support the development of their online course materials. The coordinator also offers training workshops during fall and spring semesters to provide ongoing updates to current DE faculty. DE faculty are asked to complete and submit a self-assessment each year regarding their online course compliance with the DE policy and attendance guidelines. Once the DE Handbook is published, additional prompts will be included. The dean also systematically reviews courses for currency and offers suggested improvements. Faculty undergoing pre- or post-tenure review submit one online course for review by their evaluation committee. The committee chair meets with the DE Faculty Coordinator to review the course. They utilize a rubric agreed upon by the Academic Senate and the Faculty Association of Citrus College. Feedback is shared with the faculty member and the committee.

The DE Committee which meets monthly provides additional dialogue and support regarding online best practices. Faculty presentations are archived on the Blackboard site for the committee and may be reviewed at any time on-campus or online.

Professional Development for Faculty and Staff to Effect and Sustain the Change

As mentioned previously, the College provides several new and ongoing training opportunities for faculty professional development. The DE Faculty Coordinator meets one-on-one with any new faculty to discuss pedagogy and content development for new DE assignments. The new faculty then meet with the Information Tech Specialist II to learn technical skills related to the Blackboard platform and TurnItIn. The coordinator provides professional development workshops each semester to further support ongoing training needs of current and new faculty. These workshops are often attended by both online and traditional faculty. This past academic year, the topics covered included accessibility, introduction to Blackboard, and TurnItIn/SafeAssign (SafeAssign is Blackboard's plagiarism assessment program), and Blackboard gradebook. The DE Committee Blackboard site serves as a repository for training materials, policies, guidelines and best practices. All online faculty have access to this site.

Appropriate Equipment and Facilities, Including Adequate Control Over Any Off-Campus Site

In addition to the software and service agreements associated with Blackboard Incorporated the College maintains adequate technology to support students on campus who are also enrolled in online courses. Students can go to a large computer lab in the Information Science building or to the library. Each hosts more than 60 staff-supervised computer stations. Each DE staff member maintains an office. The Supervisor of Distance Education and the Library and Information Tech Support Specialist II are housed in the library. The dean who oversees DE and Faculty Coordinator are housed in the Center for Innovation building. No off-campus sites are maintained by the College. Although the Blackboard Incorporated server is maintained off-campus, Blackboard, Inc. maintains duplicate servers in other regions of the country to ensure that if the local server goes down, the College is supported by another region.

Sustainable Fiscal Resources Including the Initial Long-Term Amount and Sources of Funding for the Proposed Change and An Analysis of Fiscal Impact on the Institution's Budget

Citrus College is fully affirmed for its accreditation by ACCJC. In 2009, an accreditation team concluded in its final report that the College is financially sound and operates with a balanced budget, and has adequate reserves to absorb unanticipated financial events should they occur. Each annual budget includes allocations for the DE program. The academic program as a whole carefully plans course offerings to remain within budget. As such, there will continue to be an adequate allocation to support the DE Program which does not seek to increase in size but maintain its 10-11% of total course offerings.

Comparative Analysis of the Budget, Enrollment, and Resources Identifying New or Reallocated Funds

As stated previously, the DE Program has an annual budget allocation which accounts for staff salaries, contract fees for Blackboard and TurnItIn, office supplies, and equipment. Each annual budget is developed based upon the projected enrollment in the program. The overall DE budget for the college is projected at 10-11% of the total FTES for the year. Because the goal is to maintain enrollment, new or additional funds are not needed at this time. Equipment and other resources necessary to meet the needs of the program are documented and requested by the DE program through the program review process.

Plan for Monitoring Achievement for the Desired Outcomes of the Proposed Change

The Institutional Research, Planning, and Effectiveness Office is responsible for providing the data and reporting needs of the institution. The researchers provide data and reports to administration, faculty, and staff. Data and reports are used for: short- and long-range planning; college and program-level decision-making; accountability; evaluation of institutional effectiveness and institutional planning; student learning outcomes and student success; effective enrollment management; program review; federal and state-mandated research; compliance; and funding.

Evaluation and Assessment of Student Learning Outcomes, Achievement, Retention, and Completion

Citrus College utilizes program review as a means to evaluate and assess program success. Student learning outcome assessment for the program is included and primarily focuses on the services provided by the program to support faculty and students in online coursework. Student learning outcomes are also assessed by each academic program at the course level. A new prompt on the SLOA reflection form requires faculty teaching DE courses to address similarities and differences with traditional sections. Please see Appendix D for the course SLOA reporting form. A major inclusion in the last two program review cycles has been to include success and retention data for the program. The disaggregated success, retention and demographic data

displayed in Appendix C help the program to strategize interventions and to monitor the effect and success of the interventions. Each academic program is also provided DE success and retention data within their program. Faculty have included discussions of DE offerings in their academic program reviews.

EVIDENCE THAT THE INSTITUTION HAS RECEIVED ALL NECESSARY INTERNAL OR EXTERNAL APPROVALS

Clear Statement of What Faculty, Administrative, Governing Board, or Regulatory Agency Approvals are Needed, and Evidence That They Have Been Obtained

The Curriculum Committee of the Academic Senate and the Board of Trustees approve all online courses. The distance education/online mode of delivery of course content has gone through the curriculum approval process of the college and the California Community College Systems Office prior to being offered. In keeping with Title 5 requirements for approval of online courses, the Curriculum Committee requires that any course proposed for teaching using online delivery contain additional content dealing specifically with the online aspect of the course. Each approved course is identified in Appendix A; course outlines of record include a DE addendum on CurricUNET for each appropriate course. In keeping with Title 5 requirements for approval of online courses, the Curriculum Committee requires that any course proposed for teaching using online delivery contain additional content dealing specifically with the online aspect of the course. It has been the practice of both faculty and administration that policies related to online course development and delivery should parallel those for traditional delivery.

Legal Requirements Have Been Met

Title 5 requirements regarding approval of curriculum provide the structure for the approval process at the College. The DE program has made a significant commitment to compliance with both FERPA and accessibility requirements.

Governing Board Action to Approve the Change and Any Budget Detail Supporting the Change

Course, certificate, and degree approval is initiated in the Curriculum Committee with final approval given by the Board of Trustees. Thus, all courses, degrees, and certificates mentioned in this proposal have been approved by the Citrus College Board of Trustees. This proposal does not include any suggested modification to budget.

EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT (ERs) WILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE

Citrus College was last visited by the Accrediting Commission for Community and Junior Colleges (ACCJC) in fall 2009 and received notification of its continued accreditation with six recommendations and a follow-up report due October 2011. The College submitted the follow-up report and a mid-term report which was accepted by ACCJC. Citrus College will continue to meet eligibility requirements for accreditation in the following areas:

1. Authority
Founded in 1915, Citrus College was the first two-year college to be established in Los Angeles County and the fifth in the state. Citrus College operates under the authority of the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees for the Citrus Community College District. Citrus College is fully accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

2. Operational Status
Citrus College served approximately 11,313 full time equivalent students with an annual enrollment of 18,637 in the 2013-2014 academic year. The *Citrus College Fact Book* contains data about student achievement, demographics, degrees, certificates and transfers. Enrollment information is also available from the California Community Colleges Chancellor's Office. Online courses are extensions of existing courses and programs.

3. Degrees
The college catalog lists the degrees that are available and identifies the courses required for completion of degrees and certificates. The college offers associate degrees in 46 fields of study and 15 associate degrees for transfer as well as certificates of achievement and skill awards offered in 48 career/technical programs of study. Certificates and degrees offered via online courses are the same as those currently offered via traditional classes. There were 1963 degrees conferred during the June 2014 commencement including 397 transfer degrees. The number of degrees and certificates granted each year is available in the *Citrus College Fact Book*.

4. Chief Executive Officer
The board of trustees appoints the superintendent/president as a full-time chief executive officer, and delegates to her the authority to administer board policies and to supervise the general operations of the college, as described in Board Policy 2430. The Chief Executive Officer of Citrus College is Geraldine M. Perri, Ph.D. who has served in this capacity since July 2008.

5. Financial Accountability
Citrus College annually undergoes and makes publicly available a financial audit by an independent certified public accounting firm. The audit covers both the cost and income

generated by all courses including online courses. The firm makes a presentation to the board in public session about the findings of the audit and explains any recommendations.
The financial statements and audit reports are available in the office of the vice president of finance and administrative services. The college adheres to specific board-approved board policies and administrative procedures governing responsible allocation of funds to support educational programs and services.

6. Mission
Citrus College has a mission statement that defines the institution's broad educational purposes, its intended student population and its commitment to student learning, student success, and educational excellence. The mission includes a commitment to educating students both within and beyond traditional geographic boundaries. Distance education supports the mission in providing high quality instruction for students within and beyond the boundaries mentioned in the mission. The college's most recently revised mission statement was adopted by the Board of Trustees in 2014. The mission statement is published in the college catalog, the schedule of classes, the college website, the *Citrus College Integrated Planning Manual*, 3rd Edition, the *Organization and Governance Handbook*, the Citrus Community College Board of Trustees Highlights and the *Annual Report to the Community*.

7. Governing Board
A five-member board of trustees is elected by the voters of the Citrus Community College District to represent five designated trustee areas. The Board of Trustees governs on behalf of the citizens of the Citrus Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. This board sets policy and provides direction and goals for the district. The board is responsible for monitoring institutional performance and educational quality, integrity and financial health and stability of the District, and considers constituent and public interests in decision-making. The board is an independent policy-making body and ensures that the educational mission of the district is implemented while advocating for and protecting the District. The board adheres to conflict of interest policies and legal requirements.

8. Administrative Capacity
The administrative capacity of Citrus College is documented in the organizational charts contained in this proposal. The administrators have full-time responsibility to provide leadership to their assigned areas. Administrators are selected based on preparation and experience and are evaluated annually based on performance of duties.

In addition to the executive leadership, deans and directors provide critical leadership and support for planning and operational issues. Distance education is managed by the Dean of Social and Behavioral Sciences and Distance Education. All administrators have the qualifications to adequately provide appropriate administrative oversight. All administrators are involved in planning and decision making and participate in a committee called Management Team which meets once monthly.

9. Educational Programs
The associate in arts and associate in science degree programs at Citrus College are congruent with the college's mission. By authorization of the Board of Governors of the California Community Colleges, the college confers the associate in arts and the associate in science degree to those who complete 60 units of degree-applicable coursework including general education and major requirements. Fields of study are recognized as appropriate to higher education and are of sufficient content, length, quality and academic rigor. The college also awards certificates for specially designed learning activities.

Citrus College offers a comprehensive general education curriculum including a variety of general education, foundation, and career and technical courses. Educational programs offered through distance education or electronic delivery also allow students to complete their general education requirements and students can begin their programs in a number of areas. The complete listing of available certificates and degrees can be found on pp. 4-7.

Online students have access to online tutoring through the Learning Center's Tutorial Services and numerous electronic resources through the Library.

10. Academic Credit
Citrus College awards credit based on the traditional Carnegie unit, which is the generally accepted standard for degree-granting institutions of higher education. The college accepts transfer credits from other regionally accredited institutions to meet degree and transfer requirements, as described in the 2014-2015 college catalog on page 16. Administrative Procedure 4050 Articulation details the process for accepting units from other institutions of higher learning. The award of credit is the same for online courses as it is for courses offered in a traditional modality.

11. Student Learning and Achievement and Student Achievement
Citrus College defines student learning outcomes for courses, programs, certificates and degrees, student services, academic support, and appropriate administrative support services. Achievement outcomes are defined as well. These outcomes are published in a variety of documents that include, but are not limited to, course outlines of record and program review reports. The five-year program review cycle as well as the annual program review process assure that learning outcomes are assessed regularly and systematically to support ongoing and systematic efforts to student learning and achievement.

Course level learning outcomes are the foundation for outcomes and assessment at the program, degree and certificate, and general education levels. These linkages assure that students who complete programs achieve stated outcomes. A separate prompt has been created on the SLO assessment reflection form to denote when the outcomes and assessment are from a distance education or hybrid course.

12. General Education
To ensure breadth of knowledge and promote intellectual inquiry, the college has established general education requirements for the associate in arts and the associate in science degrees. All requirements are published in the college catalog and include demonstrated competencies in writing, reading and computational skills, as well as an introduction to major areas of knowledge. Degree credit is consistent with levels of quality and rigor appropriate to higher education. Requirements are the same for all courses and programs regardless of modality.

13. Academic Freedom
Academic freedom is fundamental for the protection of the instructor's right in teaching and the student's right in learning in the classroom, in an online environment and on the campus. Citrus College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic community in general. Board Policy 4030 Academic Freedom contains the district's academic freedom statement. (Please see Appendix E)

14. Faculty
Currently, the institution employs 156 full-time and 290 part-time teaching faculty. All faculty meet or exceed the minimum qualifications for the discipline of hire. All full-time faculty names and degrees are published in the catalog. The role of faculty in the development and review of curriculum is stated in Board Policy 4020. The Academic Senate constitution and bylaws state that the Curriculum Committee, made up of faculty representatives from instructional departments, has the responsibility to approve and revise curriculum. The chair of the Curriculum Committee is a faculty member and the committee is under the purview of the Academic Senate. The Student Learning Outcomes and Assessment Committee provides leadership to the faculty in the development and assessment of student learning outcomes. Individual faculty members have the responsibility to assess student learning and assign grades for students enrolled in their classes. Online courses are developed and taught by qualified full-time and part-time faculty members who meet or exceed the minimum qualifications for their disciplines.

15. Student Support Services
Citrus College provides comprehensive student services that foster student learning consistent with student characteristics and the institutional mission. All support programs are outlined in the college catalog, the schedule of classes and the college website. Services include admissions and records, financial aid, counseling, career counseling, transfer, DSP&S, EOP&S, CalWORKs, assessment, orientation, health, safety and security, food services, bookstore, international students, veterans and outreach.

The College has online access to applications for admission and class registration, online orientation, counseling, tutoring, and bookstore access.

16. Admissions
The college catalog describes the institution's admissions policies and procedures, which are in compliance with state regulations. Board Policy 5010 Admission and Concurrent Enrollment delineates admissions requirements. Enrollment in online courses follows the same statutes and Board policies as for traditional courses.

17. Information and Learning Resources
The college has a full-service library, media services, specialized and open computer labs and technology support. Resources include reference assistance by librarians, on-line databases, a print and non-print collection, and access to the Library on an appropriate schedule. Many of the periodical and reference resources are available online, and some DE faculty schedule online library orientations with a librarian. Extensive learning support is provided through the institution's success centers, Supplemental Instruction, and computer labs.

18. Financial Resources
Citrus College is funded by the state of California based on appropriation guidelines and determined by the number of full-time equivalent students. The college has budget management practices that provide for fiscal stability, with an ending balance that exceeds the state minimum requirement. The district budget is approved by the board of trustees and is available in board agendas, minutes and in public areas of the college. The College has made a commitment to fund the development and offering of courses via online delivery as it has for traditional courses.

19. Institutional Planning and Evaluation
The college utilizes its program review process in instruction, student services and administrative services to evaluate the ways in which it is accomplishing its mission. The college has assigned a faculty member to chair and coordinate the program review process. The college publishes information about the outcomes for students online, the catalog, program review documents as well as in the *Citrus College Factbook*, which presents a wide array of data about student demographics, performance and achievement. Institution level student learning outcomes are published online and catalog. The college includes the campus community in the strategic planning process, with five year goals and annual implementation plans. The college has assigned a faculty member to coordinate the student learning outcomes and assessment process and to chair an oversight committee for student learning outcomes, the SLOAC, or "HotShots." To further strengthen the program review process, the college has assigned a faculty member to coordinate and chair the program review committee. The development of online courses and programs is included in the College's planning and evaluation processes and documents.

20. Integrity in Communication with the Public
The catalog serves as the primary document for public information about the college. Information in the catalog is reviewed annually before publication to ensure that information is accurate and current. The catalog includes information for students and the community explaining the college mission, accreditation status, degree and course offerings, student learning outcomes for programs and degrees, calendar, admissions requirements, academic freedom statement, student services and learning resources, names and degrees of administrators and

faculty, names of governing board members, student fees and refunds, policy on acceptance of transfer credits, nondiscrimination and sexual harassment, and complaint procedures. The catalog is available in both print copy and on the college website.

21. Integrity in Relations with the Accrediting Commission
Citrus College adheres to the eligibility requirements, standards and policies of the Accrediting Commission for Community and Junior Colleges. The college complies with all commission requests and reporting requirements with full and honest disclosure in a timely manner.

EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT (ERs) WILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE

Standard I: Institutional Mission and Effectiveness

IA. Mission

The addition of online delivery of courses is in direct support of the College's mission which is concerned with delivery of high quality instruction to students both within and beyond traditional geographic boundaries. These distance education offerings serve our mission by increasing access opportunities to students.

IB. Improving Institutional Effectiveness

The institution assesses progress through the program review process. An extensive review process has been designed and is coordinated by the Program Review Committee. During the program review process, programs connect their activities to the goals in the Strategic Plan and to the Educational and Facilities Master Plan. It is within program review that programs list how their activities, learning outcomes, and improvement plans connect to and further the outcomes contained in the strategic goals. The Program Review Committee reviews this information and provides feedback to the programs concerning the program review report (an annual report by program). Each division prioritizes unfunded resource requests and forwards them to the Financial Resources Committee for consideration. Resource requests are linked to the college's budgetary and planning process. All program reviews include SLO assessment and reflection as a part of the review. All courses in each academic program are responsible for assessing all SLOs in the five-year cycle.

Like other academic programs, the Distance Education Program at Citrus College participates in the Program Review process every year with a comprehensive review every 5th year. This review includes the reporting of program changes, student learning outcomes, and resource requests for professional development or staffing. This process is part of a larger institutional evaluation which links programmatic needs to college resources, including requests for budget augmentations and key positions. The Office of Institutional Research, Planning and

Effectiveness has an ongoing relationship with the Distance Education Program in supplying data and development of surveys and assessment tools. The College administers the Community College Survey of Student Engagement each even year and the Community College Faculty Survey of Engagement each odd year. These surveys do not include sampling from DE courses, and the OIR worked with the DE program in November 2014 to add questions to the DE student and faculty surveys regarding engagement.

Standard II: Student Learning Programs and Services

IIA. Instructional Programs

Distance education courses and programs are evaluated and assessed with the same attention to quality and rigor as face-to-face offerings. Distance education offerings apply to completion of a degree or certificate, and the details about the modality differences are reviewed and evaluated by the Curriculum Committee in the form of an addendum to the course outline of record. In order for the Curriculum Committee to approve the proposal, the initiating faculty must address the ways in which course assignments, instructional delivery, accessibility, student communication and evaluation will be modified through an online format. The philosophy of the Curriculum Committee is that the distance education modality does not change the course objectives, content or SLOs; however, faculty must indicate the ways that those objectives, outcomes, and content will be achieved in the DE addendum.

The student learning outcomes remain consistent between face-to-face courses and online or hybrid courses, but the assessment may be different between face-to-face and online sections. At Citrus College, all courses have identified learning outcomes and assessment, as does every program at the college. Degree and certificate assessment occurs once every five years and course-level assessment occurs annually and is highlighted in the annual program review reports and the supplemental reports which are a part of the five-year comprehensive cycle. All courses, traditional and online, are reviewed for currency at least once every six years as required by the Curriculum Committee and to remain in compliance with Title 5.

Courses approved for Distance Education meet the criteria for transfer, degree or certificate completion. With the inclusion of the general education patterns providing completely online pathways, many degrees and certificates are now offered more than 50% online. As the College continues to recover enrollment, the distance education offerings allow for 13 degrees and four certificates to be completed 100% online. Courses are chosen for distance education delivery by the deans and faculty, although the approval of DE course addendums is solely the purview of the Curriculum Committee. Courses selected for online or hybrid delivery generally must meet key requirements of a degree or certificate and be compatible with the course objectives and SLOs. For instance, grounded in faculty recommendations, several courses including lab science, performance-based classes, and some language and math courses have not yet been considered for online or hybrid delivery because of the interactive requirements of the course objectives and SLOs. As technology evolves, more courses may be considered, but those decisions are

consistently under discussion and review by discipline faculty, the Distance Education Committee, and the Curriculum Committee.

Course offerings for online or hybrid courses are determined by the Vice President of Academic Affairs, the Vice President of Student Services, the Dean of the specific area in consultation with area faculty. Currently, the deans develop a framework for a year-long schedule, in which hybrid and online offerings are one component. This framework helps to support student success in that counselors can help students plan more effectively toward the completion of their academic goals.

Citrus College uses the same standards and processes for hiring and evaluating all faculty, regardless of delivery modality. Faculty are charged with ensuring that students satisfactorily meet the course objectives and SLOs and that the course adheres to the College's standards and rigor. The College hires faculty based upon meeting state minimum qualifications for each faculty position. An equivalency board policy and administrative procedure is in effect for applicants who request it. Prior to teaching online, new faculty undergo training in online pedagogy and content with the DE Faculty Coordinator. New faculty also meet with the Information Tech Specialist II for training in Blackboard, the learning management system.

Faculty teaching online also have access to the Distance Education Committee site for teaching and learning support, best practices and guidelines, and updates to Blackboard. This network provides help with course management issues and pedagogical design. The DE Faculty Coordinator has provided additional professional development workshops which are attended by both online and traditional faculty as many traditional faculty are interested in using Blackboard as support in their face-to-face classrooms.

Online and hybrid courses are supported by the College's learning management system, Blackboard, Inc. In spring 2014, the DE Committee evaluated three different learning management systems and voted to renew the contract with Blackboard after careful consideration. The College contracts with Blackboard to host the server off-site. Blackboard provides around the clock administrative and technical support, while interfacing with the College's Information and Technology Services.

Course sites are generated each semester and integrate with the enterprise resource system, Wingspan/Banner. Students log into their courses through Blackboard (available from the campus website) and must provide both their student identification number and their unique passwords in order to authenticate the log-in. Students are strongly encouraged to log-in before the first day of classes, and faculty ensure student participation by observing the "Attendance Guidelines 2011" (Appendix E) developed and adopted by the Distance Education Committee.

On the Distance Education Program website, students are referred to a self-assessment which helps them understand their readiness and ability to succeed as an online student. Based on the self-assessment, counselor advisement and traditional or online orientation process, students choose whether or not a distance education course is appropriate for their learning goals.

Faculty who teach in distance learning modalities are evaluated by a process outlined in the Citrus College Faculty Association Contract. Pre- and post-tenured faculty, both adjunct and full-time, are evaluated in accordance with the schedule outlined in the Citrus College Faculty Association Contract. Faculty who teach using distance learning modalities are evaluated by their peers who are provided with access to the evaluatee's course sites so that they may review class activity and assignments; this is done in collaboration with the DE Faculty Coordinator and the use of a negotiated rubric. In addition, students participate in faculty evaluations through an evaluation form that has been modified to account for the unique aspects of online or hybrid instruction, and the survey is administered by the Distance Education Supervisor. This process ensures that students participating in distance learning have an opportunity to provide feedback to their instructors, and faculty who use these modalities receive the necessary feedback from their peers to improve their effectiveness in teaching the course.

In order to remain abreast of new state regulations and best practices, DE Program staff attends California Community College Chancellor's Office Distance Education Coordinators' Webinar Meetings. As appropriate, information from these webinars is shared with the DE Committee and all DE faculty and academic deans.

The schedule of classes highlight online and hybrid courses with the following statement: "DISTANCE EDUCATION CLASS After registering go to www.citruscollege.edu/de." The statement may also be included if the course is hybrid, meets as a fast-track or shortened sequence, and if students are required to take exams on campus or attend other on-campus meetings, such as an orientation with the faculty. Some of this same information is also listed on the College's distance education website: http://www.citruscollege.edu/de/Pages/default.aspx which has a tab from the College's main webpage.

Citrus College maintains a policy regarding academic integrity which is outlined in Board Policy 5500, Student Conduct. Academic integrity is further discussed on the Student Conduct webpage: http://www.citruscollege.edu/stdntsrv/studentaffairs/conduct/Pages/academicintegrity.aspx. BP5500 defines academic dishonesty as a violation of the code of conduct by engaging in cheating, plagiarism or other academic dishonesty. Students who violate academic integrity codes may face disciplinary actions by the Dean of Students and are provided an opportunity for due process including a disciplinary hearing as needed.

Authentication processes for students and faculty to access Blackboard discourage academic dishonesty, as the students' identification numbers and unique passwords provide necessary security measures. On the log-in page, the following statement precedes entry of username and password, "Through the entry of my username and password, I affirm that I am the student who is registered/enrolled. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic integrity and the use of student data as described in the Student Conduct Code (BP5500) that governs student rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to expulsion from the college."

In addition to authentication measures, all faculty (including traditional, online, and hybrid) have access to plagiarism assessment tools including TurnItIn and SafeAssign, which evaluate the text of student essays and written responses and determines the risk of plagiarism and reports it to the faculty. Faculty are encouraged by their division dean and the dean of students to report violations and act on them by initiating the discipline process.

IIB. Student Support Services

Citrus College provides accurate information regarding student support services in the College Catalog which is available online. Services provided online include application, orientation, counseling, registration, payment, tutoring, and access to library materials such as online periodical databases and library orientation. The schedule of classes, including an archive of past schedules, is also available online. The schedule includes pertinent information regarding online and on-campus requirements. The Catalog includes information about how to locate resources on campus which is important because the majority of students enrolled in distance education courses are enrolled in traditional courses too.

All students have access to register for online and hybrid courses, although the College encourages students to assess their potential for success prior to choosing this modality. However, many students indicate that the reason that they are taking online courses is to avoid conflicts with traditional course scheduling or transportation issues. As a result, the College has provided adequate online services to support all students from a distance. Students can access information online about available support services such as the Catalog, online orientation, and the Distance Education webpage.

The Distance Education Program commits to online support services and has reviewed services in each program review. Counseling faculty including representatives from the Disabled Students Programs and Services also attend and contribute to the DE Committee meetings and to the program review.

IIC. Library and Learning Support Services

The Library provides a wide variety of learning resources and services which support the online learner. Detailed information describing the wide variety of resources can be found on the library home page: http://libguides.citruscollege.edu/library. From this link, students can access the virtual database catalog as well as a growing collection of eBooks and streaming videos which are all closed captioned. The Library has also scheduled “virtual Librarian” time and online Library Orientation in courses that arrange for the service. This service is arranged through the CCC Confer program, a free virtual meeting program.

The Learning Center’s Tutorial Services has provided online tutoring for math, biology, English and writing for several years. Not many students take advantage of tutorial services in general, so

Tutorial Services has been working on enhanced recruitment efforts. Should student interest and demand increase, additional tutors and subject areas will be included.

Standard III: Resources

IIIA. Human Resources

Faculty and staff who are involved with online courses and programs will continue to meet all the minimum qualifications and be held to the same standard as traditional faculty and staff, in accordance with applicable state codes and requirements. Faculty and staff have access to training opportunities specific to online learning through the Distance Education Program, Committee, and staff. The DE Program includes all faculty and staff associated with online courses. The DE Committee includes all online faculty and staff, but not all are able to attend and contribute to meetings. However, all materials associated with the program and the committee are available through a common Blackboard site. The DE Program is supported by adequate management, classified and faculty staff.

IIIB. Physical Resources

Faculty and staff have access to supporting technology in the Distance Education offices and training lab; DE offices are located in the library and the Center for Innovation, and the training lab with 25 work stations is located in the Center for Innovation.

IIIC. Technology Resources

The Distance Education Committee, the Technology and Computer Services division, and the Information and Technology Committee address the evolving use of computer technologies on campus and in Distance Education including upgrade of campus infrastructure and computers for faculty, staff and students.

IIID. Financial Resources

The College currently contracts with an external service, Blackboard, Incorporated, to provide student and faculty access to online instruction for online and hybrid course as well as support for traditional courses. Costs related to this contract as well as staff salaries and supply needs are provided for in the college budget. The College has consistently provided conservative and prudent financial resources for all programs.

Standard IV: Leadership and Governance

IVA. Decision-Making Roles and Processes

The College operates within a shared decision making process. During the last accreditation in 2009, the College received a commendation for the inclusive governance structure. Citrus College's faculty and staff have robust and clearly defined roles in institutional governance. The

superintendent/president guides institutional improvement through collegial processes. The College relies upon the Office of Institutional Research, Planning and Effectiveness to provide sound data which is utilized during all college planning. Students are exceptionally participatory in the governance structure at the college.

The committee structure is documented in the Governance Handbook. All governance committees have faculty, students, managers and classified staff participation with individuals being requested and approved by the Academic Senate, Associated Students of Citrus College, and the California State Employees Association. The DE Committee is a standing committee of the Academic Senate and enjoys participation by all constituent groups.

IVB. Board and Administrative Organization

The Board of Trustees has the responsibility for policy establishment and assurance of quality and effectiveness of student learning programs and services for the entire Citrus Community College District. The Board operates according to the Brown Act. An organization chart can be found in Appendix H.

Appendix A

DE Addendums Approved

Course Number	Course Title	DE Form Data
ACCT 100	Accounting	YES
ACCT 101	Financial Accounting	YES
ACCT 102	Managerial Accounting	YES
ACCT 110	Income Tax Accounting	YES
AJ 101	Introduction to the Administration of Justice	YES
AJ 102	Concepts of Criminal Law	YES
AJ 103	Legal Aspects of Evidence	YES
AJ 105	Criminal Investigation	YES
AJ 109	Criminal Procedures	YES
AJ 112	Community Relations	YES
AJ 131	Introduction to Corrections	YES
ANTH 210	Introduction to Cultural Anthropology	YES
ANTH 210H	Introduction to Cultural Anthropology - Honors	YES
ANTH 212	Introduction to Physical Anthropology	YES
ANTH 212L	Introduction to Physical Anthropology Lab	YES
ART 100A	Survey of Western Art from Prehistory through the Middle Ages	YES
ART 100B	Survey of Western Art from Renaissance to Contemporary	YES
ART 101	Art History and Appreciation - Ancient	YES

ART 102	Art History and Appreciation - Medieval	YES
ART 103	Art History and Appreciation - Renaissance to Rococo	YES
ART 104	Art History and Appreciation - 19th Century Art	YES
ART 105	Art History and Appreciation - Early 20th Century Art	YES
ART 110	Introduction to the Visual Arts	YES
ART 199	Motion Picture Appreciation	YES
ART 206	History of Latin American Art	YES
ART 207	History of Asian Art - China, Korea, and Japan	YES
ASTR 115	Planetary Astronomy	YES
ASTR 116	Stellar Astronomy	YES
BIOL 102	Human Genetics	YES
BIOL 104	Biology: Contemporary Topics	YES
BIOL 116	HIV and AIDS: Insights and Implications	YES
BIOL 145	Environmental Science	YES
BUS 130	Introduction to Business	YES
BUS 132	Ethics in Business	YES
BUS 146	Personal Finance	YES
BUS 150	Business English	YES
BUS 152	Business Communications	YES
BUS 160	Business Law and the Legal Environment I	YES
BUS 172	Human Resource Management	YES

BUS 175	Introduction to Management	YES
BUS 176	Management for the Office Professional	YES
BUS 185	Elements of Marketing	YES
CHEM 103	College Chemistry	YES
CIS 107	Information Systems and Applications	YES
CIS 119	Introduction to Web Programming	YES
CIS 130	Microcomputer Applications I	YES
CIS 150	Web Development with Dreamweaver	YES
CIS 154	Web Development with Fireworks	YES
CIS 156	Web Development with Flash	YES
CIS 230	Microcomputer Applications II - Advanced MS Office	YES
COMM 100	Mass Media and Society	YES
COMM 101	Reporting and Writing News	YES
COMM 103	Freelance Journalism	YES
COMM 136	Cultural History of American Films	YES
COUN 145	Career/Life Planning	YES
COUN 160	Strategies for College Success	YES
CS 111	Introduction to Programming Concepts and Design	YES
CS 225	Object Oriented Programming	YES
CS 232	Programming Concepts and Methodology II	YES
CS 242	Computer Architecture and Organization	YES

CS 252	Discrete Structures	YES
ECON 101	Principles of Macroeconomics	YES
ECON 102	Principles of Microeconomics	YES
EMER 162	Principles of Emergency Management	YES
EMER 163	Terrorism and Emergency Management	YES
EMER 164	Managing Hazardous Materials Incidents	YES
EMER 166	Emergency Planning and Methodology	YES
EMER 167	Practical Applications of Emergency Management	YES
EMER 168	Emergency Operations Center (EOC) Management	YES
ENGL 099	Introduction to Reading and Composition	YES
ENGL 101	Reading and Composition	YES
ENGL 103	Composition and Critical Thinking	YES
ENGL 104	Argumentative Writing and Critical Thinking	YES
ENGL 213	Horror Literature	YES
ENGL 213H	Horror Literature - Honors	YES
EST 150	Green Building Systems Technology	YES
HEAL 100	Emergency Medical Services Career Preparation	YES
HIST 103	History of World Civilization up to 1500	YES
HIST 104	History of World Civilization since 1500	YES
HIST 107	History of the United States before 1877	YES
HIST 108	History of the United States from 1877	YES

HIST 155	History of the Vietnam War	YES
HIST 222	History of World War II	YES
HUM 127	Spanish Civilization	YES
IT 108	Networking Operating Systems	YES
IT 109	Network and Computer Security	YES
IT 110	Virtual Computing	YES
KIN 170	Fitness for Life	YES
KIN 171	Health Science	YES
KIN 171H	Health Science - Honors	YES
KIN 173	Nutrition for Fitness	YES
KIN 177	First Aid - Responding to Emergencies	YES
MATH 030	Elementary Algebra	YES
MATH 150	Intermediate Algebra	YES
MATH 165	Introductory Statistics	YES
MATH 170	College Algebra	YES
MUSE 109	Music Appreciation	YES
MUSE 110	History of Music I	YES
MUSE 111	History of Music II	YES
NC 620	Information Technology CompTIA Certification Review	YES
NC 910	Traffic Violator School	YES
OFF 101	Introduction to Microsoft Office Applications	YES

OFF 120	Microsoft Excel	YES
OFF 215	Microsoft Outlook	YES
OFF 260	Computer Keyboarding and Document Processing	YES
OFF 281	Filing and Records Management	YES
OFF 285	Administrative Office Procedures	YES
OFF 294	Microsoft Word	YES
PHIL 106	Introduction to Philosophy	YES
POLI 103	American Government and Politics	YES
PSY 101	Introduction to Psychology	YES
PSY 205	Developmental Psychology	YES
PSY 206	Child Growth and Development	YES
PSY 213	Survey of Drug and Alcohol Use and Abuse	YES
PSY 225	Psychology of Human Sexuality	YES
PUB 150	Public Works I	YES
PUB 151	Street Construction and Maintenance	YES
PUB 155	Public Works Inspection	YES
PUB 165	Environmental Management in Public Works	YES
PUB 166	Supervision in Public Works	YES
REAL 210	Real Estate Principles	YES
REAL 212	Real Estate Practice	YES
RNRS 193	Pediatric Nursing	YES

RNRS 252	Leadership for Professional Nursing Practice	YES
SOC 114	Marriage, Family, and Intimate Relations	YES
SOC 118	Minorities in America	YES
SOC 201	Introduction to Sociology	YES
SOC 202	Contemporary Social Problems	YES
SPAN 127	Spanish Civilization	YES
SPAN 210	Intermediate Spanish for Speakers of Spanish	YES
SPAN 211	Reading and Composition for Speakers of Spanish II	YES
SPCH 101	Public Address	YES
SPCH 150	Intercultural Communication	NO
THEA 101	Introduction to Theatre Arts	YES
THEA 255	Entertainment Production for Theme Parks and Themed Environments	YES
VNRS 165	Adult Growth and Development for the Vocational Nurse	YES
VNRS 183	Leadership in Nursing	YES

Appendix B – Citrus College 2014/2015 Distance Education Budget

DISTANCE EDUCATION-INSTRUCTIONAL WEB

		SPOR	HESTER	
FUND 01.0 00000.0 00000 DEPARTMENT 00372 xxxx 4999000	ACTUALS 12-13	UNAUDITED ACTUALS 13-14	ADOPTED BUDGET 14-15	BUDGET INCREASES DECREASES
1000 SALARY BANKING	0	0	0	0
1200 SALARY ACADEMIC RT	20,854	42,780	42,986	206
2100 SALARY CLASSIFIED (S)	0	0	0	0
2100 SALARY CLASSIFIED(P)	145,685	151,483	156,960	5,477
2300 SALARY CLASSIFIED HOURLY	0	0	300	300
2397 SALARY CLASSIFIED - FWS	0	0	0	0
2400 SALARY INST AIDE HRLY	0	0	0	0
3130 STRS ACADEMIC	1,721	3,529	3,817	288
3220 PERS CLASSIFIED	16,633	17,333	18,476	1,143
3320 OASDI CLASSIFIED	9,032	9,392	9 750	358
3360 MEDI CLASSIFIED	2,112	2,197	2,280	84
3370 MEDI ACADEMIC	302	620	623	3
3411 H & W BENEFITS FACULTY	0	0	8,339	8,339
3420 H & W BENEFITS CLASSIFIED	41,463	40,492	41,697	1,206
3430 H & W BENEFITS ACADEMIC	4,139	8,084	8,339	255
3520 UN EMP INS CLASSIFIED	1,603	78	79	1
3531 UN EMP INS ACADEMIC	229	21	21	0
3620 WK COMP CLASSIFIED	2,768	2,878	2,988	110
3630 WK COMP ACADEMIC	396	813	817	4
4300 SUPPLIES INSTRUCTIONAL	702	1,434	2,078	644
5200 CONFERENCE MILEAGE	135	0	0	0
5300 MEMBERSHIP FEES	0	818	0	-818
5800 OTHER SVS-MISC	0	0	0	0
5810 INTERNET SVS/MAINTENANCE	0	0	13,400	13,400
5840 INTERNET ACCESS	0	0	0	0
5880 MUSIC SERVER FEES	0	0	855	855
6400 EQUIPMENT	0	938	0	-938
TOTAL EXPENDITURE	**247,774**	**282,891**	**313,806**	**30,916**

COORDINATOR		1200			FALL	SPRING	TOTAL	STRS
VANCITTERS	5-29	40.0%	106,954	4,278	21,391	21,391	42,782	42,782
							42,986	42,782
	Vancitters 60% 00362							
CLASS	2100	FT SAL	% OF FT	ACTUAL	MO/YR	TOTAL	FY SALARY	STRS
TRAN	43-7	5,899	100 0%	5 899	6 0	35 394		
		5,899	100.0%	5,899	6.0	35,394	70,788	0
SUPV/CONF								
KIRBY T	10-7 S	7,006	100.0%	7,006	6 0	42 036		
	11-7	7,356	100.0%	7,356	6.0	44,136	86,172	0
						156,960	156,960	0

Appendix C – DE Comprehensive Program Review 2014

Instructional Support
Comprehensive Program Review
2007 - 2012

Distance Education

Citrus College Mission Statement

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.

Program/Department/Division connection to the Citrus College Mission Statment

The Distance Education program supports the Citrus College Mission by delivering high quality instruction to students attending classes in the traditional, or face-to-face mode, in a hybrid mode, as well as at a distance. The wide array of programs, degrees, certificates, and courses supports students' completion goals including transfer, career/technical education, and basic skills. Distance education courses and the Distance Education program both rely upon SLO assessment as a means to provide important data regarding student success.

Program Description:

Distance education refers to instruction that is delivered to students online. These classes have the same content and meet the same requirements as traditional classes, but provide a more flexible way for students to take courses.

To facilitate access to this option, all students are given a Citrus College email account when they register. Technical support is provided by the Distance Education office weekdays from 8:00 am to 5:00 pm, via online, telephone, and in person. Support to facilitate students' success with this instructional delivery system is provided by the Distance Education Supervisor, the faculty Distance Education Coordinator, an Information Tech Support Specialist, the Learning Center staff, and the Library/Learning Resource Center staff. If a distance education course requires on-campus testing, these tests are administered and proctored by the Citrus College Testing Center, and/or instructor.

Approximately 130 courses in 40 disciplines are approved for online instruction and approximately 100 sections are offered each semester. Eight associate degree majors may be completed 100% online: Biological and Physical Sciences, Business, Business Administration, Fine and Performing Arts, History, Language Arts, Liberal Arts, and Social and Behavioral Sciences.

The College provides a range of support services for Distance Education students including online access to library resources, tutoring, counseling, and bookstore. This program also provides Blackboard support for all face- to- face courses.

Distance Education

I.A Executive Summary

The Distance Education program has begun to recover since the class reductions due the state recession. The program continues to represent roughly 10-11% of course offerings. The DE Faculty Coordinator's position was increased to 40% reassignment which has helped to: provide additional support to faculty teaching in this modality; enhanced peer review during the evaluation process; and to begin development of the DE Faculty Handbook and student and faculty training.

The program and DE Committee were very excited to analyze program success and retention data, and success data in particular will continue to receive attention and efforts for improvement. The program will develop new measures to improve data and looks forward to tracking improvements in success rates once the Handbook and training are fully implemented.

I.A Executive Data Summary

- Infographic (quick glance)
- 5 year trend
- Demographics (gender / ethnicity / age)
- Program success rate / persistence / completion

The data are included in Appendix A at the end of the document.

Distance Education

II. Program Performance and Outcomes

- Assess program level SLOs
- Modify program SLOs as necessary

Program Learning Outcomes Assessment Reflection

I. SLOs	II. Means of Assessment and Criteria for Success	III. Summary of Data Collected	IV. Use of Results and Future Plans
Identify the SLOs that have been developed for the program	**Identify the means of assessment and criteria for success for each SLO**	**Summarize the data collected for the SLO**	**Discuss how assessment has been used to implement change or strengthen what is working well**
The DE program supports students, faculty, and/or staff by enabling them to:			
1. Utilize current Blackboard, distance education platforms, as well as other technology available to effectively enhance distance education courses as well as face-to-face courses.	The student survey will be modified and inclusive of demographic questions.	The survey has been modified and will be utilized for the first time Spring 2014.	Results will be collected and analyzed and survey will be repeated.
2. Attain online degrees and certificates in a timely fashion.	During the following academic year, the number of DE students who utilize the online orientation will be tracked. (in		

	coordination with Office of Institutional Research)		
3. Utilize online student support services including but not limited to counseling, admissions and records, financial aid and tutoring.			

III.A Data: Your staff (who serves?) Summary

Include how you coordinate and collaborate with other offices and areas (Instruction, Student Serivices, Research, TeCS, Fiscal Services, etc.)

Bev Van Citters – Faculty Coordinator - The DE Faculty Coordinator is the chair of the DE Committee and serves on various technology committees including the CITC [College Information Technology Committee], Gizmos, Academic Senate, Steering, and Ed Programs. Serves as co-chair with CIO on Accreditation Standard IIIC-Technology

Lari Kirby – DE Supervisor – The Supervisor oversees daily operations of distance education office and staff and coordinates efforts in the distance education office to support management, faculty and staff in the use of Blackboard; participates in on-campus activities/committees such as the CITC, EPC, DE, Accreditation Committee; represents Citrus as well as the Distance Education program at various functions such as H.S. Counselor's breakfast and Open House activities for the community; serves as a member on current Transfer Center Grant.

Chuong Tran – Information Tech Support Specialist II (DE) - The Information Tech Support Specialist is responsible for the BlackBoard platform; daily technical support for students and faculty; provides BlackBoard training to faculty; assists students with technical issues; collaborates with DE Coordinator with Bb reports; maintains Bb database, and troubleshoots any issues that occur; prepares and updates the DE course list on Sharepoint each session.

Dana Hester – Dean, Social & Behavioral Sciences and Distance Education – The dean provides administrative support for the program and guides program review, planning, hiring, and resource requests.

III.B Data: Whom do you serve?

- **demographics** - The DE program serves all enrolled students as well as providing support for face-to-face classes through Blackboard. Please see the tables in Appendix A for specific demographic enrollment data.
- **eligibility** (who is eligibile to receive your services?) – All matriculated students are eligible to receive services. All faculty are also eligible to receive support for Blackboard/LMS.
- **Accessibility** - the program has a commitment to meeting accessibility standards through the LMS and campus support.

III.C Data: Success Rates (tables, interpretation and reflection)

Please see Appendix A for data tables – general enrollment summary, and success/retention data.

There is a general decrease in enrollment across the 5-year analysis for the DE program. This is primarily due to the state budget crisis and limited classes for the college as a whole.

Generally as a program, the retention across all semesters is slightly below the Citrus average (within 5%), but above state averages. There are some interesting trends in success. Students age 50+ tend to have higher success rates than all other age groups. African American, and in some semesters Hispanic students tend to have lower success rates; sometimes the rates are 10% or more below the DE program average. There is little to no difference between genders in success or retention.

The DE program will work with the Office of Institutional Research to develop analyses to track success in the future for the demographic groups mentioned above. We will add optional demographic questions to the DE student survey to try to match requests/recommendations with demographic groups, while maintaining the anonymity of student responses. The training programs that we will be implementing for students and faculty should help to improve success

rates across the board, but we will continue to track the success data in each annual report.

III.D Data: Compliance (minimum requirements of the law; initiatives since last program review)

DE Site Review rubrics are used for site reviews addressing areas such as accessibility, communication, and student-.faculty engagement.

The LMS that we currently use, Blackboard, has many practices in place that enable our course materials to be ADA compliant. We are also addressing compliance through the Faculty Handbook and faculty training.

Currently, all DE approved curriculum includes statements about how the course will meet accessibility requirements.

Distance Education

IV.A Response to Previous Five Year Recommendations/Goals

First cycle: consolidate large numbers of recommendations to a "hand full" rather than a "truck full"

Recommendation	Met	Not Met
Recommendation: All Citrus courses should have an active Blackboard shell. Response: The DE committee and instructional deans will work on a plan to encourage all faculty to make the shells active, use the gradebook, and post a syllabus.	2010 – all courses are assigned a shell; approximately 70% of all courses make it active	Some work yet to be done – target is F14.
Recommendation: As the support for training, use, and maintenance of the learning management systems grows, additional support staff will be needed. In particular, an instructional designer will help with the training of faculty and students. Response: Technical support and pedagogical support needs will increase as the program grows and develops over the next several years.		The dean and faculty coordinator will work to determine needs and develop a

		job description. Target – F14/SP15
Recommendation: DE students would benefit from access to an on-call counselor service (live-chat). Response: In developing online counseling services – we are able to support off-campus appointments through phone calls and also encrypted email conversations.		Dana Hester; Lucinda Over responsible – will work on plan over the next 5 years; to integrate with master technology plan.
Recommendation: The faculty DE coordinator needs to have 40% reassignment (an increase of 20%) in order to meet the increased need for review of both DE and FtF classes. Response:	Completed – 2013	
Recommendation: Training modules and a DE Handbook need to be developed to support the growth in coursework utilizing blackboard; needs to include online pedagogy, general use of Blackboard or current LMS, assessment, and accessibility. Response: DE Committee is currently developing the DE Handbook for faculty; DE coordinator is also working on preliminary development of faculty training modules.		Responsible parties are the dean and faculty DE coordinator – estimated completion SP 15.

IV.B Actionable Improvement Plan(s) (a.k.a. Recommendations/Goals/Objectives)

During the next five years, we would like to accomplish:

Should there be more prompting? i.e.: measure of success, impact on students, etc. ?

Year	Recommendations	Persons Responsible
2013-14	Complete and distribute DE Faculty Handbook	Faculty Coordinator/Dean
	Complete Faculty Training Modules to include online teaching/pedagogy; assessment; and accessibility.	Faculty Coordinator/Dean
	Develop policy/administrative practice for Regular and Effective Contact	Faculty Coordinator/Dean
	Get training for Information Tech Support Specialist II	DE Supervisor
2014-15	Write job description for instructional designer	Faculty Coordinator/Dean
	Complete any SARA requirements	Faculty Coordinator/Dean
	Offer campus-wide LMS training – gradebook in particular	Faculty Coordinator/Dean
2015-16	Pursue hiring Instructional Designer	Dean

2016-17	Analyze training – make revisions	Faculty Coordinator/Dean
	Begin LMS review/analysis	Faculty Coordinator/Dean
2017-18	Analyze/review Handbook – make revisions	Faculty Coordinator/Dean

Distance Education

V.A Current (Annual) Resource Requests

(Identification of positions / facility / equipment and use – justification in annual program reviews?)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Attend Online Teaching Conference	Gain knowledge of advances in field – helps to support positive changes within the program – SLOs 1, 2, and 3. Also to help with training and handbook.	~$1000.00 for two people	EMP – program goals 1 & 2. SP – 1.1.2	2, 3
Training for Info. Tech. Support Spec.	Will enable the specialist to be more independent in identifying and solving technical LMS issues and to facilitate faculty and student training.	~$7-8,000	EMP – program goals 1 & 2. SP – 1.1.2	2, 3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Purchase of a Microsoft Surface Tablet for Info.	Tablet will enable specialist to test and create solutions to technical issues which	~$1000	EMP – program	2, 3

Tech. Support Spec.	faculty and students encounter. – SLOs 1, 2, and 3.		goals 1 & 2. SP – 1.1.2	
Purchase of a Chrome Book for Info. Tech. Support Spec.	Chrome Book will enable specialist to test and create solutions to technical issues which faculty and students encounter. – SLOs 1, 2, and 3.	~$300	EMP – program goals 1 & 2. SP – 1.1.2	2, 3
Purchase of a MacBook Air 13" for Info. Tech. Support Spec.	MacBook Air will enable specialist to test and create solutions to technical issues which faculty and students encounter. – SLOs 1, 2, and 3.	~1000	EMP – program goals 1 & 2. SP – 1.1.2	2, 3
Upgrade Info. Tech. Support Specialist's computer to a Windows 8, 64bit, 8GB system.	This upgrade will improve the computing performance and responsiveness of the specialist.	~1300	EMP – program goals 1 & 2. SP – 1.1.2	2, 3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (i.e. training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.
Priority 3: This item is necessary to maintain / improve program student learning outcomes.

Link to Planning Key

SP: Strategic Plan (Indicate Annual Implementation Plan sections)
EMP: Educational and Facilities Master Plan
ILO: Institutional Learning Outcomes
O: Other – Indicate other institutional plan
Human Resources Plan
Institutional Advancement Plan
Sustainability Plan
Technology Plan

V. Long Term Budget Recommendations

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Instructional Designer – possibly salary, re-assignment, or stipend	Will help to achieve SLOs 1, 2, and 3. And will also help to support all 5-year goals.	EMP – program goals 1 & 2. SP – 1.1.2	2, 3

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Enhanced testing center hours – at least one night and a Saturday each week.	Will help to achieve SLOs 1, 2, and 3	EMP – program goals 1 & 2.	2, 3

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Recording site for 3-5 minute video production (dedicated office with dressed scenery)	Will help to achieve SLOs 1, 2, and 3	CI	EMP – program goals 1 & 2.	2, 3
Enhanced testing center hours – at least one night and a Saturday each week.	Will help to achieve SLOs 1, 2, and 3	ED	EMP – program goals 1 & 2.	2, 3

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Hardware/software to record 3-5 minute videos	Will help to achieve SLOs 1, 2, and 3	~$1000.00	EMP – program	2, 3

(iPad or equivalent with iMovie)			goals 1 & 2.	
Audio/video/chat asynchronous software package – possibly to integrate with LMS (site license)	Will help to achieve SLOs 1, 2, and 3		EMP – program goals 1 & 2.	2, 3
Keystroke authentication software package	Will help to achieve SLOs 1, 2, and 3		EMP – program goals 1 & 2.	2, 3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

FTES Summary – DE Program

	Credit	Non-Credit	Total	Credit	Non-Credit	Total	Credit	Non-Credit	Total	Credit	Non-Credit	Total	Credit	Non-Credit	Total
Summer	Summer 2008			Summer 2009			Summer 2010			Summer 2011			Summer 2012		
Citrus College Total	1,162	9	1,171	1,005	380	1,385	857	102	959	646	0	646	594	0	594
Non Distance Education	897	9	905	838	380	1,218	731	102	834	553	0	553	533	0	533
Distance Education	265	0	265	167	0	167	126	0	126	93	0	93	61	0	61
Fall	Fall 2008			Fall 2009			Fall 2010			Fall 2011			Fall 2012		
Citrus College Total	5,360	280	5,640	5,115	169	5,284	4,858	195	5,053	4,726	47	4,773	4,425	34	4,458
Non Distance Education	4,851	280	5,131	4,630	169	4,799	4,421	195	4,616	4,369	47	4,416	4,075	34	4,108
Distance Education	508	0	508	485	0	485	437	0	437	357	0	357	350	0	350
Winter	Winter 2008			Winter 2009			Winter 2010			Winter 2011			Winter 2012		
Citrus College Total	799	14	813	773	27	800	517	15	532	702	0	702	544	29	573
Non Distance Education	595	14	610	558	27	586	385	15	400	568	0	568	456	29	485
Distance Education	203	0	203	214	0	214	131	0	131	134	0	134	88	0	88
Spring	Spring 2008			Spring 2009			Spring 2010			Spring 2011			Spring 2012		
Citrus College Total	4,251	535	4,787	5,025	309	5,333	4,445	205	4,650	5,029	116	5,145	4,697	60	4,757
Non Distance Education	3,778	535	4,313	4,526	309	4,834	4,063	205	4,268	4,588	116	4,704	4,304	60	4,364
Distance Education	473	0	473	499	0	499	382	0	382	441	0	441	394	0	394

Enrollment, Success, and Retention – DE Program

Summer		Summer 2008			Summer 2009			Summer 2010			Summer 2011			Summer 2012		
		Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total		**8,963**	**100%**	**83%**	**7,312**	**95%**	**79%**	**5,952**	**94%**	**81%**	**4,387**	**96%**	**83%**	**4,028**	**92%**	**81%**
Non Distance Education Total		**6,526**	**100%**	**86%**	**5,775**	**96%**	**82%**	**4,830**	**95%**	**84%**	**3,569**	**97%**	**85%**	**3,445**	**93%**	**83%**
Distance Education Total		**2,437**	**100%**	**75%**	**1,537**	**91%**	**68%**	**1,122**	**90%**	**68%**	**818**	**93%**	**72%**	**583**	**86%**	**68%**
Age	19 or younger	593	100%	76%	361	93%	67%	234	94%	69%	194	96%	80%	123	92%	73%
	20 to 24	1,114	100%	73%	674	91%	66%	521	89%	65%	326	91%	67%	291	85%	64%
	25 to 49	682	100%	77%	474	89%	69%	341	89%	72%	280	94%	71%	161	83%	72%
	50 or older	48	100%	81%	28	82%	75%	26	85%	65%	18	83%	78%	8	100%	75%
Ethnicity	African-American	163	100%	61%	107	91%	53%	63	92%	54%	64	94%	59%	45	78%	60%
	American Indian/Alaskan Native	11	100%	64%	8	88%	25%	2	100%	0%	3	100%	100%	2	100%	100%
	Asian	303	100%	80%	77	94%	88%	82	88%	65%	100	91%	76%	68	96%	79%
	Hispanic	753	100%	69%	533	89%	63%	385	88%	66%	405	92%	67%	312	85%	64%
	Multi-Ethnicity				6	100%	100%	6	83%	33%	22	95%	73%	25	92%	84%
	Pacific Islander	17	100%	65%	14	100%	71%	5	100%	80%	2	100%	50%	2	100%	100%
	Unknown	392	100%	79%	452	93%	71%	331	90%	66%	29	90%	72%	17	82%	65%
	White Non-Hispanic	798	100%	81%	340	90%	70%	248	93%	79%	193	95%	83%	112	87%	71%
Gender	Female	1,504	100%	75%	891	90%	67%	638	89%	66%	486	93%	70%	343	88%	68%
	Male	838	100%	75%	615	92%	68%	458	91%	72%	322	92%	74%	237	84%	68%
	Unknown	95	100%	79%	31	90%	58%	26	81%	65%	10	80%	60%	3	67%	67%

Success = Percent of students with A, B, C grades

Retention = Percent of students with non W grades

Fall		Fall 2008			Fall 2009			Fall 2010			Fall 2011			Fall 2012		
		Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total		**39,366**	**92%**	**66%**	**37,069**	**94%**	**70%**	**35,801**	**94%**	**71%**	**33,561**	**94%**	**71%**	**32,138**	**94%**	**73%**
Non Distance Education Total		**34,767**	**93%**	**68%**	**32,878**	**94%**	**72%**	**31,905**	**95%**	**72%**	**30,364**	**94%**	**73%**	**29,038**	**94%**	**74%**
Distance Education Total		4,599	87%	54%	4,191	90%	60%	3,896	91%	59%	3,197	88%	60%	3,100	87%	61%
Age	19 or younger	1,011	87%	46%	911	90%	56%	788	92%	52%	648	89%	54%	521	91%	58%
	20 to 24	2,081	87%	52%	1,837	90%	58%	1,715	90%	61%	1,364	88%	60%	1,386	87%	63%
	25 to 49	1,407	87%	60%	1,355	89%	63%	1,290	91%	61%	1,090	87%	61%	1,116	85%	60%
	50 or older	98	86%	71%	88	92%	77%	103	92%	72%	95	89%	74%	77	86%	78%
	Unknown	2	100%	0%												
Ethnicity	African-American	292	84%	42%	237	92%	50%	293	89%	38%	216	87%	44%	196	80%	46%
	American Indian/Alaskan Native	48	92%	54%	19	84%	74%	23	83%	35%	9	78%	44%	14	79%	50%
	Asian	475	89%	64%	237	89%	67%	382	93%	74%	396	90%	68%	362	91%	75%
	Hispanic	1,658	85%	49%	1,293	89%	57%	1,608	90%	54%	1,446	86%	55%	1,468	87%	58%
	Multi-Ethnicity				14	86%	43%	60	95%	70%	112	86%	60%	119	86%	61%
	Pacific Islander	30	83%	53%	14	100%	64%	9	100%	78%	9	89%	89%	8	75%	25%
	Unknown	759	88%	52%	1,358	90%	59%	311	94%	75%	135	89%	61%	99	88%	67%
	White Non-Hispanic	1,337	88%	59%	1,019	90%	66%	1,210	90%	62%	874	90%	68%	834	88%	65%
Gender	Female	2,839	87%	54%	2,563	90%	60%	2,391	91%	58%	1,901	88%	60%	1,900	87%	62%
	Male	1,671	87%	53%	1,528	89%	59%	1,414	91%	60%	1,245	88%	59%	1,155	87%	60%
	Unknown	89	94%	49%	100	88%	61%	91	97%	81%	51	88%	67%	45	87%	71%

Success = Percent of students with A, B, C grades

Retention = Percent of students with non W grades

Winter		Winter 2008			Winter 2009			Winter 2010			Winter 2011			Winter 2012		
		Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total		**6,933**	**94%**	**77%**	**6,581**	**94%**	**78%**	**4,102**	**94%**	**80%**	**5,609**	**93%**	**80%**	**4,157**	**95%**	**81%**
Non Distance Education Total		**5,025**	**96%**	**82%**	**4,522**	**95%**	**81%**	**2,876**	**95%**	**83%**	**4,333**	**95%**	**84%**	**3,345**	**96%**	**84%**
Distance Education Total		**1,908**	**90%**	**64%**	**2,059**	**91%**	**72%**	**1,226**	**92%**	**73%**	**1,276**	**86%**	**68%**	**812**	**90%**	**71%**
Age	19 or younger	448	90%	61%	591	92%	72%	293	88%	69%	299	89%	70%	192	95%	78%
	20 to 24	855	90%	63%	908	90%	70%	579	93%	73%	609	83%	65%	376	88%	68%
	25 to 49	585	89%	67%	531	91%	73%	337	92%	75%	347	88%	71%	228	89%	68%
	50 or older	20	80%	70%	29	90%	72%	17	94%	94%	21	95%	90%	16	94%	81%
Ethnicity	African-American	120	84%	48%	135	88%	61%	62	85%	58%	85	86%	53%	50	82%	60%
	American Indian/Alaskan Native	13	100%	38%	11	91%	64%	3	100%	100%	3	67%	33%	1	100%	100%
	Asian	234	92%	79%	229	94%	83%	85	95%	79%	156	81%	69%	128	89%	76%
	Hispanic	667	88%	59%	775	89%	67%	397	91%	69%	560	85%	65%	352	90%	64%
	Multi-Ethnicity							12	100%	75%	20	95%	95%	43	88%	74%
	Pacific Islander	15	93%	60%	9	67%	67%	6	83%	50%	11	100%	91%	1	100%	100%
	Unknown	205	90%	65%	323	91%	71%	355	92%	74%	105	86%	66%	37	95%	78%
	White Non-Hispanic	654	91%	67%	577	93%	76%	306	92%	79%	336	89%	75%	200	93%	79%
Gender	Female	1,226	89%	64%	1,234	91%	72%	708	91%	72%	727	87%	68%	456	89%	69%
	Male	663	91%	64%	768	91%	72%	482	93%	74%	520	85%	68%	348	91%	73%
	Unknown	19	84%	53%	57	82%	65%	36	89%	75%	29	83%	59%	8	100%	63%

Success = Percent of students with A, B, C grades

Retention = Percent of students with non W grades

Spring		Spring 2008			Spring 2009			Spring 2010			Spring 2011			Spring 2012		
		Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
Citrus College Total		**33,830**	**93%**	**66%**	**36,229**	**93%**	**67%**	**32,019**	**94%**	**70%**	**37,089**	**94%**	**69%**	**34,086**	**94%**	**71%**
Non Distance Education Total		**29,946**	**94%**	**68%**	**31,719**	**94%**	**68%**	**28,609**	**95%**	**72%**	**33,131**	**94%**	**71%**	**30,510**	**95%**	**72%**
Distance Education Total		**3,884**	**88%**	**55%**	**4,510**	**90%**	**57%**	**3,410**	**90%**	**59%**	**3,958**	**90%**	**60%**	**3,576**	**91%**	**61%**
Age	19 or younger	822	85%	48%	899	90%	53%	710	92%	57%	669	91%	59%	674	93%	55%
	20 to 24	1,818	87%	53%	2,111	90%	56%	1,526	90%	57%	1,885	90%	58%	1,615	91%	62%
	25 to 49	1,167	91%	62%	1,415	90%	61%	1,091	90%	63%	1,334	89%	62%	1,198	91%	62%
	50 or older	77	88%	74%	85	94%	65%	83	94%	75%	70	87%	70%	89	90%	67%
Ethnicity	African-American	287	87%	45%	280	91%	52%	189	86%	41%	311	86%	38%	230	90%	48%
	American Indian/Alaskan Native	32	91%	41%	37	92%	51%	18	100%	72%	18	83%	50%	13	100%	54%
	Asian	451	91%	68%	494	90%	68%	214	93%	72%	448	92%	73%	443	95%	79%
	Hispanic	1,297	87%	52%	1,608	88%	51%	988	90%	55%	1,689	90%	55%	1,644	90%	55%
	Multi-Ethnicity							20	85%	55%	82	83%	55%	131	88%	50%
	Pacific Islander	26	92%	42%	34	100%	47%	21	95%	62%	15	100%	73%	4	75%	50%
	Unknown	481	86%	49%	734	91%	60%	1,145	91%	59%	277	92%	67%	165	92%	69%
	White Non-Hispanic	1,310	88%	58%	1,323	90%	59%	815	91%	64%	1,118	91%	66%	946	92%	65%
Gender	Female	2,358	87%	57%	2,722	89%	57%	2,023	90%	58%	2,307	90%	59%	2,129	91%	61%
	Male	1,484	88%	52%	1,688	90%	56%	1,303	91%	61%	1,584	90%	60%	1,404	92%	61%
	Unknown	42	90%	40%	100	94%	71%	84	92%	63%	67	91%	75%	43	91%	72%

Success = Percent of students with A, B, C grades

Retention = Percent of students with non W grades

Appendix D – Student Learning Outcomes and Assessment Reporting Form

Citrus College Student Learning Outcomes and Assessment Reporting Form

Course Number/Title: ACCT 100 - Accounting	**Assessment Cycle: 2014-2015** (Su14/Fa14/W15/Spr15)
Faculty who teach this course:	

Identify the SLO(s) that you will be assessing this term:

☐ SLO#1: Students shall demonstrate an understanding of the complete accounting cycle
☐ SLO#2: Students shall apply accounting principles and concepts to small business activities
☐ SLO#3: Students will be able to identify, analyze and record business transactions and interpret financial data.

Which Institutional Level Outcome does this course address?

☐ Academic Excellence (General Education/Transfer)
☐ Economic Opportunity (Career/Technical Education Programs)
☐ Foundational Skills for Student Success (Basic Skills)

Program Level Outcomes: Students completing this course will have acquired the following competencies. Check all that apply:

☐ Communication ☐ Creative, Critical, and Analytical Thinking/Info Comp ☐ Technology
☐ Computation ☐ Community, Global Consciousness and Responsibility ☐ Discipline/Subject Area Specific

Were any sections of the course taught Distance Education? ☐ Yes ☐ No

IF YES*, *was the assessment method different? ☐ Yes* ☐ No *If assessment methods were different, complete an additional form

***IF YES*, how do assessment results for DE differ from on-ground courses?**

Describe the assessment tool. Check all that apply:

A suggestion is to use embedded assessment: an activity, assignment, or exam that you already use to evaluate students in the course.

☐ Exam (midterm, final, test) ☐ Class discussion or activity ☐ Research (lab reports)
☐ Quiz ☐ Written work (essay/assignment) ☐ Presentation (oral, Prezi, video)
☐ Homework ☐ Performance ☐ Portfolio or class project
☐ Skills demonstration ☐ Survey ☐ Other: [ ]

Select the criteria/criterion that determines success within the assessment tool(s):

☐ Blackboard alignment ☐ Points (for exam items) ☐ Regional/state exam or industry based credential
☐ Specified rubric ☐ Tabulation of survey results
☐ Percentage (score or % of students) ☐ Quality of product ☐ Other: [ ]

In your perception, to what extent did the students in the course meet the outcome(s) based on the tool(s) and criterion?

☐ Exceed ☐ Meet ☐ Somewhat Meet ☐ Not Meet

Explain the benchmark agreed upon for meeting the expectation:

Based on the results, might improvements be required at the course level? ☐ Yes ☐ No

If YES, check all that apply

☐ SLO modification ☐ Textbook revision ☐ More student engagement ☐ Program dialogue needed
☐ Curriculum revision ☐ Instruction method ☐ Assignment/activity revision ☐ Other: [ ]

If NO, describe the effective practice(s) confirmed by the results:

Please share any success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness

In what ways might dialogue about the outcome(s) assessment be shared with colleagues, program, division, or campus?

☐ Discussion with instructors who teach the same course	☐ Workshop or presentation	☐ Program Review (goals, reflections, resource requests)
☐ Convocation/FLEX	☐ Department or division meetings	☐ Other: . .
	☐ Class discussion with students	

What, if any, assistance or resources may be needed to help you address your outcomes? (will help inform program review in Fall)

General comments/feedback about the SLO assessment results for this course (optional, but will help inform program review in Fall)

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Appendix E – Policies and Guidelines Related to Distance Education

BP/AP 4025
BP 4030
BP/AP 4100
AP 4105
Attendance and Record Keeping Guidelines
Citrus College GE Assessment Dialogue Report May 23, 2013
Program Review Cycle (Composite)

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE AND GENERAL EDUCATION

References:

ACCJC Accreditation Standard II.A.3
Title 5 Sections 55061

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the District to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to:

- Think and communicate clearly and effectively through oral and written expression;
- Develop logical and convincing arguments, reaching conclusions that are based on comprehensive inquiry;
- Adapt and apply technology to facilitate the acquisition and effective use of information;
- Understand the modes of inquiry of the major disciplines;
- Enhance the appreciation of the arts;
- Develop a lifestyle that will enhance physical and mental health and wellness;
- Appreciate the contributions of different cultures, eras, and traditions to the human experience;
- Achieve insights gained through experience in thinking about ethics, integrity, honesty, self-management and the welfare of others;
- Develop the capacity for self-understanding; and
- Become informed citizens and problem solvers.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. The general education curriculum includes coursework from: Language and Rationality; Natural Sciences; Arts and Humanities; Social and Behavioral Sciences; and Dance and Kinesiology. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and

the culture, and the society in which they live. Most important, general education should lead to better understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Superintendent/President shall establish procedures to assure that courses used to meet general education and Associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement**.**

Board Approved	07/21/09
Desk Review	09/17/12
Revised	09/22/14

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

AP 4025 PHILOSOPHY AND CRITERIA FOR ASSOCIATE DEGREE & GENERAL EDUCATION

References:
Title 5 Sections 55061
Accreditation Standard II.A.3

General Education
Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College-educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

The graduation requirements for Associate Degrees are set forth in AP 4100. The college's General Education Requirements are as follows:

General Education Requirement
Completion of twenty-five units of general education distributed according to the following pattern:

a. **Language and Rationality**:
- Students following the mathematics competency requirement using the mathematics assessment test are required to complete two courses, six semester (8 quarter) units minimum, including one course from English Composition and one course from either Mathematics or Communication and Analytical Thinking; or
- Students who have not satisfied the mathematics competency are required to complete three courses, 9 semester (12 quarter) units from English Composition, one Course from Mathematics and one course from Communication and Analytical Thinking.
- Courses in language and rationality develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

b. **Natural Sciences**: One or two courses, four semester (5 Quarter) units minimum, including one laboratory course OR one course from Biological Science and one course from Physical Science.

Courses in the natural sciences examine the physical universe, its life forms, and natural phenomena. They assist in developing an appreciation and understanding the scientific method and encourage an understanding of the relationships between science and other human activities.

This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, physics, physical geography, physical anthropology, and other scientific disciplines

c. **Arts and Humanities**: Two courses, six semester (8 quarter) units minimum, one course from Arts and one course from Humanities

Courses in the arts and humanities study the cultural activities and artistic expressions of human beings. They assist in developing an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation, and in developing an aesthetic understanding and an ability to make value judgments. This category includes introductory or integrative courses in the arts, foreign languages, literature, philosophy and religion.

d. **Social and Behavioral Sciences**: Two courses**,** six semester (8 Quarter) units minimum including one course from History and Political Science and one course from Behavioral Science.

Courses in the social and behavioral sciences focus on people as members of society. They assist in developing an awareness of the methods of inquiry used by the social and behavioral sciences. Critical thinking is stimulated about the ways people act and have acted in response to their societies, and appreciation is developed of how societies and social groups operate.

This category includes introductory or integrative survey courses in cultural anthropology, economics, history, political science, psychology, sociology, cultural geography, and related disciplines.

e. **Kinesiology/Dance:** Three semester (4 Quarter) units of any kinesiology activity or dance activity courses. (No varsity courses may be used) Courses in Kinesiology/Dance demonstrate personal responsibility, health literacy, and understanding of the importance of physical health and wellbeing

Board Approved 07/21/09
Revised 10/19/10
Desk Review 06/06/13
Revised 9/22/14

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4030 ACADEMIC FREEDOM

References:

Title 5 Section 51023;
ACCJC Accreditation Standard II.A.7

It is the policy of the Citrus Community College District to support the principles of academic freedom, built upon the free expression and exchange of ideas that are inherent in the search for scholarly truth and upon which a free and democratic society depends. The District affirms the use of a variety of teaching methodologies to fulfill its obligation to raise difficult and meaningful questions in the educational development of students. Faculty are entitled to freely discuss issues germane to their subject matter. This freedom involves the right to introduce controversial topics, as long as the manner of presentation involves objective reasoning and rational discussion.

Academic freedom must be balanced with the obligation of the District to protect the right of students to learn in an environment characterized by civility, open inquiry, and freedom from unlawful discrimination. While faculty have the right to present ideas and conclusions which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views. Faculty and students have a responsibility to engage in teaching and learning that honors and respects divergent viewpoints that are grounded in cultures of reason, logic, evidence and responsible scholarship.

When faculty (or any other District employees) speak or write as citizens, care should be taken to avoid the representation of any personal view as that of the District or of Citrus College.

Office of Primary Responsibility: Academic Affairs

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

BP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES

References: Education Code Section 70902(b)(3); Title 5 Sections 55060 et seq.

The District shall grant the degrees of Associate in Arts-Transfer, Associate in Science-Transfer, Associate in Arts, and Associate in Science in accordance with Title 5 regulations and applicable local requirements.

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 12 or more semester units of degree-applicable coursework designed as a pattern of learning experiences to develop certain capabilities that may be oriented to career or general education.

The Superintendent/President, in consultation with the Academic Senate, shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the curriculum committee. The procedures shall assure that graduation requirements are published in the District's catalog and included in other resources that are convenient for students.

Board Approved 05/18/10
Revised 08/13/13

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

AP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES

References: Title 5 Sections 55060 et seq.

I. Associate Degrees

For the Associate in Arts (A.A.) or Associate in Science (A.S.) degree, a student must demonstrate competence in reading, written expression, and mathematics. The Associate in Arts (A.A.) Degree or Associate in Science (A.S.) Degree will be awarded to any student upon satisfactory completion of all of the following requirements:

1. Competence in reading, written expression, and mathematics
    a. Math Proficiency - One of the following options:
        1.) Completion of high school intermediate algebra AND placement at the level of college algebra or higher on the Math Assessment Test; or
        2.) Completion of any mathematics class listed in the mathematics section of the General Education Requirements with a grade of "C" or better.
    b. English Competence - (reading and written expression):
        1.) Completion of English 101 or higher with a grade of "C" or better, depending on the major requirement.
    c. Reading Competence - Proficiency in reading may be satisfied by one of the following:
        1.) A satisfactory score on the reading component of the placement test at the level of ENGL 101; or
        2.) Completion of Reading 099 or ENGL 099 with a grade of "C" or better.

2. Sixty (60) units of accredited lower division college credit in courses that have been properly approved pursuant to Title 5 Section 55002(a)
    a. Basic skills and remedial courses numbered under 100 do not apply toward the 60 units required for graduation.

3. Major Requirement Completion of at least 18 units with a grade point average of 2.0 or better in each course attempted that is counted toward the major.

4. General Education Completion of one of the following options:
    a. Option I: 25 units as stipulated by the Citrus College Catalog; or
    b. Option II: 39 units as stipulated by the CSU general education certification requirements; or
    c. Option III: 34 units as stipulated by the completion of the IGETC.

    There is no limit on the number of units that may count towards both general education and major requirements.

    Note: A multi-cultural (ethnic studies) course is offered in at least one of the general education areas listed above.
5. Residence Requirement

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a. Successful completion of a minimum of 12 units in residence

6. Kinesiology Requirement
    a. Three units of Kinesiology or dance activity as stipulated in the Citrus College Catalog; or
    b. Successful completion of KIN 170, 171, or 173.

7. Scholarship Requirements
    a. An overall grade point average of 2.0 or better in all courses taken at Citrus College and all other courses transferred from other colleges used toward a Degree or Certificate;
    b. A 2.0 or better in credit courses in the curriculum upon which the degree is based; and
    c. Good academic standing at the college.

8. Transfer Units
    a. From U.S. accredited colleges: Only lower division units from regionally accredited colleges or universities may be transferred. Relevant upper division units may be used toward an A.A. or A.S. degree.
    b. From foreign colleges: Transcripts from foreign colleges and universities will be accepted only when evaluated by an evaluating service recognized by Citrus College. Credit will be granted when the academic level of the coursework is deemed to be comparable to that of classes taught in fully accredited United States colleges and universities. No grade points will be given on the Citrus College transcript for courses taken at foreign institutions.

9. Graduation/Certificate Application
   Completion of an Application for Graduation/Certificate together with submission of relevant petitions and official transcripts by stipulated deadlines. Citrus College may award a degree if a student has met the requirements for graduation and consents to the award without requiring the student to submit a graduation petition.
    a. Graduation requirements must come from a single catalog.

10. Outstanding Debt
    A diploma and/or certificate may not be released until the student has paid all outstanding debts to the college.

    Note: District policies and procedures regarding general education and degree requirements are updated and published in the college catalog and filed with the State Chancellor's Office.

11. Multiple Majors
    Within the graduation requirements for the Associate Degree at Citrus College, it is possible for a student to complete the requirements for more than one major providing that minimum requirements are met for each major.

II. Associate Degree for Transfer (ADT)
The Associate Degree for Transfer will be awarded to any student upon satisfactory completion of the following requirements.

1. Sixty (60) units of accredited lower division college credit in courses that have been properly approved pursuant to Title 5 Section 55002(a), provided they are accepted for transfer to a

California State University.

2. General Education Completion of one of the following options:
    a. Option II: 39 units as stipulated by the CSU general education certification requirements; or
    b. Option III: 34 units as stipulated by the completion of the IGETC or 28 units as stipulated by the SCIGETC.

    There is no limit on the number of units that may count towards both general education and major requirements.

3. Additional Graduation Requirements
    Meets the requirements for graduation with an Associate of Arts or Associate of Science as defined in Sections 3, 5, 7, 8, 9, and 10 above.

III. Certificates

Certificates of Achievement will be awarded upon satisfactory completion of the following requirements:

1. Successful completion of a course of study or curriculum that consists of 18 or more semester units of degree-applicable credit coursework. Some certificates approved by the Chancellors office may contain 12 -17.5 units. At least 50% of the course work must be completed at Citrus College. The 50% requirement may be waived by discipline faculty based on submission of proof of completion of industry certification of skills on a case by case basis.
2. Demonstration that the student has completed coursework and developed capabilities relating to career or general education.
3. A grade point average of 2.0 or better for each course~~s~~ taken at the college or elsewhere, which is to be applied toward the Certificate.
4. An Application for Graduation/Certificate together with relevant petitions and official transcripts by stipulated deadlines. Citrus College may award a certificate if a student has met the requirements for a certificate without requiring the student to submit an application.
5. A minimum of 6 units in residence must be completed for Transfer certificates.
6. For CTE certificates, coursework not completed at Citrus College must be articulated course-to-course by discipline faculty.

IV. Skill Awards

Skill awards are shorter credit programs established by the District that:

1. Are consistent with the mission of the District;
2. Meet a demonstrated need;
3. Are feasible and adhere to guidelines on academic achievement;
4. Do not require California Community College Chancellor's Office approval;
5. May be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency; and

At least 50% of the course work must be completed at Citrus College

V. Catalog Rights

Students who maintain continuous enrollment may elect to graduate under the requirements of the Citrus College catalog in effect at the time of admissions to Citrus College or at the intended date of graduation from Citrus College.

Continuous Enrollment

A student is continuously enrolled if he/she receives a grade (A, B, C, D, F, FW, MW, P, NP, or I) in any semester, fall or spring, during each academic year. Continuous enrollment is maintained at Citrus College if a student transfers to another regionally accredited institution, as long as he/she receives a grade (A, B, C, D, F, FW, MW, P, NP, or I) in any semester, fall or spring, during each academic year at that institution.

Note: State of California and federal law, as well as Citrus College Board Policy, shall take precedence over catalog rights.

VI. Official Transcripts

In order to apply units completed at another institution toward a degree, official transcripts may be mailed, submitted electronically, or hand-delivered provided that if hand delivered they arrive in an officially stamped and sealed envelope by the issuing institution.

Transcripts from colleges accredited by one of the regional associations of the Accrediting Commission for Community and Junior Colleges will be evaluated during a student's first semester of attendance at Citrus College.

Transcripts from non-accredited colleges may be evaluated for prerequisite and course placement. Military service credits based on DD-214 are posted after a veteran’s first semester of attendance.

Board Approved	05/18/10
Revised	08/13/13
Revised	09/22/14

CITRUS COMMUNITY COLLEGE DISTRICT
ACADEMIC AFFAIRS

AP 4105 DISTANCE EDUCATION

References:

Title 5 Sections 55200 et seq.
U.S. Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended.
34 Code of Federal Regulations Part 602.17.

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

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

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

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

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

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

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

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

- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Curriculum Committee approval procedures.

- Instructor Contact: Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.

- Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

Board Approved	05/18/10
Revised	05/01/12
Desk Review	06/06/13

Citrus College Distance Education Spring 2011

Attendance and Record Keeping Guidelines

Introduction: This document constitutes the Citrus College guidelines regarding student attendance in online (distance education – DE) classes. It also sets forth the record-keeping requirements for such classes. The attendance guidelines and the accompanying record-keeping requirements address two concerns:

- Dropping a student for poor attendance – A student may be dropped from a class for failure to meet the College's attendance requirement. Though it does not specifically address DE classes, Citrus College Administrative Procedure (AP) 5070 provides, in part, as follows:

  "Students are expected to attend all meetings of the courses in which they are enrolled… 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…"

- Federal financial assistance – Some students at Citrus College receive Federal financial assistance funds (Title IV, HEA). Such assistance should only go to students who are attending college. If a student stops "attending" a DE class, that student is no longer eligible to receive Federal financial assistance payments.

Actions that constitute "attendance" in a DE class: Student attendance in a DE class cannot be ascertained by taking roll as is the practice in traditional classes. Rather, DE attendance is demonstrated by engaging in one or more class activities that may generally be described as "active participation in the class." A student will be deemed to have actively participated in, and thus attended, a DE class in any week in which the student participated in one or more of the following assigned class activities (only assigned and assessed/graded activities qualify as "attendance"):

- Group meeting (instructor and two or more students).
- Individual meeting (instructor and one student).
- Orientation.
- Review or study session with instructor.
- Seminar.
- Field trip.
- Library workshop.

- Posting an entry in a threaded discussion forum (such as discussion board).
- CCC Confer participation.
- Video conference participation.
- Submission of assignment (biographical information submitted by the student will suffice if assigned and graded by the instructor).
- Completion of test, whether online, at the Testing Center, or at any other arranged location.
- Completion of quiz.
- Chat/message board discussion participation.

Instructors teaching DE classes must assign one or more of the above-listed activities each week of class. This will insure that the instructor will have a record of student attendance (active participation) week-by-week for the entire term. If a student stops attending the class, the instructor will have a record of the week in which the student stopped attending (participating).

Record-keeping: Instructors teaching DE classes shall keep records of attendance (active participation) for a period of three years following the completion of the class. The records may be discarded after the end of this three-year period. The records must show the following for each student:

- Week by week, the specific activity or activities that constitute "attendance."
- The exact date each activity occurred.

This requirement will necessitate that instructors teaching DE classes keep records of such activities, both within and outside of their Blackboard class "shell."

Citrus College
Distance Education
Date: Spring 2011
Subject: Attendance guidelines – Sample provision for syllabus

Set forth below is a sample provision that might be added to the syllabus for your DE class. Naturally, you can reword all or portions of this provision in order to better fit the unique design of your course.

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*Attendance (**IMPORTANT**)*

In a traditional classroom setting, an instructor knows if a student is attending class by taking roll at each class meeting. However, roll cannot be taken for a distance education class. In this distance education class I require that you (and other students) log into Blackboard and complete the weekly online assignments (including quizzes and exams). By completing these assignments, I know that you are actively engaged in this class. If you fail to complete two consecutive weekly assignments, I may suspend your access to Bb and send you an email requesting a detailed explanation of why you failed to complete the assignments. Failure to respond to my email with an acceptable explanation within 3 days may result in you either being dropped from the class (if this occurs prior to the drop deadline date) or being awarded an "FW" grade at the end of the term.

Citrus College GE Assessment Dialogue Report

May 23, 2013

Present:

Area A: **Faculty: Dave Kary, Astronomy; Gloria Ramos, Physics; Barbara Juncosa, Biology; Christine Goedhart, Biology**

Area B: **Faculty: Jim Woolum, Administration of Justice; LaRynda Peterson, faculty; Michelle Plug, Counseling;**

Dana Hester, Dean, Social and Behavioral Sciences;

Notes: Gayle Allen

Area C: **Faculty: Jack Call, Philosophy; Alex Galvan, Music; Roberta Eisel, English; Jim Lancaster, Dean of CTE; Lisa Villa, Counseling**

Notes: Isabel Bellman

Area D: **Faculty: Eric Odegaard, English; Alfie Swan, Math; and Raul Sanchez, Counseling**

Jim McClain, Dean of Math, Business, Health Sciences

Area E: **Faculty: Nicki Shaw, Kinesiology; Alicia Longyear, Athletics Counseling;**

Student Services: Michelle Plug, Articulation Officer; Raul Sanchez, Coordinator – Career and Transfer Center; Lisa Villa, Counseling Faculty and Academic Senate Vice President/President-elect;

Library Services: Sarah Bosler, Librarian

Others: Lari Kirby, Distance Education Supervisor; Jerry Capwell, Academic Affairs; Sam Lee, Dean of Language Arts and Enrollment Management; Irene Malmgren, Vice President of Academic Affairs; Lan Hao, Director of Institutional Research;

Note: Adjunct faculty in Ethnic Studies, Haydee Urita-Lopez and Monica Killen joined the session near the closing and expressed interest in participating in the future.

Each area group was provided the learning outcomes in their area as well as notes from the 2012 GE Assessment Session. The group was then asked to discuss the following questions:

1. Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?

2. In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?

3. How do you think their success in achieving this GE outcome will impact their transfer? Is there anything that we need to think about as a group that could improve area-wide successful outcome achievement?

4. As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?

5. In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?

General Summary of Dialogue:

Areas noted the need to communicate more within, between, and among divisions.

Regarding **question 1** – Most areas noted concerns in the area of critical thinking. In some cases, representatives think course revisions are in order to focus more on critical thinking. Along this line, areas identified weaknesses in students' ability to express themselves clearly in writing. These concerns can impact students' ability to meet GE outcomes. As noted last year, some groups expressed concern over the struggle that many students have with course-level outcomes dependent on college success skills. This could be correlated with the fact that most GE courses do not have college-level pre-requisites. Many comments were made about the need for faculty to assist students in reading college level material.

The discussion of **question 2** provides an informal assessment of the college's core competencies. Each area considered the various Citrus College core competencies which include: Communication; Computation; Creative, Critical, and Analytical Thinking/Information Competency; Community and Global Consciousness; Technology; and Discipline/Subject Area Specific Content Material.

Question 3 addresses how students' achievement of the GE outcomes impacts transfer, and also how each area could improve achievement of the outcome. Most groups agreed that by achieving all of the GE outcomes (A-E), students will have enhanced transfer success. Areas noted the need to communicate more within, between, and among divisions. At least one area suggested the need to consider English 99 as a prerequisite for GE courses and tied this to concerns about students' abilities to write effectively at the college level. Groups commented on the need to expand support services such as the Writing Café, Supplemental Instruction, and other services – and the need to make such services permanent.

Question 4 calls attention to common skills or behaviors to receive attention in the next academic year. Critical thinking and problem solving skills were identified by multiple groups. Specific examples of assessment were mentioned, including: of scenario-based questions, letters to congress members, and designing a mission to Titan were mentioned. Emphasis on college level vocabulary was mentioned as well.

Groups noted that this would be a good topic for Convocation Day. Also, the need for research data was noted. Making English 99 a prerequisite for GE courses was raised. Groups noted this will need careful, incremental implementation.

Question 5 invites comments about better use of library and student services to enhance achievement of the GE outcomes. Generally, groups noted the need for longer library hours and expanded student services. Groups commented on the importance of letting the library know about course specifics. Also, the groups indicated the need to help students critically evaluate publically available sites (as opposed to data bases subscribed to by the library. One group suggested working with the library to create reading/viewing lists of novels, DVDs, and other materials and resources such as data bases and links that supplement course materials. There was a suggestion to make more textbooks available for check out and more electronic texts.

Counseling – Groups noted the need to have SEPs include GE courses in the appropriate order of course sequencing. Regarding the Writing Café, groups identified the need for help with specific technical writing skills.

Groups noted the value of addressing these questions throughout divisions. As noted throughout the discussions, representatives value the importance of communicating more within, between, and among divisions.

Specific Recommendations:

1. Consider including other completion patterns with GE in next year's dialogue.
2. Reconstitute the GE committee to take on the session for next year.
3. Instructional faculty can work with the library to develop workshops on evaluating web sites and other publically available electronic materials.

Note: At least one specific research question was generated from the session***: If students completed a Student Educational Plan, did they follow the recommended path set out in that plan?***

3 Key Findings:

1) The Citrus College core competencies were informally assessed through this dialogue and reinforced as valuable student skills in the local GE pattern (see question 2 above).
2) Reading and writing at the college level is a broad concern. This relates very closely to the competency of critical thinking. College wide attention to the matter of pre requisites seems warranted. Also, discussion between and among divisions regarding common concerns and assessment strategies should be instituted.
3) Information Competency is crucial to student success. Information Competency and Critical thinking need to include the ability to evaluate resources and examine materials critically.

The detailed notes from each area are attached to this report.

GE Assessment Dialogue

May 23, 2013
Area A Natural
Sciences

Members: Dave Kary, Astronomy; Gloria Ramos, Physics; Barbara Juncosa, Biology; Christine Goedhart, Biology.

Outcome:

A. Natural Sciences

Students completing courses in Area A will be able to investigate and explain physical phenomena through application of empirical knowledge using mathematical and scientific processes and concepts.

I. Biological Sciences
II. **Physical Sciences**

1.) Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?

Group Answer

For biological sciences: need more critical thinking in course outcomes/design. There is a mis-match between lab and lecture expectations.

For physics and biology: students still struggle with application and making connections between math and concepts.

2.) In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?

1. **Communication**
2. **Computation**
3. **Creative, critical, and analytical thinking; information competency**
4. **Community/Global Consciousness and responsibility**
5. **Technology**
6. **Discipline/subject area specific content**

Group Answer

Same answer as last year* with addition of global consciousness.

***last year:** **see Citrus College GE Assessment Dialogue Report May 17, 2012**

3. How do you think their success in achieving this GE outcome will impact their transfer? Is there anything we need to think about as a group that could improve area-wide successful outcome achievements?

Group Answer

Impact: same as last year* –

Improve: same as last year* – need to discuss this concern with Math. Need to review our GE courses for revision – critical thinking component.

***last year: see Citrus College GE Assessment Dialogue Report May 17, 2012**

4. **As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?**

Group Answer

Critical thinking related to scientific reasoning and applying it to science and society issues.
Examples:

- ☐ Scenario-based questions
- ☐ Write letter to congress person
- ☐ Design mission to Titan

5. **In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?**

Group Answer

Counseling: Ed plans with General Education courses in appropriate place in sequence.
Library: training in critically viewing publicly available websites (as opposed to databases).

GE Assessment Dialogue
May 23, 2013
Area B
Social and Behavioral Sciences

Members: Jim Woolum, Administration of Justice; LaRynda Peterson, Faculty; Dana Hester, Dean, Social and Behavioral Sciences; Michelle Plug, Articulation Officer; Gayle Allen, recorder

Outcome:

B. Social and Behavioral Sciences
Students completing Area B courses can identify, analyze, and communicate an understanding of self and society through investigation of social behavior, institutions, and culture.

I. History and Political Science
II. Behavioral sciences

1.) Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?

Group Answer
Yes – Different components in different courses
~ 75 -90% of students are successful

2.) In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?
1. Communication 2. Computation
3. Creative, critical, and analytical thinking; information competency
4. Community/Global Consciousness and responsibility
5. Technology 6. Discipline/subject area specific content

Group Answer

Communication, critical thinking, technology, community/global consciousness

3. How do you think their success in achieving this GE outcome will impact their transfer? Is there anything we need to think about as a group that could improve area-wide successful outcome achievements?

Group Answer

Make them better prepared. Communication is essential for college success/life skills.

Critical thinking leads to life skills and future college success.
Global consciousness leads to working well in groups, respecting others' beliefs; impact of actions on others.

4. **As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?**

Group Answer

Vocabulary leads to written skills leads to oral skills which equals growth in communication. This requires program coordination .
Suggestion: at convocation, division assessment in this area.

☐ May need research to provide data

5. **In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?**

Group Answer

Reading list with library – *fiction related to course (movies and books)
Links to Amazon
*journals
*DVDs/other databases
Support services – Writing Café – students need help with specific technical writing skills.
Need coordination between divisions with shared skills/resources and career counseling.

 # Research Question –

If students completed SEP, did they follow the recommended path?

GE Assessment Dialogue
May 23, 2013
Area C
Arts & Humanities

Members: Jack Call, Philosophy; Alex Galvan, Music; Roberta Eisel, English; Jim Lancaster, Dean of CTE; Lisa Villa, Counseling; Isabel Bellman, recorder

Outcome:

C. Arts and Humanities

Students who complete courses in Area C, develop appreciation for, critical understanding of, and the ability to express artistic, philosophical, and cultural sensibilities in historical and contemporary contests.

I. Arts
II. **Humanities**

1.Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?

Group Answer

The group discussed as a whole their concern regarding the measurement of *appreciation*. IE: literature and music. Would one measurement for a specific class be quantitative for another? The example used was the measurement for a Music appreciation class as opposed to the measurement of a performance class. Roberta indicated it would be best to use the college catalog as a tool to determine which GE courses would be best to use for measurement. The group came to a consensus that using GE courses that applied to students in obtaining a degree from Citrus and not including transfer requirements to the four year institutions would be best.

The group concurred that students often lack the ability to express themselves through writing. Students' writing abilities are below college level standards. This means that in many cases this impacts students' ability to meet outcomes. Because of this, the group is concerned that this outcome cannot realistically be measured as successful.

2.In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?

1. **Communication**
2. **Computation**
3. **Creative, critical, and analytical thinking; information competency**
4. **Community/Global Consciousness and responsibility**
5. **Technology**
6. **Discipline/subject area specific content**

Group Answer *(Per Roberta – perhaps we should add a new question in this area, given changes in course descriptors. *****CID*****)*

The group feels students should meet competencies in the core areas of communication, critical thinking and community and global consciousness.

The group suggests support services should be included to help students achieve college level writing The Writing Café is an example. There may be a need to reconsideration of pre-requisite content review for minimum writing competency. The group discussed the possibility of requiting English 99 for all lecture classes.

3. **How do you think their success in achieving this GE outcome will impact their transfer? Is there anything we need to think about as a group that could improve area-wide successful outcome achievements?**

Group Answer

Discussion continued regarding the likelihood of success if the English 99 was determined as a mandatory pre-requisite and not a recommended one. The group discussed and agreed upon on how students' lack of writing skills carries over when they transfer to four year institutions and four year programs, even Masters programs. Although a student may have competency in a subject, he/she will still lack writing skills in higher programs as he/she did at lower lever programs.

4. **As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?**

Group Answer

Yes.

How much improvement would there be if English 99 was a required pre-requisite and not "Strongly recommended" pre-req? Automotive Tech has already begun implementation of English 99 as a pre-requisite, and Jim Lancaster stated he has seen a significant improvement in retention and success of students. Dr. Lan Hao was asked to explain to the group the process her office currently uses to measure assessments. Roberta Eisel explained that the determination to implement a pre-requisite can be made locally via a task-force which is currently active on campus. Alex Galvin gave an example of crossing disciplines to achieve success. He uses math in order to teach rhythm to his students. A concern to consider would be some classes may not fill if a pre-requisite is implemented as required and not "strongly recommended". Dr. Hao stated implementation must be done in increments in order to obtain success. Implementing this course of action across campus at once would cause failure therefore, small increments in some areas may be the best plan of action.

5. **In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?**

Group Answer

The group did not have time to respond to this prompt.

GE Assessment Dialogue
May 23, 2013
Area D
Language and Rationality

Members: Eric Odegaard, English; Alfie Swan, Math; Jim McClain, Dean of Math, Business, and _____, Counseling

Outcome:

D. Language and Rationality

Students completing courses in Area D courses are able to read, write, speak and think creatively in personal, academic, workplace, and community contexts.

I. English Composition
II. Communication and analytical Thinking
III. Mathematics

1.Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?

Group Answer

The group concurs that assessment aligns with student learning outcomes with variation based on course content.

2. In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?
1. Communication 2. Computation
3. Creative, critical, and analytical thinking; information competency
4. Community/Global Consciousness and responsibility
5. Technology 6. Discipline/subject area specific content

Group Answer

The group feels competencies 1, 2, and 3 are met strongly; 4 and 5 are met moderately; 6 is met to a lesser degree.

3. How do you think their success in achieving this GE outcome will impact their transfer? Is there anything we need to think about as a group that could improve area-wide successful outcome achievements?

Group Answer

Success in these courses greatly impacts success in transfer. Expansion of support services like the Writing Café, Supplemental Instruction, and other services is in order to make those services more permanent.

4. **As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?**

Group Answer

The group feels a common concern is assessing critical thinking and problem solving strategies (e.g. word problems in math classes).

5. **In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?**

Group Answer

Longer hours for the library and an expansion of student services are needed. Also, students need more text books for checkout and electronic texts.

GE Assessment Dialogue
May 23, 2013
Area E
Physical Education (note: change to Kinesiology)

Members: Nicki Shaw, Kinesiology; Alicia Longyear, Athletics Counseling;

Outcome:

> **E. Physical Education (note: change to Kinesiology)**
>
> **Students who complete Area E courses demonstrate personal responsibility, health literacy, and the importance of physical health and wellbeing.**

1.Do your course-level outcomes and assessment reflect student achievement of the GE outcome in your area? How successful are students in achieving this GE outcome?

Group Answer

Same as last year*, except that we need to contact Dean Wise or Mary Brawner for 3 unit assessment data.

*last year: see Citrus College GE Assessment Dialogue Report May 17, 2012

2.In your opinion, what core competencies/skills should a transfer student be able to demonstrate after successfully completing coursework in your area?

1. Communication **2. Computation**
3. Creative, critical, and analytical thinking; information competency
4. Community/Global Consciousness and responsibility
5. Technology **6. Discipline/subject area specific content**

Group Answer

Discipline specific and communication
Physical activity involvement promotes the development of community group environments.

3.How do you think their success in achieving this GE outcome will impact their transfer? Is there anything we need to think about as a group that could improve area-wide successful outcome achievements?

Group Answer

Via personal health project –
Self-observation – demonstrates personal responsibility "process" of this project

☐ Self efficiency
☐ Plan and implement new behaviors

4.As a group, is there a common skill or behavior that you would like to assess for the next academic year? If so, what is it, and what are some examples of course-level assessments for this skill or behavior?

Group Answer

In progress. Working on consensus.

5.In what ways can the library and our student services be utilized to better enhance student attainment of the GE outcome in your area?

Group Answer

Articulate from Kinesiology to library and student services about course specifics within each course. Division meetings attendance (reciprocal) to discuss needs and help meet goals.

2012 General Summary of Dialogue #1:

Most areas felt that course-level outcomes and assessment did reflect student achievement of the GE outcome and that the majority of students are successful in achieving the outcome. However, some groups expressed concern over the struggle that many students have with course-level outcomes dependent on college success skills. This could be correlated with the fact that most GE courses do not have college-level pre-requisites.

The discussion of question 2 provided an informal assessment of the college's core competencies, because the core competencies were not provided as a reference. Each area's discussion revealed that Citrus College transfer students upon completion of our local GE pattern should be able to demonstrate the core competencies adopted by the college. The Citrus College core competencies include: Communication; Computation; Creative, Critical, and Analytical Thinking/Information Competency; Community and Global Consciousness; Technology; and Discipline/Subject Area Specific Content Material.

Question 3 addressed how students' achievement of the GE outcomes impacts transfer, and also how each area could improve achievement of the outcome. Most groups agreed that by achieving all of the GE outcomes (A-E), students will have enhanced transfer success. Many faculty suggested that increased inter-disciplinary dialogue about how the outcome is approached at the course-level would improve achievement. Other groups also suggested better utilization of support services and learning communities would help as well.

In discussing common assessment threads, several groups identified college success skills as valuable to assess in relation to the core competencies and GE outcomes. Interdisciplinary dialogues may help to provide agreement on a topic/outcome to assess commonly throughout an area. Faculty dialogue on Convocation during annual program review may provide the avenue for this type of agreement. Most groups indicated that some consensus was possible.

The last question allowed the groups to talk about better use of library and student services to enhance achievement of the GE outcomes. For both types of services, most groups indicated that a better understanding of what is available to students would help them to promote the services. Better communication between divisions/departments and the library and counseling would help everyone to better promote and provide services to our students.

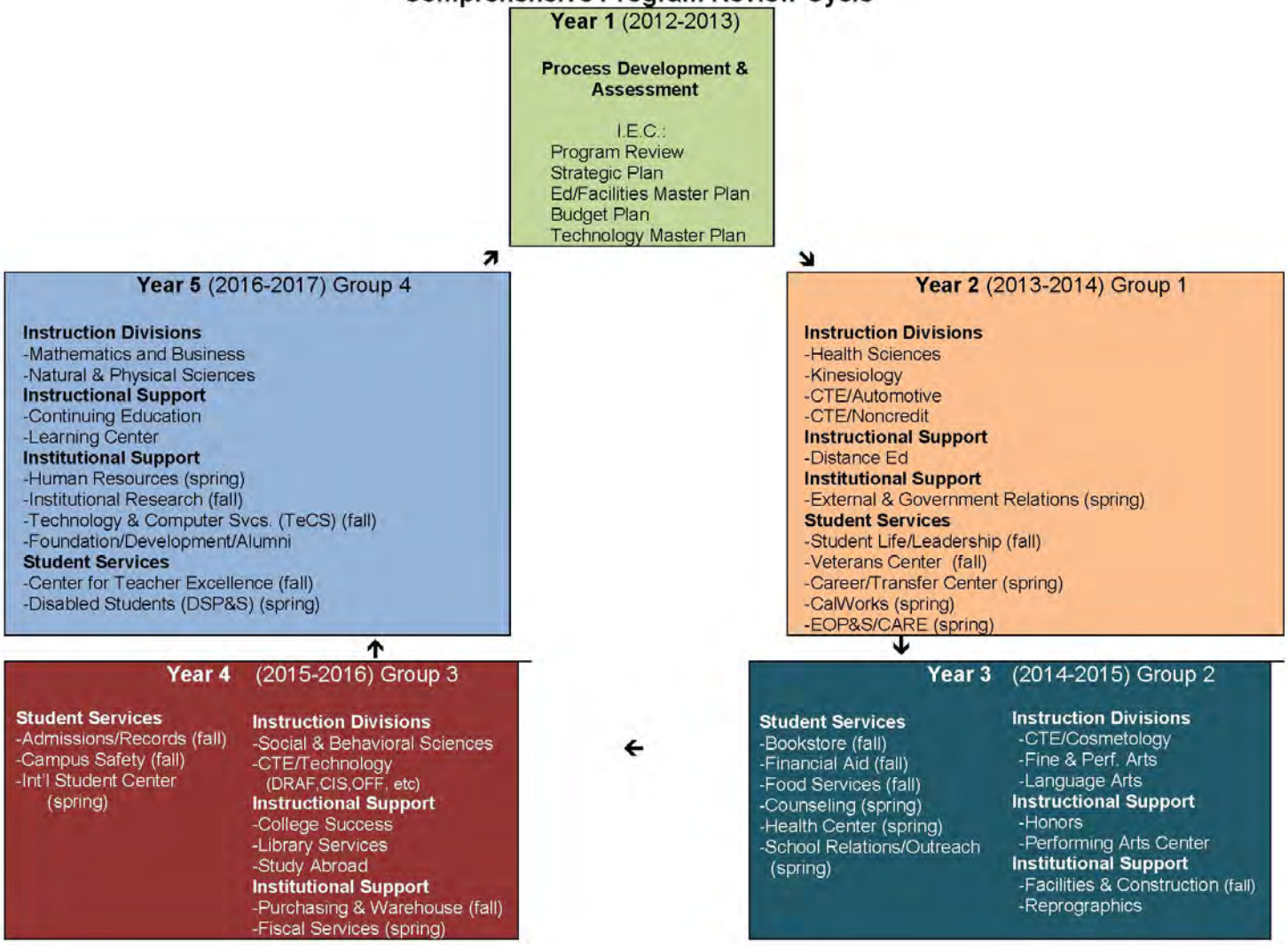
3 Key Findings (2012):

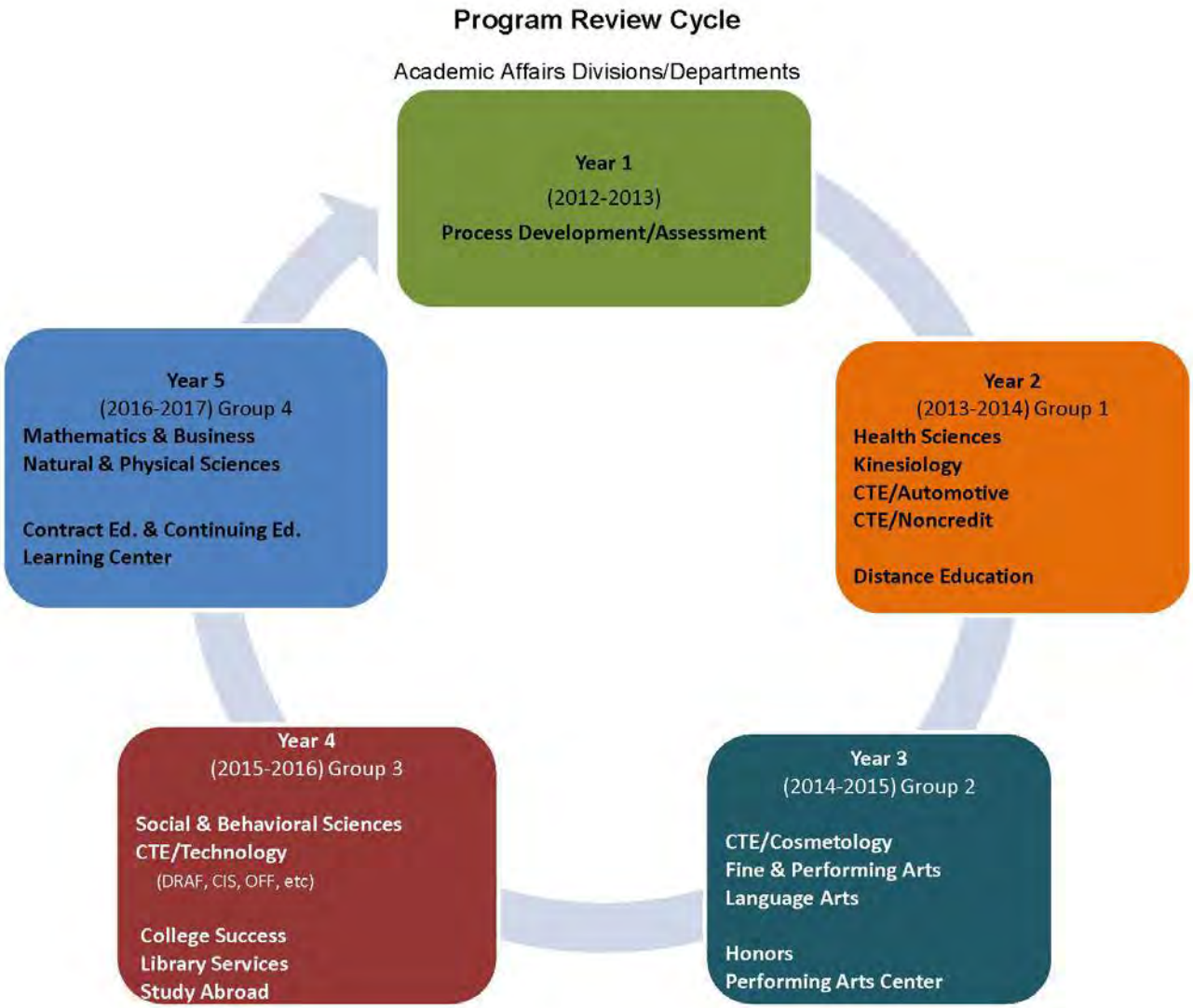
1) The Citrus College core competencies were informally assessed through this dialogue and reinforced as valuable student skills in the local GE pattern.

2) Students enrolled in the local GE pattern may not be at college-level for math, English, and reading. A discussion about college success pre-requisites for some of the higher level GE courses may be warranted.

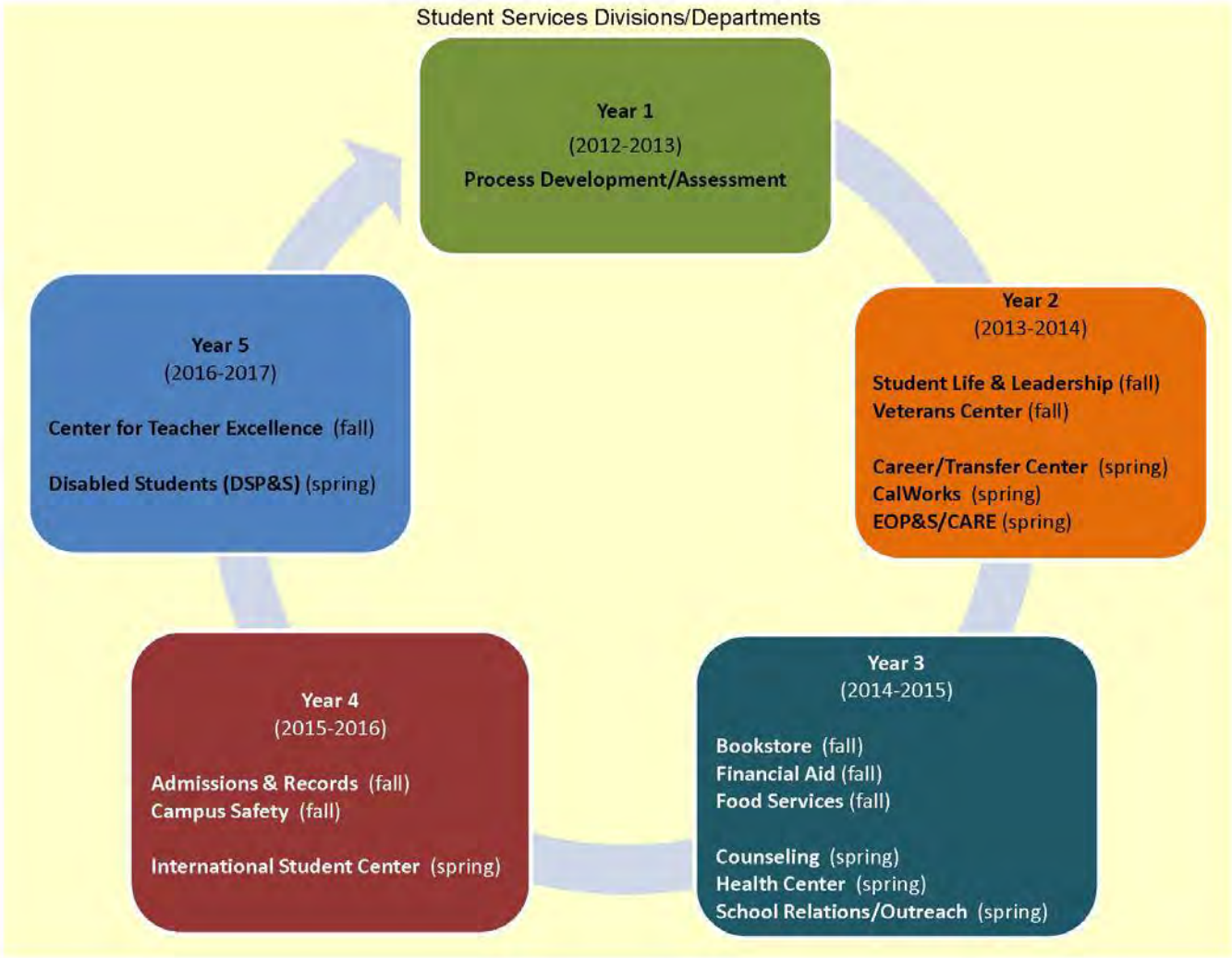
3) Counseling and library services are critical to successful achievement of GE outcomes. Better communication between divisions/departments and the library and counseling would help everyone to better promote and provide services to our students

Comprehensive Program Review Cycle

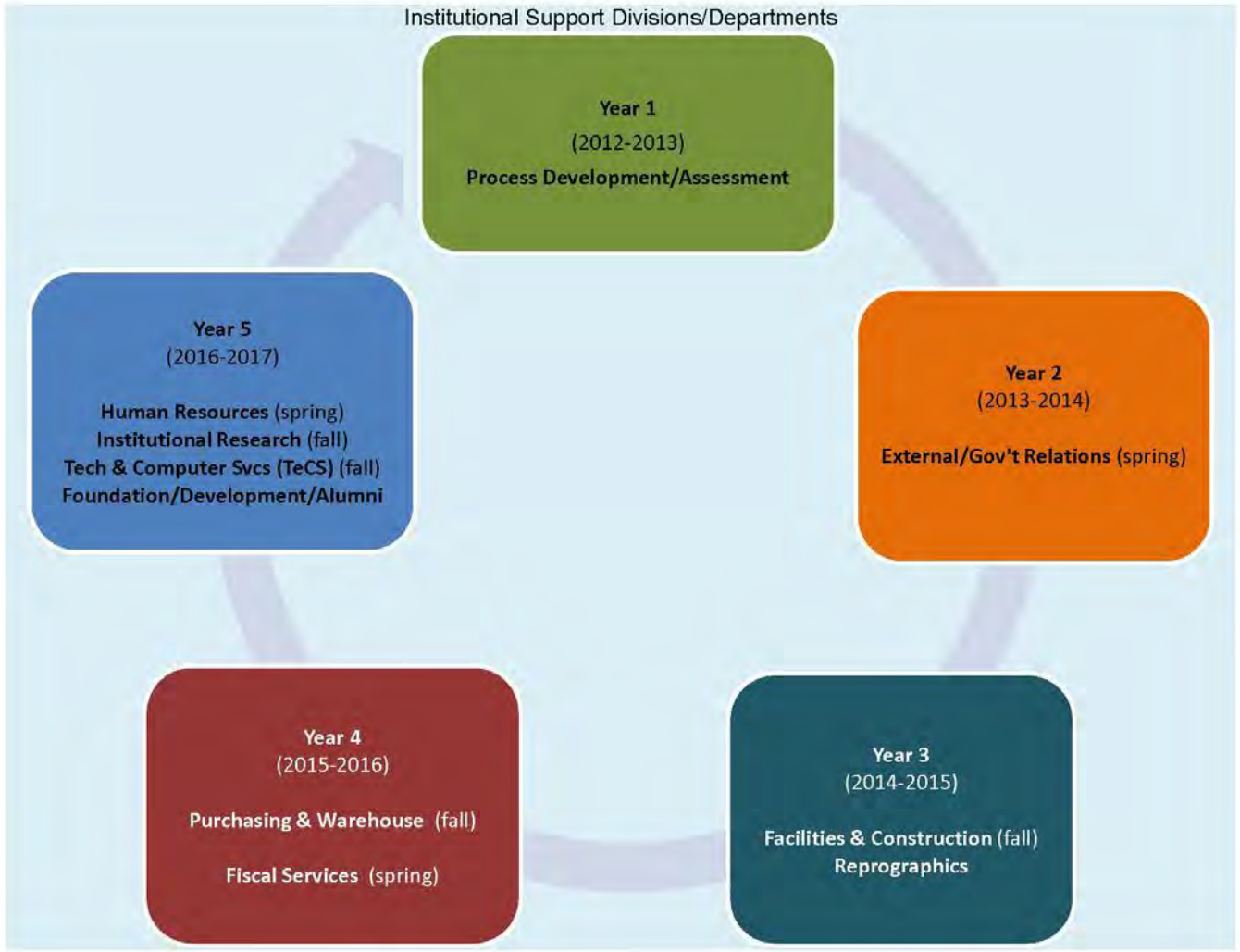



Program Review Cycle
Academic Affairs Divisions/Departments
Year 1
(2012-2013)
Process Development/Assessment
Year 2
(2013-2014) Group 1
Health Sciences
Kinesiology
CTE/Automotive
CTE/Noncredit
Distance Education
Year 3
(2014-2015) Group 2
CTE/Cosmetology
Fine & Performing Arts
Language Arts
Honors
Performing Arts Center
Year 4
(2015-2016) Group 3
Social & Behavioral Sciences
CTE/Technology
(DRAF, CIS, OFF, etc)
College Success
Library Services
Study Abroad
Year 5
(2016-2017) Group 4
Mathematics & Business
Natural & Physical Sciences
Contract Ed. & Continuing Ed.
Learning Center

Comprehensive Program Review Cycle



Comprehensive Program Review Cycle



in Administrative Procedure 5520 of the Citrus Community College District Board of Trustees.

Enrollment Verification

Citrus College has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment status. An official Enrollment Verification Certificate may be obtained through WingSpan.

This certificate may be presented to parties such as health insurance agencies, housing authorities, consumer-product companies, and banks when asked to provide official evidence of enrollment at Citrus College.

Distance Education (Online Classes)

Distance Education classes utilize computer technology to deliver instruction to students. These classes have the same content and meet the same requirements as traditional classes, but provide a more flexible way for students to take courses. Many of these online classes require orientations and testing on campus.

Students who do well in online courses are typically self- motivated, organized, and proactive about their education. Some knowledge of how to use a computer is helpful. In addition, online classes rely heavily on the exchange of information through reading and writing, so proficiency in these skills is important.

For a complete list of available classes, or for more information, visit the Distance Education Web site at www.citruscollege.edu/de or call the Distance Education office at 626-914-8831.

2014-2015 Fees and Expenses The enrollment fee is set by the California State Legislature.

Enrollment Fee:	$46 per unit
International Student Tuition*	$207 per unit
Nonresident Tuition*	$207 per unit

Campus Service Fees

Health Service Fee	
Fall & Spring	$19
BOGW Students	$14
Winter & Summer	$16
BOGW Students	$11
Parking Fee	
Fall & Spring	$51
Winter & Summer	$26
Student Representation Fee	$1
Student Service Fee	
Fall & Spring	$15
Winter & Summer	$10

*Nonresident and international students are required to pay tuition and enrollment fees.

Health Service Fee

The Health Services Fee is mandatory for both full-time and part- time students. The following students are exempt from payment of the fee:

- Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization. To receive an ex- emption, these students must present valid documentation of his or her membership in such a religion to the office of the vice president of student services.
- Students who are attending Citrus College under an approved apprenticeship training program.

Student Service Fee

The Student Service Fee is a voluntary fee that supports campus activities such as athletics, clubs, cultural events, campus improvements, and other special programs and services that directly benefit students and campus life.

Students receive an ASCC sticker upon receipt of all payments. Stickers may be picked up at the Bursar's Office or the Student Business Office. The accompanying flier lists the many benefits, services and discounts available to students who have paid the service fee and received a sticker. Because of the broad range of programs and services provided, all students are requested to pay the Student Service Fee.

Students may waive this fee prior to payment of classes by obtaining a waiver form from the Office of Student Life, located in the Cam- pus Center. Proof of registration is required. Students who waive the fee will become ineligible for the benefits associated with this fee, but not for any other student services.

Student Representation Fee The Student Representation Fee is a $1 mandatory fee to be used solely for advocacy purposes on behalf of students. A student may refuse to pay for political, religious, financial or moral reasons. Students desiring to waive this fee must submit a written statement justifying their refusal to pay.

This waiver will be subject to approval by the Dean of Students' office.

Instructional Materials Fee

A student may be charged this fee for instructional or other

Distance Education – Online Classes

What Is Distance Education?

Distance Education (DE) provides students who have schedule, distance or physical limitations an opportunity to access college-level courses online.

Offers Flexibility and Convenience

DE classes have the same content as regular classes; they are simply presented in a different manner. For most courses, students are required to take exams and do homework, just like a traditional course, but there is limited or no classroom time.

Hybrid Courses

A hybrid course is one that is delivered both in the classroom and online. Attendance requirements vary with each class.

Who Should Take an Online Course? Anyone can take a DE class. Online classes are a great alternative for students who are unable to come regularly to the campus or who, for scheduling reasons, want to combine online and tradition- al classes.

How Can I Succeed as an Online Student?

A successful online student is:

- ☐ Self-motivated
- ☐ Organized
- ☐ Able to follow written directions and schedules Proactive about contacting their instructors http://www.sierracollege.edu/distance celearning/help-center/getting-started/ readiness-assessment.php

Successful online students are also computer literate and are able to:

- ☐ Access the Internet
- ☐ Send and receive e-mail
- ☐ Send and receive attachments
- ☐ Participate in chat rooms, discussion boards, and instant messenger systems
- ☐ Read and follow directions on a website

How Can I Learn More About Distance Education?

- ☐ Visit http://www.citruscollege.edu/de and take the DE online orientation.
- ☐ Select the session you are interested in attending and view what is being offered.
- ☐ Contact the DE office at 626-914-8831.

How Do I Get Started?

1. You must be admitted to Citrus College as a student. Apply at http://www.citruscollege.edu/ar
2. Activate your student e-mail account at http://outlook.com/student.citruscollege.edu. You cannot access information or communicate with instructors without it.
3. Before registration, decide which online courses you are interested in taking. Course listings are available in the class schedule online at http://www.citruscollege.edu
4. Register online on your appointment day/time at https://wingspan.citruscollege.edu for the classes you have chosen.
5. Go to http://www.citruscollege.edu/de after you have registered. Locate the class you have registered for and read the special instruct- tions for the instructor. Complete the DE Orientation at that time.

NOTE: Some instructors have a mandatory orientation requirement that takes place before classes begin.

Distance Education – Online Classes

Go to http://www.citruscollege.edu/de for a list of mandatory orientations.

6. Purchase the materials required for the courses at the college bookstore or online, http://www.citruscollege.edu/owlbookshop .

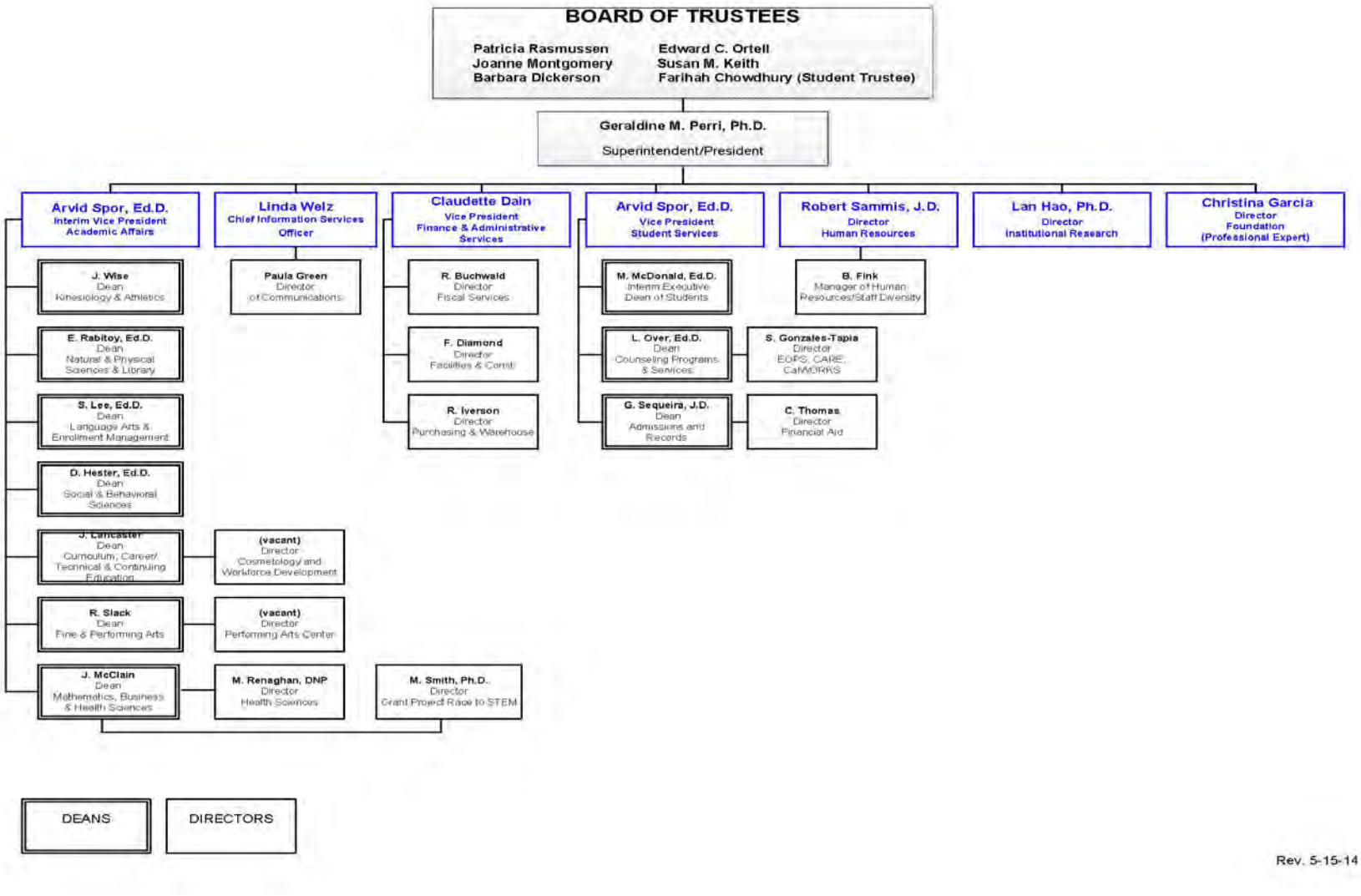
7. On the first day of class go to the class sit (most, though not all, are in Blackboard) when you log in, you are verifying that you are the registered student. Read the syllabus and other posted course materials, and then get started with the coursework. Most instructors post assignments that are due during the first week of the term. **Do not fall behind.**

What If I Am Having Trouble Or Need More Information?

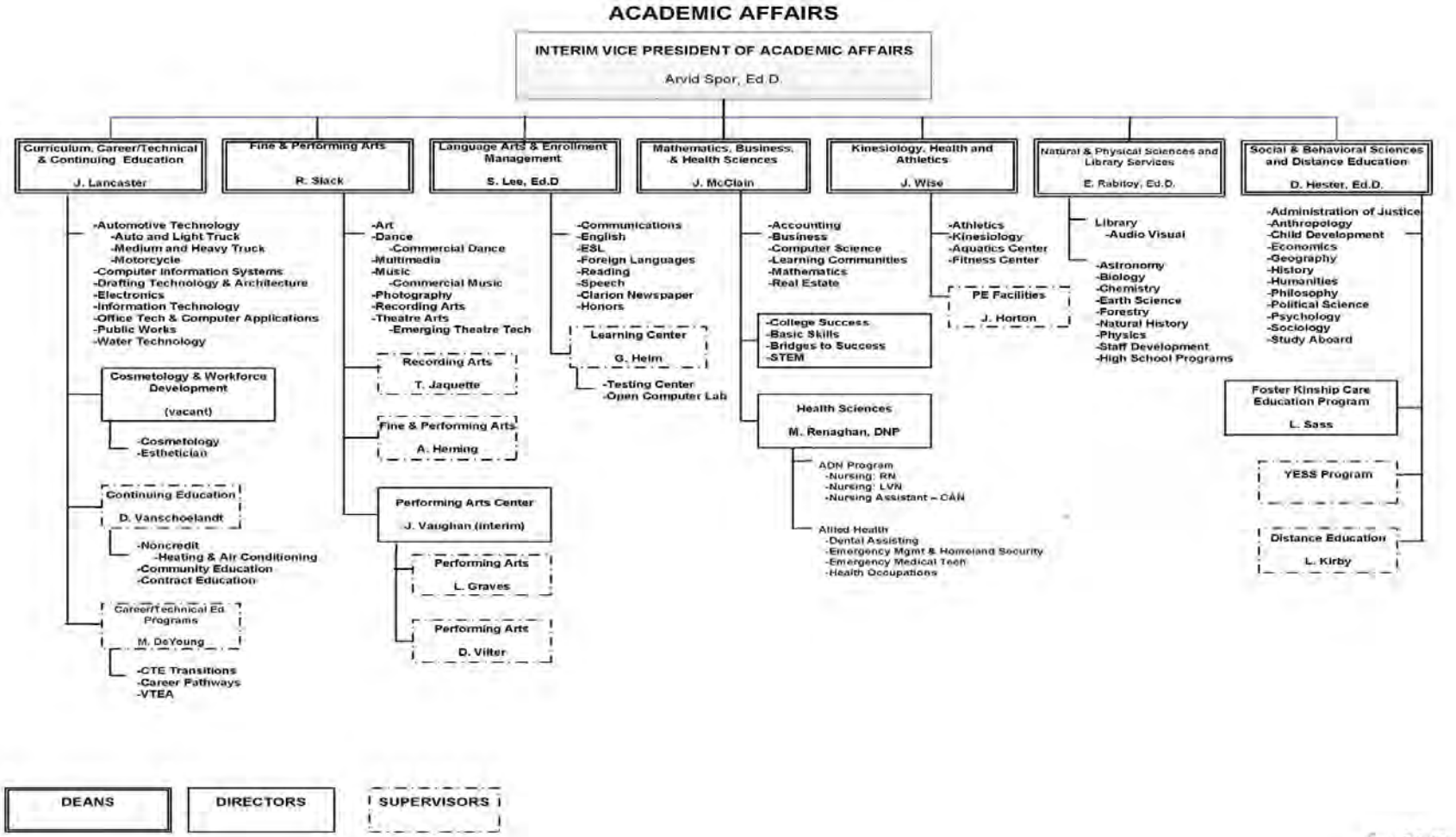
The person you should contact in case of difficulties is, always, your instructor.

Online degrees are available in several subject areas. Contact the Distance Education Office at (626) 914-8831.

Appendix H – Citrus College Organization Chart Showing Management Structure for Distance Education



Appendix H – Citrus College Organization Chart Showing Management Structure for Distance Education



Appendix I – DE Faculty and Student Surveys

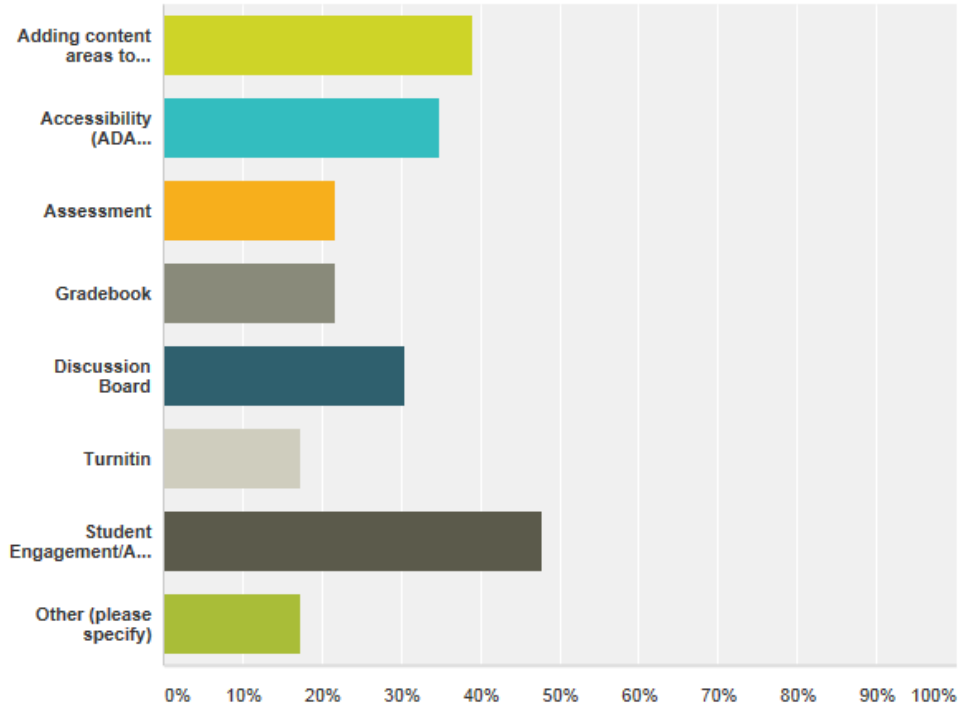
Distance Education Faculty Survey – Fall 2014

Q1

Customize Export

Which training workshops would you like to see offered to better prepare faculty to teach an online course? (Check all that apply.)

Answered: 23 Skipped: 0

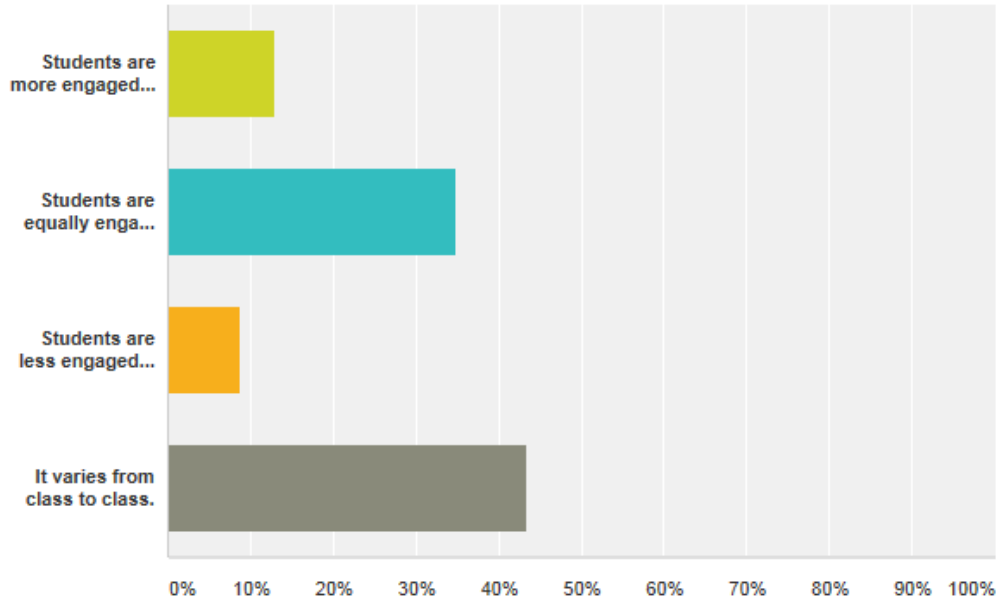


Answer Choices		Responses	
Adding content areas to Blackboard		39.13%	9
Accessibility (ADA Compliance)		34.78%	8
Assessment		21.74%	5
Gradebook		21.74%	5
Discussion Board		30.43%	7
Turnitin		17.39%	4
Student Engagement/Attendance		47.83%	11
Other (please specify)	Responses	17.39%	4
Total Respondents: 23			

Q2 Customize Export

In general, how would you characterize student engagement in your online course (s)?

Answered: 23 Skipped: 0

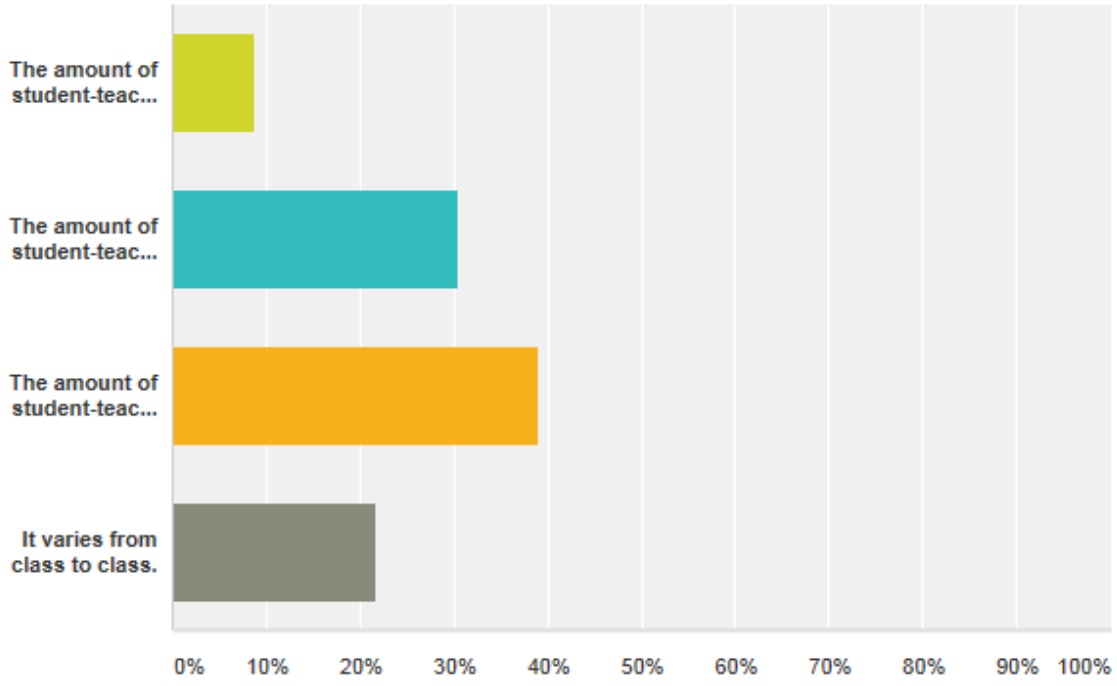


Answer Choices	Responses	
Students are more engaged in my online course(s) than they are in a similar face-to-face course.	13.04%	3
Students are equally engaged in my online course(s) as they are in a similar face-to-face course.	34.78%	8
Students are less engaged in my online course(s) than they are in a similar face-to-face course.	8.70%	2
It varies from class to class.	43.48%	10
Total		23

Q3 Customize Export

In general, how would you characterize the amount of student-teacher interaction in your online course(s)? (e.g. office hours, discussion board, gradebook feedback)

Answered: 23 Skipped: 0

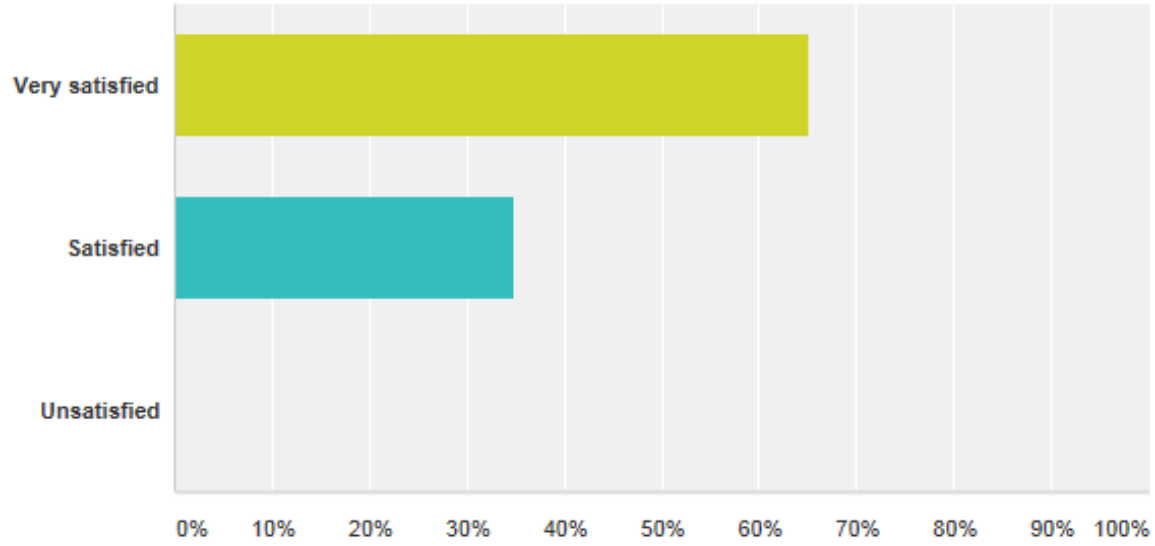


Answer Choices	Responses
The amount of student-teacher interaction is greater in my online course(s) than in a similar face-to-face course.	8.70% 2
The amount of student-teacher interaction is about the same in my online course(s) as in a similar face-to-face course.	30.43% 7
The amount of student-teacher interaction is not as good in my online course(s) as in a similar face-to-face course.	39.13% 9

Q4 Customize Export

How do you feel about technical support in the distance education program?

Answered: 23 Skipped: 0



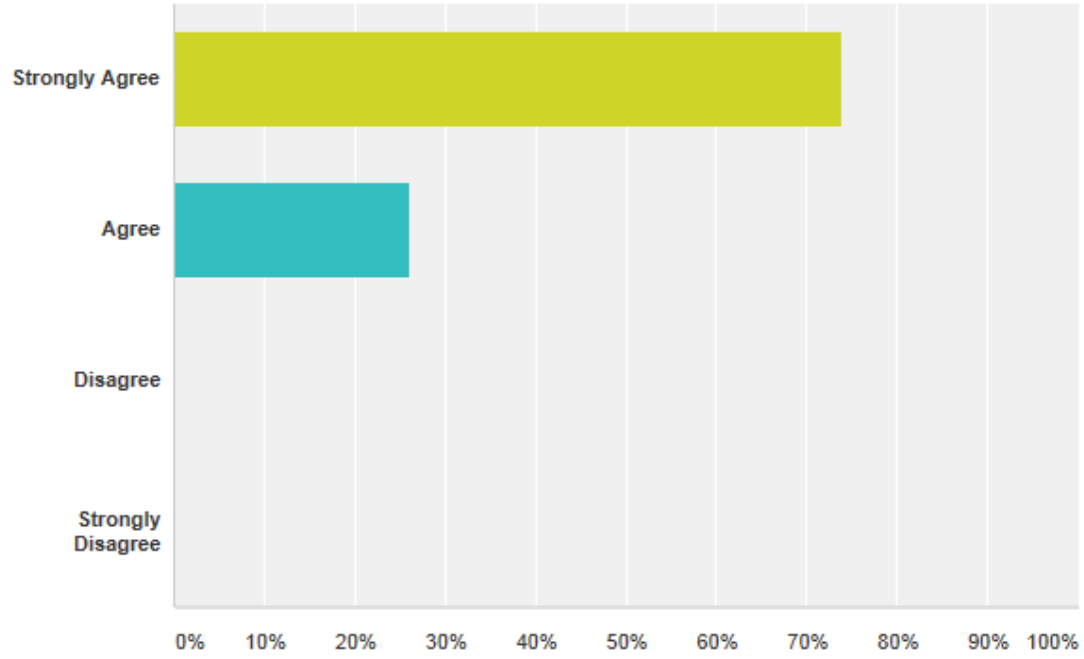
Answer Choices	Responses	
Very satisfied	65.22%	15
Satisfied	34.78%	8
Unsatisfied	0.00%	0
Total		23

Comments (7)

Q5 Customize Export

To what extent do you agree with the following statement?The DE Faculty Coordinator provides timely and adequate support.

Answered: 23 Skipped: 0



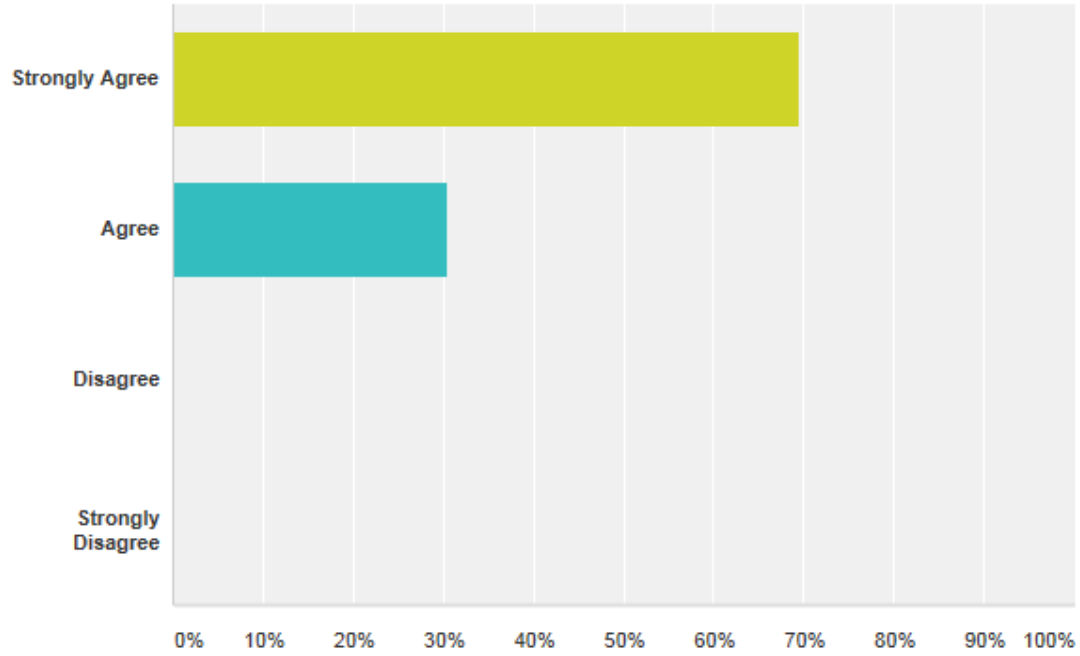
Answer Choices	Responses	
Strongly Agree	73.91%	17
Agree	26.09%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total		23

Comments (3)

Q6 Customize Export

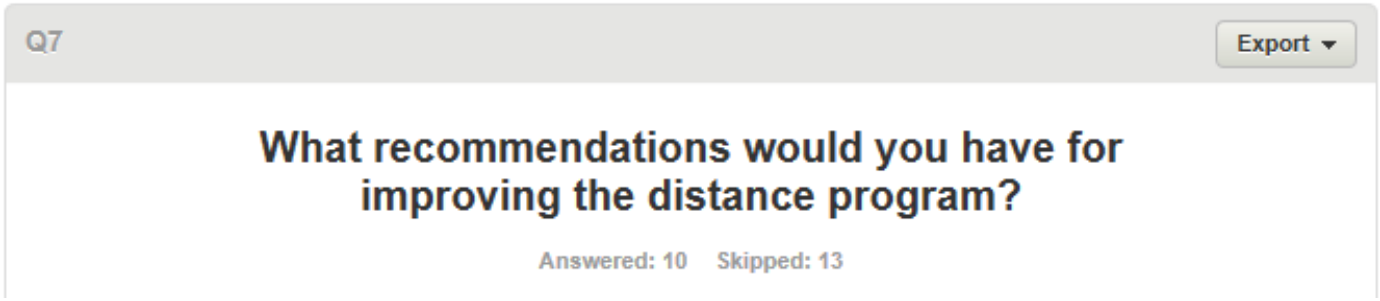
Overall, I am satisfied with the support and breadth of the distance education program.

Answered: 23 Skipped: 0



Answer Choices	Responses	
Strongly Agree	69.57%	16
Agree	30.43%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Total		23

Comments (2)



Showing **10** responses

None at this time.
11/24/2014 10:25 AM View respondent's answers

a fully functional testing center
11/20/2014 1:28 AM View respondent's answers

Upgrade the testing center computers so student are not frustrated with very slow test taking....
11/18/2014 2:26 PM View respondent's answers

see above
11/18/2014 11:03 AM View respondent's answers

not at this time.
11/17/2014 4:29 PM View respondent's answers

Please help the faculty work with the Publishers to have Assessment programs intergrate with Blackboard so the students will have a one-time log in for their assignments. Not all assessment programs integrate with Blackboard or if they do faculty may not be aware.
11/17/2014 2:33 PM View respondent's answers

Keep doing what you are doing, great job by all involved.
11/17/2014 2:00 PM View respondent's answers

Choung needs to create 5 minute YouTube videos to train us with the bells and whistles of blackboard. That man is a Blackboard expert.
11/17/2014 1:47 PM View respondent's answers

More DE trainning during Flex day
11/17/2014 1:01 PM View respondent's answers

Somehow funneling requests for software that might not be possible through the program review process. DE needs for software address accessibility issues such as 508. This seems to take priority over specific program needs. Software programs like Snagit or Camtasia could be placed in the lab where faculty could develop videos for their online classes.
11/17/2014 12:50 PM View respondent's answers

Survey Results for
Distance Education Program Survey

The Distance Education (DE) program will use the answers to this survey to make improvements to the program. You answers will remain anonymous. Thank you very much for you participation.

Included Response Periods: Distance Education (Fall 2014) - 16 Weeks

Compare Results By: No Grouping

Overall Summary

Total Survey Recipients: 2231

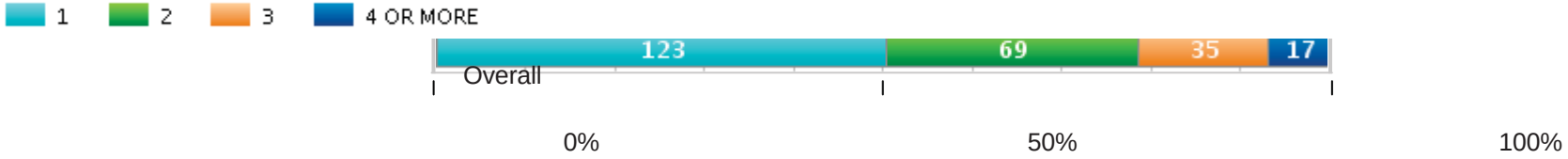
Response Rate for Distance Education (Fall 2014) - 16 Weeks

Detailed Question Results

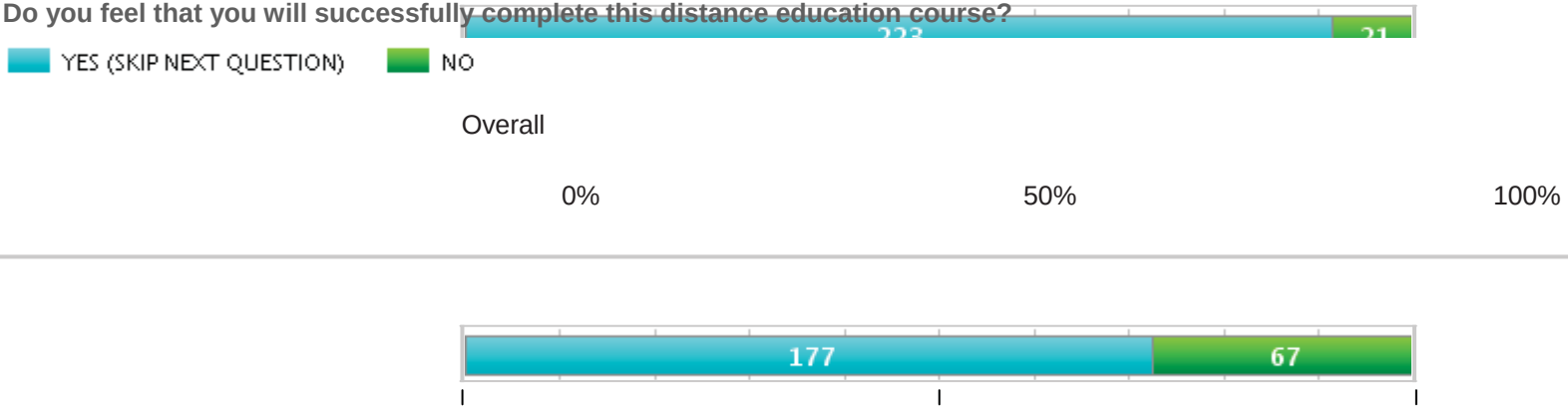
The Distance Education (DE) program will use the answers to this survey to make improvements to the program. Your answers will remain anonymous. Thank you very much for your participation.

Please answer the following questions by indicating the response which most closely applies to your experience in distance education. If you are enrolled in more than one DE course this semester, please answer each question thinking of all DE enrollments together. Provide additional comments as appropriate. If you have any questions please email Lari Kirby, Distance Education Supervisor at lkirby@citruscollege.edu

How many distance education courses are you taking this semester?



Do you feel that you will successfully complete this distance education course?

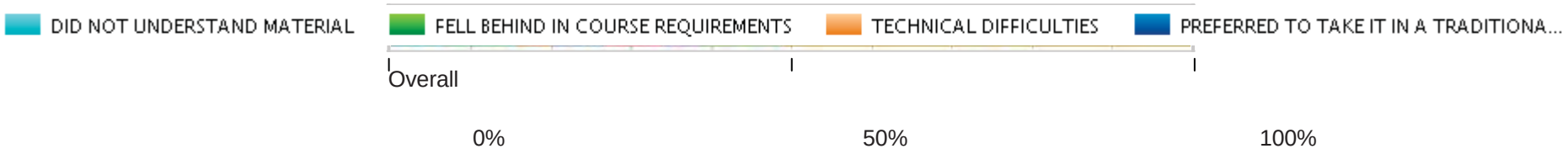


Detailed Question Results

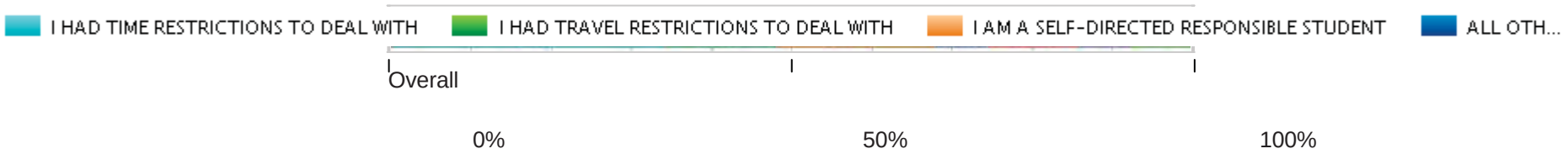
Are you also enrolled in a face-to-face class this semester?

Detailed Question Results

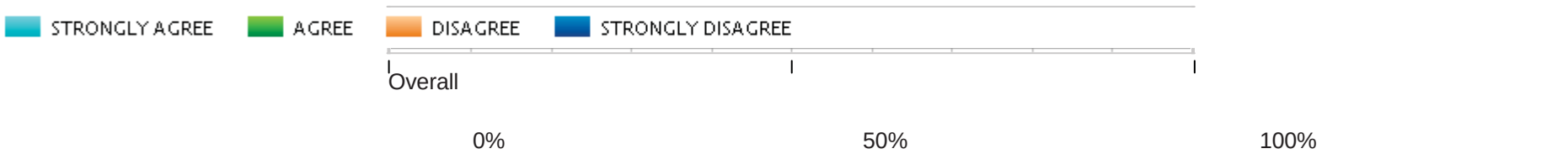
If you feel you will not successfully complete a distance education course, please select the primary reasons (select all that apply).



Why did you choose to take a distance learning class rather than a traditional class? (Choose all that apply).



The site included clear course goals/outcomes, requirements for success, and how students would be evaluated.

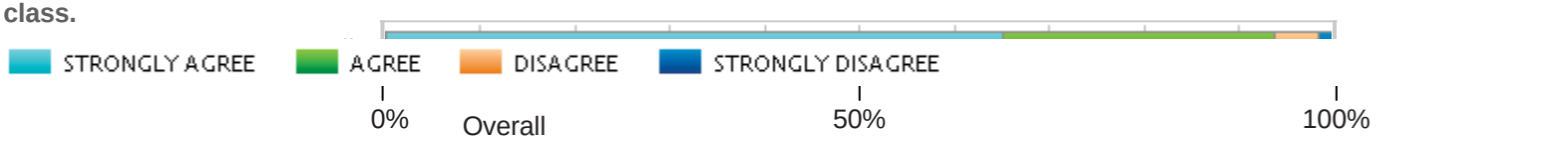


Detailed Question Results

My instructor clearly communicated the expectations of the course at the beginning of the class.

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

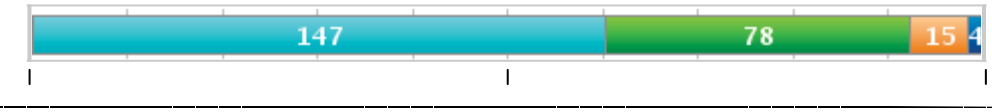
My instructor delivered the course materials as communicated at the beginning of the class.



0% 50% 100%

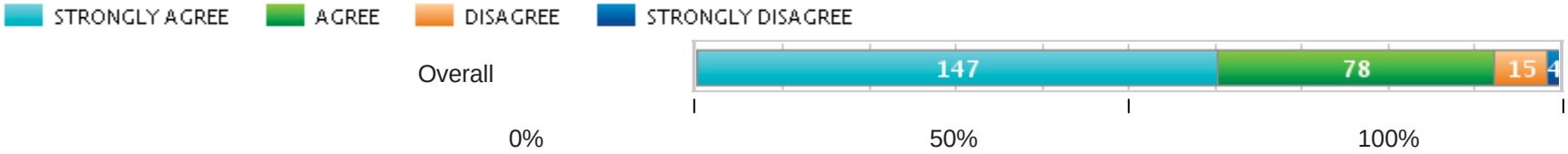
I received feedbacks on my assignments, tests, quizzes, and/or papers.

Assignments and tests were graded in a timely manner.

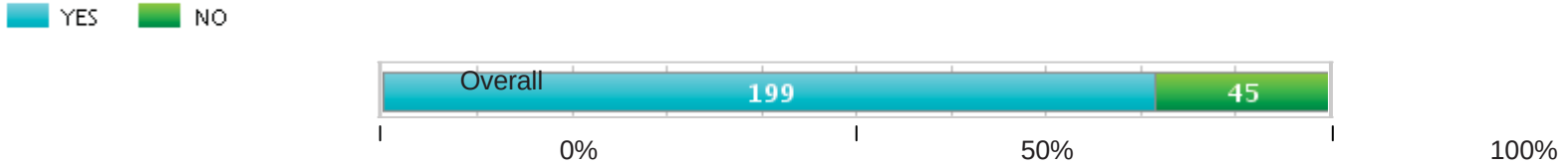


Detailed Question Results

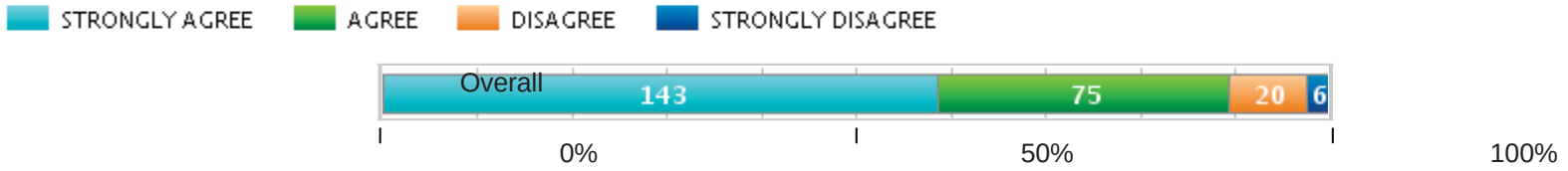
Assignments and tests were graded in a timely manner.



The feedback I received was helpful.



I was able to communicate with the professor in a timely manner through online or face-to-face meeeting, email, or phone.



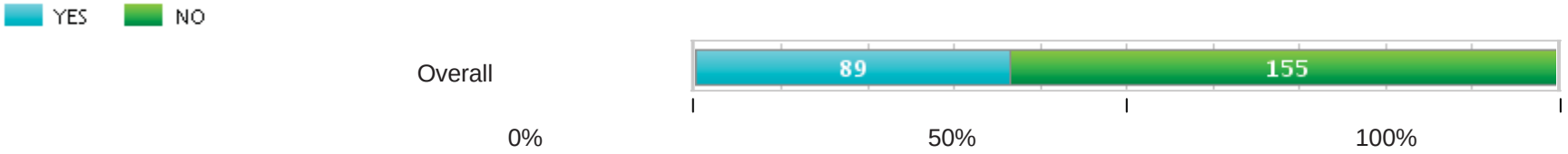
Detailed Question Results

Assignments and tests were graded in a timely manner.

The course made use of collaboration tools (e.g. discussion board, messaging, CCC Confer, etc.).

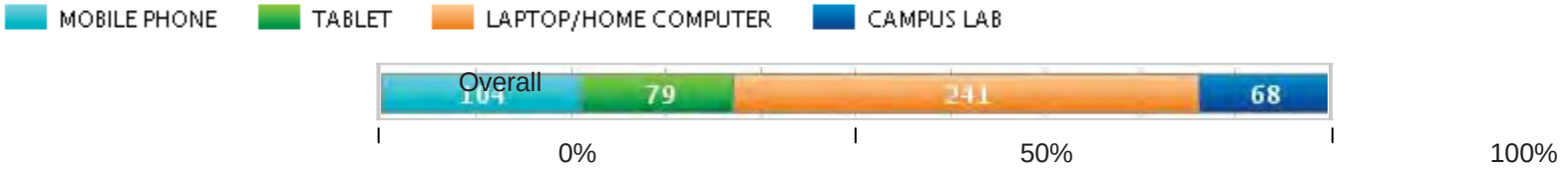
Detailed Question Results

The course required on-campus meetings (including orientation and quizzes or exams).



Did you have difficulty accessing the course materials?

I access my course materials through (check all that apply):



Detailed Question Results

The course required on-campus meetings (including orientation and quizzes or exams).

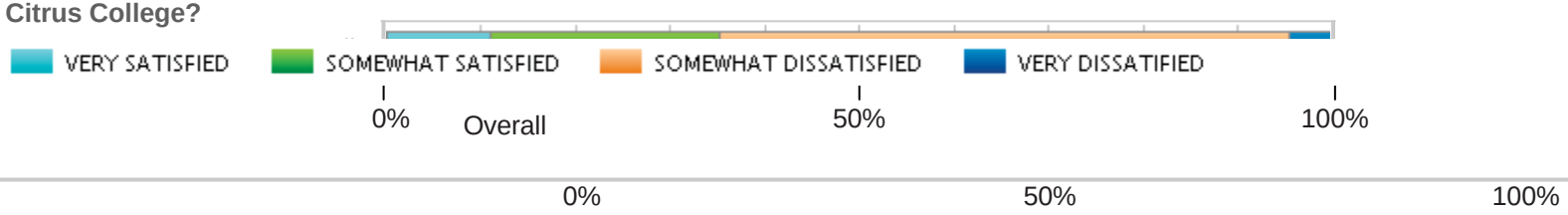
How often do you utilize the library's virtual resources to complete class assignments?

Detailed Question Results

In general, how do your grades in distance education courses compare with your grades in traditional classroom courses?

LOWER

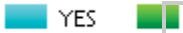
How would you describe your overall level of satisfaction with distance education at Citrus College?



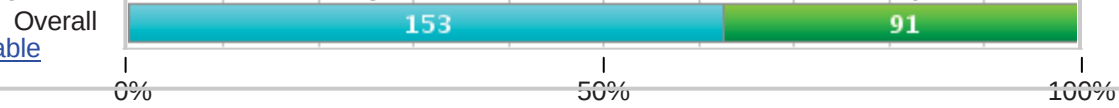
Do you have any observations regarding the Distance Education program at Citrus College?

Detailed Question Results

If you contacted the Distance Education office, was the staff helpful in meeting your needs?



What classes would you like to see offered through Distance Education that are not currently offered?

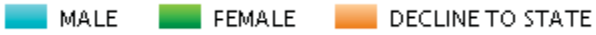


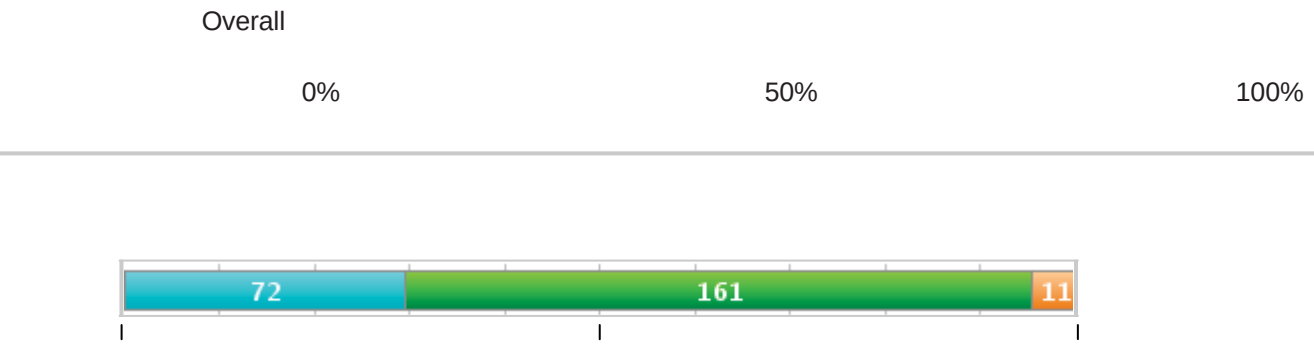
111 Comments Available

Please describe any practices that may improve your experience with Distance Education at Citrus College

86 Comments Available

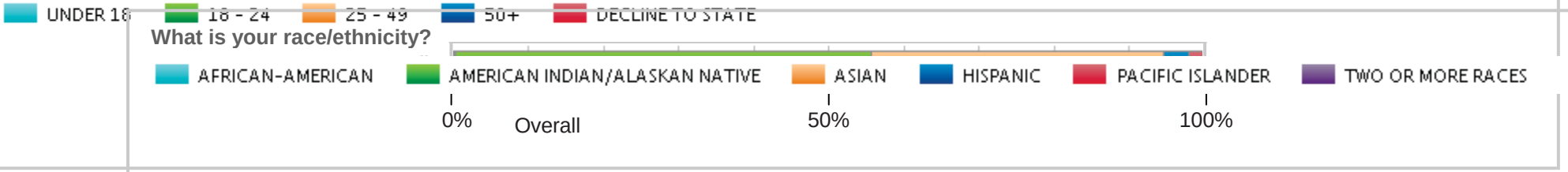
What is your gender?





Detailed Question Results

What is your age?



What is your race/ethnicity?

Are you a first-generation college student? (First-generation means that no parent/guardian has any college experience)

Do you belong to any of the following (check all that apply):

Detailed Question Results

What is your age?