

Citrus Community College
Comprehensive
Student Learning Outcomes
Assessment Report
2010/2011

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Citrus Community College

Comprehensive Student Learning Outcomes Assessment Report 2010/2011

Introduction and Overview of Student Learning Outcomes Processes at Citrus College

Citrus Community College is committed to the process of student learning outcomes and assessment at all levels and in all areas of campus culture. This report serves as an overview of the process and progress of this commitment throughout the Citrus College community. This report is developed by the Student Learning Outcomes and Assessment Coordinator in conjunction with the Academic Senate, administrators and classified staff.

Overview of Student Learning Outcomes and Assessment at Citrus College

Supporting student success in the pursuit of academic excellence, economic opportunity and personal achievement is at the core of Citrus College's mission. To foster that success, Citrus College has centered its decision-making processes on student learning outcomes (SLOs). The continuous development, assessment and refinement of SLOs at course, program and institutional levels has established a regular, systematic cycle of evaluation, planning and improvement across the college. The process for incorporating SLOs into our college culture began with a review of current practices on campus. This resulted in the adoption in 2004 of the following General Education Institutional Core competencies:

1. Communication (personal expression and information acquisition)
2. Computation
3. Creative, Critical and Analytical Thinking, Information Competency
4. Community/Global Consciousness and Responsibility
5. Technology
6. Discipline/Subject Area Specific Content Material

These core competencies provide a framework for developing SLOs for both instructional programs and student services. Revisions of the curriculum and program review approval processes mandating inclusion of SLOs were approved in 2004. Since that time, the processes through which SLOs are developed, implemented and assessed have been annually reviewed and refined in order to maximize their efficacy in student learning. All course outlines, syllabi and programs (both instructional and non-instructional) at Citrus College are required to include SLOs. Student Services and

Instructional Support Services has been fully engaged in the SLO and Assessment process since 2005 and continues to implement assessment tools that are utilized to improve the experiences of students engaged in their programs. To that end, all Student Services and Instructional Support Programs meet at the beginning of each academic calendar year to document previous assessment data, revise outcomes and goals, and plan for the upcoming year's assessment cycle. This data is provided in detail in the second and third sections of this report. At the recommendation of the Curriculum Committee, the adoption of CurricuNet in fall 2007 provided an immediate venue to document SLOs and their assessment at the course level. During the current 2010/2011 academic year, discussions are underway to improve the ability of faculty to change and/or update their SLOs in the course outline of record; this will encourage continuous improvement in the learning cycle and ease the means through which it is documented. Faculty take advantage of the opportunity afforded by both CurricuNet and the program review process to update SLOs at the course and program level.

The assessment of course-level SLOs is built-in to the language of each learning outcome. General Education learning outcomes were first implemented in Spring 2009, then revised in Spring 2010 and have been incorporated into the specific program assessment processes of each discipline from which they originate. Faculty assess, evaluate and refine course SLOs in a systematic way such that course-level SLOs and assessments are reviewed at least once every six years via the program review cycle. This is documented in two distinct ways. The first is through a six year "SLO and Assessment Map" that is required and included in each instructional program review. This map was required first in 2009/2010, and has been revised and refined in 2010/2011 to provide a multi-dimensional snapshot of how course level outcomes correlate with program outcomes, as well as providing a detailed mechanism through which faculty plan when specific course outcome assessments will occur. Secondly, faculty report assessment data through the annual program review process. The revised annual program review template was approved by the Academic Senate during the 2010 Fall Semester. This revised template requires all instructional programs to document the results of their SLO assessments and make recommendations based on the information gleaned from them. The methodology for reporting of assessment data may be either qualitative or quantitative, or a combination of both, thereby providing faculty with maximum flexibility for assessment data and providing a means for the process to be both meaningful and productive. The data for 2010/2011 is included in the first section of this report. Annual program reviews are used by deans, faculty and administration as a primary rationale for budget, staff, equipment, facilities and other planning decisions. The annual program reviews and the data contained therein are used by the Faculty Needs Identification Committee (FNIC), the Curriculum Committee, Educational Programs Committee (EPC), the Faculty Learning Institute (FLI), the Financial Resources Committee, the Physical Resources Committee and the Steering

Committee to prioritize requests and make decisions. As a result, SLO-driven recommendations culled from the annual program review serve as a major resource for academic, educational, budget, and facilities master planning. The annual program reviews ensure that SLO-driven recommendations are acted upon as soon as possible.

Instituting SLOs campus-wide continues to be a collaborative effort between the faculty, staff and administration at Citrus College. The Academic Senate, with the full support of the administration, established the position of student learning outcomes and assessment coordinator. The coordinator provides support to the faculty and administration on all aspects of implementing SLOs. On-going training for faculty and non-instructional staff is provided regularly. In 2010/2011 faculty training for assessment documentation occurred at numerous Academic Senate meetings as well as one-on-one meetings with individual faculty members; several non-instructional workshops were conducted during the fall semester of 2010. The Student Learning Outcomes and Assessment Committee (SLOAC and also known as the "HotShots") is established and tasked with the development and oversight of SLOs campus-wide. During the 2010/2011 academic year, the committee met bi-monthly and established the following statement and goals for the campus Steering Committee:

Student Learning Outcomes and Assessment (Hotshots) Committee

2010/2011

PURPOSE STATEMENT

The purpose of the SLOA (Hotshots) Committee is to facilitate development, implementation and assessment of student learning outcomes across the campus community. Outcomes assessment not only monitors what and how well students learn, but it also measures the success of the institution in providing effective learning opportunities. Therefore, the ongoing process of student outcomes assessment leads to improved courses, services, and programs and serves as evidence for institutional planning, resource allocation, and staff and faculty development. The committee strives to provide a resource to both instructional and non-instructional programs in all matters related to student learning outcomes and assessment, and to make collegial and collaborative recommendations that enhance their effectiveness.

RESPONSIBILITIES for 2010-2011

- Review, revise and facilitate implementation of the Institutional Plan to reach Proficiency by 2012 of ACCJC Standard III.
- Increase student awareness regarding student learning outcomes campus- both instructional and non-instructional programs.
- Strategize innovative methods to offer increased resource assistance regarding student learning outcomes and assessment campus wide.

- Discuss and offer recommendations regarding level and number of student learning outcomes in Course Outline of Records as well as inclusion in course syllabi.
- Discuss and offer recommendations regarding assessment documentation in
- Increase committee membership from a broad spectrum of campus constituent groups.
- Continue to monitor and participate in the implementation of responses to ACCJC recommendations
- Coordinate SLO's and Assessments with Office of Institutional Research on institutional level reports

Using SLOs and their assessments to drive strategic, educational and budgetary planning has become embedded in the campus culture. These efforts and the assessment documentation high-lighted in this report are a testament to Citrus College's commitment to development and implementation of SLOs and assessment at the course, program and student services levels, as well as using those assessment results to refine the overall process that ultimately leads to improvement of student success.

2. Plan to Meet ACCJC Proficiency by 2012

Citrus College Institutional Plan to Meet Proficiency Levels by 2012 ACCJC Rubric on Student Learning Outcomes Draft Revisions as of June 3rd, 2011 June 2010 May 2010 April 2010				
A. Student learning outcomes and authentic assessment are in place for courses, programs and degrees				
2012 Plan Objectives	Responsible parties	Spring 2011 Post Accreditation Visit updates and Notes on Status	Timeframe	Timeframe Status
Courses – A.1. Complete revisions of course outlines of record for all credit courses.	Faculty (senate, curriculum committee) SLO HotShots	Currently 98 percent CORs w/SLOs. (Sp 11) Due to Curriculum Committee/Senate Resolutions- all Courses to 100 percent by Fall 2011	Fall 2011	Ongoing
A.2.1 Individual course level assessment is conducted and maintained by faculty.	SLO HotShots Individual faculty	Established 2008.	Effective Fall 10	Complete
A.2.2 Use program review (six year and annual as the location where analysis of assessment occurs and indicates location where data are maintained)	Program Review Task Force	Complete	Beginning Spring 09	Completed Fall 2010 and ongoing
A.2.3 Share sample assessment reflection tool with groups of faculty and solicit and post additional samples from faculty.	SLOAC, Academic Senate	Complete	Spring 2009	Completed and Ongoing Fall 2010
A.3. Craft system for faculty to report schedules of assessment for courses	SLO HotShots	Implemented into Program Review Process.	Fall 2009	Complete
A.3.1 Revise program review processes to address schedules of assessment for courses.	Program review revision team	Completed 2010/2011	Summer 2010	Complete
A.3.2 In program review, provide guideline samples based on type of course and offering patterns (offered each semester, annually, fast track, other).	Program Review Coordinator, EPC, Academic Senate	Several Workshops conducted throughout 2010/2011- Flex Day, Academic Senate, Individual Departmental Meetings	Summer 2010	Complete

A.3.3 In program review, revise the course-program matrix/curriculum map to include cycle of assessment and completion information	Program Review Task Force	Done 2010/2011	2010/2011	Complete
A.4. Monitor cycles of assessment and analysis in program review	SLO HotShots Program Review Faculty, EPC	Vetting occurs in EPC, Senate and with SLOAC and Program Review Coordinator	Effective Fall 2010	Complete
A.4.1 Revise program review processes to address schedules of assessment for courses.	Academic Senate, EPC, Program Review Task Force	Completed.	2009/2010	Complete
A.4.2 In program review, provide guideline samples based on type of course and offering patterns (offered each semester, annually, fast track, other).	Program Review Coordinator	Revisions occur annually.	Ongoing	Complete
A.4. In program review, revise the course-program matrix/curriculum map to include cycle of assessment and completion information	Academic Senate, EPC, Program Review Task Force	Completed and imbedded in Program Review process	2010/2011	Complete
Instructional Programs -- A.5 In program review, design program level assessments with links to course SLOs, program level SLOs, and GE SLOs (Curriculum map).	Program Faculty Program Review Task Force, EPC, Program Annual Review Faculty	Links to Course Level slo's are established with program level slo's (including GE courses) through the six-year program review process. Assessment results are detailed through the Annual Program Review process.	Effective Fall 2010	Complete
Student services -- A.6. Student Services areas engage in regular and continuous program review, learning outcomes, and assessment.	Student Services	Completed	Spring 2010	Ongoing and Follow Through Spring 2011
Continue process and provide annual outcome information with links to planning and resource needs.	Division Deans	Established and ongoing 2010/2012 Academic Year	2010/2011	Complete and Ongoing
GE -- A.6. Clarify use of GE assessment	Individual Program Reviews and dir. of institutional research	Passed addition of GE target assessment in Annual Program Review, Academic Senate 6/8/11	Fall 2011	Implement in Fall/Spring

				2011/2012
A.6.2 Add assessment component to Instructional support program review	Education Programs Committee (EPC)	Completed 2011/2012 Academic Year	Fall 2010	Implemented Spring 2011
B. Results of assessment are being used for improvement and further alignment of institution-wide practices.				
2012 Plan (Self Study)	Responsible parties	Spring 2011 post-visit update and Notes on Status	Timeframe	Timeframe Status
B.1 Report assessment outcomes via annual program review. Use data and analysis to influence priorities for planning and resource allocation. (See program review annual summary sheets, budget priority processes, and planning cycle flow chart)	Instructional program faculty; deans; Fiscal Resources Committee	SLO specific data inclusion was implanted in the Budget Request Sheets 2010/2011	Spring 2010	Completed Fall 2010
B.1.1 Revise program review processes (six year and annual) to require connections between assessment data and planning and budgeting needs (personnel, equipment, materials, facilities).	Individual Program Faculty, Division Deans, Office of Academic Affairs	Completed 2010/2011	2010/2011	Completed and Ongoing
B.1.2 As five major planning documents (Ed Master Plan, Technology Plan, Strategic Plan, Program Review, Mission Statement) are informed by data that is contained in the program review process which includes learning outcomes as well as achievement data.	Appropriate constituent groups and Steering	On track for completion Spring 2011	2010/2011	Completed and Ongoing
B.1.3 Office of Institutional Research will work with faculty to share ways to make data more clear with explanations of methodology (program review)	Office of Institutional Research, SLOAC, Hotshots, Academic Senate	Fall 2010 Flex Workshop 2/23/2011 Fall 2010 Program Review Early Intervention workshops Spring 2011 as well as visits to Academic Senate	2010/2011	Completed and Ongoing

B.2 Develop and adopt Institutional Outcomes (drafted spring 2009)	HotShots	Completed 2009	Highlighted in Student Awareness Campaign Spring 2011 including development of Success Tips! Webpage	Ongoing
C. There is widespread institutional dialogue about the results.				
C.1 Conduct survey of faculty about development and assessment of SLOs and about their sense of the value of the process C.1.1 Conduct survey of faculty participation in learning outcomes assessment, their support needs, and attitudes toward the topic and practice	HotShots, SLOAC, Office of Institutional Research See Above.	A survey regarding faculty opinions and the efficacy of the slo and assessment process was completed in November of 2010. The survey found that 68 percent of faculty find the slo process "useful" or "somewhat useful". 97 percent of faculty have been "very involved" or "somewhat involved" in the process and 98 percent reported that the assessment tools documented in the Course Outlines of Record are the ones that they utilize in the classroom. Although there are some negative feelings that the process is imposed from an outside source, the survey revealed that faculty realize that slo's are becoming institutionalized and would like additional help from resources such as support staff and "one on one" meetings with the SLOAC.	Fall 2010	Completed Fall 2010
C.2 Include SLO related questions in All-Employee Survey. Conduct survey of faculty participation in learning outcomes	Office of Institutional Research	Implementation 2011/2012		2011/2012
C.1.2 Engage Academic Senate in discussion of faculty responsibility and preferences for data analysis and links to program review, planning budgeting	Academic Senate, Hotshots	Ongoing Senate discussions	Spring and Fall 2010	Completed and Ongoing Fall 2010

D. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.				
Institutional support services – D.1 Develop institutional support services program review process, including linkage to student learning (human resources; Office of Institutional Research, facilities and construction (done fall 2008); financial services; purchasing and warehouse; TeCS, external relations).	SLO Coordinator, President's Cabinet	Process developed and in process since fall 2009. See college program review web page.	Fall 2010	Ongoing
D.2. Complete program review for above D.2.1 Include assessment of learning outcomes in program review process	President's Cabinet, various Program Directors and Deans	Ongoing	Effective Spring 2010	Completed Fall 2010 and Ongoing Spring 2011
E. Appropriate resources continue to be allocated and fine-tuned.				
E.1 Continue SLO coordinator and evaluate changing needs.	SLOA Oversight Committee, Academic Senate President and V.P, Superintendent/President, V.P. of Academic Affairs, V.P. of Student Services ("The Big Five")	Ongoing	Ongoing since 2006	Ongoing
E.2 Create position for curriculum assistant/SLO technical support.	Faculty (senate)	Classified Line Item utilized to hire student worker (James McGrath) for faculty assistance with data transfer	Ongoing since 2007	Complete
E.3 Evaluate impact on faculty and others to develop, assess, analyze SLOs and implement appropriate changes	HotShots	Ongoing	2009/2010	Faculty Survey Fall 2010 and Input from Annual Program Review Process
E.4 Create method to identify and track within budget that appropriate resources continued to be allocated	Financial services	Ongoing	2008/2009	Ongoing
E.5. Conduct survey of faculty to determine resource needs for assessment and analysis of SLOs data	HotShots	Completed- see above.	Spring 2010	Completed Fall 2010
F. Comprehensive assessment reports exist and are completed on a regular				

basis.				
F.1. Move toward establishing program review (six year and annual) as the vehicle for reporting assessment material and linking data-based recommendations to planning and budgeting	HotShots SLO Coordinator	2010/2011 Comprehensive Assessment Report Completed Spring 2011, plans in place for updates and revisions on an annual basis	Spring 2011	Ongoing
F.2 Implement system to generate comprehensive assessment reports	HotShots	See F.1 above	June 2011 Completion and Posting of 2010/2011 Comprehensive Assessment Report	Ongoing
F.2 Monitor effectiveness of comprehensive assessment reports	Hotshots, SLOAC, EPC, Academic Senate	On task for Hotshots 2011/2012 Academic Year	Fall 2011 Spring 2012	Fall 2011 Spring 2012
F.2.1 Explore with academic senate to propose guidelines for frequency of assessment cycles and methods of reporting these through program review	Program Review revision team	Plan discussion workshops Fall 2011	Fall 2011	Fall 2011
F.2.2 Determine need for additional resources to analyze data (see section E)	SLOAC Oversight Committee	Hiring of James McGrath to assist in SLO/Curriculum Maps, etc .	Fall 2010	Continue for 2011/2012 Academic Year
G. Course student learning outcomes are aligned with degree student learning outcomes.				
Status: Core competencies used at course, program, student services, and GE levels. Course SLOs mapped to program SLOs.	Program Review Task Force, EPC, Academic Senate	Implemented since 2006	2006 onward	Ongoing
Instructional program level - G.1 Link instructional program slos to GE SLO (program review). G.1.1 In Program Review process, include GE identifiers on Curriculum/SLO matrix to track GE outcome assessment G.1.2 Pull outcomes from program reviews for existing degrees	Hotshots, Program Review Coordinator, SLOA Coordinator	Implement revisions in 2011/2012 Academic Year.	Fall 2011	Implementation planned for 2011/2012 Program Reviews
Instructional support program review -- G.2 Integrate core competencies into instructional support program review	Offices of Academic Affairs and Student Services	Completed 2010/2011 year	2010/2012	Ongoing

G.3 Link instructional support SLOs to GE SLOs when appropriate	Offices of Academic Affairs and Student Services	2011/2012	2011/2012	2011/2012
G.3.1 Develop outcomes for degrees and certificates	Curriculum Committee	2011/2012	2011/2012	2011/2012
G.3.2 Replace course-to-program matrix in six year program review with a 'curriculum map' that connects courses to programs, to general educations	Academic Senate, Program Review Task Force	Completed Spring 2011	Ongoing	Ongoing
G.3.3 Add coding or column to indicate connection to GE outcomes (revisions to program review process)	Program Review Task Force	Completed Spring 2011	Ongoing	Ongoing
H. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.				
H.1 ASCC senators work within assigned areas to develop ways to increase student awareness of goals and purposes of courses and programs	ASCC and HotShots	Planned Fall 2010	Fall 2009	Ongoing
H.2 Develop methods to assess student awareness of goals and purposes of courses and programs	ASCC and HotShots	2011/2012	2011/2012	2011/2012
H.3 Assess student awareness of goals and purposes of courses and programs	ASCC and HotShots	2011/2012	2011/2012	2011/2012
H.4 Develop college-wide information campaign to include posters announcing student learning outcomes and their importance.	Hotshots	Success Tips! Webpage, Outcome: Success posters and e-flyers complete and distributed campus wide Mid-terms and Finals weeks	Spring 2011	Ongoing
H.5 Encourage use of learning outcomes language in syllabi by collecting and sharing ways faculty do so.	SLOAC, Academic Senate	Syllabi Workshop Completed Spring 2011	Spring 2011	Ongoing
H.6 Work with academic senate to 'include SLOs in all course syllabi, including distance education' (recommendation #2)	SLOAC, Distance Education Committee	Senate Syllabi Workshop/ DE Workshop May 2011	Spring 2010	Ongoing
H.7 Incorporate explanation of student learning outcomes in advising and orientation practices	Hotshots, Counseling	2011/2012	2011/2012	2011/2012
H.8 Work with ASCC to increase dialogue between campus programs and students	ASCC, Hotshots	2011/2012	2011/2012	2011/2012

in order to highlight awareness of program offerings and services				
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3. CURRENT REPORT OF SLO PROGRESS TO ACCJC/ARCHIVAL REPORTS

2010/2011 Report

Citrus College
 ACCJC Annual Report on Student Learning Outcomes and Assessment
 Submitted by John Vaughan
 May 23, 2011

These are the SLOA-related questions from the ACCJC annual report, and our responses. Our responses are concluded from CurricUNET , annual and six-year program reviews for academic programs and for instructional support and student services areas. The following definition as used in responding to item 2: "Assessment: an assignment, essay, quiz, activity, performance, survey, presentation, exam or other task that faculty can connect to one or more learning outcomes for this course."

Student Learning Outcomes and Assessment

- | | |
|--|-----|
| 1. Percent of all college courses with defined Student Learning Outcomes: | 98 |
| 2. Percent of all college courses with on-going assessment of learning outcomes: | 98 |
| 3. Percent of all college programs with defined Student Learning Outcomes: | 96 |
| 4. Percent of college programs with on-going assessment of learning outcomes: | 61 |
| 5. Percent of student and learning support activities with defined Student Learning Outcomes: | 100 |
| 6. Percent of student learning and support activities with on-going assessment of learning outcomes: | 100 |
| 7. Has the institution defined institutional Student Learning Outcomes: | yes |
| 8. Percent of institutional outcomes with on-going assessment of learning outcomes: | |

2009/2010 Report

Citrus College

ACCJC Annual Report on Student Learning Outcomes and Assessment

Submitted by Roberta Eisel

June 9, 2010

These are the SLOA-related questions from the ACCJC annual report, and our responses. For the most part, our responses are concluded from CurricUNET reports and program reviews for academic programs and for instructional support and student services areas. The following definition as used in responding to item 17: "Assessment: an assignment, essay, quiz, activity, performance, survey, presentation, exam or other task that faculty can connect to one or more learning outcomes for this course." The response to item 23 is based on the ongoing efforts to assess GE outcomes, given that general education is one of the three areas of institutional outcomes.

Student Learning Outcomes and Assessment

16. Percent of all college courses with defined Student Learning Outcomes:	92
17. Percent of all college courses with on-going assessment of learning outcomes:	92
18. Percent of all college programs with defined Student Learning Outcomes:	88
19. Percent of college programs with on-going assessment of learning outcomes:	55
20. Percent of student and learning support activities with defined Student Learning Outcomes:	89
21. Percent of student learning and support activities with on-going assessment of learning outcomes:	67
22. Has the institution defined institutional Student Learning Outcomes:	yes
23. Percent of institutional outcomes with on-going assessment of learning outcomes:	

2008/2009 Report

Citrus College
ACCJC Annual Report on Student Learning Outcomes and Assessment

From the March 23, 2009 ACCJC 2008-2009 Annual Report:

Below are the ACCJC Annual Report questions that apply to student learning outcomes and assessment. The report is due June 30, 2009.

STUDENT LEARNING OUTCOMES: Update the college's progress with course, certificate, degree, and general education expected Student Learning Outcomes identification, assessment, analysis, and use of assessment results for institutional evaluation, planning and improvement.

- | | |
|---|-----|
| 28. Percent of courses with SLOs: | 79 |
| 29. Percent of programs with SLOs: | 67 |
| 30. Percent of courses with on-going assessment: | 79 |
| 31. Percent of programs with on-going assessment: | 35 |
| 32. Have institutional-level SLOs been developed? | Yes |
| 33. What percent of student and learning support activities have SLOs identified? | 72 |
| 34. Percent of learning support activities with on-going assessment? | 62 |

2007/2008 Report

Citrus College 2007-2008 Annual Report Update on Student Learning Outcomes

Part I: Student Learning Outcomes for Courses		All Courses	999	All Disciplines	64
		Course	Count	Disciplines	Count
1	Defining Expected Student Learning Outcomes	51%	509	28%	18
2	Defining Assessment of Expected Student Learning Outcomes	47%	474	0%	0
3	Assessing Student Learning Outcomes	2%	17	0%	0
4	Analyzing the Results of Assessment	2%	15	0%	0
5	Planning and Implementing changes to pedagogy, facilities, etc. to improve learning	0%	3	0%	0
Part II: Student Learning Outcomes for Programs leading to Certificates and Degrees		All Degree and Certificates		23	
6	Defining Expected Student Learning Outcomes	4%	1		
7	Mapping Programmatic Student Learning Outcomes	0%	0		
8	Defining Assessment of Expected Student Learning Outcomes	0%	0		
9	Assessing Student Learning Outcomes	0%	0		
10	Analyzing the Results of Assessment	0%	0		
11	Planning and Implementing changes to pedagogy, facilities, etc. to improve learning	0%	0		
Part III: Student Learning Outcomes for General Education		* Count of GE Courses w/ Course SLOs		268	
12	Defining Expected Student Learning Outcomes	0%	0		
13	Mapping Programmatic Student Learning Outcomes	0%	0		
14	Defining Assessment of Expected Student Learning Outcomes	0%	0		
15	Assessing Student Learning Outcomes	0%	0		
16	Analyzing the Results of Assessment	0%	0		
17	Planning and Implementing changes to pedagogy, facilities, etc. to improve learning	0%	0		
Part IV: Student Learning Outcomes for Instructional Support and Student Services		All Instr	8	All StuServ	20
		Instr	Count	StuServ	Count
18	Defining Expected Student Learning Outcomes	25%	2	95%	19
19	Mapping Programmatic Student Learning Outcomes	0%	0	0%	0
20	Defining Assessment of Expected Student Learning Outcomes	25%	2	85%	17
21	Assessing Student Learning Outcomes	0%	0	50%	10
22	Analyzing the Results of Assessment	0%	0	50%	10
23	Planning and Implementing changes to pedagogy, facilities, etc. to improve learning	0%	0	40%	8

* The Annual Report does not call for this number but it is important to note the number of GE courses that have SLOs but not SLOs listed for our GE program
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2006/2007 Report

Citrus College

2006-2007 Institutional Annual Report Update on Student Learning Outcomes

Part I: Student Learning Outcomes for Courses

1. Has the college defined expected student learning outcomes for all courses?
23%
2. Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?
21%
3. Has the college assessed student learning outcomes for all courses?
0%
4. Has the college analyzed assessment results for the student learning outcomes for all courses?
0%
5. Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?
0%
6. Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?
0%
7. Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?
0%
8. Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?
0%

9. Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?
0%
10. Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?
0%
11. Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?
0%
12. Has the college defined expected student learning outcomes for general education?
28.6%
13. Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?
0%
14. Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?
23.12%
15. Has the college assessed student learning outcomes for all courses in general education? 0%
16. Has the college analyzed assessment results for all courses in general education?
0.5%
17. Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?
0%
18. Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.)?
33.3%
- Has the college defined expected student learning outcomes for student support services?
91%
19. Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?
0%
- Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?
0%
20. Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?
16.7%
- Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?
78.7%
21. Has the college assessed student learning outcomes for all courses or other experiences in instructional support?
0%
- Has the college assessed student learning outcomes for all courses or other experiences in student support services?
50%
22. Has the college analyzed assessment results for all courses or other learning experiences in instructional support? 0%
- Has the college analyzed assessment results for all courses or other learning experiences in student support services?
33.3%

23. Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences? 0%
- Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences? 16.67%

4. ACADEMIC/INSTRUCTIONAL PROGRAMS - Assessment Section A (Highlights from 2010/2011 Annual Program Reviews Assessment Reporting)

Biology

SLO ASSESSMENT RESULTS:

The Biology 105 faculty decided to investigate our outcome on critical thinking and writing. We developed a technique to analyze written responses on the 2nd exam to examine success in these areas. Previous evaluations have included content specific outcomes compared by demographic data which did not yield significant variance in outcome achievement from semester to semester. There collectively was significant achievement in the outcomes over 3 semesters.

Similarly, the critical thinking and writing outcome was also assessed in Biology 109 by using written responses on the 2nd exam. Previous evaluations included administering CSET practice questions related to the content area of biochemistry at the beginning and end of the semester. In addition, surveys were administered to students at the end of the term asking them to compare their attitudes toward science and teaching at the beginning and end of the course. Though not a specified student learning outcome, a key goal of this course is to prepare future elementary school teachers and increase their sense of science appreciation. Some student comments from these surveys regarding becoming an educator included:

"This class reinforced my attitude towards teaching. It was nice to be in a class with students who want to do the same things as you. It was fun hearing other peoples' opinion and seeing their teaching styles. This class made me excited to teach."

In response to their thoughts toward science, students remarked:

"Science has never been my biggest strength but I've felt so strong in this class."

"After taking this class, I realized science is very interesting. I never knew I could have science as part of my profession."

Biology 124 investigated an outcome related to chemistry knowledge. A co-requisite of chemistry was recently removed, thus it was important to investigate outcome attainment in this area. This course is offered only once a year, but the first year data suggested that a majority of students came into the course with significant chemistry knowledge, and those that did not were able to attain the outcome from exposure to chemistry related material during the course.

Biology 200 investigated the retention and current immunology knowledge of our anatomy students since that system is covered in Biology 105 which is a pre-requisite for anatomy. Students who enrolled in anatomy immediately after completing Biology 105 retained their basic immunology knowledge, but that knowledge decreased significantly if they waited one year. The interesting statistic is that after one year, a typical Biology 105 student has the same retention as a transfer student from another community college/university. Those transfer students never come close to having the knowledge of a "fresh" Biology 105 student when they enter the anatomy course

Biology 201 investigated the retention and current renal physiology knowledge of our physiology students since that system is covered in Biology 200 which is a pre-requisite for physiology. Students who enrolled in physiology immediately after completing Biology 200 retained their basic renal physiology knowledge, but that knowledge decreased significantly if they waited one year. The interesting statistic is that after one year, a typical Biology 200 student has the same retention as a transfer student from another community college/university. Those transfer students never come close to having the knowledge of a "fresh" Biology 200 student when they enter the anatomy course

Biology 200/201 - overall reflection both from faculty and students. The majority of these students are pre-allied health majors (nursing, dental assistant, pharmacy, physicians assistant, etc), but most of them are not aware of the rigor of those programs. These courses are taught at a high level of understanding and most of our students appreciate the rigor of these classes. Former students have commented that their professional programs are suffering attrition rates of over 50%, and they are amazed at the lack of knowledge that their classmates have compared to themselves. Our former students definitely benefitted from our rigor to prepare them for their professional schools. One student is one of three remaining students (out of 15) in Loma Linda's accelerated BSN program (graduation summer 2011). The favorite comment that she received from both her classmates and professors was, "Where did you take your pre-req courses?" She replied, "Citrus College." Their response was, "Is that a private school?" Isn't it wonderful when a student shines so much that they assume they had to have come from a private school and not a community college. It is stories like these that motivate this department to keep up the rigor of our classes, because our students' success should be our only priority. If we have to give them a couple of "bumps" and "bruises" in our courses to make them successful later on. It is worth it!

Biology 220 assessed student knowledge of chemotherapeutics by administering a multiple-choice instrument before and after the content was taught. Demographic information was also collected per student. The assessment showed gains in student understanding of the topic.

Biology 145 Environmental Science has been assessed for the last three years. Assessment is administered with a multiple-choice quiz at the beginning of semester and same quiz at the end of the semester. The assessment showed gains in student understanding of the topic.

Child Development

SLO ASSESSMENT RESULTS:

Child Development is a program with numerous 41 different course offerings and was one of the first programs to develop student learning outcomes for all courses. As the College has moved towards focusing on SLO assessment, it has become necessary to re-evaluate the original course SLO's in order to create effective assessment tools and a systematic process for assessing all courses involved. The department has begun to revise course SLO's and to explore the most effective tools for accurate assessment of SLO's.

Part of the critical examination of curriculum and course SLO's has revealed duplication and the following courses were recently dropped (deactivated)

- CHLD 142 Parent Teacher Partnership
 - CHLD 145 Child Abuse Education
 - CHLD 147 Computers in Early Childhood Education
 - CHLD 158 & 158L Practicum B and Lab B
 - CHLD 220 Early Childhood Educ. Mentor Teacher Practices
- Certificates & Degree have been modified to reflect these changes

Competitive Athletics

Assessment was made that some of our athletes need additional opportunities to improve strength and flexibility – therefore our department has initiated additional weight room opportunities for improving these two areas of fitness. The weight room will be supervised by athletic professional experts. One of our goals is to reduce the number of injuries and reduce costs to the district insurance premiums.

Dance

ANNUAL PROGRAM REVIEW: Dance Program SLO Reflection 2010/2011

SLO ASSESSMENT RESULTS: Upon reflection with program colleagues (or self reflection with programs with one instructor only), please provide a brief narrative to the following:

Utilizing information garnered from slo assessment data at the course level, please describe results or faculty recommendations for changes and/or continuations relevant at both the course and program level.

Dance Program:

The full-time instructor met with all four adjunct instructors on August 27th (Convocation Day) to discuss student assessment for the 2010/2011 year. It was decided that the focus for the year would be on all levels of technique classes to include ballet, jazz, tap, modern and hip-hop when it begins to be offered in Winter Session. SLO's for all of these courses are essentially "boiler plate" slo's that are similar in nature with changes afforded to specific technique and skill level. Virtually all of the slo's in these classes number the same- eight slo's per class. These were based on Curriculum requirements when course objectives were not in place; all faculty agree the number of slo's per class should be minimized by condensing the information from the current number of eight to three per class with the intent of making them more specific to the individual techniques. In addition, a base line sample skill technique was set for each level of technique, with assessment conducting to occur in the first and final week for each technique level. Retention data provided by the Office of Institutional research shows that student retention/success data is significantly higher for Dance offerings in Summer/Winter sessions. Results of this year's assessment data will be used to make recommendations for which courses should be offered during these inter-sessions.

The template is as follows:

Technique	Skill Assessed (SLO #1 for all courses)	Fall Semester # Students/ Start/Finish	Spring Sem. # Students/ Yes/No	Progress/ Comparison	Use of Results- Recommend for Summer/Winter?
Beg. Jazz	Single Jazz Pirouhette Rt. Side	30/ 4/26			
Int. Jazz I	Single Jazz pirouhette Rt/Left Double Either Side	22/11/19			
Int. Jazz II	Double Jazz	16/10/15			

	Pirouhette Both Sides				
Adv. Jazz I	Triple Pirouhette Rt. Or Left	4/ 1/3			
Beg. Tap	Basic Time Step	40/ 4/36			
Int. Tap I	Complex Time Step	16/ 10/14			
Int. Tap II	Pullbacks	4/ 2/3			
Beg. Ballet	Single Ballet Pirouhette Rt. Side	40/9/33			
Int. Ballet I	Single Ballet Pirouhette Rt/Left Double Either Side	20/11/16			
Int. Ballet II	Double Ballet Pirouhette Both Sides	8/5/7			
Beg./Int.Modern- Pitch to Floor					
Hip-Hop					

Economics

Observing student effort and success indicated that many students were not successful due to lack of preparation in Math and English in spite of their consistent efforts in the class; attending class, reading the material, and preparing chapter notes.

We recommend establishing Math and English prerequisites to economics classes.

We must note that this goal has been examined shortly after the last program review in 06/07. However, it was abandoned due to concerns regarding the effect of having additional prerequisites on enrollment, an issue the college as a whole was grappling with. However, as mentioned above, it has been observed that students unprepared in Math and English struggle and fail in economics classes thus resulting in waste of the students' time and effort as well as the college's resources.

Political Science

Student Learning Outcomes assessment is considered complete when letter-graded assessments are made. A "C" or higher grade on written essay exams is indicative of student achievement.

Based on SLOs for Political Science courses:

1. **OUTCOME:** Demonstrate an ability to write clearly on topics presented through class lecture, class discussion, texts, and audio/visual aids using collegiate level vocabulary and grammar.
2. **OUTCOME:** Demonstrate critical and analytical thinking about topics and themes in American Politics through a scientific explanation of political phenomena.
3. **OUTCOME:** Demonstrate a comprehension and appreciation of the connections, contributions, and experiences of various ethnicities, races, and genders in American Politics.
4. **OUTCOME:** Demonstrate an understanding of the historical foundations, political institutions, and processes that shape American Politics.

No recommendation for SLO #'s 3 and 4.

In order to attain SLO outcomes 1 and 2, it is my recommendation to establish READ 099 and ENGL 100 (or their equivalents) as prerequisites for students who wish to enroll in POLI 103. Because Political Science courses require college reading and writing skills to satisfy SLOs, and because Citrus College is an open enrollment institution, it is expected that successful completion rates will increase.

Water Technology

Faculty use the Student Learning Outcomes and Assessment to design their grading criteria and include in their syllabi. SLO Assessment matrices are designed by faculty to clarify expectations for students, create consistency among faculty grading practices, and serve as a vehicle for discussions on content and rigor. SLOs and Assessment matrices are reviewed annually by the Water Technology Advisory Council.

Section B (This section contains SLO reporting data derived from various Six-Year Program Reviews)

Academic Program SLO Status

1. Administration of Justice- Complete 2008/2009 (Pg. 28)
2. Anthropology- Complete 2009/2010 (Pg. 33)
3. Astronomy (Earth Science) – Complete 2006/2007 (Pg. 37)
4. Biology- Complete 2008/2009 (Pg. 40)
5. Business- Complete 2009/2010 (Pg. 44)
6. Communications- Complete 2007/2008 (Pg. 50)
7. Counseling- Complete 2006/2007 (Pg. 54)
8. Dance- Complete- 2009/2010 (Pg. 58)
9. Dental Assisting- Complete 2008/2009 (Pg. 66)
10. DSP & S- Complete 2006/2007 (Pg. 70)
11. Economics- Complete 2006/2007 (Pg. 74)
12. Electronics- Complete 2007/2008 (Pg. 77)
13. Emergency Medical Technician- Complete 2009/2010 (Pg. 81)
14. English- Complete 2009-2010 (Pg. 85)
15. Fine Arts- Complete 2007/2008 (Pg. 93)
16. Foreign Languages- Complete 2005/2006 (Pg. 99)
17. Forestry Wildland Resources- Complete 2008/2009 (Pg. 102)
18. Heating and Air-Conditioning- Complete 2009/2010 (Pg. 106)
19. History- Complete 2008/2009 (Pg. 113)
20. Humanities- Complete 2008/2009 (Pg. 120)
21. Mathematics – Complete 2006/2007 (Pg. 123)
22. Music- History Theory- Complete 2007/2008 (Pg. 126)
23. Music- Instrumental- Complete 2009/2010 (Pg. 130)
24. Music- Vocal- Complete 2008/2009 (Pg. 139)
25. Nursing Assistant- Complete 2009/2010 (Pg. 144)
26. Office Technology- Complete 2008/2009 (Pg. 147)
27. Philosophy- Complete 2006/2007(Pg. 151)
28. Photography- Complete 2005 (Pg. 154)
29. Physical Education (Kinesiology) Aquatics- Complete 2010/2011 (Pg. 157)
30. Physics- Complete- 2006/2007 (Pg. 177)
31. Political Science- Complete 2006/2007 (Pg. 181)
32. Psychology- Complete 2006/2007 (Pg. 185)
33. Reading- Complete- 2009/2010 (Pg. 188)
34. Recording Technology- Complete 2005/2006 (Pg. 192)
35. Sociology- Complete- 2007/2008 (Pg. 197)
36. Theatre- Complete 2005/200 (Pg. 201)

Administration of Justice

PROGRAM DESCRIPTION

Administration of Justice offers men and women a career of personal challenge and rewarding public service. A great need exists for intelligent, well educated personnel with a firm commitment toward professional improvement in the justice system. Administration of Justice at Citrus College offers courses to prepare students for employment and promotion in the criminal justice system.

Administration of Justice is one of the disciplines in the Behavioral Sciences Department. A wide variety of courses are offered in the Administration of Justice curriculum. These courses meet transfer requirements and may be applied to a major in Administration of Justice for an associate of science degree. Administration of Justice courses are taught both in the traditional classroom setting and as online courses (distance education).

Program Goals

To provide core courses in Administration of Justice to prepare students for transfer to four-year institutions

To provide an understanding of the administration of justice process in the United States

To provide the resources and skills necessary for students to pursue a career in the criminal justice system, improving skills for those currently employed, and preparing for advancement in their current field

To provide courses that support and enhance courses offered in other curricular areas

To provide courses to students who are interested in understanding issues in the criminal justice field

To employ innovative teaching methods and technology in courses offered during day and evening traditional classes and through distance education to increase accessibility to students who are working, have child care responsibilities, or who are disabled

Program Student Learning Outcomes

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

Students completing courses in the Administration of Justice program will have acquired the following competencies:

- 1) **Communication (personal expression and information acquisition)**
 - a) Demonstrate an ability to write clearly and accurately about the Administration of Justice process using an appropriate vocabulary
- 2) **Computation**
 - a) n/a
- 3) **Creative, Critical, and Analytical Thinking**
 - a) Demonstrate critical and analytical thinking about issues in the administration of justice system
 - b) Demonstrate an ability to evaluate emerging case law and landmark decisions of the courts
- 4) **Community/Global Consciousness and Responsibility**
 - a) Demonstrate a comprehension and appreciation of the connections, contributions, experiences, and potential conflicts of various ethnicities, races, and genders as they interact with the criminal justice components
- 5) **Technology**
 - a) Demonstrate an awareness of sciences and emerging technologies as it impacts the administration of justice components
- 6) **Discipline / Administration of Justice**
 - a) Demonstrate an understanding of the administration of justice system and how the student as an individual understands career opportunities in the field as well as individual / community rights and responsibilities
 - b) Demonstrate an awareness of crime causation, roles of the components of the administration of justice system, and social and economic impact of crime on society
- 7) **Information Competency**
 - a) n/a
- 8) **Other**
 - a)

STUDENT LEARNING OUTCOMES TIMELINE

The Administration of Justice Program is building student learning outcomes (SLOs) for all Administration of Justice courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
AJ 101	Introduction to the Administration of Justice	Complete Feb-2009
AJ 102	Concepts of Criminal Law	Complete Feb-2009
AJ 103	Legal Aspects of Evidence	Submitted-Pending
AJ 105	Criminal Investigation	Spring 2009
AJ 106	Patrol Procedures	Summer 2009
AJ 107	Traffic Control	Summer 2009
AJ 108	Juvenile Procedures	Summer 2009
AJ 109	Criminal Procedures	Spring 2009
AJ 111	Narcotics and Vice Control	Summer 2009
AJ 112	Community Relations	Submitted-Pending
AJ 117	Fingerprint Identification and Classification	Fall 2009
AJ 118	Police Supervision	Fall 2009
AJ 123	Writing for criminal Justice Professionals	Fall 2009
AJ 130	Introduction to Probation and Parole	Spring 2009
AJ 131	Introduction to Corrections	Spring 2009
AJ 133	Correctional Writing	Fall 2009
AJ 135	Control and Supervision in Corrections	Summer 2009
AJ 136	Correctional Interviewing and Counseling	Fall 2009
AJ 137	Legal Aspects of Corrections	Fall 2009
AJ 698	Cooperative Education (Paid)	Completed
AJ 699	Cooperative Education (Volunteer)	Completed

Administration of Justice Program Student Learning Outcomes

How do our courses address the Admin of Justice Program SLOs?

Administration of Justice Courses	Program Student Learning Outcomes						
	1	2a	2b	3	4	5a	5b
AJ 101 Intro to Admin of Justice	X	X	X	X	X	X	X
AJ 102 Concepts of Criminal Law	X	X	X		X	X	
AJ 103 Legal Aspects of Evidence	X	X	X		X		
AJ 105 Criminal Investigation	X		X	X	X	X	X
AJ 106 Patrol Procedures	X		X	X	X	X	X
AJ 107 Traffic Control	X			X	X	X	X
AJ 108 Juvenile Procedures	X	X	X	X		X	X
AJ 109 Criminal Procedures	X		X		X		
AJ 111 Narcotics and Vice Control	X	X	X	X	X	X	X
AJ 112 Community Relations	X	X		X	X		X
AJ 117 Fingerprint Identification and Classification	X				X	X	
AJ 118 Police Supervision	X	X	X	X	X	X	
AJ 123 Writing for Criminal Justice	X				X		
AJ 130 Intro to Probation and Parole	X	X	X	X	X	X	X
AJ 131 Introduction to Corrections	X	X	X	X	X	X	X
AJ 133 Correctional Writing	X				X		
AJ 135 Control and Supervision in Corrections	X	X	X	X	X		
AJ 136 Correctional Interviewing and Counseling	X	X	X	X		X	X
AJ 137 Legal Aspects of Corrections	X	X	X		X	X	
AJ 698 Cooperative Education Sections A – D (Volunteer Position)	X	X		X	X	X	X
AJ 699 Cooperative Education Sections A – D (Paid Position)	X	X		X	X	X	X

Program Student Learning Outcomes		
1	Communication	Demonstrate an ability to write clearly and accurately about the administration of justice process using an appropriate vocabulary
2a	Creative, Critical and Analytical Thinking	Demonstrate critical and analytical thinking about issues in the administration of justice system
2b	Creative, Critical and Analytical Thinking	Demonstrate an ability to evaluate emerging case law and landmark decisions of the courts
3	Community / Global Consciousness and Responsibility	Demonstrate a comprehension and appreciation of the connections, contributions, experiences, and potential conflicts of various ethnicities, races, and genders as they interact with the administration of justice components
4	Technology	Demonstrate an awareness of sciences and emerging technologies as it impacts the administration of justice components
5a	Discipline Specific / Administration of Justice	Demonstrate an understanding of the administration of justice system and how the student as an individual understands career opportunities in the field as well as individual / community rights and responsibilities
5b	Discipline Specific / Administration of Justice	Demonstrate an awareness of crime causation, roles of the components of the administration of justice system, and social and economic impact of crime on society

Anthropology

8. Program Student Learning Outcomes

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

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

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

1) Communication (personal expression and information acquisition)

a) Demonstrate analytical and critical analysis skills using college-level vocabulary and writing skills as demonstrated through written responses in essays, research papers, or exams for the purposes of successfully navigating a transferable level course.

2) Computation

a)

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

a) Analyze a variety of behavioral science research designs by participating in class discussions, group exercises, essays and exams to develop critical analysis skills needed for transfer level coursework.

b) Demonstrate analytic thinking by comparing and applying anthropological theories and concepts to human culture as demonstrated through research assignments, case studies, discussion, laboratory exercises, and essays to relate classroom theory to real-world examples

4) Community/Global Consciousness and Responsibility

a) Demonstrate recognition and analyze examples of ethnocentrism, xenocentrism, and cultural relativity for the purpose of understanding the dangers of prejudice and to develop appreciation of diversity of cultures around the world as demonstrated through research assignment, case studies, discussion, and essays.

5) Technology

a) Demonstrate use of technology as a source of information for purposes of academic research and to facilitate synchronous and asynchronous communication found in a variety of program courses, labs, and online databases in order to improve digital skills necessary in a global environment.

6) Discipline / (Subject Area Specific Content Material)

a) Explore anthropological concepts such as language, culture, human use of material items, and humans from a biological construct by participating in class discussions, group work, essays, and exams to benefit from seeing the world through an anthropological culturally relative viewpoint.

	Core Competency #1 Communication	Core Competency #2 Computation	Core Competency #3 Creative Critical/ Analytical Thinking/Information Competency	Core Competency #4 Community/Global Consciousness Responsibility	Core Competency #5 Technology	Core Competency #6 Discipline Specific
Program Level SLO's	1.A. Demonstrate analytical and critical analysis skills using college level vocabulary and writing skills as demonstrated through written responses in essays, research papers, or exams for the purposes of successfully navigating a transferable level course.		3.A. Analyze a variety of behavioral science research designs by participating in class discussions, group exercises, essays and exams to develop critical analysis skills needed for transfer level coursework. 3.B. Demonstrate analytic thinking by comparing and applying anthropological theories and concepts to human culture as demonstrated through research assignments, case studies, discussion, laboratory exercises, and essays to relate classroom theory to real-world examples	4.A. Demonstrate recognition and analyze examples of ethnocentrism, xenocentrism, and cultural relativity for the purpose of understanding the dangers of prejudice and to develop appreciation of diversity of cultures around the world as demonstrated through research assignment, case studies, discussion, and essays.	5.A. Demonstrate use of technology as a source of information for purposes of academic research and to facilitate synchronous and asynchronous communication found in a variety of program courses, labs, and online databases in order to improve digital skills necessary in a global environment	6.A. Explore anthropological concepts such as language, culture, human use of material items, and humans from a biological construct by participating in class discussions, group work, essays, and exams to benefit from seeing the world through an anthropological culturally relative viewpoint
Anth 210 1A	1A			3.A., 3.B.	4.A.	1.A., 2.A., 3.A, 3.B., 5.A.

2A 3A 3B 4A 5A			2A			
Anth 210H	1.A., 1.B.		2.A., 2.B	3.A, 3.B.	4.A.	1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A.
Anth 212	1.A.		2.A.,2.B.	3.A., 3.B.	4.A.	1.A., 2.A., 2.B., 3.A., 3.B, 4.A.
Anth 212L	1.A.		2.A., 2.B.	3.A., 3.B.	4.A.	1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A.
Anth 214	n/a	n/a	n/a	n/a	n/a	n/a
Anth 216	1.A.		2.A.	3.A.	4.A.	1.A., 2.A, 3.A, 4.A., 5.A.
Anth 216H	1.A., 1.B.		2.A., 2.B.	3.A., 3.B.	4.A.	1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A.
Anth 218H	1.A.		2.A.		3.A.	1.A., 2.A., 3.A.
Anth 220	1.A., 1.B.		2.A., 2.B.	3.A., 3.B.	4.A.	1.A, 1.B., 2.A, 2.B., 3.A, 3.B. 4.A., 5.A.

9. Program Description / Mission

The mission of the Anthropology program at Citrus College is to provide high quality education which helps learners to empower themselves, to appreciate diversity, to understand cross-cultural perspectives, and to support the learners as they challenge their personal world view. In addition the program supports learners as they navigate their way through undergraduate level courses with a goal of transfer to public and private four year universities.

10. Program Goals and Objectives

The goals and objectives of the Anthropology Program are:

- a) Transfer curriculum: The Anthropology Program is designed to meet the needs of learners as they prepare to transfer to four year universities both private and public. Courses typically transfer to four year programs as lower division major requirements, general education requirements, and IGETC requirements.
- b) Program Access: The Anthropology Program offers courses various days, times, and in both on-ground, and online formats. In addition the courses are offered in all semesters including fall, spring, summer, and winter.

Astronomy

ASTRONOMY PROGRAM DESCRIPTION

The mission of the Astronomy program is to provide general, lower division coursework leading to an associate degree, to prepare students to transfer to four-year institutions, and to develop a better understanding of the natural processes that operate in the universe.

The program has two primary courses covering planetary and stellar astronomy. The latter includes astronomy laboratory experience. Both of these classes are primarily directed at students needing a general education physical science course for transfer and/or associates degrees. In addition, we have developed an honors planetary astronomy class that will be offered in spring 2008.

Class offerings in both planetary and stellar astronomy are available for students who cannot attend classes during the day. Both courses are offered in an on-line format. Planetary is taught fully online, while stellar is offered as a hybrid class with labs and discussion sections given on campus. In addition, traditional sections of both courses are offered in late afternoons and/or evenings.

Program Student Learning Outcomes:

Students completing courses in the Astronomy Program will have acquired understanding, knowledge, skills and abilities in the following competencies:

Communication

Use astronomy in the news to explain astronomical objects and processes to their peers to help improve understanding of current astronomical research.

Computation

Estimate and/or calculate the characteristics of astronomical objects, and understand the meaning of these calculations in order to better understand the natural processes that produce these characteristics.

Creative, Critical, and Analytical Thinking

Formulate scientific hypotheses in order to distinguish between scientific and non-scientific questions and methods.

Develop an understanding of relevant astronomical process as well as processes from related sciences (e.g. physics, geology, chemistry) and apply these processes to predict the properties of astronomical bodies.

Community, Global Consciousness

Understand the size and scale of the universe to better appreciate the Earth's place within it.

Understand the ways in which natural formation and evolutionary processes lead to the astronomical objects around us to better appreciate the origins and evolution of the Earth.

Program Goals:

The goals of the program are:

1. Provide general education science courses for transfer credit to four-year colleges and universities.
2. Meet the student learning outcomes and core competencies institutionalized by Citrus College.
3. Provide basic astronomical knowledge and skills for students.
4. Provide general education science courses required for students to complete an Associates degree.

SLO TIMELINE

The Astronomy faculty will develop student learning outcomes for all Astronomy classes offered at Citrus College based on the following schedule.

Course Title Projected date to develop course outline

ESCI 115	Planetary Astronomy	done
ESCI 115H	Planetary Astronomy (Honors)	done
ESCI 116	Stellar Astronomy	done
ESCI 117	Life in the Universe	done

Any new classes created will include student learning outcomes.

The department will work with the curriculum development committee to ensure the course outlines are being developed according to standards developed by the committee.

MISSION

COMMENDATIONS

1. The program conforms to the District’s mission statement to provide transfer courses.
2. Course numbering follows a logical pattern.
3. Prerequisites are consistent with our transfer institutions.
4. Student population in Astronomy courses reflects the District’s diversity.
5. Curriculum reflects that of transfer institutions.
6. Course syllabi meet academic senate guidelines.

Biology

8. Program Description / Mission

The mission of the Biology Program is to provide general, lower division coursework leading to an associate degree; to prepare students to transfer to four-year institutions and allied health programs and; to develop a better understanding of the natural processes that occur on the earth.

The program offers twelve courses covering natural and life sciences; seven courses have a lab component. Many of these courses are directed at students who need a general education life science course for transfer and/or associates degrees, allied health preparation, teacher preparation, and biology major's preparation.

Class offerings are available in the evenings and online for students who cannot attend classes during the day. Some courses are offered in a hybrid format with labs and discussion sections administered on campus. Additional lecture-based courses are offered in an online format. In addition, traditional sections of all courses are offered in late afternoons and/or evenings.

The department has a commitment to outreach in the local community by encouraging elementary and secondary students to participate and appreciate scientific inquiry.

9. Program Goals

The goals of the Biology Program are to:

- a) Provide general education science courses for transfer credit to four-year institutions.
- b) Provide science courses that prepare students for allied health programs.
- c) Provide science courses that prepare students for majors in Biology.
- d) Provide science courses that prepare students for careers in teaching.
- e) Meet the student learning outcomes and core competencies institutionalized by Citrus College.
- f) Provide general natural science knowledge and skills for students.
- g) Provide general education science courses required for students to complete an associate's degree.
- h) Participate in outreach in the local community by encouraging elementary and secondary students to participate and appreciate scientific inquiry.

10. Program Student Learning Outcomes

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

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

1) Communication (personal expression and information acquisition)

- a) Demonstrate an understanding of biological concepts through written and/or oral assignments and activities.
- b) Acquire scientific information from multiple sources including textbooks, the Internet, personal communication with professionals in the field, educational computer software assessed through papers, homework, and/or oral assignments and activities.

2) Computation

- a) Estimate and/or calculate the characteristics of biological systems and demonstrate an understanding of these calculations in order to better understand the natural processes that produce these characteristics assessed through quizzes, exams, and other related assignments.

3) Creative, Critical, and Analytical Thinking

- a) Develop an understanding of relevant biological processes as well as processes from related sciences (e.g. physics, geology, chemistry) and apply these processes to predict the properties of biological systems.

4) Community/Global Consciousness and Responsibility

- a) Examine how human activity has contributed to positive and negative changes in the environment to better understand and discuss past, current, and future environmental issues through group discussions and examinations.

5) Technology

- a) none

6) Discipline / (Subject Area Specific Content Material)

- a) none

7) Information Competency

- a) none

8) Other

- a) none

11. Course Student Learning Outcomes & Assessment Timeline

The Biology Program is building student learning outcomes (SLOs) for all biology courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The

department will work with the SLO and Curriculum committees to ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
Biol 100	Introductory Biology	SLOs complete
Biol 104	Biology: Contemporary Topics	SLOs complete
Biol 105	General Biology	3 rd cycle in progress
Biol 109	Biology for Educators	1 st cycle complete
Biol 116	HIV/AIDS: Insights and Implications	SLOs complete
Biol 124	Principles of Biology I	1 st cycle complete
Biol 125	Principles of Biology II	1 st cycle in progress
Biol 145	Environmental Science	1 st cycle complete
Biol 200	Human Anatomy	1 st cycle in progress
Biol 201	Physiology	1 st cycle in progress
Biol 210	Nutrition	SLOs complete
Biol 220	Microbiology	1 st cycle complete

Business

The Business Department participates at the advisory committee meetings because we offer a few certificates in the business discipline, and it is our understanding that advisory committees are required in disciplines that have certificates. However, the overwhelming emphasis in our discipline is on transfer, not on students entering the job market (as is confirmed by the low number of certificates we actually have awarded in recent years).

Data that is readily available for our vocational programs (student satisfaction, employer satisfaction, and labor market data) is not available for the Business Program. As is noted above, the primary focus of the Business Program is to prepare students for transfer to four-year universities.

8. Program Student Learning Outcomes

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

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

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

1) Communication (personal expression and information acquisition)

a) Promote the development of organizational skills, such as networking, writing, speaking, and listening skills that lead to effective communication within and between organizations.

2) Computation

a) Develop an understanding of the financial and investment priorities of individuals and organizations as impacted by financial institutions/markets and changing economic conditions.

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

a) Encourage the development of critical and analytical skills within students through readings, lectures, discussions, exams, case studies, and projects.

4) Community/Global Consciousness and Responsibility

a) Promote the understanding of and appreciation for the ethical behavior and social responsibility of individuals, organizations, and institutions within the global community.

b) Demonstrate an understanding of the impact that the global environment has on today's organizations.

5) Technology

a)

6) Discipline / (Subject Area Specific Content Material)

a) Understand how the functions of management (planning, organizing, leading, and controlling) impact organizational performance.

b) Create an understanding of the environments that impact organizational growth and job creation. Those factors are the economic, legal, technological, competitive, and social environments.

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

BUS Program-level SLOs	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
				BUS #4A Ethical Behavi.	BUS #4B Global Impact		BUS #5	BUS #6A Mgmt. Functions
	BUS #1 Speaking & Writing	BUS #2 Financial Priorities	BUS #3 Analyzing	BUS #4A Ethical Behavi.	BUS #4B Global Impact	BUS #5 N/A	BUS #6A Mgmt. Functions	BUS #6B Business Environment
BUS 130: SLO #1			X					
SLO #2A								X
SLO #2B							X	
SLO #3A				X				
SLO #3B					X			
SLO #4		X						
BUS 132: SLO #1A			X					
SLO #1B			X					
SLO #2							X	
SLO #3				X				
BUS 140: SLO #1A			X					
SLO #1B			X					
SLO #2A								X
SLO #2B								X
SLO #3					X			
BUS 146: SLO #1A		X						
SLO #1B		X						
SLO #2A			X					
SLO #2B			X					
SLO #3A								X
SLO #3B								X
BUS 150: SLO #1	X							
SLO #2			X					

BUS Program-level SLOs	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
	BUS #1 Speaking & Writing	BUS #2 Financial Priorities	BUS #3 Analyzing	BUS #4A Ethical Behavi.	BUS #4B Global Impact	BUS #5 N/A	BUS #6A Mgmt. Functions	BUS #6B Business Environment
REAL 212: SLO #1			X					
SLO #2				X				
SLO #3	X							
SLO #4A							X	
SLO #4B							X	
SLO #4C								X
SLO #4D								X
REAL 214: SLO #1	X							
SLO #2A			X					
SLO #2B			X					
SLO #3				X				
SLO #4A								X
SLO #4B							X	
REAL 216: SLO #1	X							
SLO #2A			X					
SLO #2B			X					
SLO #3				X				
SLO #4A								X
SLO #4B								X

9. Program Description / Mission

The Business Program encompasses a broad area of study that includes business management, business law, marketing, business ethics, and business communication skills. The Citrus College Business Department conducts the Business Program with outstanding faculty to prepare students to transfer to four-year institutions, for professional careers and/or for personal growth. The program combines classroom lectures, demonstrations, and practical application within the business environment.

10. Program Goals and Objectives

The goals and objectives of the Business Program are as follows:

- a) Provide basic business knowledge and skills for students.
- b) Prepare students to enter the job market.
- c) Provide courses required for students to complete Associate of Science degree.
- d) Provide classes for enrichment and upgrading of skills for students currently employed.
- e) Provide courses to support other curricular areas on campus.
- f) Provide transfer credit to four-year colleges and universities.

Communications

8. Program Description / Mission

The Communications program includes instruction and laboratory experiences in mass media and journalism. The program includes an overview of the mass media; courses in reporting, writing, editing, and designing for publication; introductions to broadcasting and public relations; instruction in desktop publishing, online publishing and multimedia; and film studies. The curriculum features both theory and application through traditional and online instructional delivery systems. In addition, students in the Communications program create the Clarion newspaper, Clarion Online, the news feature magazine, Logos and the literary magazine Litrus, as well as their online counterparts.

9. Program Objectives

- a) Offer students a comprehensive introduction to the study of media arts leading to vocational opportunities and fulfilling transfer requirements to four-year institutions.
- b) Provide students with opportunities to acquire practical skills and hands-on experience in laboratory settings.
- c) Foster critical awareness of current events and of the role of the mass media in shaping society.
- d) Serve the college and the local community with quality student publications.
- e) Develop career ladders and student internships with media companies.
- f) Introduce students to and foster involvement in professional media organizations.
- g) Maintain relationships with program alumni as media advisers and industry liaisons.

10. Program Goals

The goals of the Communications Program are:

- a) Provide general education communications courses for transfer credit to four-year colleges and universities.
- b) Meet the student learning outcomes and core competencies as established by Citrus College.
- c) Provide for acquisition of knowledge, skills, and experience in the fields of mass communications, public relations, journalism, visual communications.
- d) Provide general education communications courses required for students to complete an Associate's degree.

11. Program Student Learning Outcomes

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

Students completing courses in the Communications program will have acquired the following competencies:

- 1) Communication (personal expression and information acquisition)**
 - a) Interpret and critically assess a variety of media messages, including those that reflect multicultural perspectives in order to make connections, critically compare and contrast ideas, and produce written, oral, and visual messages as demonstrated by a final product project, portfolio, and/or exam.
- 2) Computation**
 - a)
- 3) Creative, Critical, and Analytical Thinking**
 - a) Identify and apply criteria for distinguishing fact from opinion and demonstrate awareness and sensitivity and biases in messages in order to produce communication that are accurate, objective, fair, and balanced as demonstrated by a final project, portfolio, exam.
- 4) Community/Global Consciousness and Responsibility**
 - a) Understand and apply ethical and legal principles of professional communications organizations in order to cultivate trust, responsibility, and credibility as demonstrated by a responsibility rubric.
- 5) Technology**
 - a)
- 6) Discipline /**
 - a)
- 7) Information Competency**
 - a)
- 8) Other**
 - a)

12. Course Student Learning Outcomes & Assessment Timeline

The Communications Program is building student learning outcomes (SLOs) for all Communications courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to

ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
COMM100	Mass Media and Society	January 2009
COMM101	Reporting and Writing News	January 2009
COMM103	Freelance Journalism	January 2009
COMM104	Public Relations	May 2009
COMM136	Cultural History of American Film	January 2006
COMM200	Visual Communications	January 2009
COMM202	Writing Broadcast News	Feb 2005
COMM230	Desktop Publishing	Feb 2005
COMM240	Newspaper Production Staff	Feb 2005
COMM245	Editorial Board Workshop	Feb 2005
COMM280	Magazine Production Staff	Aug 2005

Counseling

PROGRAM DESCRIPTION

The Counseling Instructional Program offers specially designed curriculum to meet the broad psycho-social needs of our diverse student population. Counseling courses provide a gateway to understanding the programs and services offered at Citrus College. Course curriculum addresses the issues of transition to college, educational planning, college success, transfer, career exploration and decision making, student responsibility, and educational goal setting.

PROGRAM OBJECTIVES ~ STUDENT LEARNING OUTCOMES

Communication (Personal Expression and Information Acquisition):

1. Students will self-advocate to meet their academic, personal and career goals by successfully communicating with campus faculty and staff.
2. Students will demonstrate knowledge of skill awards, vocational certificates, associate degrees and transfer options to classify their educational goal through class dialogue, group activity, and homework assignments.

Community/Global Consciousness and Responsibility:

1. Students will achieve academic, personal, and career goals to examine self-esteem and personal awareness by effectively working with the college counselor/instructor through variety of assessments and assigned activities.
2. Students will identify campus and/or community services to appropriately apply it toward their educational goals by employing the use of critical thinking skills through classroom discussion, guest speakers, research and other assigned activities
3. Develop a global appreciation and respect for diversity and cultural differences for the purpose of examining world communities, intercultural awareness through written text, lecture materials and classroom discussion.

Creative, Critical, and Analytical Thinking:

1. Demonstrate the ability to identify, analyze, and gather specific information about occupations, career opportunities and trends to increase understanding of the relationship of the student to the economic community and develop career plans through classroom

discussion, presentations, personal exploration occupational research.

2. Students will examine topics related to student success so that they can categorize learning styles, personal strengths, and career interests, through a variety of formal and informal assessments.

Technology/Information Competency

1. Students will demonstrate knowledge and proficiency of technology to gain an increased understanding of matriculation and student services through orientations, classroom discussions, presentations, written text materials, website tutorials and assignments.
2. Demonstrate proficiency in the application of on-line resources such as career and transfer websites, distance education, library services and self-assessments to meet their academic goal through ongoing guest presentations and assigned research projects.

PROGRAM GOALS

The goal of the Counseling Instructional program is to provide comprehensive instruction that facilitates student success. A variety of instructional formats including learning communities, distance education, and traditional classroom instruction benefit the diverse needs of our student population.

- Provide student development courses that assist students in the successful transition to college life.
- Provide student development courses that support successful transfer to a four-year institution.
- Provide student development courses that offer students a framework for making effective career decisions.
- Provide coordinated credit and non-credit instructional opportunities within the counseling discipline to meet the needs of students. For example, College 860 is a non-credit course that provides a bridge for students who need more preparation before enrolling in credit courses such as COUN 156, COUN 159, or COUN 160.
- Provide student development courses to support students while they are enrolled in other credit or non-credit courses.

SLO TIMELINE

The Counseling Program will develop student learning outcomes for all counseling classes offered at Citrus College based on the following schedule:

Course Title	Projected date to develop course outline
COUN 142 Careers in Teaching	Spring 2008 - completed
COUN 143 Career Exploration	Spring 2007 - completed
COUN 145 Career/Life Planning	Spring 2007 - completed
COUN 160 Strategies for College Success	Fall 2007 - completed
COUN 156 College Planning Today for Tomorrow	Fall 2008
COUN 158 Transfer Planning	Fall 2008
COUN 159 On Course to Success	Spring 2007 - completed
COUN 011 Basic Orientation for International Students	Fall 2008
COUN 154 Peer Counseling & Advising (EOP&S)	Fall 2009
COUN 150 Job Search Planning	Spring 2009
COUN 860 College Life	Spring 2007 – completed

Dance

It will recommend the ADDITION of Danc 158 (Hip-Hop Dance Techniques), with 4 repetitions to the REQUIRED COURSES bringing that number to 30 units and reducing ELECTIVES to 30 units.

It will also recommend the ADDITION of:
Danc 264, Danc 279, Danc 281, Mus 215, Mus 115, Thea 201, Thea 202, Thea 210, and Thea 211 to ELECTIVES

6. List of Industry-Based Standard Certificates and Licenses

None.

7. Advisory Committee or Council

This is the list of the Advisory Committee for the Commercial Dance Certificate

Gary Krinke	Theatre Arts Tenured Faculty Fullerton Community College; Freelance Director
Lee Martino	Freelance Choreographer- Member Society of Stage Directors and Choreographers; Faculty Member- Mt. Sac Dance Department
Daniel Solis	Talent Director -Disneyland Theme Parks
Rey O'Day	Producing Artistic Director- Performance Riverside
Steven Glaudini	Associate Artistic Director Musical Theatre West

8. Program Student Learning Outcomes

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

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

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

- 1) Communication (personal expression and information acquisition)**
 - a) Convey artistic intentions of movement and dance through successful completion of practicum applications of various stylistic techniques.

- 2) Computation**
 - a)

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

a) Display creative awareness of dance through individual performance techniques.

4) Community/Global Consciousness and Responsibility

a) Exhibit perspective on historical and stylistic components of dance through successful completion of Dance History SLOs as well as historic components of dance technique courses.

5) Technology

a)

6) Discipline / (Subject Area Specific Content Material)

a) Demonstrate a functional knowledge of alignment, ballet, tap, jazz and modern dance techniques through the beginning and intermediate level by successful completion of dance technique SLOs and collaborative discourse by the faculty into dance pedagogy and effectiveness.

b) Demonstrate competency in dance performance skills and ability through successful completion of dance performance practicum SLOs and faculty evaluation of performance standards.

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

	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
				4A			6A	6B
DANCE Program-level SLOs *+Course-Dance 102	1A		3A	4A			6A	6B
SLO #1A (CM)	x-SP10							
SLO #1B (CM)	x-SP10							
SLO #2A (DS) *+Course- Dance 130							x-SP10	
SLO #1A (CR,DS)			x-CA				x-CA	
SLO #1B(CR,DS)			x-CA				x-CA	
SLO # 2A(CR)			x-CA					
SLO #3A (DS) *+Course- Dance 158							x-CA	
SLO# 1A(CM)	x-SP11							
SLO # 2A(CG)				x-SP11				

	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
DANC Program SLOs								
*Course- Dance 269								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #1C (CM)	x-CA							
SLO # 2A (CM)							x-CA	x-CA
SLO #2B (CM)							x-CA	x-CA
SLO #3A (CG)				x-CA				
SLO #3B (CG)				x-CA				
SLO #4A (DS)							x-CA	
*+ Course-Dance 270								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #1C (CM)	x-CA							
SLO #2A (DS)							x-CA	x-CA
SLO #2B (DS)							x-CA	x-CA
SLO #3A (CG)				x-CA				
SLO #3B (CG)				x-CA				
SLO #4A (DS)							x-CA	
*Course- Dance 271								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #1C (CM)	x-CA							
SLO #2A (DS)							x-CA	x-CA
SLO #2B (DS)							x-CA	x-CA
SLO #3A (CG)				x-CA				
SLO #3B (CG)				x-CA				
SLO #4A (DS)							x-CA	
*+ Course-Dance 272								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #1C (CM)	x-CA							
SLO #2A (DS)							x-CA	x-CA
SLO #2B (DS)							x-CA	x-CA
SLO #3A (CG)				x-CA				
SLO #3B (CG)				x-CA				

SLO #1A (DS)						x-CA	
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	Communication	Computation	Critical Analytical Thinking	Global Consciousness	Technology	Subject Area Content	
Matrix Map of Course Level SLO's to Program SLO's with Course Level Assessment Dates in Parenthesis							
SLOs							
*Course- Dance 279							
SLO #1A (CM)	x-CA						
SLO #1B (CM)	x-CA						
SLO #1C (CM)	x-CA						
SLO #1D (CM)						x-CA	x-CA
SLO #1E (CM)						x-CA	x-CA
SLO #2A (CG)				x-CA			
SLO #2B (CG)				x-CA			
*Course- Dance 281							
SLO #1A (CM)	x-CA						
SLO #1B (CM)	x-CA						
SLO #1C (CM)	x-CA						
SLO #1D (CM)						x-CA	x-CA
SLO #1E (CM)						x-CA	x-CA
SLO #2A (CG)				x-CA			
SLO #2B (CG)				x-CA			
*+Course- Dance 289							
SLO #1A (CM)	x-FA10						
SLO # 2A(CR)			x-FA10				
SLO #3A(CG)				x-FA10			

9. Program Description / Mission

The Citrus College Dance Program provides a vast array of opportunities in the field of dance to the community college student. These include instruction to the beginning student in ballet, jazz, tap, hip-hop, modern, and musical theatre technique, as well as training for the vocational student in order to prepare them for employment in the professional dance world. The program conforms to the mission of Citrus College seeking to provide transfer and associate degree courses, outreach to the community, and improvement of the local work force in the commercial dance field.

Dental Assisting

2. Prepare students to successfully complete the California State Board Exam (RDA) and the National Certification Exam (CDA).
3. Comprehensively prepare students to be a competent member of the dental health team.
4. Students will be satisfied with the quality of their education.
5. Maintain competent faculty and staff with relevant experience and expertise.
6. Maintain an active and involved Advisory Committee.
7. Provide students with the opportunity to participate in their professional organization.

Program Philosophy

The program provides competency-based education by instilling knowledge, skills and attitudes through a sequence of instruction, practice, observation and evaluation. The faculty work to create an atmosphere of teamwork and trust because they believe that all individuals deserve to be treated fairly and with dignity in an environment that emphasizes and facilitates professional and personal growth. Anyone who is, or aspires to be, an RDA should enjoy helping people and working together as an integral member of the dental health team.

It is expected that the individuals who enter the program will be willing and able to devote the time and talent necessary to succeed.

11. Program Student Learning Outcomes

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

Students completing courses in the Registered Dental Assisting program will have acquired the following competencies:

- 1) **Communication (personal expression and information acquisition)**
 - a) Use correct dental terminology and nomenclature in the correct context in order to effectively communicate dental information and concepts to others.

2) Computation

a)

3) Creative, Critical, and Analytical Thinking

a) Develop problem-solving and self-assessment skills and make appropriate decisions regarding a variety of procedural situations.

4) Community/Global Consciousness and Responsibility

a) Demonstrate the ability to interact with patients and work effectively as a member of the dental team.

b) Maintain the standard of care during dental treatment and promote oral health.

5) Technology

a) Develop the ability to use and adapt to current technology used in dental practices.

6) Discipline / (Subject Area Specific Content Material)

a) Demonstrate proficiency in the current duties of an RDA, practicing within the delegated duties (scope of practice).

7) Information Competency

a) Develop foundational knowledge of dental procedures and the ability to communicate and apply their concepts and principles.

8) Other

a)

12. Course Student Learning Outcomes & Assessment Timeline

The Registered Dental Assisting Program is building student learning outcomes (SLOs) for all Registered Dental Assisting courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
Dent 100	Dental Assisting Basics	Spring 2007
Dent 101	Chairside Assisting	Fall 2008
Dent 102	Dental Materials	Fall 2008
Dent 121	Preclinical Dental Science	Fall 2008
Dent 122	Infection Control in the Dental Office	Fall 2008
Dent 123	Preventive Dental Health	Fall 2008
Dent 124	Dental Specialties	Fall 2008

Dent 125	Dental Practice Management	Fall 2008
Dent 201	Dental Radiology	Fall 2008
Dent 202	Registered Dental Assistant	Spring 2007
Dent 203	Dental Practice Experience	Fall 2008
Dent 110	Intro to Dental Assisting	Spring 2009

Disabled Students Programs and Services

potential students with learning disabilities by providing them with low-cost assessment of their individualized learning strengths and weaknesses for the purpose of determining if they qualify for educational accommodations as a means of providing them equal access to education.

Program Goals:

Provide educational accommodations to students with disabilities so they have equal access to learning. Also teach students to advocate for themselves by addressing the needs of these individuals with disabilities who intend to pursue coursework at Citrus College. These needs are addressed by providing reasonable and appropriate educational accommodations to make an accessible educational environment for students with disabilities as verified by an appropriate healthcare professional.

The DSP&S program offers various specialized services that assist students with a wide range of disabilities to enable them to participate in the programs, courses, and related activities offered by the college. Open access is one of the key objectives of Citrus College's mission. The DSP&S program strives to facilitate the college's mission by empowering students with disabilities to pursue academic excellence, economic opportunity, and personal achievement by providing reasonable and appropriate educational accommodations.

Program Student Learning Outcomes:

Communication (Personal Expression and Information Acquisition):

1. Student will be able to advocate for self by successfully requesting accommodation(s) through documented written and/or oral communication with the instructor to ensure equal access to learning.
2. Student will increase academic self-efficacy by working with a DSP&S counselor to formulate realistic goals and select appropriate educational accommodations as defined by the California Community Colleges' Chancellor's Office that will compensate for academic challenges to create success in the academic environment.

Community, Critical, and Analytical Thinking:

3. Student will be able pick an academic or vocational major/program by working with a college career counselor to choose an appropriate academic or vocational goal.
4. Student will work with a college counselor through the student educational plan to choose the appropriate classes for an academic or vocational goal.
5. Student will increase positive affect related to the academic and/or vocational experience by using appropriate DSP&S educational accommodations as defined by the California Community Colleges' Chancellor's Office and other campus resources to create success in the academic environment.

Creative, Critical, and Analytical Thinking:

6. Student will improve study strategies by participating in courses, labs, workshops, and/or orientations provided by DSP&S to be academically successful.

SLO TIMELINE

The Disabled Students Program and Services department will develop student learning outcomes for all DSP&S classes offered at Citrus College based on the following schedule:

Current Course Titles	Projected date to develop course outline
DSPS 090 Empowerment	December 2007
DSPS 103L Technical Assistance Lab (TAL): Adaptive Computer Technology	December 2007
New (To Be Developed) Course Titles	Projected date to develop course outline
DSPS 075 Individualized Assessment of Learning Strengths and Weaknesses	May 2007
DSPS 085 Etext	May 2008
DSPS 105 Assistive Technology	May 2008

Any new classes offered will have student learning outcomes developed when the class is offered.

The department will work with the curriculum development committee to ensure the course outlines are being developed according to standards developed by the institution.

Economics

PROGRAM DESCRIPTION

Economics is a social science that studies how resources are allocated to produce goods and services. In macroeconomics, the topics studied include economics resources, business organization, government expenditures and taxation, money and banking, national income determination, business cycles, and fiscal policy. In microeconomics, the topics include price determination, economic analysis of the firm, distribution of income, labor and unions, international economics, and economic growth.

Micro

OBJECTIVES/STUDENT LEARNING OUTCOMES:

Communication

Analyze the characteristics of an industry to determine its degree of competition and the type of market structure by reading, categorizing, summarizing for sharing findings and speaking articulately.

Computation

Use technology and math in the calculation of costs of production and determining a corresponding level of production and price given the type of market in which a firm is operating to prepare the students for success in upper division economics and business classes.

Creative, Critical, and Analytical Thinking

Demonstrate understanding the workings of a market including demand, supply, and the price system by predicting changes to demand, supply, and prices as a result to events, graphing curves, calculation of quantities and prices for evaluating information analytically and making better decisions in business.

Community/ Global Consciousness and Responsibility

Identify conditions that would result in market failure such as pollution, inequality in the distribution of income, market power, and lack of public goods by reading analytically, writing using college level vocabulary, and participating in classroom discussion to formulate coherent opinions about public policies and promote active citizenship.

Technology

Use the computer for research, computation, and word processing for written reports, conducting online quizzes, graphing, solving problems, and communicating when collaborating with their peers to become aware of available tools and resources.

Macro

OBJECTIVES/STUDENT LEARNING OUTCOMES:

Successful students will demonstrate competency in the following areas:

Communication

Demonstrate understanding of the concepts of scarcity and choice, which define the field of economics through providing examples from their daily lives and their communities, classroom discussion, written essays, and reviewing exam questions to make better decisions as consumers and in business.

Computation

Locate, organize, and analyze information regarding the measurement of the macro economy using technology, basic math skills, and computer proficiency and present the findings in written assignments, discussion, and through problem solving to build skills required by the major.

Creative, Critical, and Analytical Thinking

Compare and contrast the main theories that explain macroeconomic activities including recessions, expansions, employment, and inflation and to show the differences using graphs and calculations to demonstrate an understanding of government policy and its implications in these areas.

Community/Global Consciousness and Responsibility

Develop an understanding of the theories and patterns of international trade and its effects on societies in terms of standards of living, productivity, labor markets and the environment using written essays, exams, discussion and media presentations to promote respect for others and cultural awareness.

Technology

Use the computer for research, computation, and word processing for written reports, conducting online quizzes, graphing, solving problems, and communicating when collaborating with their peers to become aware of available tools and resources.

ECONOMICS PROGRAM GOALS:

- Provide transfer credit to four-year colleges and universities.
- Meet the student learning outcomes and core competencies institutionalized by Citrus College
- Provide basic economics knowledge and analysis skills for students.
- Provide classes to support other curricular areas.
- Familiarize students with basic information about the U.S. economy and institutions, and how the U.S. economy fits in the world economy.

SLO TIMELINE:

The Economics Department has updated all course outlines to include student learning outcomes for all economics classes currently offered at Citrus College.

Electronics

Program Description

The classes in the Electronics Program are designed to prepare students for transfer to four-year institutions or gain employment as technicians in electronics and related fields. Due to rapid changes in electronics technologies, the program also offers continuing opportunities to enhance and upgrade job skills. The program's articulation agreements allow students majoring in electronics to transfer into the electrical computer engineering programs in both public and private institutions. Additionally, through the Associate of Science Degree, students are prepared for transfer into selected four-year California State University's general electronic engineering, manufacturing, and related technology programs.

Program Student Learning Outcomes

Electronics students will have a broad understanding of Electronics. Students will be able to design, interpret, analyze and evaluate electronic instruments appropriate for each class. Students completing courses in the Electronics Program will have acquired understanding, knowledge, skills and abilities in the following competencies:

Communication

Electronics students will use proper vocabulary and notation when describing Electronics concepts. They will be able to communicate these concepts to others both verbally and in written form. They will be able to critically analyze electronics information found in print, visual or online media such as technical and non-technical books, journals, articles, web pages, television and film.

Electronics instruction involves working in teams, listening carefully to the instructor and co-workers, and clearly articulating one's own point of view. Students will listen and speak well enough to explain schedules and procedures, communicate with customers, work in teams, understand customer concerns, describe complex systems and procedures, probe for hidden meanings, teach others and solve problems.

Computation

Electronics students will apply electronics concepts in mathematical form using the appropriate computational skills for the course. This may include numeric calculation using simple algebra, trigonometry of the right triangle, 2D graphical analysis, the evaluation of mathematical expressions, and schematic drawings. Students will calculate the characteristics of electronic circuits and approach practical problems by appropriately choosing from a variety of mathematical techniques. Students will understand the meaning of these calculations in order to better understand the processes that generate circuit characteristics.

Creative, Critical, and Analytical Thinking

Electronics students will develop an understanding of and curiosity toward electrical circuits through problem solving, decision making and critical thinking. Students will

) recognize problems and devise and implement plans of action to correct the problem. Students will organize and process symbols, pictures, graphs, objects and other information. Students will be exposed to a variety of efficient learning techniques which will allow them to apply new knowledge and skills. Students will identify rules or principles underlying the relationship between two or more circuit pairs and apply them when solving problems.

Technology/Information Competency

Electronics students will be adept at procedures, hand tools or electronic equipment including computers and related technologies. They will be able to apply technology to the completion of a task. Electronics students will understand overall operation and proper procedures for setup and operation of equipment. Electronics students will maintain, prevent, identify and solve problems with equipment, including computers and other technologies.

Community, Global Consciousness

Electronics students will think logically and coherently about technical issues and gain an appreciation for the global, social and political impact of technical endeavors. By working together in lab and/or on projects, students develop interpersonal skills and respect for others. Through team learning, they will acquire an understanding for the need of lifelong learning. Students will understand the ways in which electronics and computer processes lead to the improvement of quality of life. Students will obtain an appreciation of the global environmental effects associated with the production and recycling of electronic devices.

Program Goals

The goals of the program are:

1. Provide electronics education courses for transfer credit to four-year colleges and universities.
2. Meet the student learning outcomes and core competencies institutionalized by Citrus College.
3. Provide basic electronics knowledge and skills for students.
4. Provide electronics courses required for students to complete an Associates degree or earn an Electronics certificate.
5. Prepare basic electronics knowledge and skills for industry certification.
6. Provides lifelong learning opportunities for currently employed persons.

SLO Timeline

The Electronics faculty will develop student learning outcomes for all Electronics classes offered at Citrus College based on the following schedule:

Course Title Projected date to develop course outline

ELEC 100	Introduction to Technology	Completed
ELEC 101	Electronics Fundamentals	December 2008
ELEC 102	Electronics Communication	June 2008
ELEC 120	Introduction to Computer Technology	December 2008
ELEC 201	Digital Electronics	December 2008
ELEC 202	Solid State Devices	June 2008

Any new classes developed will have student learning outcomes developed when the curriculum is submitted to the curriculum committee.

The department will work with the curriculum committee to ensure the course outlines are being developed according to standards developed by the committee.

Mission

COMMENDATIONS

1. The Electronics Program conforms to the District's mission statement to provide transfer level courses. Electronics courses deliver instruction allowing students to contribute to the economic growth of today's society.
2. The Electronics Program provides occupational education for students preparing for employment.
3. The Electronics Program stresses problem solving, teamwork, communication skills, computation, use of technology and critical/analytical thinking as part of each course.
4. Student population in Electronics courses reflects the District's diversity (see course indicator demographics).

PREVIOUS RECOMMENDATIONS COMPLETED

1. Develop specialized training and instruction programs to meet newly emerging electronics business and industry needs.
2. Two Electronics classes (Electronics 104 and Electronics 105) on computer repair and maintenance were merged into a new Engineering course (Engineering 104). Two new Information Technology courses were recently added to help students meet business and industry needs.
3. The department should continue to update certificates to meet industry's rapidly changing needs.

Emergency Medical Technician

7. Advisory Committee or Council

Chuck Flack	Los Angeles County FD
Joesph Talley	Schaeffer Ambulance, former student
Chief Scott Haberle	Monrovia FD
Chief Kurt Norwood	Arcadia FD
Chief Jim Anderson	San Marino FD
Chief Ray Mozack	Alhambra FD
Chief Alex Rodriguez	Santa Fe Springs FD
Chief Richard Beckman	San Gabriel Fire Department
Chief Mike Clark	South Pasadena Fire Department
Ms. Lucy Adams	Chief Pre-Hospital Care programs, LA County EMS Agency
Mr. Greg Anderson	Paramedic Coordinator, American Ambulance Response (AMR) Southern California Division
Mr. Mike Mumford, MPA, EMT	Chief of Ambulance Operations, Los Angeles County.
Dr. Jennifer Fernandez	Rio-Hondo College, public safety counseling
Chief Sam Disiavano	(ret) Monrovia Fire Department
Matthew Perez	Field Manager, Medic I Ambulance
Greg Guthrie	Field Manager, Schaeffer Ambulance
Tracy Rickman	Fire Technology Director Rio-Hondo College, Citrus College
Karin Reynoso	Health Care Consultant, LA County Office of Education
Robert Baldrige	Federal Bureau of Investigation (FBI), Citrus College
Ginger Fallen	Consultant, LA County office of Education
Mr. Josh Magedeno	Skills Instructor, UCLA paramedic student
Fire Chief Chris Donovan	Monrovia Fire Department
Paramedic Dwayne Carlton	San Marino Fire Dpartment
Mrs. Erika Riech	LA County EMS Agency, EMT Program Approval
Mr. Chad Druten, EMT	Governmental Affairs Officer, Emergency Ambulance
Dr. John Pi, M.D.	Federal Bureau of Investigation
Chief James Bernell	Monterey Park Fire Department
Josh Magdelano	Paramedic Student, UCLA, Skills Instructor, Citrus College

8. Program Student Learning Outcomes

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

Students completing courses in the Emergency Medical Technician Program will have acquired the following comptencies:

1) Communication (personal expression and information acquisition)

- a) Use correct medical terminology and nomenclature in the correct context in order to effectively communicate health/medical information and concepts to others.
- b) Demonstrate an understanding of the ethical responsibilities of EMS and other healthcare providers.

2) Computation

- a) Calculate various I.V. drip rates for patients undergoing I.V. therapy.

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

- a) Develop problem solving and self assessment skills and make appropriate decisions regarding a variety of procedural situations
- b) Identify the signs and symptoms of common medical emergencies related to various body systems.

4) Community/Global Consciousness and Responsibility

- a) Demonstrate the ability to interact with patients and work effectively as a member of the emergency medical services team.
- b) Discuss various EMS systems both local/state and international.

5) Technology

- a) Develop the ability to use and adapt to current technology used in emergency medical services practices.
- b) Demonstrate understanding of administering patient prescribed drugs to patients.

6) Discipline / (Subject Area Specific Content Material)

- a) Demonstrate proficiency in the current duties of an EMT, practicing within scope of practice.

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

	Communication	Computation	Critical Analytical Thinking	Global Consciousness	Technology	Subject Area Content	
						EMT #6A Scope of Practice	EMT #6B EMS Environment
EMS Program-level SLOs	EMT #1 Principles of EMS and legal aspects	EMT #2 N/A	EMT#3 Surface Anatomy Systems	EMT#4 EMS systems	EMT #5 Administer prescribed drugs	EMT #6A Scope of Practice	EMT #6B EMS Environment
HEAL 100: SLO #1A	X						X
SLO #2A		X					
SLO #2B							
SLO #3A			X				
SLO #3B							
SLO #4		X			X		
HEAL 161: SLO #1A	X					X	
SLO #1B		X					
SLO #2							
SLO #3				X			

Core Competency #1 - Communication (personal expression and information acquisition)

1. Express an understanding of the principles of emergency medical service legal and regulations for the purpose of preparing the student to deliver safe care to the sick and injured and avoid legal and ethical breaches.
2. Analyze and identify airway problems in infants, children and adults.
3. Describe the locations and gross functions of all body systems

Core Competency #3 - Creative, Critical and Analytical Thinking

1. Analyze and identify surface anatomy for the purpose of locating specific landmarks on the human body.
2. Identify the signs and symptoms of common medical emergencies related to various body systems.

Core Competency #4 - Community/Global Consciousness and Responsibility

1. Discuss various EMS systems both local, state, and international.

Core Competency #5 - Technology

1. Demonstrate understanding of administering patient prescribed drugs to patients.

9. Program Description / Mission

The Emergency Medical Technician program is designed to provide the educational setting and opportunities that will develop the social and technical skills required of a successful EMT in the clinical and field provider setting. There are two courses totaling 10 units in the program, leading to a skill award. Students must maintain an 80% class overall average, pass the final exam with an 80% on the first attempt, successfully complete 60 hours of clinical rotation and ambulance ride-along preceptorships, and successfully demonstrate competency in 40 skills areas. Students successful in meeting these requirements are authorized and admitted to take the National Registry EMT (NREMT) examination and be certified by the Los Angeles County Department of Health Services. An introductory course is offered (Heal 100) for students wishing to explore the career.

Courses are offered in a sixteen week semester format, providing flexibility to the student in their education. The program offers both day and evening courses. The course work totals approximately 220 hours and leads directly to a career in emergency medicine upon successful completion.

The program is accredited by both the Los Angeles County Department of Health Services and the National Registry of EMTs. All students take their EMT State Board examination (NREMT) upon program completion, with an average pass rate of 84% (state wide average is 68%) and psychomotor examination with a pass rate of 100%.

English

ENGL261 Introduction to U.S. American Literature I OR ENGL262 Introduction to U.S. American Literature II (3 units each)

Total Units 18

5. List of Certificates and Awards

We have completed the local approval for the following certificates of achievement.

Writing Competency Certificate of Achievement	Literature Certificate of Achievement
<p>Reading and Composition Units Select one of the following:</p> <p>ENGL101 Reading and Composition 3 ENGL101H Reading and Composition 3 ESL101 Reading and Composition 3</p> <p>Composition and Critical Thinking Units Select one of the following:</p> <p>ENGL103 Composition and Critical Thinking 3 ENGL103H Composition and Critical Thinking 3</p> <p>Composition Units Select one of the following:</p> <p>COMM101 Reporting and Writing News 3 ENGL100 Fundamentals of Composition 3 ESL100 Fundamentals of Composition 4</p> <p>Rhetoric Units Select the following</p> <p>ENGL104 Advanced Rhetoric: The Classical Essay 3</p> <p>Total Units 12 – 13</p>	<p>Reading and Composition Units Select one of the following:</p> <p>ENGL101 Reading and Composition 3 ENGL101H Reading and Composition 3</p> <p>English Literature Units Select one of the following:</p> <p>ENGL251 Intro to English Literature I 3 ENGL252 Intro to English Literature II 3</p> <p>U.S. American Literature Units Select one of the following:</p> <p>ENGL261 Intro to U.S. American Literature I 3 ENGL262 Intro to U.S. American Literature II 3</p> <p>World Literature Units Select one of the following:</p> <p>ENGL271 Intro to World Lit: Ancient-Early Modern 3 ENGL272 Intro to World Lit: 1600's – 20th Century 3</p> <p>Total Units 12</p>

6. List of Industry-Based Standard Certificates and Licenses

None.

7. Advisory Committee or Council

N/A

8. Program Student Learning Outcomes

The English Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve

as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

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

1) Communication (personal expression and information acquisition)

Students completing courses in the English program are college level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings.

2) Computation

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

Students completing courses in the English program are college level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings

4) Community/Global Consciousness and Responsibility

Students completing courses in the English program are informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior.

5) Technology

6) Discipline / (Subject Area Specific Content Material)

Citrus College
 Program English Date: November 2009
 Matrix of Mapping Course-level SLOs with Program-level SLOs

	CC1 Communication	CC3 Creative, Critical, Analytical Thinking	CC4 Community/ Global Consciousness and Responsibility	CC5 Tech	CC6 Discipline Specific
<i>Eng 96</i> Program-level SLOs →	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	Informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior		
Course Level SLOs ↓					
Course# 30 SLO #1	X				
SLO #2	X				
SLO #3	X				
SLO #4	X				
SLO #5	X				
SLO #6			X		
SLO #7			X		
Course# 40 SLO #1	X				
SLO #2	X				
SLO #3	X				
SLO #4	X		X		
SLO #5					
Course# 100 SLO #1		X			
SLO #2		X			
SLO #3	X				
SLO #4	X				
SLO #5	X				
SLO #6			X		
SLO #7			X		
SLO #8					
Course# 101 SLO #1	X				
SLO #2	X				
SLO #3	X				
SLO #4		X			
SLO #5		X			
SLO #6			X		
SLO #7				X	

	CC1 Communication	CC3 Creative, Critical, Analytical Thinking	CC4 Community/ Global Consciousness and Responsibility	CC5 Tech	CC6 Discipline Specific
<i>English</i> Program-level SLOs →	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	Informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior		
Course Level SLOs					
Course# 102 SLO #1	X				
2		X			
3		X			
4			X		
Course# 103 SLO #1	X				
2	X				
3		X			
4		X			
5		X			
6		X			
7			X		
8			X		
9				X	
10				X	
Course # 10311 SLO1		X			
2		X			
3		X			
4	X				
5			X		
6				X	
Course# 104 SLO #1		X			
2		X			
3			X		
4	X				
5					
6					
7					
8					
Course # 120 SLO 1	X				
2		X			
3		X			
4			X		
5			X		

	CC1 Communication	CC3 Creative, Critical, Analytical Thinking	CC4 Community/ Global Consciousness and Responsibility	CC5 Tech	CC6 Discipline Specific
<i>English</i> Program-level SLOs →	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	Informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior		
Course Level SLOs ↓					
Course # 210 SLO #1	X				
2	X				
3		X			
4		X			
5			X		
6			X		
Course # 213 SLO1	X				
2		X			
3		X			
4		X			
5		X			
6			X		
7				X	
Course #21311 SLO 1	X				
2	X				
3		X			
4		X			
5		X			
6		X			
7		X			
8		X			
9			X		
10				X	
Course # 251 SLO 1	X				
2	X				
3		X			
4		X	X		
5			X		
6					
Course # 252 SLO 1	X				
2		X			
3			X		
4					X

	CC1 Communication	CC3 Creative, Critical, Analytical Thinking	CC4 Community/ Global Consciousness and Responsibility	CC5 Tech	CC6 Discipline Specific
English Program-level SLOs →	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	Informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior		
Course Level SLOs					
Course # 261 SLO 1	X				
2	X				
3		X			
4		X			
5		X			
6			X		
Course # 262 SLO1	X				
2	X				
3		X			
4		X			
5		X			
6			X		
Course # 271 SLO 1		X			
2		X			
3			X		
4	X				
5	X				
Course # 272 SLO 1		X			
2		X			
3			X		
4	X				
5	X				
Course # 291 SLO 1	X				
2		X			
3		X			
4		X			
5			X		
6				X	

	CC1 Communication	CC3 Creative, Critical, Analytical Thinking	CC4 Community/ Global Consciousness and Responsibility	CC5 Tech	CC6 Discipline Specific
<i>English</i> Program-level SLOs →	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	College level writers who critically analyze and synthesize source material by producing argumentative essays in response to readings	Informed, thoughtful writers who are respectful of diverse perspectives and demonstrate cultural awareness, personal responsibility, and ethical behavior		
Course Level SLOs ↓					
Course # 291 H SLO 1	X				
2		X			
3		X			
4		X			
5		X			
6			X		
7				X	
Course # 293 SLO 1	X				
2		X			
3			X		
4					X
Course # 293 II SLO 1	X				
2		X			
3		X			
4		X			
5			X		
6			X		
6				X	
Course # 294 SLO1	X				
2		X			
3			X		
4					
Course # 296 SLO 1	X		X		
2	X		X		
3	X		X		
4		X			
Course # 298 SLO 1	X				
2	X				
3		X			
4			X		

9. Program Description / Mission

The English Program provides a full range of writing and literature classes from placement to graduation and/or transfer. Our courses include three levels of developmental classes for those who place below our transfer level of English, many courses that focus on college composition and critical thinking, and a variety of literature courses. We serve the entire student body by preparing students to write successfully in an academic and/or professional environment. In addition, the English Department strives to increase appreciation of literature.

Fine Arts

PROGRAM DESCRIPTION

Citrus College Fine Arts students are provided with many opportunities to pursue their artistic goals through an art education that includes art: studio & production, aesthetics, criticism, and history.

Program Goals

The program serves the following important functions:

- Art classes fulfill transfer requirements for private schools, UC, and State University Systems
- Art courses fulfill the general education requirement for the non-fine arts major
- Courses are offered to complete Certificate Programs in ceramics, graphic design, animation, and digital media & web design I & II
- Training is provided in the arts to increase visual literacy and critical thinking skills
- Courses are offered to provide the community with enrichment activities as a source of cultural, historical, and aesthetic awareness in the visual arts
- Courses are offered to provide an avenue for self-expression to all
- Vocational job training and portfolio development

Student Learning Outcomes

Students who complete courses in Visual Arts and Art History should be able to:

Communication/Computation:

- Outcome
 - The utilize of proper vocabulary in the study and discussion of Visual Arts and Art History
- Rationale
 - In order to prepare for advanced study in Visual Arts and Art History, and university transfer
- Assessment
 - Through the implementation of written and aural testing, critique and group dialogue that maintains consistency with industry standards and transfer requirements within the UC and CSU systems.

Creative, Critical and Analytical Thinking:

- Outcome
 - analyze, create, notate and perform examples in a variety of styles within a studio environment
- Rationale
 - For the advancement and perfection of skills that are required in order to prepare for advanced study in Visual Arts and Art History , university transfer and performance (music industry)

- Assessment
 - Through the implementation of written and aural testing that is consistent with UC and CSU practices in Visual Arts and Art History pedagogy as determined by the collaborative research efforts by the Visual Arts and Art History faculty

History

- Outcome
 - research, identify, and evaluate historical periods in Art History
- Rationale
 - For a heightened awareness of human expression and to prepare for the rigors of research required by a four year institution
- Assessment
 - Through research assignments, slide identification, and museum papers.

Community, Critical and Analytical Thinking:

- Outcome
 - Recognize how society world views influence Visual Arts and Art History traditions
- Rationale
 - In order to demonstrate an individual's ability to draw conclusions based upon philosophical considerations and an understanding of how one can influence his/her immediate community
- Assessment
 - Through observation of the community and contemporary issues affecting it, increased awareness of ones personal impact upon that community, and the documentation of findings.

Technology/Information Competency:

- Outcome
 - Implement current computer software as tools to further the creation of art and utilization of the Internet as a research and broadcast vehicle
- Rationale
 - For the reinforcement, development, application and/or improvement of computer related and research skills
- Assessment
 - Through research assignments, lab practices utilizing appropriate software and the demonstration of skill in the use of software within the parameters of coursework and assignments.

Discipline:

- demonstrate competency in all levels of Visual Arts and Art History from introductory to advanced

SLO TIMELINE

The Fine Arts Program is developing student learning outcomes for all Fine Arts courses offered at Citrus College according to an on-going review and development schedule. The projected completion date for this process is May, 2008.

<u>Course Title</u>	<u>Projected date to develop course outline</u>
Art 100 Art History and Appreciation – Fundamentals	SUBMITTED
Art 101 Art History and Appreciation – Ancient	SUBMITTED
Art 102 Art History and Appreciation – Medieval	SUBMITTED.....
Art 103 Art History and Appreciation – Renaissance to Rococo	SUBMITTED
Art 104 Art History and Appreciation – 19 th Century Art	SUBMITTED
Art 105 Art History and Appreciation – 20 th Century Art	SUBMITTED
Art 106 Art History and Appreciation – Pre-Columbian	SUBMITTED
Art 107 Art History and Appreciation – Women in Art	Future development
Art 108 Art History and Appreciation – Art on the Town	Future development
Art 109 Art History and Appreciation – Pre-Columbian	SUBMITTED
Art 110 Introduction to Visual Arts	COMPLETED
Art 111 Beginning Drawing	COMPLETED
Art 112 Intermediate Drawing	COMPLETED
Art 113 Drawing: Pastel and Mixed Media	Future development
Art 115 Figure Drawing I	COMPLETED
Art 116 Figure Drawing II	SUBMITTED
Art 120 Two-Dimensional Design	MAY 2008
Art 121 Three-Dimensional Design	MAY 2008
Art 122 Color Theory and Composition	MAY 2008
Art 123 Display and Exhibition Design	Future development
Art 124 Studio Problems: Display & Exhibition Design	Future development
Art 125 Interior Design I	MAY 2008
Art 126 Interior Design II	MAY 2008
Art 127 Beginning Printmaking	Future development
Art 128 Intermediate Printmaking	Future development
Art 130 Beginning Painting	COMPLETED
Art 131 Intermediate Painting	COMPLETED
Art 135 Beginning Watercolor Painting	SUBMITTED
Art 136 Intermediate Watercolor Painting	MAY 2008
Art 138 Introduction to Art Education	Future development
Art 139 Art Education Theory and Practice	Future development
Art 140 Beginning Ceramics	COMPLETED

Course TitleProjected date to develop course outline

Art 141 Intermediate Ceramics	COMPLETED
Art 142 Experimental Ceramics	COMPLETED
Art 143 Ceramic Handbuilding	COMPLETED
Art 144 Ceramics: Firing and Glazing Techniques	Future development
Art 145 Ceramic Design and Decoration	COMPLETED
Art 146 Ceramics: Tile and Mosaics	SUBMITTED
Art 149 Studio Problems in Ceramics	COMPLETED
Art 150 Computer Art Basics	SUBMITTED
Art 153 Digital Media Productions	MAY 2008
Art 157 Digital Color File Manipulation	Future development
Art 158 Commercial Graphic Design	SUBMITTED
Art 162 Computer Graphics I	SUBMITTED
Art 163 Computer Graphics II	SUBMITTED
Art 166 Computer Illustration and Fine Arts I	MAY 2008
Art 167 World Wide Web Design I	MAY 2008
Art 168 Computer Animation I	MAY 2008
Art 180 Beginning Clay Sculpture	SUBMITTED
Art 181 Intermediate Clay Sculpture	Future development
Art 184 Sculpture and Metalwork	Future development
Art 185 Intermediate Sculpture	Future development
Art 188 Multimedical Portfolio and Resume Production	DELETED
Art 189 Art Portfolio and Resume Production	MAY 2008
Art 199 Motion Picture Appreciation	SUBMITTED
Art 200 History of Motion Pictures	MAY 2008
Art 201 History of Motion Pictures	MAY 2008
Art 206 History of Latin American Art	SUBMITTED
Art 207 History of Asian Art – China, Korea, and Japan	SUBMITTED
Art 215 Figure Drawing III	Catalog development
Art 216 Studio Problems: Figure Drawing	Catalog development
Art 225 Studio Techniques for Illustration I	MAY 2008
Art 226 Studio Techniques for Illustration II	MAY 2008
Art 227 Advanced Printmaking	Future development
Art 228 Studio Problems: Printmaking	Future development
Art 230 Advanced Painting	SUBMITTED
Art 231 Studio Problems: Painting	Future development
Art 235 Advanced Watercolor Painting	SUBMITTED
Art 236 Studio Problems: Watercolor Painting	MAY 2008
Art 240 Advanced Ceramics I	COMPLETED

Course Title

Projected date to develop course outline

Art 241 Advanced Ceramics II	COMPLETED
Art 244 Ceramics: Advanced Glazing	Future development
Art 245 Ceramics: Advanced Design & Decoration	Future development
Art 246 Ceramics: Advanced Tile and Mosaics	Future development
Art 253 Digital Media Production II	MAY 2008
Art 257 Project: Advanced Digital Portfolio	Future development
Art 266 Computer Illustration and Fine Arts II	MAY 2008
Art 267 World Wide Web Design II	MAY 2008
Art 268 Computer Animation II	MAY 2008
Art 282 Advanced Clay Sculpture	Future development
Art 283 Studio Problems: Clay Sculpture	Future development

All new classes offered will have student learning outcomes.

The Art department will work with the curriculum committee to ensure the course outlines are being developed according to standards adopted by the committee.

Foreign Languages

PROGRAM DESCRIPTION

The Foreign Languages department offers a comprehensive program of integrated-skills courses that emphasize the listening, speaking, reading, and writing of a variety of languages other than English. The curriculum includes the study of vocabulary, grammar and syntax, pronunciation, orthography, morphology and cultural perspectives. The program combines classroom lectures, guided practice, and a variety of communicative activities in the target language, with individual work in the language laboratory, using a variety of multimedia materials. In addition, the department offers courses in literature, conversation, and specialized courses for heritage speakers

PROGRAM OBJECTIVES

In addition to providing instruction consistent with the transfer requirements of four-year universities, the Foreign Languages program delivers instruction which focuses on the following Citrus College core competencies:

Communication

- Speak and listen in the target language in order to demonstrate level-appropriate speaking and listening proficiency through oral presentations, group interactions, using level appropriate vocabulary, grammar and pronunciation.
- Read and write in the target language in order to demonstrate level-appropriate reading and writing proficiency through written exams and reports, oral presentations, and group interactions, using level appropriate vocabulary, grammar and sentence structure.

Creative, Critical, and Analytical Thinking

- Intermediate and advanced students critically analyze literary texts and discuss cultural readings through oral presentations, group interactions, written essays, and written timed exams using college-level vocabulary, proper grammar and specific terminology applicable to the material to understand and appreciate differences in cultural perspectives.
- Demonstrate understanding of parts-to-whole relationships to correctly conjugate verbs by producing and comprehending sentences delivered orally and in writing.

Community/Global Consciousness and Responsibility

- Develop cultural understanding and appreciation through reading and analysis of target language literature in order to comprehend, recognize and distinguish cultural perspective as demonstrated in literature.
- To display an understanding, appreciation, and respect for cultural diversity, students interact with native speakers and their peers in the target language and literature through formal and informal oral presentations, community service opportunities, group interactions, and out-of-class assignments.

Technology/Information Competency

- Advanced students conduct and apply college-level research by critically analyzing and demonstrating knowledge of research methods and documentation through writing assignments, oral presentations, and group discussions.

SLO TIMELINE

Below courses were revised in fall 2004 to include student learning outcomes:

SPAN 101	Spanish I
SPAN 102	Spanish II
SPAN 201	Spanish III
SPAN 202	Spanish IV
SPAN 210	Intermediate Spanish for Speakers of Spanish
SPAN 211	Reading & Composition for Speakers of Spanish II

Below courses will be revised by fall 2007 to include student learning outcomes:

SPAN 140	Beginning Conversational Spanish
SPAN 141	Intermediate Conversational Spanish
SPAN *150	Spanish for Public Service Personnel
SPAN *298	Spanish V
SPAN *299	Spanish VI
FREN 101	French I
FREN 102	French II
FREN 201	French III
FREN *202	French IV
GER 101	German I
GER 102	German II
GER 201	German III
GER 202	German IV
JPN 101	Japanese I
JPN 102	Japanese II

* Course has not been offered in previous two years; Spanish 150 may be discontinued. Spanish 298, 299, and French 202 will be revised and re-activated within the next two years.

MISSION

The Foreign Languages department program at Citrus College promotes academic, professional, and personal success; it supports the mission of the college and contributes to its community. The Foreign Languages program encourages students to further develop their oral, written, listening and comprehension skills in the target languages as well as their critical thinking skills. The program supports student transfer to four-year educational institutions, and promotes culturally sensitive citizenry.

The Foreign Languages curriculum develops the student's ability to communicate more effectively in the target language. The study of other languages and their literature, culture,

Forestry- Wildland Resources

8. Program Description / Mission

The Forestry Program provides a diversity of educational experiences to students majoring within the areas of wildland resources and forestry to enhance transferability to four-year programs. The courses provide the traditional curricular content of forest management as well as new emerging areas of interest such as ecosystem and resource management, urban forestry, and long-term sustainability. For students not intending to transfer, but who would like to pursue a professional career within wildland resources and forestry, these courses can be used to obtain a certificate of achievement to enhance their employability with federal, state, and county agencies or the private sector.

9. Program Goals

The goals of the Forestry Program are to:

- a) Provide general education science courses for transfer credit to four-year colleges and universities.
- b) Provide a certificate of achievement within wildland resources and forestry to enhance employability.
- c) Meet the student learning outcomes and core competencies institutionalized by Citrus College.
- d) Provide fundamental wildland resources and forestry knowledge and skills for students.

10. Program Student Learning Outcomes

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

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

- 1) Communication (personal expression and information acquisition)**
 - a) Express knowledge of scientific terminology as it relates to the management of wildland and other renewable resources.
- 2) Computation**
 - a) Collect and interpret data, tables, and graphs to demonstrate an understanding of the types of data available in the realm of wildland resources.
- 3) Creative, Critical, and Analytical Thinking**

- a) Generate scientific hypotheses to distinguish between scientific and non-scientific questions and methods that relate to wildland resources to meet the emerging mandates for conservation, biodiversity, ecosystem management, and long-term sustainability.
- 4) Community/Global Consciousness and Responsibility**
- a) Examine how human activities have contributed to changes in the wildland environment to better understand and discuss past, current, and future issues related to wildland resources.
- 5) Technology**
- a) Select and use appropriate scientific apparatus.
- 6) Discipline / (Subject Area Specific Content Material)**
- a) Not applicable
- 7) Information Competency**
- a) Not applicable
- 8) Other**
- a) None

11. Course Student Learning Outcomes & Assessment Timeline

The Forestry Program is building student learning outcomes (SLOs) for all Forestry courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
FOR 101	Introduction to Forestry	Assesm.Comp.
FOR 102	Introduction to Forest Ecology	Assesm. Comp.
FOR 103	Plant Identification	Assesm. Comp.
FOR 104	Introduction to Outdoor Recreation	Assesm. Spring 09
FOR 105	Wildand Fire Management	Assesm. Comp.
FOR 106	Principles of Wildlife Management and Ecology	Assesm. Comp.
ESCI 180	Introduction to Geographic Informations Systems	Assesm. Fall 09

12. Evaluation Criteria – Mission

Commendations

- a) This program conforms with the District mission to provide transfer and associate degree courses and is currently the only program in southern California to provide a Forestry Certificate of Achievement.
- b) The seven courses in the Forestry program all articulate with the California State University System. California State Polytechnic University-San Luis Obispo (Society of American Foresters accredited institution) grants credit for FOR 101, 104, 105, and 106 as equivalent to courses in their lower division curriculum. FOR 102, 103, and ESCI 180 are currently under review for inclusion in the list of approved courses. FOR 101 and 102 articulate with the University of California.
- c) The courses in the program are scheduled in a manner that allows both day and evening students to make timely progress toward completion of the certificate.
- d) The Forestry Advisory Committee, with representatives from Federal, State, County management agencies, and the private community, meet annually to provide important insight on the trends associated with wildland and urban forest management across the state and country. Information gained from these meetings influence curriculum changes within the program.

Previous Recommendations Completed

- a) Faculty in the program should evaluate the need for an additional course, or a program revision that provides some emphasis on urban forestry. [FOR 101 incorporates urban forestry as part of its curriculum.]

Recommendations

- a) Faculty should investigate offering FOR 101 in an online format to better serve the non-traditional student population.
- b) Develop a plan to increase ethnic diversity within the program.
- c) Rename program from Forestry to Wildland Resources and Forestry to better reflect the curriculum associated with the program and attract a broader range of students.

13. Evaluation Criteria – Need

Commendations

- a) This program currently provides courses which meet the needs of students as stated in the mission statement.
- b) The scheduling of courses provides the opportunity for full-time students to complete the program within three semesters and allows evening students the opportunity to complete the program within six semesters.
- c) Enrollment has continued to grow, with students increasingly interested in transfer to four-year institutions.

Heating and Air Conditioning

7. Advisory Committee or Council

Frank Acosta	RS Air Conditioning & Heating, Inc.
Justin Bass	Solar City
Paul Beeson	Solar World California
Wayne Boothby	Mike Diamond Plumbing, Inc.
Vickie Burch	Baldwin Park Unified School District
John Copley	Danco
Diego DiBenedetto	Canyon Air Service Inc
Don Dietiker	J.J.A.T.C. - Air Conditioning Training Center
Susie Evans	Institute of Heating and Air Conditioning Industries
Paul Fallat	L.A.U.S.D - HVAC Fitter Tech
Wayne Freiman	Cypress College
Mary Ann Garcia	Institute of Heating and Air Conditioning Industries
Humberto Gomez	So. California District Council of Laborers
Lucas Greg	Value Solar
Robert Helbing	Air Tro Inc.
Bob Hernandez	Crown Heating & Air Conditioning Services
Kim Holland (Chair)	Citrus College
Kevin Holme	RCC Solar
Bill Korthoff	Energy Efficiency Solar
Elsa Lopez	Water Replenishment District of So. California
Lee Mai	Verengo Solar Plus
Thomas Martinez	NECA & IBEW Local 11
Harry Panjabi	Rama Enterprises
Sergio Rascon	Laborers' Local 300 Administrative Office
Luis Reyes	Johnson Controls
Jorge Rodriguez	Laborers' Local 300 Administrative Office
Raul Romero	United Domestic Workers of America
Alex Sanchez	Indoor Comfort News
Roy Schwartz	Solar Power Partners
Ray Serrato	RS Air Conditioning & Heating, Inc.
Mimi Skinner	Mike Diamond Plumbing, Inc.
Dan Tanaka	Southern California Pipe Trades
James Thompson	Mike Diamond Plumbing, Inc.
Jim Toda	Conditioning Components
Frank Tom	Solar Monkey
Charles Trevino	Upper San Gabriel Valley MWD
Ralph Velador	So. California District Council of Laborers
Somerset Waters	Solar City

8. Program Student Learning Outcomes

The Heating & Air Conditioning Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified

and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

Students completing courses in the Heating & Air Conditioning Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

a) n/a

2) Computation

a) n/a

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

a) Using a disabled training panel, demonstrate the ability to read a schematic wiring diagram in order to accurately diagnose heating and air conditioning problems.

4) Community/Global Consciousness and Responsibility

a) Describe the correct handling of refrigerants and related safety and environmental issues in order to pass the Environmental Protection Agency (EPA) exam, required by law for Heating and Air Conditioning technicians

5) Technology

a) Diagram and describe, in writing, reversing valves in heat pump systems in order to demonstrate a clear understanding of heat technology.

b) Demonstrate in a lab setting how to wire a thermostat in order to properly install heating and air conditioning systems.

c) Draw a complete refrigeration system, demonstrating knowledge required for diagnosis and safety.

6) Discipline / (Subject Area Specific Content Material)

a) Describe in detail Ohm's Law on a written exam, exhibiting a thorough knowledge for practical application and safety.

b) Describe the refrigeration cycle in a written exam, demonstrating a fundamental skill required for employment in the Heating and Air Conditioning industry.

c) Explain the purpose and various uses of refrigerant in a written exam, knowledge of which is basic to this industry.

d) Illustrate and describe in detail the theory of gas in order to comply with professional safety standards.

(See attached SLO map.)

Heating & Air Conditioning
Student Learning Outcome Map

	Core Competency #1 <i>Communication</i>	Core Competency #2 <i>Computation</i>	Core Competency #3 <i>Creative, Critical, and Analytical Thinking and Information Competency</i>	Core Competency #4 <i>Community, Global Consciousness and Responsibility</i>	Core Competency #5 <i>Technology</i>	Core Competency #6 <i>Discipline/Subject Area Specific Content</i>
Program SLOs			Using a disabled training panel, demonstrate the ability to read a schematic wiring diagram in order to accurately diagnose heating and air conditioning problems.	Describe the correct handling of refrigerants and related safety and environmental issues in order to pass the Environmental Protection Agency (EPA) exam, required by law for Heating and Air Conditioning technicians.	Diagram and describe, in writing, reversing valves in heat pump systems in order to demonstrate a clear understanding of heat technology. Demonstrate in a lab setting how to wire a thermostat in order to properly install heating and air conditioning systems. Draw a complete refrigeration system, demonstrating knowledge required for diagnosis and safety.	Describe in detail Ohm's Law on a written exam, exhibiting a thorough knowledge for practical application and safety. Describe the refrigeration cycle in a written exam, demonstrating a fundamental skill required for employment in the Heating and Air Conditioning Industry. Explain the purpose and various uses of refrigerant in a written exam, knowledge of which is basic to this industry. Illustrate and describe in detail the theory of gas in order to comply with professional safety standards.
Course SLO	170	170	170	170	170	170
SLO		Calculate problems using the formula for Ohm's voltage and amperage on a written exam so that on-the-job calculations can be performed.	Compare and contrast on a written exam, the different types of evacuation procedures required by industry.		Determine high, medium and low temperature ranges and discuss their applications on a written exam, as required by the heating and air conditioning industry.	
SLO			Compare and contrast parallel circuits and written exam, which will enhance the ability to read and understand electrical diagrams.		Determine the four image components, the types of components, and other functions, on a written exam, demonstrating an ability to draw these components as if in operation.	

SLO			Determine and analyze how types of heat and heat transfer effects of refrigeration on a written exam, as is necessary in the refrigeration industry.			Identify, on a written exam, electrical and mechanical hazards, and describe how to take appropriate safety precautions as are implemented on a daily basis at the worksite.	
SLO						Identify tools and equipment used in the air conditioning and refrigeration industry by visual and practical exam.	
SLO						Demonstrate installation of proper fasteners to the appropriate applications as required on the job.	
SLO						Demonstrate the ability to braze, cut, and flare in the lab and on written exam, per industry standards.	
Course	180	180				180	180
SLO			Calculate total heat on written exam using raw data and total heat formula, in order to determine capacity of a cooling unit.		Plot psychrometric chart on written exam using raw data, in order to determine environmental comfort conditions.	Identify the components of an air conditioning system on written exam, to establish refrigeration basics.	
SLO			Calculate Energy Efficiency Ratio on written exam using raw data, in order to correlate efficiency and power consumption.		Plot air friction chart on written exam using raw data, in order to select proper size duct diameters.	Identify the four types of duct systems on written exam, in order to recognize jobsite system types.	
Course	182	182				182	182
SLO			Calculate cubic feet per minute on written exam using raw data and sensible heat formula, in order to troubleshoot an electric heat unit.		Distinguish between pictorial and schematic wiring diagrams on written exam, in order to analyze low and high voltage circuits.	Identify the components of a gas furnace on written exam, to comprehend gas heat systems.	
SLO					Plot pump curve on written exam using raw data, in order to determine pump performance capabilities.	Identify the components of a gas boiler on written exam, to comprehend boiler basics.	
SLO						Define various types of filters on written exam, in order to distinguish applications for different filters.	

SLO				188	188	188	
Course	188	188	188	188	188	188	188
SLO		Using appropriate calculations, diagnose problems encountered in air conditioning, heating and refrigeration systems and identify whether they are electrical, mechanical or sealed system problems, in lab demonstrations and written exams, according to industry standards.	Analyze system problems and then demonstrate the ability to make minor repairs and adjustments to the mechanical and electrical systems, in lab demonstrations and written exams, as required on the job.	Analyze the symptoms caused by moisture in a sealed system and provide the solution to correct the problem on written exams, as required in the heating and air conditioning field.	Demonstrate in a lab exercise the procedure used to determine if a compressor is mechanically stuck, and the proper procedure to start a stuck compressor, are required in the industry.	Describe in a written exam how to locate, through testing, the cause of short cycling and the proper procedure to repair leaks found in a sealed system, according to industry standards.	Identify safety procedures for working on air conditioning and refrigeration systems, in a lab demonstration.
SLO							

History

8. Program Description / Mission

History is a critical examination of the record of human development, with attention to the changing social, political, economic and cultural structures. The program courses fulfill the requirement of the social science component of the A.A. degree. In addition, most of the courses transfer to CSU and UC systems as well as other major colleges and universities. The program has updated its course offerings by including honors courses, distance education courses, specialized courses on 20th century wars, and courses in regional histories.

9. Program Goals and Objectives

The goals of the HISTORY Program are:

- a) To provide transfer credit to four-year colleges and universities;
- b) To provide courses that help students complete the Associate in Arts or the Associate of Science degree;
- c) To enhance the logical and critical thinking skills of students;
- d) To provide a critical understanding of history and the historical process;
- e) To provide for a pluralistic perspective for students of varying ages and backgrounds;
- f) To provide the resources and skills necessary for students to understand their relationship to the past.
- g) To provide courses that support and enhance courses offered in other curricular areas;
- h) To provide courses that are accessible to students who are employed, have child care responsibilities, or who are disabled.
- i) To employ innovative teaching methods and technology in courses offered through distance education.

10. Program Student Learning Outcomes

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

Students completing courses in the HISTORY program will have acquired the following competencies:

- 1) Communication (personal expression and information acquisition)**
 - a) Demonstrate an ability to write clearly and accurately about the historical process using an appropriate vocabulary.

Program level student learning outcomes in the core competencies

Communication

1. Demonstrate an ability to articulate, verbally and in written form, an analysis of the chronology, concepts, and interactions within history and the historical process.

Creative, Critical, and Analytical Thinking, Information Competency

2. Demonstrate critical and analytical thinking about historical themes to compare and contrast time periods or groups of people and their experiences.
3. Demonstrate an ability to evaluate primary and secondary sources to contextualize the course material.

Community/Global Consciousness and Responsibility

4. Demonstrate a comprehension and appreciation of the connections, contributions, and experiences of various regions, ethnicities, races and genders in the creation of the modern world to develop a pluralistic perspective.

Discipline/Subject Area Specific Content Material

5. Demonstrate quantitative knowledge of important historical patterns, processes, developments, figures and events to comprehend the chronology of historical events and patterns and their impact on developing societies.
6. Demonstrate an understanding of the historical process and how the student as an individual relates to developments that have created modern societies.

11. Course Student Learning Outcomes & Assessment Timeline

The HISTORY Program is building student learning outcomes (SLOs) for all 25 courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
103	World History to 1500	Completed
103H	World History to 1500	Completed
104	World Civilizations since 1500	Completed
105	World Civilizations – The Modern Period	Submitted
106	20th Century Western Civilization	June 1, 2009
107	Social/ Political History of the United States	Completed
107H	Social/ Political History of the United States	Completed
108	Social/ Political History of the United States	Completed
108H	Social/ Political History of the United States	June 1, 2009
109	The World in Conflict	June 1, 2009

110	A Survey History of Africa	Submitted
111	History of the African Americans	June 1, 2009
112	History of the African Americans	June 1, 2009
117	History of East Asian Civilizations	Submitted
120	British Life and Culture	June 1, 2009
123	French Life and Culture	Submitted
125	Mexican Life and Culture	Submitted
127	Spanish Life and Culture	Completed
130	History of Latin America	Submitted
131	History of Latin America to 1825	Completed
132	History of Latin America since 1825	Completed
139	History of California	Completed
140	History of the American West	June 1, 2009
145	History of Mexico	Submitted
155	History of the Vietnam War	Completed
222	History of World War 2	Completed

12. Evaluation Criteria – Mission

Commendations

- a) The history related course offerings fulfill the objectives of and generates outcomes in line with the mission of Citrus College.
- b) The history department is sensitive to the various needs of the diverse student population and offers distance education and night classes and develops topical courses. Three history courses are offered in the honors program.
- c) The history faculty is highly qualified to instruct classes with each faculty member holding an advanced degree.
- d) The history faculty actively engages in outreach to the surrounding communities, recruiting minorities and specific groups to the college (i.e., honors, veterans, African-American students).
- e) This program conforms with the district mission to offer general lower division course work leading to an Associate Degree of Arts or Sciences (AA & AS). In addition, this program will prepare students for transfer to four-year colleges and universities. Most courses fulfill IGETC requirements as well as CSU and UC transferability requirements. The program gives students an opportunity to focus on the historical development of peoples and societies around the world, and their changing experience over time. The program promotes a safe, friendly, and accessible environment for students.

Previous Recommendations Completed

- a) Faculty has evaluated the enrollment patterns in history courses and determined that adequate numbers of students are being served. Fluctuations in enrollment appear to be tied to economic trends at large.

4. List of Degrees

none

5. List of Certificates and Awards

none

6. List of Industry-Based Standard Certificates and Licenses

none

7. Advisory Committee or Council

none

8. Program Student Learning Outcomes

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

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

Students completing courses in the Natural History Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

Articulate an understanding of biological, ecological, geological, and climatological processes and use scientific terminology for the purpose of understanding human's role in the region.

2) Computation

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

- a) Evaluate information released from various federal, state, and local agencies regarding the utilization and protection of the natural environment.
- b) Explore energy flow mechanisms to explain the diversity of living organisms in a variety of ecosystems.
- c) Analyze the intra- and interspecific actions and relationships among living organisms.
- d) Investigate genetic variations and adaptations among plant and animal species to understand natural selection and evolution.

4) Community/Global Consciousness and Responsibility

Examine how human activities in diverse cultures have contributed to positive and negative changes in the environment to better understand and discuss past, current, and future environmental issues.

5) Technology

6) Discipline

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

	Core Competency #1 Communication	Core Competency #2 Computation	Core Competency #3 Creative, Critical, Analytical thinking and Information Competency	Core Competency #4 Community/Global Consciousness and Responsibility	Core Competency # 5 Technology	Core Competency # 6 Discipline/Subject Area Specific Content
Program –level SLOs →						
NAT 180A						
SLO #1	X		X	X		
SLO #2			X			
SLO #3				X		
NAT 180B						
SLO #1	X		X	X		
SLO #2			X			
SLO #3				X		
NAT 181A						
SLO #1	X		X	X		
SLO # 2			X			
SLO #3				X		
NAT 181B						
SLO 1#	X		X	X		
SLO #2			X			
SLO #3				X		
NAT 182A						
SLO #1	X		X	X		
SLO # 2			X			
SLO #3				X		
NAT 182B						
SLO #1	X		X	X		
SLO #2			X			
SLO #3				X		

Humanities

6. List of Industry-Based Standard Certificates and Licenses

None

7. Advisory Committee or Council

N/A

8. Program Student Learning Outcomes

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

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

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

- 1) Communication (personal expression and information acquisition)**
 - a) Demonstrate understanding of cultural geographical issues and vocabulary through classroom discussion/presentation, essays, and exams, using college level vocabulary and proper grammar, for purposes of successfully navigating a transferable level course.
- 2) Computation**

N/A
- 3) Creative, Critical, and Analytical Thinking, and Information Competency**
 - a) Use the terminology of logical analysis or other argumentative skills to evaluate cultural geographical arguments, in class discussion/presentation, exercises, and essays, in order to formulate a well-reasoned philosophical thesis, and to demonstrate critical thinking skills.
- 4) Community/Global Consciousness and Responsibility**
 - a) Develop tolerance and respect for religious and cultural geographical views different from one's own through class discussions of controversial issues and by showing awareness of possible objections to one's own view, in class discussion and essays using college level vocabulary and proper grammar.

5) Technology


a) N/A

6) Discipline / (Humanities Specific Content Material)

a) Read original philosophical texts from a wide range of the history of Humanities, demonstrating comprehension in exams, class discussions and essays, to show understanding of major philosophical issues appropriate to a transferable course.

b) Become acquainted with the rich variety of religious traditions and demonstrate knowledge of them through essays and exams, using college level vocabulary and proper grammar, to show ability to operate in a global environment of diverse traditions.

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

	CC 1 a) vocab and grammar	CC 2 Comp N/A	CC 3 a)analysis / evaluation to form thesis	CC 4 a) Respect / tolerance for cultural views	CC 5 Tech	CC 6 a) Philosophical issues	CC 6 b)Religious traditions	T=Transfer D=Degree C=Certificate S=Skill Award
HUM 101								T - D
SLO 1	I, D		I, D	D		I, D	D	
SLO 2			I, D	I, D				
SLO 3					I			
SLO 4	I, D		I, d			I, D	I	
SLO 5	I, D			I, D		I, D		
HUM 101 Honors								T - D
SLO 1	I, D		I, D	M		I, D	I, D	
SLO 2	I, D		I, D			I, D		
SLO 3				I, D				
SLO 4			I, D			I, D	I, D	
HUM 102								T - D
SLO 1	I, D		I, D				M	
SLO 2			I, D	M		I, D	I, D	
SLO 3					I			
SLO 4	I					I, D		
SLO 5	I		I			I		
HUM 110	Student Learning Outcomes have not been established / reviewed							T - D
HUM 111	Student Learning Outcomes have not been established / reviewed							T - D

I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery Level appropriate for Graduation

CC 1	Communication
CC 2	Computation
CC 3	Creative, Critical and Analytical Thinking, Information Competency
CC 4	Community / Global Consciousness and Responsibility
CC 5	Technology
CC 6	Discipline / subject Area Specific Content Material

Mathematics

PROGRAM DESCRIPTION

The mission of the Mathematics program is to provide general, lower division coursework leading to an associate degree, to meet the prerequisites of other courses, to prepare students to transfer to 4 year institutions and to empower students to be able to compete in the global economy. An increasing fraction of our students are coming to us unprepared for college work, so a large and growing part of our program is Basic Skills.

The program has 17 courses ranging from "Basic Math and Study Skills" through differential equations. Most of the coursework is sequential. Initial placement in the program is done through multiple measures, and most students take the Accuplacer placement test as part of this process. Our total student enrollment is approximately 4000 students per semester.

Approximately 2/3 of our course offerings are during the day and 1/3 are offered in the evening. We have three courses (Survey of Math, Statistics, or College Algebra) offered in a distance education format, and one course (Statistics) designated as "Honors."

PROGRAM STUDENT LEARNING OUTCOMES:

Students completing courses in the Mathematics department will have acquired understanding, knowledge, skills and abilities in the following competencies:

Communication

Math students will use proper vocabulary and notation when describing mathematical concepts. They will be able to read books and documents and extract quantitative information.

Computation

Students will have developed level appropriate computational skills. These will include numeric calculation, evaluation of expressions, analysis of data, and application of concepts.

Creative, Critical, and Analytical Thinking

Students will develop an understanding of, and curiosity toward, the physical world. They will develop the analytical skills to devise questions and propose quantitative solutions.

Community, Global Consciousness

Students will demonstrate computational skills and an understanding of mathematical reasoning that will increase self esteem and set them on the path of Lifelong Learning.

Technology/Information competency

Students will be adept at using instructional software found by navigating the Web and the Windows environment. Specific skills such as the use of Excel will be demonstrated in classes such as Statistics (165) and Business Math (115), and other applications will be used in appropriate courses.

Discipline Specific Content

Students will demonstrate competency at levels appropriate to the course. This level may range from Arithmetic through Differential Equations, and may include Statistics, Teacher prep, and other topics.

PROGRAM GOALS:

The goals of the program are:

- To make the students proficient with calculations.
- To help the students understand the importance of Mathematics.
- To allow the students to be comfortable with applying concepts of math.
- To prepare the students for subsequent courses.
- To prepare the students for transfer to other educational institutions.
- To prepare the students for the workforce.

SLO TIMELINE

The Mathematics Department will develop student learning outcomes for all Mathematics classes offered at Citrus College based on the following schedule.

Course Title Projected date to develop course outline

MATH 017 Basic Math and Study Skills	done
MATH 020 Arithmetic Fundamentals	done
MATH 029 PreAlgebra.....	done
MATH 115 Business Mathematics.....	Fall 2007
MATH 129 Elem Algebra/Technology.....	Fall 2007
MATH 130 Elementary Algebra.....	Fall 2007
MATH 131 Plane Geometry.....	Fall 2007
MATH 148 Intermediate Algebra I.....	done
MATH 149 Intermediate Algebra I.....	done
MATH 150 Intermediate Algebra.....	done
MATH 151 Plane Trigonometry.....	Fall 2007
MATH 160 Survey of Mathematics.....	Fall 2007
MATH 162 Introductory Mathematical Analysis.....	Fall 2007
MATH 165 Introductory Statistics.....	done
MATH 168 Mathematics for Elementary Teachers I.....	done
MATH 169 Mathematics for Elementary Teachers I.....	done
MATH 170 College Algebra.....	Fall 2007
MATH 175 Pre- Calculus.....	Fall 2007
MATH 190 Calculus with Analytic Geometry I.....	Fall 2007
MATH 191 Calculus with Analytic Geometry II	Fall 2007
MATH 210 Calculus with Analytic Geometry III	Fall 2007
MATH 211 Differential Equations.....	Fall 2007

Any new classes created will include student learning outcomes.

The department will work with the curriculum development committee to ensure the course outlines are being developed according to standards developed by the committee.

Music-History and Theory

PROGRAM DESCRIPTION

The courses offered in the Music Theory and History department are intended to:

Full fill the requirements for a major in music transfer into a four year university: UC and CSU serve as prerequisites for courses requiring them provide aural and written skills that are needed for success within music education and the music industry fulfill general education requirements in courses designed for general knowledge in the subject matter

Program Student Learning Outcomes

Students who complete courses in Music Theory and History should be able to:

Communication/Computation:

- Outcome
 - the utilization of proper vocabulary in the study and discussion of Music Theory and History
- Rationale
 - in order to prepare for advanced study in music, university transfer and performance (music industry)
- Assessment
 - through the implementation of written and aural testing that, through the collaborative research by the Theory and History faculty into music pedagogy within the UC and CSU systems, maintains consistency with transfer and music industry requirements

Creative, Critical and Analytical Thinking:

- Outcome
 - the ability to research, identify, and evaluate historical periods in Western Music and analyze, create, notate and perform musical examples in a variety of styles within 'classical traditions'
- Rationale
 - for a heightened awareness of human expression through the art of music and the advancement and perfection of skills that are required in order to prepare for advanced study in music, university transfer and performance (music industry)
- Assessment

- through the implementation of written and aural testing that is consistent with UC and CSU practices in music pedagogy as determined by the collaborative research efforts by the Theory and History faculty

Community, Global Consciousness:

- Outcome
 - recognize how society world views influence musical traditions
- Rationale
 - in order to gain an awareness of the interrelationship of culture and music
- Assessment
 - Through the collaborative design of aural and written projects/examinations and their implementation.

Technology/Information Competency:

- Outcome
 - the ability to implement notational, ear training, and/or specialty software (on-line)
- Rationale
 - for the reinforcement, application and/or improvement of aural skills in music analysis and performance
- Assessment
 - Through faculty research, evaluation and implementation of appropriate software and demonstration by the students of:
 1. skill in the use of music software
 2. heightened musical skills, aural and written, as a result of the practice with the software

Discipline:

N/A

SLO TIMELINE

The History and Theory Program will develop student learning outcomes for all History and Theory courses offered at Citrus College according to an on-going review and development schedule. The projected completion date for this process is May 2008.

<u>Course Title</u>	<u>Projected date to develop course outline</u>
MUS 100 Musicianship	SUBMITTED
MUS 101 Musicianship	SUBMITTED
MUS 102 Harmony	MAY 2008
MUS 103 Harmony	MAY 2008
MUS 110 History of Music I.....	COMPLETED
MUS 111 History of Music II	COMPLETED
MUS 112 Music Fundamentals.....	MAY 2008
MUS 113 History of Rock and Roll.....	MAY 2008
MUS 114 Music Appreciation	COMPLETED
MUS 160 Popular Piano Styles.....	MAY 2008
MUS 162 Songwriting.....	MAY 2008
MUS 170 Sight Reading for the Studio	SUBMITTED
MUS 200 Musicianship	MAY 2008
MUS 201 Musicianship	MAY 2008
MUS 202 Harmony	MAY 2008
MUS 203 Harmony	MAY 2008
MUS 218 History of Jazz.....	MAY 2008
MUS 219 World Music	MAY 2008
MUS 225 Introduction to American Music.....	MAY 2008

Any new classes offered will have student learning outcomes developed when the class is offered.

The department will work with the curriculum development committee to ensure the course outline is being developed according to standards developed by the committee.

Music- Instrumental

4. List of Degrees

A.A. Music

5. List of Certificates and Awards

No Certificates of Achievement or Skill Awards are offered.

6. List of Industry-Based Standard Certificates and Licenses

None.

7. Advisory Committee or Council

Jenni Scott	Woodwind consultant
Timothy Troy	Percussion consultant
Charles Davis	Brass consultant
Michael Sushel	Keyboard consultant
Gunnar Eisel	Guitar consultant

8. Program Student Learning Outcomes

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

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

Students completing courses in the Instrumental Music Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

a) Convey artistic intentions of music through successful completion of practicum applications of various stylistic techniques.

2) Computation

a)

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

a) Display creative awareness of music through individual performance techniques.

4) Community/Global Consciousness and Responsibility

a) Exhibit perspective on historical and stylistic components of music through successful completion of Instrumental Music SLOs.

5) Technology

a) Demonstrate the ability to utilize technological instrumental music instructional tools [i.e. digital tuners and metronomes, computer based accompaniment systems] and instrument specific performance technology [i.e. amplification and microphone technique].

6) Discipline / (Subject Area Specific Content Material)

a) Demonstrate a functional knowledge of performance techniques and practice techniques through the beginning and intermediate level by successful completion of instrumental music SLOs.

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level								
SLOs								
Course-Music 105								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #3A (CG)				x-CA				
SLO #4A (DS)							x-CA	
SLO #4B (DS)							x-CA	
Course-Music 106								
SLO #1A	x-CA							
SLO #1B			x-CA					
SLO #1C				x-CA				

Matrix of Mapping Course-level SLOs with Program-level SLOs							
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content
MUS Program-level SLOs							
Course-Music 137							
SLO #1A (CM)	x-CA						
SLO #1B (CM)	x-CA						
SLO #2A (CR)			x-CA				
SLO #2B (CR)			x-CA				
SLO #2C (CR)			x-CA				
SLO #2D (CR)			x-CA				
SLO #3A (CM)				x-CA			
SLO #3B (CM)				x-CA			
Course-Music 138							
SLO #1A (CM)	x-CA						
SLO #1B (CM)	x-CA						
SLO #2A (CR)			x-CA				
SLO #2B (CR)			x-CA				
SLO #2C (CR)			x-CA				
SLO #2D (CR)			x-CA				
SLO #2E (CR)			x-CA				
SLO #3A (CM)				x-CA			
SLO #3B (CM)				x-CA			
Course-Music 152							
SLO #1A (CM)	x-CA						
SLO #2A (CG)				x-CA			
SLO #2B (CG)				x-CA			
SLO #3A (DS)							x-CA
SLO #3B (DS)							x-CA
SLO #3C (DS)							x-CA
Course-Music 153	x-F10						

Matrix of Mapping Course-level SLOs with Program-level SLOs							
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content
MUS Program-level							
SLOs							
Course-Music206							
SLO #1A	x-CA						
SLO # 2A			x-CA				
SLO #3A				x-CA			

Course-Music 207	x-F10						
Course-Music 208							
SLO #1A (CM)	x-CA						
SLO #2A (CR)			x-CA				
SLO #3A (DS)							x-CA
SLO #3B (DS)							x-CA
SLO #3C (DS)							x-CA
SLO #4A (CG)				x-CA			
SLO #4B (CG)				x-CA			
SLO #4C (CG)				x-CA			
Course-Music 216							
SLO #1A (CM)	x-CA						
SLO #2A (CR)			x-CA				
SLO #2B (CR)			x-CA				
SLO #3A (DS)							x-CA
SLO #3B (DS)							x-CA
SLO #4A (CG)				x-CA			
SLO #4B (CG)				x-CA			
SLO #4C (CG)				x-CA			

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
Course-Music 235								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #2B								
SLO #2C								
SLO #3A					x-CA			
Course-Music 236								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #3A					x-CA			
Course-Music 244	x-F10							
Course-Music 252								
SLO #1A (CM)	x-CA							
SLO # 2A (CG)					x-CA			
SLO #2B (CG)					x-CA			
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #3C (DS)							x-CA	
SLO #3D (DS)							x-CA	

9. Program Description / Mission

The Citrus College music department provides a diverse music curriculum to meet the educational needs, the musical interests and the cultural development of the students and communities of the San Gabriel Valley. The department is comprised of five primary programs: vocal music, instrumental music, music history, music theory and musicianship, and commercial music.

The instrumental music program offers multi-level individual and ensemble performance and pedagogy instruction in coordination with the other music department program curricula. Areas of specialization include instrumental performance in bass, brass, guitar, percussion, piano and woodwinds.

Music- Vocal

PROGRAM DESCRIPTION / MISSION

The Vocal Music Program offers courses in Beginning, Intermediate, and Advanced Vocal training, Choral music in large and small ensembles, and complete preparation in musical stage performance of multiple musical styles and is intended for students of all abilities to prepare for further advanced studies and professional employment.

Program Goals and Objectives

The Vocal Program goals are to educate and prepare students so that they are adequately and competitively prepared in:

- musical knowledge
- appropriate and varied repertoire
- technical vocal skills
- stage performance skills
- professional expectations

This will enable students to be successful in their future whether they choose to transfer into a four-year University program to earn a more advanced degree, or move immediately into employment in the music industry.

Program Student Learning Outcomes

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

Students completing courses in the Vocal Music program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)

- a) Outcome: Demonstrate an understanding of basic vocal music, vocal vocabulary, and an appropriate variety of vocal styles
- b) Rationale: In order to prepare for advanced study in music, university transfer, and performance (music industry)
- c) Assessment: Through performance of vocal music, and faculty evaluation of performances and performance standards in categories such as intonation, harmonization, vocal blend, and tone color

2) Computation

- a) n/a

3) Creative, Critical, and Analytical Thinking

- a) Outcome: Understand and evaluate the musical and cultural significance, and organizational structure of vocal compositions
- b) Rationale: For a greater ability to assimilate all vocal music in future studies (university work skills and/or performances)
- c) Assessment: Through aural testing and evaluation consistent with UC and CSU practices as determined by the Vocal Faculty

4) Community/Global Consciousness and Responsibility

- a) Outcome: Generate relationships with the community, develop individual strengths and effective group interdependence
- b) Rationale: To improve citizenship and cultural awareness, develop leadership and respect for others
- c) Assessment: Through public performances, group and solo activities and faculty evaluations of selection of venues, repertoire, and their effectiveness

5) Technology

- a) n/a

6) Discipline / (Subject Area Specific Content Material)

- a) Outcome: Demonstrate personal vocal growth and musicianship skills
- b) Rationale: To improve necessary skills for university transfer and advancement as a professional in the music industry
- c) Assessment: Through analysis by Voice Faculty of group and solo public performance evaluation.

7) Information Competency

- a) n/a

8) Other

- a) SLO Timeline: All courses in the Vocal Music Department have developed a complete student learning outcome curriculum and have been submitted and completed to date. Any new classes offered will have student learning outcomes developed when the class is offered. The department will work with the curriculum development committee to ensure the course outline is being developed according to standards developed by the committee.

Vocal Music Program SLOs

How our courses meet the Vocal Music Program SLOs

SLO#	MUS 115	116	117	118	119	120	126	210	222	230	231	232	242	277
1	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2					X	X	X		X	X			X	
3		X	X	X	X		X		X			X	X	X
4	X							X		X	X			

Core Competency #1 - Communication (personal expression and information acquisition)

1. Demonstrate an understanding of basic vocal music, vocal vocabulary, and an appropriate variety of vocal styles in order to prepare for advanced study in music, university transfer, and performance (music industry) through performance of vocal music, and faculty evaluation of performances and performance standards in categories such as intonation, harmonization, vocal blend, and tone color.

Core Competency #3 –Creative, Critical and Analytical Thinking

2. Understand and evaluate the musical and cultural significance, and organizational structure of vocal compositions for a greater ability to assimilate all vocal music in future studies (university work skills and/or performances) through aural testing and evaluation consistent with UC and CSU practices as determined by the Vocal Faculty.

Core Competency #4 – Community/Global Consciousness and Responsibility

3. Generate relationships with the community, develop individual strengths and effective group interdependence to improve citizenship and cultural awareness, develop leadership and respect for others through public performances, group and solo activities and faculty evaluations of selection of venues, repertoire, and their effectiveness.

Core Competency #6 – Discipline Specific

Demonstrate personal vocal growth and musicianship skills to improve necessary skills for university transfer and advancement as a professional in the music industry through analysis by Voice Faculty of group and solo public performance evaluation.

COURSE SLO & ASSESSMENT TIMELINE

The Vocal Music Program is building student learning outcomes (SLOs) for all vocal courses offered at Citrus College according to an on-going review and progress schedule. All new classes offered will have SLOs developed when the class is first offered. The department will work with the SLO and Curriculum committees to ensure course outlines are being created according to the standards established by the committees.

Subject & Course	Title	Completion date
MUS 115	Beginning Voice	Approved/Assessment Revised:3/11/08/SP09
MUS 116	Citrus SingersI	Revised:3/2007/SP09
MUS 117	Vocal Ensemble	Revised:3/11/08/FA09
MUS 118	Concert Choir	Revised:4/29/08/SP09
MUS 119	Concert Choir II	Revised:4/29/08/SP09
MUS 120	Opera Workshop	Revised:5/20/08/SP09
MUS 126	Citrus Singers II	Revised:3/2007/SP09
MUS 210	Intermediate Voice	Revised:4/29/08/SP09
MUS 222	Women's Tour Ensemble	Revised:3/2007/SP09
MUS 230	Advanced Voice (Classical)	Revised:12/11/07/F09
MUS 231	Advanced Voice (Popular)	Revised:4/29/08/FA09
MUS 232	Women's Ensemble	Revised:3/2007/FA09
MUS 242	Women's Ensemble II	Revised:3/2007/SP09
MUS 277	Vocal Ensemble II	Revised:12/11/07/F09

Nurse Assistant

8. Program Student Learning Outcomes

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

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

Students completing courses in the Nurse Assistant, Home Health and Acute Care Program will have acquired the following competencies:

- 1) Communication (personal expression and information acquisition)**
 - a) Communicate in English verbally and in writing using appropriate medical terminology
- 2) Computation**
 - a) Collect, calculate and interpret observations
- 3) Creative, Critical, and Analytical Thinking, and Information Competency**
 - a) Develop problem-solving skills and make appropriate decisions regarding a variety of situations
- 4) Community/Global Consciousness and Responsibility**
 - a) Provide culturally specific healthcare to all people
- 5) Technology**
 - a) Develop the ability to use and adapt to current technologies used in the healthcare setting
- 6) Discipline / (Subject Area Specific Content Material)**
 - a) Provide patient care that falls within the scope of practice as set forth by the California Department of Health Services

The reason for this being a program rather than a stand-alone class is because NRS 101 and NRS 102 are regulated by the Department of Health Services. The program is currently being developed to include a Home Health Aide class and an Acute Care Nurse Assistant class. This is based upon information received from the Advisory Meeting in November 2009 in which health care managers revealed that there is a need for more CNAs in the acute hospital setting. Labor Market data supports this information.

**Matrix of Mapping Course-level SLOs with Program-level SLOs
Program Nurse Assistant**

	Core Competency #1 Communication	Core Competency #2 Computation	Core Competency #3 Creative, Critical, Analytical Thinking and Information Competency	Core Competency #4 Community, Global Consciousness and Responsibility	Core Competency #5 Technology	Core Competency #6 Discipline Subject Area Specific Content
Program Level SLOs	Communicate in English verbally and in writing using appropriate medical terminology	Collect, calculate and interpret observations	Develop problem-solving skills and make appropriate decisions regarding a variety of situations	Provide culturally specific health care to all people	Develop the ability to use and adapt to current technologies used in the healthcare setting	Provide nurse assistant care that falls within the scope of practice as set forth by the California Department of Health Services.
NRS 101 NURSE ASSISTANT						
SLO # 1			X			
SLO # 2			X			
SLO # 3						X
SLO # 4						X
SLO #5						X
SLO #6						X
SLO #7						X
SLO #8						X
SLO #9						X
SLO #10						X
SLO # 11						X
SLO # 12				X		
SLO # 13		X				
SLO # 14		X				
SLO #15		X				
SLO #16		X				
SLO #17	X					
SLO #18	X					
SLO #19					X	
NRS 102 HOME HEALTH	PENDING REVISION					
SLO #						
SLO #						
SLO #						
SLO #						
SLO #						
NRS 103 ACUTE CARE	TO BE DEVELOPED					
SLO #						
SLO #						
SLO #						

Office Technology

- **SPECIAL CLASSES AND WORKSHOPS:** On occasion, students and/or organizations request a class or workshop on a topic not covered in the regular curriculum. These classes are developed and taught on a "by demand" basis.

PROGRAM GOALS

The goals of the Office Technology and Computer Applications program are to:

- Provide training to prepare students for transferring to universities, advance professional careers, and support personal enrichment.
- Meet the student learning outcomes and core competencies institutionalized by Citrus College.
- Provide basic office skills both for new students and for those who are entering and re-entering the job market.
- Provide general education for those who are pursuing an Associates degree.

PROGRAM STUDENT LEARNING OUTCOMES

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcome are behaviors based on these competencies.

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

Students completing courses in the Office Technology and Computer Applications program will have acquired the following competencies:

1. **Communication (personal expression and information acquisition)**
 - a. Develop reading, writing, business grammar, punctuation and communication skills by completing the following courses: OFF 057, OFF 260, OFF 101, OFF 294, OFF 281 and completing the Professional Development Series of courses OFF 154-161.
2. **Computation**
 - a. Purchase items online through electronic commerce and through utilizing telecommunications to increase technological skills for the office by completing the following courses: OFF 101, OFF 120, OFF 201, OFF 215, OFF 291 and OFF 285 (when reinstated).
3. **Creative, Critical, and Analytical Thinking**
 - a. Develop database management skills to create tables, forms, queries, and reports for records within an organization by completing the following courses: OFF 101, 260 and OFF 281.
 - b. Emphasize non-correspondence records, information storage, and retrieval systems and manage records retention, disposition, and the operation of a records management program by completing the following courses OFF 281, OFF 101, OFF 215, and OFF 285 (when reinstated).
4. **Technology**
 - a. Keyboard accurately utilizing proofreading and editing skills as well as creating, formatting and editing business documents by completing the following courses: OFF 057, OFF 260, OFF 101, and OFF 285 (when reinstated).

- b. Increase knowledge of Windows, Office 2007 which includes Microsoft Word, Excel, Access, PowerPoint and Outlook through hands-on training by completing the following courses: OFF 101, OFF 215, OFF 294, OFF 120 and OFF 291.
5. **Discipline (Subject Area Specific Content Material)**
- a. Apply job research skills, enhance telephone and business etiquette, develop teamwork and customer rapport, and increase interviewing skills through the Professional Development Series courses by completing the following courses: OFF 154, OFF 155, OFF 156, OFF 157, OFF 158, OFF 159, OFF 160, and OFF 161.
6. **Information Competency**
- a. Knowledge of basic Windows operations, use of Blackboard management system for online education, and utilization of multimedia software and equipment to ensure relative training for the 21st century by completing the following courses: OFF 120, OFF 101, OFF 057, OFF 260, OFF 294, OFF 201, OFF 215, OFF 291, and OFF 285 (when reinstated).

**** Appendix G (Office Technology and Computer Applications Program SLO's and Course Matrix)**

Course Student Learning Outcomes Timeline

The Office Technology and Computer Applications program student learning outcomes are consistently updated. Each new class will have student learning outcomes as well as a distance education component. The department will work with the curriculum development committee to ensure the course outlines are being developed according to standards developed by the committee.

The following courses were updated with student learning outcomes over the past six years:

Course Number	Course Name	Completion
OFF 057	Computer Keyboarding	2006-07
OFF 101	Intro to Microsoft Office Applications	2005-06
OFF 120	Excel Spreadsheet	2005-06
OFF 154	Interpersonal Skills	2006-07
OFF 155	Business Etiquette	2006-07
OFF 156	Team Dynamics	2006-07
OFF 157	Customer Relations and Rapport	2006-07
OFF 158	Leadership in Organizations	2006-07
OFF 159	Career Planning and Networking	2006-07
OFF 160	Professional Image	2006-07
OFF 161	Interview Styles and Strategies	2006-07
OFF 201	Introduction to Electronic Commerce	2005-06
OFF 215	Introduction to Microsoft Outlook	2005-06
OFF 260	Computer Keyboarding & Document Processing	2004-05
OFF 281	Filing and Records Management	2005-06
OFF 294	Beginning Microsoft Word	2005-06
BUS 176	Management for the Office Professional	2006-07

Assessment Timeline

The following chart is the target for assessing courses in the Office Technology and Computer Applications discipline. Since one instructor currently teaches courses in the Office Technology and Computer Applications area, assessments will be conducted not only with Citrus faculty but also faculty in the same discipline from local similar community colleges.

Course Number	Course Name	Target Date	Person Responsible
OFF 057	Computer Keyboarding	2009-10	Faculty
OFF 101	Intro to Microsoft Office Applications	2010-11	
OFF 120	Excel Spreadsheet	2010-11	
OFF 154	Interpersonal Skills	2011-12	
OFF 155	Business Etiquette	2011-12	
OFF 156	Team Dynamics	2011-12	
OFF 157	Customer Relations and Rapport	2011-12	
OFF 158	Leadership in Organizations	2011-12	
OFF 159	Career Planning and Networking	2011-12	
OFF 160	Professional Image	2011-12	
OFF 161	Interview Styles and Strategies	2011-12	
OFF 201	Introduction to Electronic Commerce	2010-11	
OFF 215	Introduction to Microsoft Outlook	2011-12	
OFF 260	Computer Keyboarding & Document Processing	2009-10	
OFF 281	Filing and Records Management	2010-11	
OFF 294	Beginning Microsoft Word	2010-11	
OFF 291	Telecommunications for the Office	2010-11	
BUS 176	Management for the Office Professional	2009-10	

Statistical Evaluation

Program Access: Over the past six years the Office Technology and Computer Applications has a mean of 7.67 courses offered ongoing with 7.83 sections of classes for Citrus students. The morning courses average is 3.3, afternoon courses average is 1.16. Evening courses average is 1.5, arranged 1.83 and short-term 3.5. These figures are based on fall enrollments over the past six years not including spring and distance education classes taught. The spring classes' average is lower at 5.3, 5.83 respectively for courses and sections offered. The day/time of class offerings remain relatively constant for both fall and spring semesters for morning, afternoon, evening and short-term offerings. The Office Technology and Computer Applications courses are accessible during various times for all students.

Program Resources/Operation: The Office Technology and Computer Applications discipline is taught by one full-time faculty member and adjuncts as needed. The Weekly Student Contact hours (WSCH) averaged 467.15 over the past six years which include courses taught when the full-time faculty member was on sabbatical for a semester. The full-time equivalents (FTES) averaged 16.0 with a drastic drop in fall 07 but the fill-rate at census was stable at 55.6. The spring numbers are one percent lower than the fall.

Philosophy

PROGRAM DESCRIPTION

The Philosophy Program offers courses in the history of philosophy, logic, ethics, and religions of the world. Philosophy courses provide an excellent foundation for an academic career in the humanities, the social sciences, the natural sciences, or education; or for a professional career in law, theology, or publishing. The Philosophy Program aims to enrich the lives of all students who complete its courses, and to prepare students who plan to transfer to four-year colleges or universities.

PROGRAM STUDENT LEARNING OUTCOMES

Communication (Personal Expression and Information Acquisition) Information Competency

- Demonstrate understanding of philosophical issues and vocabulary through classroom discussion/presentation, essays, and exams, using college level vocabulary and proper grammar, for purposes of successfully navigating a transferable level course.
- Demonstrate ability to read analytically and critically through classroom discussion, essays, and exams, using college level vocabulary and proper grammar, for purposes of successfully navigating a transferable level course.

Creative, Critical, and Analytical Thinking

- Discriminate between controversial and non-controversial claims, in class discussion/presentation and essays, using college level vocabulary and proper grammar, to show awareness of the need for a reasoned support of any controversial claim.
- Use the terminology of logical analysis or other argumentative skills to evaluate philosophical arguments, in class discussion/presentation, exercises, and essays, in order to formulate a well-reasoned philosophical thesis, and to demonstrate critical thinking skills.

Community/Global Consciousness and Responsibility

- Develop tolerance and respect for religious and philosophical views different from one's own through class discussions of controversial issues and by showing awareness of possible objections to one's own view, in class discussion and essays using college level vocabulary and proper grammar.

Discipline/Subject Area Specific Content Material

- Read original philosophical texts from a wide range of the history of philosophy, demonstrating comprehension in exams, class discussions and essays, to show understanding of major philosophical issues appropriate to a transferable course.
- State a philosophical thesis clearly, support it with arguments and examples, and anticipate and respond to reasonable objections, in essays, using college level vocabulary and proper grammar, in order to show the ability to formulate a well-reasoned philosophical thesis.

- Apply methods of formal logical analysis to test the validity of arguments, in exercises and exams, to show understanding of the value of formal methods appropriate to a transferable critical thinking course.
- Become acquainted with the rich variety of religious traditions and demonstrate knowledge of them through essays and exams, using college level vocabulary and proper grammar, to show ability to operate in a global environment of diverse traditions.

PROGRAM GOALS

The goals of the Philosophy Program are:

- to provide for the cultural enrichment of students of varying ages and backgrounds,
- to enhance the logical and critical thinking skills of students,
- to provide courses that help students complete the Associate in Arts or the Associate of Science degree,
- to provide courses that support and enhance courses offered in other curricular areas,
- to provide transfer credit to four-year colleges and universities,
- to provide courses that are accessible to students who are employed, have child care responsibilities, or who are disabled.
- to create an ambiance conducive to the study of philosophy.

SLO TIMELINE

The Philosophy Department will develop student learning outcomes for all philosophy classes offered at Citrus College based on the following schedule:

	Course Title	Projected date to develop course outline
Phil 101	Great Religions of the World	May 1, 2007
Phil 106	Introduction to Philosophy	May 1, 2007
Phil 106H	Introduction to Philosophy	completed
Phil 108	Philosophy/Ethics	May 1, 2007
Phil 110	Philosophy/Logic	May 1, 2007

Any new classes offered will have student learning outcomes developed when the class is offered.

The department will work with the curriculum development committee to ensure the course outlines are being developed according to standards developed by the committee.

Photography

PROGRAM DESCRIPTION

The two-year certificate program in photography prepares students for work in the photographic imaging industry. Instruction is offered in camera, darkroom procedures and aesthetics. Studies include black and white, color through digital, architectural, product, experimental, portrait, fashion, and zone system. Students completing this program will have developed a portfolio.

Program Goals

Provide elective education courses for students with either Associate Degree and/or transfer goals to four year colleges and universities. Also provide students with a certificate in photography.

Student Learning Outcomes

Communication/Creative and Analytical Thinking

- Analyze proper film development to reproduce professional prints for display or exhibition by printing, mounting, retouching and framing pictures.
- Plan, develop and complete photographic projects in order to perform in the professional job market by demonstrating knowledge and ability to set up job site, expose subjects on film and /or electronically to produce finished photographs.
- Assist professional photographers by managing and organizing, set up of equipment and subjects, metering the subject for proper exposure and composing subjects for best picture angles for effective professional outcomes.
- Design and create artistic images using space, contrast and color to develop strategies and skills needed to perform and compete in photographic communications.

Discipline/Technology

- Photograph and edit subjects digitally to demonstrate software computer skills as required by industry standards.
- Address the needs of individuals who want to obtain the knowledge and skills needed for entry level work as required by industry standards.

SLO TIMELINE

The Photography Program will develop student learning outcomes for all Photography courses offered at Citrus College according to an on-going review and development schedule. Photo 101, 102, and 103 will be completed by March 2007. Photo 215, 125, 126 and 210 will be completed by December 2007. The projected completion date for photo 698ABCD and 699ABCD is fall semester, 2008.

<u>Course Title</u>	<u>Projected date to develop course outline</u>
PHTO 101 Basic Photography	Spring 2007
PHTO 102 Intermediate Photography	Spring 2007
PHTO 103 Advanced Photography	Spring 2007
PHTO 215 Electronic Imaging	Fall 2007
PHTO 125 Photography as an Art Medium	Fall 2007
PHTO 126 Advanced Photography as an Art Medium.....	Fall 2007
PHTO 210 Studio Environmental Portrait Photography.....	Fall 2007
PHTO 698A Cooperative Education Photography.....	Fall 2008
PHTO 698B Cooperative Education Photography.....	Fall 2008
PHTO 698C Cooperative Education Photography.....	Fall 2008
PHTO 698D Cooperative Education Photography.....	Fall 2008
PHTO 699A Cooperative Education Photography.....	Fall 2008
PHTO 699B Cooperative Education Photography.....	Fall 2008
PHTO 699C Cooperative Education Photography	Fall 2008
PHTO 699D Cooperative Education Photography.....	Fall 2008

Any new classes offered will have student learning outcomes developed when the class is offered.

The department will work with the curriculum development committee to ensure the course outline is being developed according to standards developed by the committee.

Physical Education

7. List of Industry-Based Standard Certificates and Licenses

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

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

8. Advisory Committee or Council

Not applicable -

9. Program Student Learning Outcomes

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

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

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

- 1) Communication (personal expression and information acquisition)**
- 2) Computation**
- 3) Creative, Critical, and Analytical Thinking, and Information Competency**
 - A. Analyze and appropriately adjust the intensity of their workout in accordance with their personal target heart rate zone related to ACSM (American College of Sports Medicine) guidelines to achieve maximal benefit.
 - B. Exhibit awareness and identify the dimensions of health and recognize positive characteristics of each dimension in order to live a more healthy lifestyle.
- 4) Community/Global Consciousness and Responsibility**
- 5) Technology**
- 6) Discipline / (Subject Area Specific Content Material)**
 - A. Demonstrate competency in physical education fundamental techniques to improve individual sport specific skills measured by instructor

observation, guided practice, and live play activities during classroom instruction.

- B. Synthesize feedback received from game play, instructor feedback and assessment to develop an understanding of current skill level and areas for growth.
- C. Determine current level of fitness as measured by one or more of the following tests: resting heart rate, blood pressure, sit and reach flexibility, skin fold measurements, muscular endurance tests, and cardiovascular sub-maximal tests.

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

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

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

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

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

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

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

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

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

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

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

10. Curriculum Review and Student Learning Outcomes Assessment

Curriculum/SLO Assessment Map

Physical Education Program

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

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

11. Evaluation Criteria – Need

Commendations:

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

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

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

Recommendations:

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

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

PROGRAM DESCRIPTION

Aquatics program is an organized sequence of courses designed to meet the district's mission to prepare students to:

- meet general education requirements for transfer and associate degrees;
- and meet the requirements to earn American Red Cross Certificates in Lifeguard Training and Water Safety Instructor (WSI).

PROGRAM OBJECTIVES

1) Critical and Analytical Thinking/Communication

- a) analyze body movements involved in various swim strokes to understand body and spatial awareness involved in these strokes through supervised evaluation and oral critiquing of fellow students and themselves.
- b) evaluate personal skill development of various swimming strokes to better understand their own swim mechanics through visual observation of personalized video tape recording.
- c) identify current water safety techniques to demonstrate survival skills through written and practical testing.
- d) design and implement written lesson plans to identify key elements and strategies for effective swim lessons through required reciprocal teaching under instructor supervision.
- e) demonstrate appropriate decision making skills to prevent and respond to aquatic emergencies through guided practice and practical examination.

2) Discipline

- a) improve muscular strength and endurance, flexibility, body composition, and cardiovascular endurance within limits of personal fitness levels to promote lifelong wellness by practicing various swim strokes.
- b) demonstrate the ability to suspend themselves in the water for specific time periods to show skill development through practical exams.
- c) swim three of the following swim strokes for a distance of 50 meters to demonstrate skill development: front crawl, back crawl, breast stroke, elementary back stroke or side stroke.
- d) assess and evaluate proper body mechanics of basic and advanced swim strokes through visual WSI peer observation and provide verbal feedback to demonstrate knowledge of strokes.
- e) perform through modeling the required three emergency skill scenarios (CPR/First Aid/Aquatic Rescue) to receive American Red Cross certification through written and practical exams.

3) Technology

- a) investigate American Red Cross web sites to obtain proper materials needed to complete the lifeguard training and water safety instructor courses successfully.

SLO TIMELINE

All aquatics course outlines have been reworked to include student learning outcomes. The course outlines have been submitted and approved by the Curriculum Committee.

MISSION

COMMENDATIONS:

- a) The physical education aquatics program through its aquatics class offerings fulfills the objectives of and generates outcomes in line with the mission of Citrus College.
- b) The aquatics center facility adequately serves diverse student population and the community.
- c) Aquatics classes serve a number of students by:
 - 1) encouraging lifelong activity
 - 2) providing a multi-dimensional instructional facility
 - 3) offering courses to fulfill individual needs
 - 4) serving as a community resource for non-traditional students.
 - 5) working with DSP&S to accommodate students with disabilities.
 - 6) providing students with fitness training within defined course work consistent with four-year colleges or university physical education requirements.
- d) The Lifeguard Training and Water Safety Instruction courses meet the requirements designed by the American Red Cross Association.
- e) The aquatics classes have a higher percentage of male students when compared to the overall college gender distribution.

PROGRAM DESCRIPTION:

Physical education competitive athletic courses are designed to provide individuals with an understanding of and a means of maintenance of physical fitness, skill development and experience in competitive situations. The program has eighteen competitive athletic courses with nine courses offered for men and nine offered for women.

The courses in this program provide many opportunities for participation. The programs and teams are, however, competitive in nature. Limitations on individual participation on teams or in games may be imposed based upon the skill or achievement level of the individual, the needs of the group/team. The courses offered correspond to undergraduate requirements for majors at a four year institution.

PROGRAM STUDENT LEARNING OUTCOMES:

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

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

Students completing courses in the physical education competitive athletics program will have acquired the following competencies:

1) Community

- a) Demonstrate an appreciation of diversity in society, develop awareness of diverse cultures and apply sensitivity, respect, and empathy toward others through direct interaction with others during training and competition.
- b) Demonstrate understanding and adopt acceptable means for enjoying team activities and competition by learning to play by correct rules and by employing proper decorum.

2) Critical and Analytical Thinking

- a) Improve knowledge and encourage the implementation of lifelong physical activity and wellness to promote a healthy lifestyle through training and competition.
- b) Analyze and demonstrate training methods to increase students' preparation for lifelong fitness through training and competition.
- c) Enhance knowledge of rules and regulations of sports to reflect an appreciation of individual and team activities through competition.
- d) Analyze and evaluate practice and game situations that allow students to demonstrate problem solving skills that they will utilize throughout their lives.

3) Technology / Information Competency

- a) Utilize video/computer recordings to analyze skill development to enhance training and improve performance during competition.

- b) Utilize video/computer recordings to analyze team practice and competition strengths and weaknesses to develop strategies for successful performance during competition.
- 4) **Discipline/Participation**
- a) Students will be able to execute advanced skill techniques required to participate in athletics at the intercollegiate level.
 - b) Demonstrate an understanding of the rules of the sport in which they participate.
 - c) Demonstrate the use of proper attitude regarding team cooperation, sportsmanship, coach-ability and competitiveness.
 - d) Improve muscular strength, endurance, flexibility, body composition and cardiovascular endurance through training and competition.
 - e) Promote self-esteem and enjoyment of body movement through participation in individual and team sports.

PROGRAM GOALS:

The goals of the physical education competitive athletics program are:

- a) Meet the student learning outcomes and core competencies institutionalized by Citrus College.
- b) Develop improve health and physical fitness.
- c) Develop and improve movement skills.
- d) Develop desirable social values and attitudes.
- e) Develop specialized knowledge, skills and appreciation of sports.
- f) Development of sportsmanship, ethical conduct and teamwork.
- g) Promote the physical, mental, moral, social and emotional well-being of the student-athlete.
- h) Develop competitive teams.
- i) Provide experience in competitive situations.

SLO TIMELINE:

The physical education competitive athletics program has developed student learning outcomes for all competitive athletics classes currently offered at Citrus College. Any new classes offered will have student learning outcomes developed when the class is offered.

Physics

PROGRAM DESCRIPTION

The mission of the Physics program is to provide students an understanding of both the mechanics and dynamics of the physical world in both the language of concepts (written and verbal) and also in the language of mathematics. Because physics is the most basic science, it provides a foundation for biology, chemistry, astronomy, and all disciplines of science. Our Physics program is tailored to meet the needs of students in three distinct categories: (1) technical majors in science and engineering, (2) teacher preparation, and (3) general education. The faculty accomplish this pedagogically through a combination of classroom lectures, demonstrations, laboratory, and the extensive use of technology.

PROGRAM GOALS

The goals of the program are:

- Provide general education science courses required for students to complete an Associate's Degree and/or for transfer credit to four-year colleges and universities.
- Meet the student learning outcomes and core competencies delineated by Citrus College.
- Provide students with the knowledge and skills necessary to develop an understanding of the conceptual structure of physics.
- Provide students with the knowledge and skills necessary to develop an understanding of interactions in the physical world.
- Provide students with the knowledge and skills to express their understanding and interpret information in multiple forms (including verbal, pictorial, graphical and mathematical).
- Provide knowledge and skills for students to develop problem-solving skills applicable in various life and career paths.

PROGRAM STUDENT LEARNING OUTCOMES

Students completing courses in the Physics department will have acquired understanding, knowledge, skills and abilities in the following competencies:

Communication

Physics students will use proper vocabulary and notation when describing physics concepts. They will be able to communicate these concepts to others both verbally and in written form. They will be able to critically analyze scientific information found in print, visual or online media such as scientific and non-scientific books, journals, articles, web pages, television and film.

Computation

Physics students will apply physics concepts in mathematical form using the appropriate computational skills for the course. This may include numeric calculation using simple algebra, graphical analysis and/or the evaluation of calculus expressions.

Creative, Critical and Analytical Thinking

Physics students will develop an understanding of, and curiosity toward, the physical world. Students will develop problem-solving and decision-making skills. Students will apply critical thinking skills to develop an understanding of interactions in the physical world.

Community, Global Consciousness

Students will think logically and coherently about technical/scientific issues and gain an appreciation for the global social and political impact of scientific endeavors. By working together in lab and/or on projects, students develop interpersonal skills and respect for others.

Technology/Information

Physics students will be adept at using computers for word processing, data analysis, tutorials, simulations and/or web-based research as appropriate for each course. For laboratory courses, students will demonstrate fundamental aptitudes in the proper use of mechanical and/or electrical devices.

Discipline Specific Content

Physics students will demonstrate an understanding of the fundamental principles of physics. Students will distinguish between scientific and non-scientific questions and methods and understand science as a process. Students will understand the complex problems involved in real science and engineering.

SLO TIMELINE

The Physics Department will develop student learning outcomes for all Physics classes offered at Citrus College based on the following schedule.

Course Title Projected date to develop course outline

PHYS 105 Physical Science	Fall 2007
PHYS 106 Chemistry and Physics for Educators.....	Fall 2007
PHYS 110 Introduction to College Physics.....	done
PHYS 111 General Physics.....	Fall 2008
PHYS 112 General Physics.....	Fall 2008
PHYS 201 Physics.....	Fall 2007
PHYS 202 Physics.....	Fall 2007
PHYS 203 Physics.....	Fall 2007

Any new classes created will include student learning outcomes.

The department will work with the curriculum development committee to ensure that the course outlines are being developed according to standards developed by the committee.

MISSION

COMMENDATIONS

- 1.The program provides lower division coursework leading to an associate's degree.
- 2.The program delivers a high quality education that provides students the opportunity to transfer to four-year institutions and compete in that environment.
- 3.All courses in the program articulate with UC, CSU and other schools.
- 4.The program provides both general education and major courses to meet the diverse academic needs of Citrus students.
- 5.The Physics faculty has become more diverse in recent years.

PREVIOUS RECOMMENDATIONS COMPLETED

1. Course outlines of record for all Physics courses should be re-valuated for appropriate content and title. *Outlines have been reviewed and revisions made where needed. The revision of all physics course outlines to better reflect student learning outcomes is on schedule according to plan.*
2. Revise the description of Physics 105 to establish level of rigor expected in the course, lessening the emphasis of the entertainment aspect of the course. *Physics 105 has been revised and upgraded to include student learning outcomes.*
3. Science Department faculty should become more familiar with industrial and municipal needs in science with the community and consider Saturday classes or seminars to address any specific needs. *The faculty regularly attend industry conferences and are tracking developing fields in nanotechnology for curriculum development.*

Political Science

PROGRAM DESCRIPTION

Political Science is the study of the origin, character, and composition of political systems and the political philosophies—and the political theorists that developed these philosophies—that gave rise to such governmental systems. With specific regard to the American political system, Political Science concerns itself with the structure and function of the American institutions of government, both historical and contemporary, and particular reference to and focus upon the three branches of the government of the United States: The presidency, the congress, and the courts.

Program Goals

The Political Science program seeks to equip students with an understanding of democracy and facilitates the participation and fulfillment of the obligations of citizenship. While political science courses should first be viewed as essential elements of a balanced education, majors in the field can ultimately look forward to careers in the field of politics, law, teaching, civil service, public service, and foreign service.

Program Student Learning Outcomes

#1 Communication (personal expression and information acquisition) information competency.

Utilize college-level articulation to judge different behavioral science research design by participating in class discussions group exercises essays and exams to develop communication skills needed for transfer level coursework.

Demonstrate analytical and critical analysis skills using college level vocabulary and writing skills as demonstrated through written responses in essays, research papers, or exams for the purposes of successfully navigating a transferable level course.

#2 Computation

Demonstrate proficiency in analyzing numerical data in order to critique historical data and to gain perspective of the role of data in historical research and research methodology.

#3 Creative Critical and Analytical Thinking

Analyze basic concepts which have been embodied in the structure of governments and governmental systems by participating in class discussions, group exercises, essays, and exams to develop an understanding of the functions of governments.

#4 Community and Critical Thinking

Analyze the forms of government in terms of civil and human rights as well as international relationships by participating in class discussions, group

exercises, research, essays, and exams to develop an understanding of the impact of the political process on society.

Identify and analyze the environmental, cultural, historical and social factors effecting the development of political systems today by participating in class discussions group exercises, research, essays, and exams to develop an understanding of political systems.

#5 Technology

Demonstrate technological skills such as word processing, electronic messaging, and navigating through the internet, synchronous and asynchronous discussions, electronic database research and/or other computer based assignments to improve technology skills necessary in a world that relies on increasing technology to gain information and as a means of communication.

#6 Discipline

Identify and analyze the types of problems associated with political and economic development in society by participating in class discussions group exercises, research, essays, and exams to develop an understanding of the study of political science.

Analyze the political theorists and philosophies that have given rise to governmental systems by participating in class discussions group exercises, research, essays, and exams to develop an understanding of the study of political science.

SLO TIMELINE

The Political Science Department will develop student learning outcomes for all classes offered at Citrus College based on the following schedule.

Course Title	Projected date to develop SLO's	
POLI 103	Government of United States	Aug. 2007
POLI 104	Introduction to Political Science	Sept. 2007
POLI 105	Comparative Politics	Sept. 2007
POLI 110	Current American Political Issues	Oct. 2007
POLI 111	Introduction to Public Policy	Oct. 2007
POLI 116	Contemporary World Politics	Nov. 2007
POLI 118	Contemporary Law and Legal Issues	Nov. 2007

Any new classes offered will have student learning outcomes developed when the class is offered. The department will work with the curriculum committee to ensure the course outlines are being developed according to standards developed by the committee.

MISSION

COMMENDATIONS

1. The study of Political Science will assist students to better understand their individual relationships within society and the world. An understanding of Political Science complements all scholastic disciplines, all occupations, and promotes responsible citizenship.
2. Overall, female students outnumbered males 58% to 42%; however, this difference was proportional to the ratio of females to males on campus.
3. Students, age 20-24 years represented the largest age demographic, and was also greatest in terms of percentage proportional to their total population.
4. Caucasian and Hispanic student enrollment were the two highest (reflecting their larger presence on campus) and did not differ significantly from each other. The percentages relative to population were close to the overall mean (6.0% Caucasian, 5.9% Hispanic.)
5. These sections remain overwhelmingly popular for students whose educational goals at Citrus are degree/transfer or transfer/ no degree compared to students whose aim is to attain the AA/AS degree.

PREVIOUS RECOMMENDATIONS COMPLETED

N/A Due to structure and format of previous program review.

RECOMMENDATIONS

1. Citrus college should offer a greater variety of courses in Political Science. This should include studies of specific political systems in various parts of the world to reflect the increasing impact of world politics on our society.
2. Relative to their representation the courses were in highest demand by students of Asian descent (6.86% of total Asian population) Consequently adequate support should be given these students particularly if they are part of Foreign Student Program and need second language resources and tutoring. Further study is needed to see if this is a student need in order to achieve academic success.
3. Enhance the diversity of course offerings, e.g. increase number of sections offered , POLI SCI 105 Comparative Politics, or other courses in a rotating fashion
4. Develop additional courses reflecting diversity including African American Politics or Foreign Policy/Contemporary Issues in International Relations.
5. Improve minority enrollment in all sections; particularly of African Americans and students of Philippines/Pacific Islands origin
6. Explore the development of general interest courses that might appeal to a wider population and include the interest of older students who might be seeking course for general interest.

Psychology

Program Access: The Psychology Program is provided at varied times and by several means to ensure student access to desired coursework. A variety of sections are available morning, afternoon, and evening, during all terms, including summer session. "Distance Education" and "Late Start" courses have been scheduled to reach the widening variety of student needs and preferences.

PSYCHOLOGY PROGRAM STUDENT LEARNING OUTCOMES:

1. Communication (personal expression and information acquisition) information competency.
 - Demonstrate analytical and critical analysis skills using college level vocabulary and writing skills as demonstrated through written responses in essays, research papers, or exams for the purposes of successfully navigating a transferable level course.
2. Computation
 - Demonstrate proficiency in analyzing or manipulating numerical data in order to critique scientific study to gain perspective of the role of data in psychological research and research methodology.
3. Creative, Critical, and Analytical Thinking
 - Analyze a variety of behavioral science research designs by participating in class discussions group exercises essays and exams to develop critical analysis needed for transfer level coursework.
 - Demonstrate analytic thinking by comparing and applying psychological theories to human behavior as demonstrated through research assignment, case studies, discussion, and essays to relate classroom theory to real-world examples.
4. Technology/Information Competency
 - Demonstrate proper use of basic word processing and computing skills through research, synchronous and asynchronous communication, and written essay to access information available only through technological means to improve technology skills necessary in a global environment
5. Discipline
 - Explore issues of efficacy and self-exploration by participating in class discussions, group exercises, essays and exams to develop to benefit from the unique content of coursework in psychology.

SLO TIMELINE

The department will work with the curriculum development committee to ensure the course outlines are being developed according to standards developed by the committee. The Psychology Department will develop student learning outcomes for all classes offered at Citrus College based on the following schedule. Any new classes offered will have student learning outcomes and assessment when the class is developed.

COURSE	TITLE	PROJECTED TIMELINE
PSY 101	Introduction to Psychology	Fall 2007
PSY 102	Psychobiology	Fall 2007
PSY 103	Elementary Statistics	Drop from Program
PSY 104	Research Methods in Behavioral Sciences	Drop from Program
PSY 110	Psychology of Religion I	In-progress
PSY 111	Psychology of Religion II	In-progress
PSY 133	Personal and Social Growth	Fall 2007
PSY 152	Psychology of Human Relations	Fall 2007
PSY 203	Research Methods in Behavioral Sciences	Done
PSY 205	Developmental Psychology	In-Progress
PSY 206	Child Growth and Development	Done
PSY 206H	Child Growth and Development	In-Progress
PSY 212	Abnormal Psychology	Fall 2007
PSY 213	Survey of Drug and Alcohol Use and Abuse	Fall 2007
PSY 220	Introduction to Social Psychology	Fall 2007
PSY 225	Psychology of Human Sexuality	Fall 2007
PSY 226	Psychology of Women	In-progress
PSY 250	Honors Topic Seminar	Drop from Program

MISSION

COMMENDATIONS

1. The Psychology Program conforms to the mission of the District by offering course work that prepares students for transfer to four-year colleges and universities.
2. The Psychology Program actively seeks to support students seeking degrees and/or transfer noting 63% of students in psychology courses declare degree/transfer as their academic goal as compared to the campus average of approximately 40% in the same five year period.
3. The Psychology Program provides instruction that meets the District's core competencies.
4. The Psychology Program includes coursework that reflects the cultural relevant issues that based on the diversity of the student population as course content explores issues of self understanding and the understanding of human behavior in a multicultural world.
5. Faculty members from the Psychology Program actively support District programs by participating in the Study Abroad and Distance Education programs.

PREVIOUS RECOMMENDATIONS COMPLETED

N/A based on format/structure of previous program review

Reading

Classes not offered in the last two years:

Subject & Title	Units
----------------------------	--------------

4. List of Degrees

None

5. List of Certificates and Awards

None

6. List of Industry-Based Standard Certificates and Licenses

None

7. Advisory Committee or Council

n/a

8. Program Student Learning Outcomes

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

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

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

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

2) Computation

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

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

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

4) Community/Global Consciousness and Responsibility

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

5) Technology

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

6) Discipline / (Subject Area Specific Content Material)

a) Students successfully completing courses in the Reading Program are informed readers who use schema, metacognition, memory concepts, and skill building to develop their levels of learning in reading comprehension both literal and inferential

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

	CC1 Communication	CC2 Computation	CC3 Creative, Critical, and Analytical Thinking	CC4 Community, Global Consciousness and Responsibility	CC5 Technology	CC6 Discipline Specific
<i>Reading Program- level SLOs</i>						
Read 019 SLO #1	X					X
SLO #2	X					X
SLO #3	X					X
SLO #4	X	X	X			X
SLO #5	X					X
SLO #6	X	X	X			X
SLO #7				X		
SLO #8					X	
Read 040 SLO #1	X					
SLO #2	X					

SLO #3	X					
SLO #4	X					
SLO #5	X					
SLO #6	X					
SLO #7			X			
SLO #8			X			
SLO #9		X	X			
SLO #10			X			
SLO #11			X			
SLO #12				X		
SLO #13				X		
SLO #14				X		
SLO #15					X	
SLO #16						X
Read 099				X		
SLO #1						
SLO #2						X
SLO #3		X				X
SLO #4					X	
SLO #5	X					
SLO #6	X		X			
SLO #7	X					
SLO #8	X		X			
Read 120			X			
SLO #1						X
SLO #2			X			
					X	X
SLO #3	X			X		
SLO #4	X		X		X	
SLO #5	X		X		X	
SLO #6	X				X	
SLO #7					X	
SLO #8	X		X			

9. Program Description / Mission

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

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

10. Program Goals and Objectives

The goals and objectives of the Reading Program are:

- a) Provide courses that upgrade knowledge, literal and inferential comprehension, study skills, vocabulary and content areas.
- b) Provide skills in word recognition and processing of the written word.
- c) Provide practice and reinforcement in textual patterns that enhance reading efficiency and meaning.
- d) Provide instruction, practice, and preparation of effective responses as expressions of comprehension of higher learning.

Recording Technology

PROGRAM DESCRIPTION

The one-year certificate program in Recording Technology is a hands-on, career education program which develops students' critical industry skills in audio engineering, live sound reinforcement, and sound for film and television. The curriculum addresses both general education competencies specific to the program as well as provides students with core knowledge and abilities key to successful entry into the highly competitive Entertainment Technology industries.

Three required prerequisite courses – Survey of Entertainment Technology, Music Fundamentals and Introduction to Technology – serve to introduce theory, concept, terminology and technique prior to entry into the program. Acceptance into the Recording Technology program is by interview only.

Student Learning Outcomes

Students completing the one-year certificate program in Recording Technology will acquire knowledge, skills and abilities necessary to compete successfully in Media Production and Entertainment Technology industries by demonstrating awareness, understanding, and skill in the following education competencies:

Communication/Computation:

- Recording Technology students will read analytically and critically by completing technical and research projects requiring analysis of information in reference texts, industry journals and manuals in order to maintain proficiency in a technologically driven field.
- Students will devise written reports on all assignments by submitting documents designed to develop clarity and fluency in written communication, providing skills in collecting, organizing and documenting data vital to success in media fields.
- Interaction with students and faculty from other disciplines, such as music, drama, and visual media - as well as with each other - will develop active listening and articulate speech through completion of collaborative projects in music production, video, and film sound, requiring real-world cooperation necessary for success in a relationship-oriented industry.

- Application of mathematical concepts, decision analysis, and computer proficiency are all demonstrated by written analyses, computer-based and practical assignments in Acoustics, Live Sound Reinforcement, Audio Technology and Studio Workshop courses, providing key computational and analytical skills in day-to-day use across all media production disciplines.

Creative, Critical and Analytical Thinking:

- Students will demonstrate analysis, problem solving and decision making abilities by working to complete basic and complex sound and video project assignments requiring independent judgment, synthesis and evaluation skills required by the media production industry.
- Curiosity, creativity and aesthetic awareness will be developed through completion and evaluation of music-related assignments, many with visual components, providing key abilities at the core of every skill set in media production disciplines.
- Core curriculum in the Recording Technology Program fosters exploration and development of learning strategies and research skills by providing opportunities for independent learning and evaluation of student achievements in and out of the classroom, promoting key skills necessary for keeping pace in a rapidly developing, technology-driven industry.

Community, Critical and Analytical Thinking:

- Workshop courses will require students to develop interpersonal skills, Empathy, and respect for others beings by completing team projects with other program students and evaluating other team's work as well as their own, enhancing key skills expected of professionals in the field.
- Students demonstrate knowledge and appreciation of cultural awareness, community service and citizenship through required involvement with industry associations and volunteerism in professional organizations, to refine networking and relationship skills key to industry success.
- Self esteem and integrity will be developed through successful

completion of complex tasks, entrusting students with high-technology components and systems, and mastery of verifiable technical knowledge and practical skills required of entry-level professionals in the Entertainment Technology industries.

Technology/Information Competency:

- Students will demonstrate advanced computer skills by completing basic and complex production assignments utilizing software-based production and editing systems, which are standards in media production fields.
- A mastery of fundamental word processing and related computer skills will be developed by evaluating project documentation, written research papers, and reports of assignment outcomes, which meet computer literacy criteria common to all media production disciplines.

Recording Technology Program Goals

The Recording Technology program seeks to provide students with a full range of technical and judgmental skills necessary to compete successfully in the audio and sound recording fields. Through its course offerings, the program addresses key skill sets vital to mastery and application of established and vanguard technologies used in recorded music, motion picture, concert sound, television and gaming industries.

Through teaming in a workshop-style environment, students are directed to employ collaborative skills in effectively analyzing, planning, executing, and reporting results of basic and advanced audio projects.

The program is devoted to a symbiotic alliance with the Music and Performing Arts areas in creating assignments requiring interaction and cooperation with students and faculty in these departments. Pre-production planning, interpersonal communication and keen “people” skills are emphasized in keeping with real-world demands of the media and technology fields.

SLO TIMELINE

The Recording Technology Program will develop student learning outcomes for all Recording Technology courses offered at Citrus College according to an on-going review and development schedule. The projected completion date for this process is Fall semester, 2008.

REC 100: Survey of Entertainment Technology	Fall, 2007
ELEC 100: Introduction to Technology	“
MUS 112: Music Fundamentals	“
REC 105: Fundamentals of Audio Technology	Spring 2008
REC 115: Recording Studio Workshop I	“
REC 125: MIDI, Computers and Music	“
REC 135: Live Sound Reinforcement	“
REC 145: Critical Listening Skills for Engineers	“
REC 205: Advanced Audio Technology	Fall 2008
REC 215: Recording Studio Workshop II	“
REC 225: Digital Audio Technology	“
REC 235: Acoustics for Engineers	“
REC 245: Music Business/Audio Careers	“

Any new classes introduced will have student learning outcomes developed when the class is offered.

The Recording Technology department will work with the Curriculum Development Committee to ensure the course outlines are produced according to standards developed by the committee.

Sociology

PROGRAM DESCRIPTION

Sociology is the systematic study of social interactions and societies. Sociologists examine group structure, social relationships, and how social processes shape human behavior. The sociology faculty acquaints students to the field of sociology and prepares them for academic success. The program courses fulfill the requirement of the behavioral science component of the A.A. degree. In addition, all of the courses transfer to CSU and UC systems as well as other major colleges and universities.

PROGRAM GOALS

The goals of the Sociology Program are:

- to provide for the cultural enrichment of students of varying ages and backgrounds;
- to provide a critical understanding of social life;
- to enhance the logical and critical thinking skills of students;
- to provide courses that help students complete the Associate of Arts or the Associate of Science degree;
- to provide courses that support and enhance courses offered in other curricular areas;
- to provide transfer credit to four-year colleges and universities;
- to provide courses that are accessible to students who are employed, have child care responsibilities, or who are disabled.

PROGRAM STUDENT LEARNING OUTCOMES:

1. Communication (Personal Expression and Information Acquisition) Information Competency
 - a) Communicate knowledge of sociological theory and social research through exams, discussions, and essays in order to better understand and explain the social world.
 - b) Develop an understanding of human behavior in the social context through discussions, assignments and exams in order to understand the in situ nature of human action.
 - c) Identify the structure of groups, organizations, or societies through essays, discussions, and exams in order understand how the social structure influences social life.
2. Creative, Critical, and Analytical Thinking
 - a) Apply sociological theory and research to evaluate culture, social patterns, social interaction, and human behavior.
 - b) Employ sociological concepts to examine society and everyday life in order to acquire the conceptual tools needed to analyze the complexities of social life.
 - c) Analyze the social interactions and relationships that shape beliefs and practices for the purposes of understanding how beliefs and practices are produced and reproduced.
 - d) Analyze the patterns in society in order to understand the factors that shape society.
 - e) Demonstrate an ability to think sociologically about social problems in order to understand the social forces that cause those problems.
3. Community/Global Consciousness and Responsibility
 - a) Develop an understanding of cultural, social and political views different from one's own through class discussions of social issues and by showing awareness of possible objections to one's own view.

- b) Recognize the factors that contribute to social stratification in order to explain how social inequality produced and reproduced.
- c) Develop an ability to critical analyze ideologies for the purpose of understanding belief systems.

4. Discipline/Subject Area Specific Content Material

- a) Read sociological texts and demonstrate comprehension in exams, class discussions and essays to show understanding of major sociological issues.
- b) Apply methods of social research and analysis to social life and develop an understanding of the value of research methods appropriate to the social sciences.
- c) Compare contemporary American society with other societies and societies of the past in order to recognize the similarities and differences between various societies.

How do our courses address the Sociology Program SLOs?

Program SLO's	Courses								
	114	118	122	201	201H	202	203	216	218H
1. a	X	X	X	X	X	X	X	X	X
1. b	X	X	X	X	X	X	X	X	X
1. c	X	X	X	X	X	X	X	X	X
2. a	X	X	X	X	X	X	X	X	X
2. b	X	X	X	X	X	X	X	X	X
2. c	X	X	X	X	X	X	X	X	X
2. d	X	X	X	X	X	X	X	X	X
2. e	X	X	X	X	X	X	X	X	X
3. a	X	X	X	X	X	X	X	X	X
3. b	X	X	X	X	X	X	X	X	X
3. c	X	X	X	X	X	X	X	X	X
4. a	X	X	X	X	X	X	X	X	X
4. b	X	X	X	X	X	X	X	X	X
4. c	X	X	X	X	X	X	X	X	X

Course Student Learning Outcome and Assessment Timeline:

Course Title		Written	Assessed and Analyzed	Changes Implemented
SOC 114	Marriage, Family and Intimate Relations	Spring 2008	Fall 2008	Spring 2009
SOC 118	Minorities in America	Spring 2008	Fall 2008	Fall 2008
SOC 122	Introduction to Latino Studies	Spring 2008	Spring 2009	Spring 2009
SOC 201	Introduction to Sociology	Spring 2008	Fall 2008	Fall 2008
SOC 201H	Introduction to Sociology Honors	Spring 2008	Fall 2008	Fall 2008
SOC 202	Contemporary Social Problems	Spring 2008	Fall 2008	Spring 2009
SOC 203	Criminology	Spring 2009	Spring 2009	Fall 2009
SOC 216	Sex and Gender	Spring 2009	Spring 2009	Fall 2009
SOC 218H	Honors Presentation Seminar	Spring 2009	Spring 2009	Fall 2009

The department will work with the curriculum development committee to ensure all new course outlines are being developed according to standards developed by the committee.

MISSION

COMMENDATIONS

- The sociology related course offerings fulfill the objectives of and generates outcomes in line with the mission of Citrus College.
- The sociology department is sensitive to the various needs of the diverse student population and offers distance education and night classes. Also, sociology faculty has taken Flex Day workshops on student diversity.
- The program prepares students for transfer to four-year colleges and universities.
- All sociology courses fulfill IGETC requirements as well as CSU and UC transferability requirements, with exception of SOC218H.
- This program conforms with the district mission to offer general lower division course work leading to an Associate Degree of Arts or Sciences (AA & AS).

PREVIOUS RECOMMENDATIONS (2001-2002) COMPLETED

- The department has continued to update the course schedule and catalog descriptions.
- Sociology faculty made an articulation agreement with UC campuses to establish Marriage and Family as a transferable course.
- Sociology faculty has updated student learning outcomes and course curriculum.

RECOMMENDATIONS

- The sociology faculty should continue to keep courses updated.
- The department should continually monitor the course schedule and catalog descriptions to ensure the program meets the standards and keeps current with requirements for the major and transfer to four year universities, which should be done through Assist.org.

Theatre

institutions. Upon completion of their training, it is the department's goal to assist its' top students by setting up internships with professional companies.

- to create a program that trains students to become proficient in the areas of acting, directing, technical production and design
- the creation of certificate programs to achieve the needs of the current job market in the entertainment field.
- to set up internships with professional production companies.

Student Learning Outcomes

Students completing the Theatre Arts program will acquire the skills, knowledge and necessary abilities to compete successfully within the entertainment community. Upon completion, the student will demonstrate an awareness, understanding and skill in the following education competencies:

COMMUNICATION:

Theatre Arts students will apply dramatic theory by reading, analyzing and critically assessing play scripts and theatrical texts for dramatic analysis and evaluation of production needs.

Students will increase their ability to speak articulately and listen actively by attending various performance classes and productions, having interactions with faculty and students from other disciplines as well as their own, and being exposed to outside professionals in the areas of acting and design, in order to improve industry-specific interpersonal skills.

Students will develop and expand writing skills to broaden communication abilities through design and research projects, production books, play analysis, character analysis and critiques.

COMPUTATION:

Students will become proficient in technical theatre and computer aided design through in-class utilization of appropriate design software, to gain the ability to make creative and analytical decisions throughout the artistic process.

CREATIVE, CRITICAL AND ANALYTICAL THINKING:

Students will investigate their personal skill set through research projects, practicum, progressive classroom assignments and varied rehearsal techniques in order to create, evaluate and execute realistic goals.

Students will develop a variety of learning strategies through an introduction to various theatrical styles and techniques presented by outside professionals and adjunct professors to increase educational flexibility.

COMMUNITY, CRITICAL AND ANALYTICAL THINKING:

Students will develop empathy and respect for others, a stronger self-esteem, cultural awareness, a strong and necessary work ethic and interpersonal skills through the varied production needs as it moves through the rehearsal process and into performance, improving their marketability and personal integrity.

Students will interact with audiences of all ages and backgrounds through touring, public, and outreach performances, to internalize the importance of strong community relationships, citizenship and integrity.

Throughout the Theatre Arts curriculum, students gain the fundamental tools to learn how to become a responsible theatre artist in a highly competitive arena.

SLO TIMELINE

The Theatre Program will develop student learning outcomes for all Theatre courses offered at Citrus College according to an on-going review and development schedule. The projected completion date for this process is Fall semester, 2008.

<u>Course Title</u>	<u>Projected date to develop course outline</u>
THEA 101	INTRODUCTION TO THE THEATRE - COMPLETED SP06
THEA 104	VOICE AND MOVEMENT FOR THE ACTOR
THEA 120	INTRO TO TECHNICAL THEATRE
THEA 125	TECHNICAL PRODUCTION LABORATORY
THEA 130	INTRODUCTION TO THEATRICAL SCENERY
THEA 140	INTRO STAGE LIGHTING
THEA 200	SCRIPT ANALYSIS
THEA 201	ACTING FUNDAMENTALS I
THEA 202	ACTING FUNDAMENTALS II
THEA 204	STAGE AND SCREENWRITING
THEA 210	REHEARSAL AND PERFORMANCE
THEA 211	ACTING FOR THE CAMERA
THEA 220	REHEARSAL AND PERFORMANCE STYLES
THEA 241	FUNDAMENTALS OF STAGE DIRECTION
THEA 245	STAGE MANAGEMENT
THEA 250	THEATRE APPRECIATION
THEA 284	ACTING SHAKESPEARE
THEA 290	CITRUS THEATRE COMPANY
THEA 292	SPECIAL TECHNIQUES IN ACTING
THEA 293	THEATRE FOR YOUNG AUDIENCES
THEA 294	SHAKESPEARE IN PRODUCTION

Any new classes offered will have student learning outcomes developed when the class is offered.

The department will work with the curriculum development committee to ensure the course outline is being developed according to standards developed by the committee.

Distance Education Assessment Data



Assessment Statistics: Distance Education program survey

The statistics are calculated based only on the attempts being used in the grading option (Last attempt, First attempt, Lowest Score, Highest Score, or Average of Scores). If Average of Scores is the grading option, then all attempts are included in the statistics.

Name Distance Education program survey

Attempts 520 (Total of 651 attempts for this assessment)

Instructions PLEASE ANSWER THE FOLLOWING QUESTIONS BY INDICATING THE RESPONSE WHICH MOST CLOSELY APPLIES TO YOUR EXPERIENCE IN DISTANCE EDUCATION:

Question 1 Multiple Choice

If you did not complete one or more courses, why not?

Answers	Percent Answered
Did not understand material	6.154%
Fell behind	13.269%
Technical difficulties	4.615%
Preferred to take it in a traditional class	9.231%
Little or no communication with the instructor	7.115%
Could not negotiate the web site	2.308%
Personal reasons	19.423%
<i>Unanswered</i>	37.885%

Question 2 Multiple Answer

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

Answers	Percent Answered
I had time or travel restrictions to deal with.	31.154%
I like working independantly.	25.192%
My work schedule affected my decision to take a distance learning class.	42.308%
All other sections of the class were full.	28.462%
I wanted to try something different.	14.615%
Childcare restraints.	13.462%
I thought it would be easier.	11.731%
Other.	15.577%

Question 3 Multiple Choice

If you contacted the Distance Education office, were they helpful in meeting your needs?

Answers	Percent Answered
Yes	38.462%
No	8.269%
	26.346%
	6.538%
<i>Unanswered</i>	20.385%

Question 4 Essay

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

Unanswered Responses

254

Given Answers

N/A

Spanish.

philosophy/Logic

psychology

English

I have no idea yet. Sorry.

philosophy

I haven't check all the choices. so i have no idea.

Music and humanities classes.

More DE classes during winter and summer session.

Math

Online Korean class.

Any classes pertaining to plant science, agricultural science, and/or horticulture.

none

n/a

automotive

n/a

NO

a form of all areas/subjects would be appreciated. Classes fill up way too quick and online offers more students the opportunity to learn the material.

none

all classes should be available online.

I think any class can be taken through distance education.Maybe with some occasional meetings.

none in particular

Math and English courses

More Spanish and Math classes

math

every class

i would like to see more art, pe, and history classes offered.

N/A

English Reading

none.

speech

More classes for majors.

all of them

More P.E. classes

N/A

Something special I can't learn in Japan

-

n/a

Humanities courses. That about it.

More Biology classes

- ESL - Political science ...

Child development courses.

Spanish 1 and 2.

Humanities

Offer more online classes, I think Citrus college could make the best online class program over the other college nearby.

Math classes

n/a

N/A

I took history of Rock And Roll in a traditional class and it would have been convenient and pretty interesting if it were an online class.

Speech class

Transferrable science classes

Anatomy, psych 201, any classes that are transferable to a 4-year.

I do not know but would like to see English Language and related classes offered where students can submit assignments via email and then be graded.

other behavioral science courses

english 103 and 104

I think that the distance education offers a good amount of classes and I think they have all the classes they need

N/A

Humanities courses. Lab sciences like chemistry, where lecture is distance ed and lab is held in traditional manner.

child Development

N/A

Developmental Psych should be offered more often since this class is a pre-rec for the nursing program and is often taken concurrently with the nursing program, which has a very demanding and difficult schedule to work around. Online courses are perfect to work around clinicals.

MATH

More English courses, along with Astronomy 101.

I tried to get PSYC 201 and couldn't. I would also like Intro to Science. But, it would be nice if all the core classes transferable to a 4 year college were all available & A LOT OF THEM.

math and chem courses but the upper division ones

-Chemistry or more science classes! I take online classes because I have trouble with scheduling and I find them easier to take. So if you offered science I could make it fit my schedule and more online English with a different teacher besides eiland!

I haven't taken a look at all the classes that are offered and the ones that aren't so I couldn't say exactly what I'd like to be offered.

all that can apply

i have no idea

psychology english literature like introduction to shakespeare

2010 Office classes

N/A

A & P but with the lab on campus

More Math Classes And English Classes

Don't know right now.

BUSINESS AND MORE COMPUTER

more psychology and sociology as well as more science classes

Biology 105 and more summer classes

not sure

MATH

So far all the classes that can be taken online are.

All classes are covered.

n/a

More child development classes

I AM STILL THINKING ABOUT IT. Maybe I will get the answer later.

all of them. besides physical ed. obviously haha

Additional math courses

I would like to see more classes offered through Distance Education. I had wanted to take French I, but the class was discontinued several semesters ago. I don't know if a language class would be successful as a distance ed class, but I would be willing to try it. In particular, I need to take Math 170 and I had a friend that took it online - I would like to take it online over the summer but it is not offered online during the summer session.

just over all more classes to choose from and math

really be beneficial for those who do not have the time for lecture within a classroom setting.

Other classes that are not offered. I can say any class because I like all classes to be online except PE and sports.

Child Development Science's

More math courses, for example 151 and up.

Everything else that's not currently being offered via distance education.

All classes. I love DE

Math

Any class that will help me with getting a degree in nursing. I believe that with technology now days there should be a way to make a complete online campus mirroring classes on campus.

French

More Math and science.

N/A

Aj 102 Aj 104 Aj105

Basically all of the classes would be good to have as an option for online. By that I mean the ones where you don't physically need to be there. At least going in to take a test be the minimal amount of physically being there.

all

just more classes

business classes

Speech101 and ENGL104.

n/a

None. I did not know my class was distance ed. I find it very easy to get lazy with a distance education class, and hope to take traditional classes from now on.

I'm not to sure at the moment.

I actually have no idea which classes I would like to see available.

I take Distance Education because the classes were full. So, I don't have any idea.

COLlege Algebra 170. English 100

Alcohol and Drug Program currently offered through Mt. Sac.

History

all math classes

physiology, anatomy, microbiology, speech

I can't think of one that I need yet. If I do, I will put it on the next survey.

i donot know yet

More of the classes i needed for the general ed requirements.

no

the child development courses or electives.

Ones for math 130, caregiving certification, and typing/keyboarding (office technology). Also perhaps business english.

More teacher feedback

in the classes so that more can register for online classes. It's not like there's a space availability issue.

a poetry class

Definitely some more DE classes for required courses such as English, Social Sciences, Math, etc. so that people with time constraints or family obligations could attend college as well.

English 40

human anatomy, nutrition

I would never get Distance Education classes.

Biology, History, and Psychology.

In my opinion, all classes should be offered through DE. It's a time where we can access everything through the internet.

ENGLISH 103

na

The more the better.

anything for general ed that isn't up already and child ed classes

World Religions

English

i don't know

More Nutrition classes that are not hybrid classes.

Biology

Speech 103- Debate Child Development

Main courses.

N/A

i would like to see spanish classes offered online. As well as more math classes too.

more art and math classes.

Nothing specific at the time.

Biology. Several of my classmates are in need of this class to graduate. They are full-time professionals that cannot attend on-campus classes, and have noticed that other colleges (Delta) have an online biology class, but they are extremely difficult to get into.

None, I'm not a huge fan of DE, just took it because Citrus is so packed full of students.

Any class, all classes!

None

more core classes

criminal justice, english

Ummm...Foreign Language??

Child education and science courses.

English 104 PLEASE!

math classes like Math 29, math 20 etc

no preference

I would like to see all classes be made available for DE. With a full time job and a family to support I don't have much free time to go to campus.

More history classes

Have not researched this.

Reading 40

More Criminal Justice courses

It would be great if Spanish classes were online. I know some other community colleges offer these classes online.

water classes biology

more science and math classes

Horror literature, songwriting, and creativewriting.

more english and math options

Anatomy or history 108/107 english 104

N/A

More General Ed Courses, like 2-3 courses per subject, instead of 1.

N/A

all classes are offered that i want to take.

Child development courses.

more English and Math classes

small business managment

Im pretty pleased with how it is now.

Reading

all of the class should have Distance Education

All classes, it's awesome!

no

English 103

More math and sciences.

**All other classes currently not offered,
please!**

None

Chemistry

no other ones that i can think of

Not sure

None. I am satisfied with what is offered at this time.

Just more of each classes after they fill up.

more child development classes

reading

all math classes.

More classes, With instruction times or meeting for small amounts of times.

More Math and Science courses.

More classes for Statistics and Economics

Maybe like history of rock and roll and dance.

Math

All kind of GE classes from each section, such as Philosophy introduction, humanities, etc.

science classes are difficult to get into, more choices of science classes that do not include a lab would be very helpful for new students.

more math courses

more available classes for aj, rather than just one or two a semester.

Have not found one that is not available yet.

Real Estate

I don't know if it would be possible to have a distance ed course for writing, or if one is offered on campus, but I think a writing course should be offered. Or even a writing workshop. As college students we should know how to write an essay, but each professor has a different idea about which style to use and what it should look like. English 101 has you jump right into literary fiction analysis and summarization and psychology. If there was a writing class that covered the different writing styles (Chicago, APA, etc.), this would give the students the ability to question and discuss the various styles, along with having our writing abilities and technique graded. Instead of hoping your paper is good and your teacher approves.

N/a

ENGINEERING CLASSES

Citrus needs alot more online classes they need to compete with the other community colleges who offer alot more. More photography classes, more child courses, and more psychology classes!!

Math

I honestly would love to have ALL classes offered through this program!! I find it very effective and manageable for me! Having a 2 yr old daughter, this made life a lot less complicated for me! :)

Math

automotive classes

none

Calculus

all my classes

Reading classes

Should offer all classes.

more variety in general

BIOLOGY AND CHEMISTRY

E.S.L. classes.

Any class that you can put online just put it on there!!!

Chemistry for the educator

have supplemented my general education with Citrus College. Online classes definitely make it easier for busy, working professionals to complete their degrees. The more classes available the better.

literature
humanities

n/a

I would like to see a criminal justice class.

Higher math courses such as the Calculus series and beyond (tests can be taken on campus, at testing center). Science lectures (labs have to be done on campus, but with lectures, that is not necessarily the case). Creative Writing courses—which are not offered at all.

More Math classes

Nutrition, which isn't offered at Citrus but is required by many Nursing schools as a prerequisite.

HARDEST SUBJECT.

CSIS 111/107

ESCI 118/ 130

None

well perhaps more upper division math classes like mmath 165, accounting 102,

fast track reading, english, and math classes.

none

more biology classes with a lab.

PARALEGAL.
MORE REAL ESTATE CLASSES

No

Anatomy

I don't know yet.

Water class

accounting classes

Comparisons of Religions.

all that are possible

I think that all the classes offered are fine, I have no complaints.

Now it's fine, but I think we more classes in summer.

English 251 and English 252

Can't think of any that are not already in place.

I think the school does a great job at giving variety to online courses. But if I had to choose, I guess it would be to add more core classes to the program.

An online Gen Ed plan would be nice. Barstow community college does online classes where you can do the whole thing and never step foot in their school. This brings in a lot of people to BCC as well. Citrus should do it too. Go Owls!

Any and all classes...

None. Class selection is perfect.

All courses.

I would love to see Children's Literature (Eng. 293?), be offered as a Distance Education class because it's always in fully capacity and I am never able to get into that class with such a high demand.

Math 130

None.

math chemistry

Atleast one of each course offered across the board.

math 020 and 029

N/A

English classes.

I would like to see more options for the intersessions. I know that sometimes due to budget or enrollment issues this is not option is not available but I personally have childcare issues as well as work issues that I am unable to come to campus. I personally like to keep my motivation going all year but sometimes the classes that I need are already full by the time I am able to register.

I am hoping that the other classes required for an A.S. in Emergency Management are offered online. With the price off gas and work schedules, online is perfect for me, along with other college students I know. The more required general education classes that are available the better.

some child development classes that are completely online.

More Math Classes. The Aleks program is great.

Question 5 Multiple Choice

There were clear course objectives on the web site which covered requirements and how students would be evaluated.

Answers	Percent Answered
Strongly Agree	38.462%
Agree	48.654%
Disagree	2.692%
Strongly Disagree	1.154%
Does Not Apply	0.962%
Different considerably from course to course	6.346%
Unanswered	1.731%

Question 6 Multiple Choice

There was agreement between the information on the website and what was presented throughout the course.

Answers	Percent Answered
Strongly Agree	35.769%
Agree	52.308%
Disagree	2.885%

Strongly Disagree	0.962%
Does Not Apply	1.923%
Differed considerably from course to course	4.038%
<i>Unanswered</i>	2.115%

Question 7 Multiple Choice

Assignments and tests were graded in a timely manner.

Answers	Percent Answered
Strongly Agree	34.231%
Agree	48.077%
Disagree	6.346%
Strongly Disagree	2.308%
Does Not Apply	1.346%
Different considerably from course to course	6.731%
<i>Unanswered</i>	0.962%

Question 8 Multiple Choice

I was able to communicate with the professor in a timely manner through personal meeting, email, or phone.

Answers	Percent Answered
Strongly Agree	36.154%
Agree	41.731%
Disagree	6.538%
Strongly Disagree	2.885%
Does Not Apply	3.654%
Differed considerably from course to course	7.308%
<i>Unanswered</i>	1.731%

Question 9 Multiple Choice

The course made use of chat rooms or the discussion board.

Answers	Percent Answered
Strongly Agree	34.808%
Agree	42.692%
Disagree	5.385%
Strongly Disagree	1.923%
Does Not Apply	6.538%
Differed considerably from course to course	6.923%
<i>Unanswered</i>	1.731%

Question 10 Multiple Choice

The course required on-campus meetings.

Answers	Percent Answered
Yes	16.538%
No	58.846%
Differed considerably from course to course	22.5%
	0.192%
<i>Unanswered</i>	1.923%

Question 11 Multiple Choice

Did you have difficulty getting access to the course materials via the Internet?

Answers	Percent Answered
Yes	8.846%
No	82.115%
Does Not Apply	1.731%
Differed considerably from course to course	5.192%
<i>Unanswered</i>	2.115%

Question 12 Multiple Choice

In general, how do your grades in Distance Education compare with your traditional classroom courses?

Answers	Percent Answered
Lower	16.538%
Higher	20.385%
The Same	53.846%
Does not apply	7.115%
<i>Unanswered</i>	2.115%

Question 13 Multiple Choice

How would you describe your overall level of satisfaction with Distance Education at Citrus College?

Answers	Percent Answered
Very satisfied	50.962%
Somewhat satisfied	40%
Somewhat dissatisfies	5.577%
Very dissatisfied	2.115%
<i>Unanswered</i>	1.346%

Question 14 Essay

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

Unanswered Responses

288

Given Answers

its awesome.

not really at this time

I have taken 15 online classes through Citrus and the only thing I can say is that there needs to be more of a consensus between teachers as to how much work they require. Some 3 units classes are barely any work at all while others are 40+ hours of work. Also, many teachers are quite AWFUL with responding to students and in an online class communication is the most important thing. I would like to mention that while Maia Greenwell Cunningham is a great teacher, she rarely responds to e-mails and leave a lot of her students worried and stressed out through the entire semester. David Kary is one of the best professors and one of the best with communication that I have ever had.

the more structured and organized a teacher can be with dates, timelines, calander, it will help students tremendously with the confusion in general with DE courses

I find the teachers seem to compensate for the lack of meetings by requiring extremely time consuming assignments that do nothing to clarify material, just prove that you have read. While the last class I took was fairly clear and the professor provided supplemental lectures, my current course is completely reliant on a text and three additional books. The lectures we are required to read are nothing but personal reflections on our own teachers experience. They do nothing to expand upon the material or help in our understanding. The assignments for the discussion board are required blurbs but do not provoke any actual conversations. The requirements for assignments are not clarified without further communication. However, they are listed as complete so it takes a few assignments to understand what is actually expected. The teacher seems to have an idea of what she wants but does nothing to explain it. Our weekly update just says what chapter to complete. If it weren't so far in the semester I would drop this class because it is seriously the most horrible course I have taken anywhere. I have been to a number of schools and already received my degree and the professors I have encountered at Citrus through DE are the worst in my schooling. I would learn just as much simply reading the text myself and would not have spent all the money on the course and the ridiculous amounts of time regurgitating information from a poorly organized world history textbook.

No.

nope

I have a BA degree and I did alot of my classes online or as a hybrid. The work load and requirements for upper level classes required much less work than what I am required to do for a lower level community college class.

I am satisfied with the online Distance Education courses that Citrus offers.

I like the online recorded classes with extra video material as additional information. It is easier with the recorded classes because you can watch it over and over to grasp each and every detailed information about the lesson at that moment in time according to the schedule and always know when you are ahead or behind. I like Distance Educations because to those who are really motivated can almost finish the course faster before the semester is officially over. Ofcourse depends on the course too, some including myself like these classes that cuts down time to go to the school and be in the classroom when the classroom comes to us in the convenience of our house.

Instructor extremely slow in responding to e-mails with questions, etc to students.

More homework than normal on-campus classes!

N/A

No not at this time.

I think that the Math classes are tougher online. In class you get better explanation.

I like the program keep it!!

N/A

It was better than the last time I took DE courses. A little more organized.

no

At first, it was a little difficult understanding where everything was on blackboard and how to get started with certain assignments, since this was my first time doing distance education, but I caught on to it in little time. Maybe there should be an introduction video for new DE students?

Meetings should be required. I would have past and NOT failed this class if I would have recieved better instructions. I took a marketing class, with marketing there arent very SPECIFIC answers, and a lot of questions can be argued, so how can you grade that with a Multiple choice test?

N/A

No.

It's hard at first, but after a lot of instruction it became easier for the future. I will most likely be taking more online courses next year.

it was a lot better than i had anticipated

Love Citrus College, keep offering online classes!

I don't know how to take quizzes or tests.

It is fairly good, but the amount of material is huge and the learning process isn't as good as traditional classes. It's hard to absorb the lesson thought text compared to having the teacher explaining and dedicating time to the student.

N/A

Make it more clear of what exactly will be on the tests.

The only thing that I found difficult was not having a single page timeline of the dates the assignments were due that I could print off and glance at and wouldn't require scrolling down through assignments. This page could be put in the syllabus or as a seperate document. That or a weekly announcement when there is more than one event going on like an assignment and a test in the same week.

Questions 1 and 3 of this survey don't apply to me and should have an answer that reflects that. I've never dropped a dist ed class, nor have I contacted the help line.

The online classes can either be really great or really horrible. I've had some teachers who are on top of everything and make the class enjoyable while others are never on the website and never get back to us about grades or assignments. The teachers need to be able to handle online classes as much as the students.

not really

None

more classes should be offered as de during summer and winter to cut back on building usage

no

It pretty cool.

I am very unsatisfied with my Film Art class. A large portion of our grade is based on discussion questions that either she herself has posted or has approved and posted for other students. Out

of the 15 questions that I've submitted so far, she has approved only two of them. I feel as though I'm attempting to do work and using information from the text but not being graded for it due to her personal opinion that the questions "are too easy". However, she has since then posted similar questions from other students. The instructor does not respond to my emails regarding this. How am I supposed to come up with "harder" questions when I am not too clear as to what her "personal opinion" seems to be regarding this topic? In my opinion, instructors should be grading off of the text not their personal opinion. She offers 22.2 points each discussion. During the previous discussion I answered 3 questions, asked 10 questions which she approved 2 and received a total of 20 points. During another discussion, I received only 3 points "for effort". I feel as though I am not the only student having such a difficult time with this class, therefore Citrus College should REALLY spend sometime looking into this course and it's instructor.

NOT YET

no

Love it! Regarding Question 1 of this survey, none of the answers applied to m, but I could not submit with out answering something. You need to not assume everyone has not completed a class.

The professors should give more help when needed.

No.

One observation i have is that test should be assigned after lectures especially for biology courses.

the course was not planed well. timing of test and quizzes were back to back and did not give enough time time study sufficiently.

could offer more classes online

no

No

It is harder to be on top of everything when you are not communicating with a professor face to face.

No

The discussion board is difficult to navigate. The classes should have discussion questions that students take part in to increase communication skills and topic understanding.

I was very pleased overall. Additional classes would be nice.

It is very helpful for some people who does not have time to get into normal class meeting schedule.

n/a

nope.

No. It's pretty decent.

Better planning,,,but i understand it was a last minute change of instructors

I actually had a DE class this semester that didn't use blackboard: History 108. The instructions for accessing the information of this class was quite confusing and I was not able to acquire the information until I have already missed two assignments. Unfortunately I had to drop the class due to falling behind. I really hope that professors would treat these distance education classes more seriously just like the students. I feel that some professors just give out a bunch of busy work but in the end as a student I don't feel that I learn more. Perhaps some more creative usage of the online classroom would benefit from learning other than giving out busy work.

More chats for the classes.

No idea.

They are run well.
If they are to be distance courses, then all work should be online, including all tests.

none.

It would be nice to have a distance learning class via television. Recordings of an actual lecture class. This would probably improve grades dramatically. I know it would for me.

I missed seeing the tutorial for use of blackboard the first couple weeks. This was my first online class and I could have used the tutorial. I guess I should have perused the website more carefully, but I was concentrated on not missing any deadlines for class.

i really like the program professor ralph tippin is using aleks.com

I believe that distances education in a blessing to me. I have such a conflicting busy schedual that it is hard for me to always go to campus.

The current distance education program is great for people like me who have limited time for schooling throughout most of the week, and a big money saver in terms of gas and even book costs (with the advent of e-Books in some courses).

While I understand that this is a community college, and time and meeting constraints make learning difficult. I was slightly disappointed with the level of academic requirements. The progress expected for the online class as well as the weekly demands were much less than those of an in class class. with the requirements so it it felt easier to take distance ed classes with less homework and strain than those of the attendance based classes. however the professors on the most part were excellent in communication requirements.

At times the syllabus conflicts with announcements from the teachers. There were several people who had this problem as I noticed in the discussion board. The due dates were not clear.

N/A

Yes, I did not like it at all.

No

It needs to be a way that professors give you their info more clear.

No

None

Everything about the Distance Education program is good... except for the fact that some teachers take long to post up grades.

no

only that when am instructor gives out a study sheet for the exam to actually test on that material and not on other things that were not covered or learned yet. the first two test in this course tested the class on material that was not covered. Also how can we get better grades on tests if the study guid that is given is useless.

none

Nothing

There should be more prompt grading and interactive lecturing from the teachers.

Both professors had personality issues and carry a patronizing tone in their e mails. Obviously, they fail to realize that their DE students are not all 18 year old HS grads but some, such as myself, are successful corporate professionals which have returned to school for personal reasons.

none

no

N/A

None

Some professor did not care so much, just email the student at the beginning and final week of a semester. and then disappear for 14 weeks. especially in the social science department.

N/A

no

I would like to see a larger variety of courses available, and potentially, longer phone hours by professors. Many instances of "lost in translation" take place when communicating via email. What can be resolved in a simple 30second phone call, can sometimes run 5-6 emails long before the true just of a statement/question is grasped, and responded to.

I've taken several Distance Education Classes and this instructor had several problems and issues that required me to call the office to work with out.

Last winter (2010) I took Nutrition and fitness online and I was very disappointed. first of all, we had to do the reading, test, and exams on a different website (not on blackboard), which was not easy to use; I was having technical difficulties. when I was taking my exam I clicked on the back button to go to the previous page, and got locked out. This had happen a couple of times and was very discouraging. I got really behind in the semester not knowing how to work the website. I contacted my instructor I asked if I can get more time or get an incomplete in the class. He said he will see what he can do and gave me an F. Now, I am a Nursing Major student and it does not look good at all. That was the only time I have trouble with distance education at Citrus College. The online classed I took after that was awesome.

Some teachers are simply better than others. I think online courses allow SOME teachers to get lazy. One professor I have does not provide grading feedback. How am I to improve if I don't know what's wrong? I have another professor who is outstanding. I would like to see a professor rating survey too.

I really enjoyed my experience however my grade isn't as good as it should be. I don't know if it is because science is new to me as a subject or maybe I needed the class room interaction. The professor was very helpful and I feel I have learned a great deal. No matter that my grades may not reflect it I know that I did learn and understand more about math than before this class.

none

none

not really

I think that the teachers that handle the course need to keep to a schedule and not change it over the course period. If there is a set schedule then the course needs to go on that weekly schedule and not changed when felt like it.

i think maybe having a review session before tests would be helpful. like set up times at the library or wherever the week of the test so students can make sure they are on point with the material. when students (me especially) read through chapters its difficult to know and understand every little fact. so having a review session will help students know the key points that the professor will test on

Not really.

no

No

no

Some of professors are not ready to answer to students through the e-mail,

One professor even did not used school's Blackboard system, and forced student to buy new Blackboard which is same as what Citrus is using now.

no

No

no all is good

The Distance ed classes are harder to keep up on just because you are not in front of a teacher telling you what is due when. However, there is more personal responsibility involved which is a learning experience in itself.

no

none, just that program is great

no

About half of the classes I've taken online have had little to no communication with students. It seems like some professors outline the class objectives and due dates and hardly attempt to communicate with students. It can be hard to stay motivated with these type of professors.

no

n/a

No

No

no

As I have difficulty concentrating in an auditorium because of noise the distance education program is the best for me. I like to isolate myself in complete silence to study. In these conditions, I can focus and work non stop for several hours. My only complaint is that I would like Citrus to offer MORE classes online, particularly in the areas of science (calculus, biology, chemistry, etc..).

No

More classes should be offered.

It is a very convenient way to take classes without the hassle of going to a over crowded school.

No. I feel everything went well in this course.

Very well organized and implemented.

No

No

i wouldnt have time to go to school if DE wasn't available. thank you

none.

the programs could be opened up more to accept more students.

NO

no

I did not have any observations regarding the Distance Education at Citrus College yet

This was the 1st time I took a Distance Ed. course and I enjoyed it.

The 1st question didn't apply to me so I didn't answer it.

So Far It's Going Great. Just need to put time and effort into readings just like a regular traditional course.

Overall, I've enjoyed the online classes I've taken at Citrus. A few times I've had to wait weeks to get grades back on particular assignments, but that wasn't a major problem. There was one psychology class that was very poorly structured/planned (compared to others) but I was able to

earn an A despite the circumstances. I would highly recommend that Citrus replace its Blackboard chatroom setup. The current server is of rather poor quality. It would be very interesting to offer lower level science classes online, such as chem 110, maybe 111, and physics 110, while only requiring students to come to campus once or twice a week for labs.

Create more classes.

No program works fine for courses that are offered.

no

All the teachers had very different ways of posting assignments and they were all located in different places. It would be nice to have all teachers upload class assignments to one calendar that laid out everything the student needed to get done. It was often confusing and very time consuming looking up every assignment for each of my 4 classes.

I have challenges with self-discipline, but the benefits of not having to travel to the campus, especially since I have four children with many extracurricular activities of their own, outweigh the challenges. Questions 1 and 3 are not applicable to me.

I have had a wonderful experience with other classes but fell back in Math 130 because of lack of instruction. However when communicating with Mrs Medrano she helped me to fit into an in class spot that was available... since I have been in class and received her instruction I am doing much better. Distance Ed is great if you have a clear understanding of the subject but Algebra on line 20 years after High school was not a good fit. Thanks to her classroom instruction I think I will pass this class. My history discussion board is very good. Pathways to computer literacy has been a neat class that sometimes can get on my nerves because Mr. Flores is very strict about grammar.... but still the distance ed part is amazing!

The professors are much slower in responding to emails than professors that I have had for on campus classes.

The instructors are very helpful.

It would be nice if the instructors communicated back to us when we email them, especially when we have emailed several times, with no response.

very strongly satisfied of every professor on different class.

No.

material that we need to use that was given to us to download, make sure its downloadable

I felt that I wasn't able to get in touch with the teacher when I needed something, but it has been a good experience.

I love the distance education program because i am able to learn at my own pace which helps a lot.

no just the book are too expensive...

I haven't even finished my Distance Education program now. SO i don't have any observation yet.

I find the professors who use only Blackboard as a means of communicating with students to be much more accessible and easier to understand. I have 2 professors who have chosen to use their own websites in addition to Blackboard and I have found it very confusing in order to keep up with due dates and exam dates.

No

No

No

no

none

more classes!!

I think the distance education courses should have a professor give a lecture through audio or video. Also maybe they should have a webcam just in case we have questions concerning the course.

everything is fine

yes, I personally believe that the staff and students working at the distance education help desk and help line should be somewhat familiar with the Citrus college website and instructors, they should also know a little bit of where the students can contact the instructor, and finally where the students may find info about the class online. Thank you. Because last time I went and called the D.E. office the staff did not know anything.

no

i really enjoy it because i get to work on it from home and i am more comfortable with completely online classes to where you never have to go to class and just turn in things online only.

nawww

i like distance ed program. i can work on it and balance my time.

no

None

too many technical difficulties

It would be helpful if the professors can post up lecture videos

To my knowledge, there is no other program like Citrus College's Distance Education. One can earn at least two Associate's Degrees entirely online with occasional on campus exams that can also be proctored at non-local schools. In addition, DE at Citrus offers the full complement of 2-year degree and transfer courses that makes finishing lower division work both convenient and affordable for almost anyone.

I have nothing but good things to say about it, and I do so all the time. Without Citrus College Distance Education, I would not have finished my AA and gotten my AS at the same time, nor would I be transferring to Cal Poly Pomona this Fall. Rather, I'd be a lot less far along without it.

To the Faculty, Administration, and the DE people, you guys are awesome. Keep up the good work. I know you will because I keep seeing new DE offerings each semester, and I have seen an steady increase in genuine enthusiasm in DE instruction ever since I started Fall 2009.

- Joseph Cheek

Not at the moment.

more difficult than traditional classroom settings

When the teachers are organized the program is very straightforward and easy to follow.

Questions 1 and 12 really don't pertain to me yet. This is my first on-line course so I do not have any history to reflect on; and this is only our second week, so I can't really compare grades yet. I do very much like the idea of on-line courses and am looking forward to taking more hopefully this summer! My sister is also taking an on-line class in History and in the future, my mother may even sign on. We love the program.

My experience of the distance learning program has been very positive. I was thrilled to find this course offered. I am primarily a student at Mount San Antonio College, but they do not offer this course and it is a required pre-requisite for me. It has been very convenient to take it online, because it saves time and money by reducing the driving time. I feel challenged by the material and am in good communication with the professor.

its okay, but as a new student to citrus there should have been a mini introduction class on how to use blackboard.. i had no clue where to find the quizzes an when i did find the quiz i had missed it and there are no make ups so i just had to take the zero. i emailed the teacher 2days

before the quiz and she did not reply till a day after the quiz.

none

Overall the experience has been great, and while it requires more reading and writing, since that was explained thoroughly at the beginning of each semester, it was expected and accepted. I love Blackboard, all its features and tools, the ability to discuss like you would in a classroom, but from the comfort of home and at within my time frame is wonderful. The only issue that I really have would be some of the Online companion software (like MyITLab or Coursecompass). There are probably many others that are useful for distance ed classes, but MyITLab I have real complaints about, however, there's nothing Citrus could do other than having the professor select a different book, which might not be possible, since each professor has a specific book in mind and the book may be phenomenal even if the online software is terrible. Other than that, I love the distance ed experience. It's taking me a bit longer to finish than if I were on campus, but that would be impossible with a family and job, so the fact that I can go slower and still get a college degree is wonderful.

Yes, I do. Questions 1, 2, and 3 of this survey are kind of lame. There should be a "does not apply to me" option for question 1. Question 2 should include as an option, "this class was ONLY available through distance learning". Question 3 should include 2 additional options, "somewhat", and "does not apply to me".

Some professors don't reply emails and do not update grades on time.

The only thing I would say is that sometimes the blackboard was down. That was the only inconvenience I had. Overall this was a wonderful program!

good job. make more of an effort to get the teachers to only use the book as a supplement to the course, not the basis for research, quiz and tests. The auto-generated tests are not very easy to understand at times.

It takes some self discipline. Also, I think there could be more work done in presentation of the material. Some of the lectures the font was small, some it was very large. Not all of the links worked. Making it more consistent and ensuring that everything is update would make the course a little better. I am currently in my first distance ed class.

No

so far its been really well. i would suggest that more classes be added.

Some of the instructors are unwilling to correct errors which have occurred causing the student to be wrongfully dropped from a course. In fact, from my personal experience, an instructor refused to return my calls or emails regarding his wrongfully dropping me from his course.

I have to say this is the worst teacher ever. I've taken many distance education classes at Citrus and all of the other professors were wonderful, this one is terrible. She does not grade on time, is not fair and does not checkher email. She tells us to be patient with her because she has parties and wedding to attend over the weekend. I have never been so disappointed.

no.

None.

I wish teachers would still teach lessons like in the traditional classroom settings. Technology makes it easier for us to communicate with one another through video chat or chatrooms and I think all teachers should utilize this. Not only will it benefit students but I think it'll make more people comfortable with DE classes because you are getting the same type of instruction as in the traditional classroom setting.

So far so good. :)

More classes offered through distance education!

no

NO

no i really like the fact that you can do the class at your time but as long as you dont fall behind

you do really good

the web site could be better

no besides that its very helpful for someone who works alot.

I have taken numerous online classes at Citrus College. I attempted Sociology 201-DE with Gailynn White 10 years ago and received a D in the course. She was impossible to reach, never returned phone calls or emails. I re-took SOC. 201 on campus with Professor Walz and received an A in the course. With no other class times available, I enrolled in Professor White's SOC. 114-DE, and not much has changed in the last 10 years. She has yet to return any email sent from myself or others in my group for a class project. She is inactive in any discussion board, and is impossible to reach. I am a Sociology major transferring to Cal Poly in Fall 2011, and am disappointed by the instruction I have received in this course. I know that Citrus works very hard to maintain a status as a reputable institution for distant education courses, and this one, unfortunatley, does not meet any adequate standards. As an online teacher, Professor White is deplorable and is robbing students of a fair shot at knowledge that we pay to learn.

I dont have any question

no

NOT AT THIS TIME

Some teachers have communication issues. Video of lectures would be helpful for the really difficult concepts.

some teachers do not check their emails

I feel I have learned more through Distance Education program at Citrus College because there is no traditional lectures to ~~sleep through~~ depend on. You have to seek out all the information you need all on your OWN.

Professor Villa is a great instructor!

There was little to no communication between fellow students. I needed student to student interaction. I think would have helped in the class alot.

n/a

Great Program.

I don't have yet.

None

no

no

First time taking it and it works well with my schedule.

NO

there should be more classes available

Because it is a online course maybe more communication between student and professors as far as what is important to the course. Possibly power-points, videos, study groups with the professor/students and study guides. These are traditional in classrooms and should be implemented within online courses as well. Many of these factors were not implemented within the courses I took at Citrus versus courses at other locations.

nope

I like it. I like to work independently and it allowed me to do the work on my own time, especially during busy times.

no, it is a very convenient way for students to still get the education if they couldn't get this class the traditional way or if they didn't have time.

I believe the distance education classes are extremely adequate and achieve the goal of being able to learn and finish classes regardless of time or schedule issues.

I have taken online classes at Los Angeles Valley College and one thing that I did like was your were able to create a personal profile. By doing this students were able to download pictures of themselves which made the chats and overall experience more personable. You feel really connected to the teacher as well as other students. I think more people participated in the discussion because it felt more like a classroom setting.

With Distance Education classes it can become hard when the student must have to come to school to test. I feel this can make thing complicated, but it wouldn't deter me from taking the class. Also because your not in the classroom hearing what the teacher wants you to learn, if the lecture notes, or information isn't more specific your left stressing out trying to learn everything they post, including all the reading from textbooks.

N/A

I personally like it as it works with my work schedule and with my children. Its important for me to keep my education up.

N/A

no

none

I will never take DE again because I hate not being able to have time with the teacher everyday like normal classes. I am so stressed with this class, but that has nothing to do with my teacher. I really like Professor Van Horn and I feel bad that I am lacking in her class because of my absence of being able to see her everyday.

Not at this time

no

More DE classes appear to be in demand, as they fill up quickly.

OK

5. Instructional Support

Child Development Center (Pg. 230)

College Success (Pg. 231)

Continuing Education (Pg. 233)

Honors (Pg. 235)

Learning Center (Pg. 236)

Library (Pg. 238)

Performing Arts Center (Pg. 240)

Study Abroad (Pg. 244)

Tech Prep (Pg. 245)

Student Learning Outcomes 2009-10
Program: Child Development Center

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results	VI Use of Results
Support student parents in achieving academic or vocational goals by providing early care and education services to children 2.5-5 years of age.	Creative, Critical & Analytical thinking	With their child in a safe place the student is able to focus on academic goals	Parent survey soliciting information regarding student sense of comfort and safety of their child	100% of completed surveys indicated that students feel that their child is safe in the center	Continue program services and survey implementation
	Communication	Due to the Center's flexible schedule the student is able to participate in all aspects of their course work including early morning classes, field trips, out of class work and study groups.	Parent survey soliciting information regarding the student's ability to more fully participate in course work	100% of completed surveys indicate appreciation to enrollment office for flexibility in scheduling	Continue program services and survey implementation
	Communication	Due to health services provided the children (vision, hearing, dental screenings) the student is able to take care of their child's health needs without impacting their class work	Outcome data from on-site screenings indicating participation of student's children.	Health referrals for vision, hearing and dental follow-up given to parents after screening	Continue program service and referral process

Students have easy access to College Success, though most do not realize they are in a “program.” This is deliberate: Citrus seeks to reach students whatever their level—College Success simply provides resources for those who place below college level. Students are introduced to the resources through class visits (5,485 student contacts for fall 2008) and through information provided at Early Decision, Parent Nights, Open House, Welcome Day and the Counselor Breakfast. When students place into a basic skills class, testing refers them immediately to the College Success Counselor.

Student Learning Outcomes

In creating the Program SLOs and program component SLOs, the Director of College Success worked with the Faculty Leads, the College Success Advisory Committee, the Learning Center Supervisor and the College Success Counselor. The College Success Program SLO and the Mission Statement of the College Success Advisory Committee also relate to the mission of Citrus College—see mission statement, below.

College Success Program SLO

Outcome: Students who place below college level in English, reading, math and ESL receive effective instructional and student service resources

Rationale: To assist students to reach their academic goals and increase their success and retention

Assessment: By statistical analysis of success and retention rates and by student survey

Mission Statement of the College Success Advisory Committee

The College Success Program promotes academic advancement by increasing student knowledge, enhancing learning skills and providing educational support.

Program Component SLOs

- **Success Centers**
Outcome: Students receive instructional support that connects with curriculum in basic skills classes
Rationale: To enhance the learning experience and provide opportunity for students to complete basic skills classes successfully
Assessment: By student success rates and student and faculty surveys
- **College Success/Early Alert Workshops**
Outcome: Students engage in learning experiences that develop learning and study skills
Rationale: To address affective and cognitive issues that impede success
Assessment: By student and faculty evaluation
- **Learning Communities**
Outcome: Increased student success, student engagement and assimilation into college culture
Rationale: To establish progressive organizational practices which enhance student success opportunities
Assessment: By student evaluations within linked courses and analysis of success rates
- **Faculty Leads**
Outcome: Students receive consistent instruction in basic skills classes with curriculum overseen by faculty leads who mentor classes taught by adjuncts
Rationale: To provide consistent classes across sections and enhance student progress
Assessment: By faculty lead and adjunct faculty evaluation

- **Fast Track Classes**

Outcome: Students complete basic skills course sequence within an academic year

Rationale: To augment student progress and retention rates

Assessment: By statistical analysis of student success and retention rates

- **College Success Counselor**

Outcome 1: Basic skills students in English, reading, math or ESL understand available campus resources specific to basic skills students

Rationale: To provide counseling that meets the psycho/social issues of basic skills students

Assessment: By student survey and faculty survey

Outcome 2: Basic skills students are connected to a particular counselor during their first semester, in a setting adjacent to placement testing

Rationale: To provide basic skills students with the immediate attention needed for optimum opportunity for success

Assessment: By student survey and SARS statistics

Outcome 3: Basic skills students receive academic/personal/career counseling specific to the needs of basic skills student

Rationale: To increase success in desired goals

Assessment: By student survey

Outcome 4: Basic skills students complete a student education plan by their second semester

Rationale: To increase rates of success of basic skills students

Assessment: By analysis of College Success Counselor appointments and analysis of student success rates

Funding, Expenditure and Accountability

The College Success Program is funded by two sources: Title V HSI grant, now in its 5th and final year, and the State of California Basic Skills Initiative (BSI). BSI funds have been assured through 2011, though funding beyond that date is uncertain. Because the Title V grant ends September 2009, Citrus is applying for a new Title V HSI grant—awardees will be announced late summer. Each year an Annual Performance Review is required under the Title V grant; in addition, both mid-year and end-of-year reporting is required by the State of California for use of the BSI funds.

Technology Needs

Both Success Centers require use of up-to-date computers and computer software. Currently, PLATO is the software used in the Success Center and there is some discussion that it does not adequately suit student needs. ALEKS, which has been used in Math 029, will be discontinued in fall 2009; a committee is currently redesigning lab curriculum to include a variety of instructional modalities. In addition, classroom technology in the form of “Document Readers” assist those students who require additional instructional input, along with “Red Cats”—units that allow faculty to speak into a soft microphone, also assisting students to hear more clearly, particularly those students for whom English is not their first language. Math faculty are requesting “sympodiums” be incorporated into basic skills classrooms to more effectively be able to “walk” a student through the math problem process.

Effectiveness of Program for Underprepared and Unrepresented Students

Noncredit Education often serves as a point of entry for many underprepared and underrepresented students. Noncredit students are diverse in their educational backgrounds but are united in their willingness to improve their personal circumstance through education and learning. The Noncredit student population includes the adult re-entry student who is returning to college in hopes of earning a degree or certificate, the basic skills student who needs a little help before transitioning to the credit program, the older adult who wants to continue his learning despite his age, the displaced worker in need of updated job skills and the English as a Second Language student who needs to improve his verbal skills in order to move ahead in his job.

The fear and pressure that is often associated with the credit program is alleviated by the structure and design of the Noncredit program. The open entry/open exit format removes the stress involved with the strict start and end dates of the credit program. Each student is allowed to work at their own pace at their own level without the pressure of earning a passing grade. The Noncredit faculty are understanding of this population and adjust their teaching styles accordingly. Faculty members become mentors and counselors to their students.

Educational Goals of the Program Compared to College Population

The Continuing Education program does not currently track student completion rates for our programs; however, this does not mean students are not completing their individual goals.

ESL students are progressing from one level to the next and are drastically improving their language and pronunciation skills. Students who could not communicate with the office staff in order to register for their class are now interacting with classmates and instructors. A number of students have transitioned from noncredit ESL classes to credit ESL classes, successfully integrating the skills learned in our program into their new educational goals. Numerous students have completed fee-based classes and have received certificates of achievement from the instructor and the college, including our online students who have completed professional development and job training courses. Most importantly, there are the students who have completed a Community Education or Noncredit course, and the completion alone is the reward. This group of students enrolls in classes for a variety of reasons, both personal and professional, oftentimes overcoming the fear of taking a college course. By completing the course, the student has accomplished a personal goal, a goal that cannot be measured by tracking completion rates.

Development and Implementation of Program Student Learning Outcomes

Prior to the beginning of the program review process, the Continuing Education program had not developed Program Student Learning Outcomes. Through the course of the

development of this document, we created the following Program Student Learning Outcomes:

- Noncredit basic skills learners will successfully articulate into credit instruction.
- Noncredit ESL learners will enhance their written and verbal communication skills, leading to increased personal and professional growth.
- Noncredit and Community Education instruction will improve the learner's life skills, employability, physical wellness, overall sense of well-being, and/or offer personal enrichment.
- Through continued lifelong learning, older adult learners will enhance a lifetime of knowledge and skills to promote an active lifestyle, mind, health, and well-being.
- Contract Education will lead to increased employee performance and productivity in business and industry.

Processed Used to Develop Program Student Learning Outcomes

To be honest, there was a great deal of chocolate and caffeine involved, fueled by the time crunch of the program review submission deadline.

The staff from the Institutional Research office was consulted to ensure the Program Student Learning Outcomes could be assessed and in what manner.

Activities Used to Achieve Program Student Learning Outcomes

We will work to develop activities and programs that will be integral in the implementation and achievement of the goals outlined in the Program Student Learning Outcomes.

Assessment of Outcomes

Assessments are not currently being performed with critical data.

Assessment Information Used to Improve Services

The Continuing Education program has not assessed the Program Student Learning Outcomes yet. In the future, assessment data will be used to develop new programs, improve and/or expand existing programs and guide budget decisions.

Compliance with Minimum Requirements of Law

We are currently working on improving and maintaining our compliance with the minimum requirements of law.

received the prestigious Juan Lara Award for outstanding achievement in Spring 08. Recently, two honors students won outstanding achievement awards at the Undergraduate Student Research Conference held at the University of California, Irvine. Two other honors students were recently awarded All-State Academic awards from Phi Theta Kappa. Several Citrus Honors students have their research published each year and several former students have written or dropped by to comment on how well they are doing at UCLA and UC Berkeley thanks in part to their research and seminar-style experiences in the Citrus Honors Program.

The honors program serves as a gateway to campus leadership positions. It does this through the 30 hour service learning/campus life activity component, coordination with the Student Ambassador program in recruiting honors students to serve as ambassadors and through the promotion of membership and participation in the Citrus College chapters of PTK and AGS. The Honors Coordinator typically meets with honors students when they enter the program and discusses the benefits of student leadership and the numerous opportunities on the Citrus campus. Citrus Honors students traditionally fill many campus leadership positions including ASCC Officers, Student Trustees, Student Ambassadors and PTK and AGS officers. They also contribute to our local community through participation in service learning. Honors students are also expected to show classroom leadership through class participation and presentations.

Program Student Learning Outcomes and Program Goals:

This is the first time program student learning outcomes have been developed for the Honors Program. Honors Advisory Committee members developed the following program student learning outcomes.

- Students will synthesize information from multiple sources and various disciplines to articulate well formulated positions on a range of subjects/topics and to understand the inter-disciplinary connections not only in academia, but their application and engagement in the larger world.
- Students will demonstrate advanced skills in research and evaluation of sources.
- Students will learn how to participate in, as well as lead, a seminar-style discussion.

In addition to student learning outcomes, the Honors Program also has the following program goals:

- To promote scholastic excellence through hands on educational opportunities, high levels of student-instructor interaction, student led discussions and opportunities for original research.

- b. How effective is this program in enabling success for underprepared and underrepresented students?

Serving the needs of underprepared and underrepresented students is a crucial function of the Learning Center, and such students are among the heaviest users of the Learning Center. The new Success Center has been especially tailored to provide these students with hands-on interaction with staff. This is the best method to assist with learning and ensure success.

We have been proud to note very favorable feedback from students who are in English 30 and 40, most of whom are underprepared/underrepresented. Students report that the Success Center experience is helpful and valuable and has improved their writing skills.

Successful service to this student group can be supported by student survey results, as well as documented instructor feedback. Instructors for these courses, also, notice an improvement in the students' course work if they regularly attend the lab.

Additionally, the majority of the students served through tutorial are underprepared/underrepresented. Focus is given in training the tutors to help the students become independent learners by integrating study skills with course content.

C. Success.

1. Review how well your students are completing their educational goals compared to the total college population, if appropriate.
2. Include (where applicable)
 - a. Number of degrees and certificates awarded.
 - b. Number of transfer-prepared students.
 - c. Number of transfers.
 - d. Achievement of non-credit educational goals.

The Learning Center does not track information regarding the students completing their educational goals that have utilized our facilities and is not equipped at this time to access the information. Access to this tracking would be prohibitive. There would need to be systems developed that would allow access to other departments that can provide and coordinate this data.

D. Student Learning Outcomes.

1. Describe your progress in the development and implementation of Program Student Learning Outcomes.

Program Outcomes have been developed for the Learning Center Services. The Learning Center is in the process of refining and evaluating the outcomes.

a. List the program SLOs.

- Provide students instructional support services and resources in a friendly and helpful manner.
 - Students who complete course-assigned language lab activities will enhance their knowledge and language skill.
 - Regular users of testing services will receive timely and accurate evaluation in the form of testing and assessment of knowledge and skills and level of preparation.
 - Students who regularly use tutorial services will evidence independent learner traits through applied study skills.
 - Students receive instructional support for basic skills classes to enhance the learning experience and provide opportunity for students to complete basic skills classes successfully.
-
- What process was used to develop the SLOs?
 - What activities are used to achieve the SLOs?

Program outcomes were developed by analyzing the essence of our measurable services, in discussion with Learning Center staff and the area Dean. To achieve the program outcomes, we 1) extensively evaluate survey results from students, faculty, and staff; 2) consult with other departments concerning their needs; and 3) communicate with faculty regarding their needs for instructional support.

2. How are you assessing the outcomes?

Outcomes are assessed through evaluation of student survey; instructor survey; staff reporting; and data logged regarding successful completion of testing. Survey/assessment information helps to identify areas where program outcomes are not being fully met, and what measures can be taken to meet them such as to restructure instructional support offerings, improve the publication and distribution of information about our services, and improve communication with faculty and students. Students evaluate instructional support labs via survey, and faculty also provides feedback via meetings and periodic surveys. The student survey is distributed in the Learning Center labs periodically and asks about experience with staff and services. Students in the English 30 and 40 classes were surveyed in Fall 2008 specifically about their experiences with using the Success Center in regards to lab hour commitment and lab offerings. Faculty is surveyed by e-mail about their experiences with the Learning Center staff and services. Students who receive tutorial services are also specifically asked about their experiences with tutoring and the tutors.

3. How is the assessment information used to improve services?

After such review, we develop new programs, change, and/or enhance existing services accordingly and as budget allows.

5. The wireless network is currently accessible only in parts of the Library and should be expanded to cover the entire Library.
6. As digital resources available to users become more diverse and extensive, many libraries are implementing search portal software which enables users to search numerous resources with a single search. The Library has loaded records for a large percentage of its electronic resources, including individual books, journals and reference works into the catalog, and thus provides searchable access to them as well as to print resources. In addition, limited single search portal is available to Citrus users via EBSCO, which enables a single search of all its databases as well as of LexisNexus. The Library has investigated the feasibility of purchasing the search portal module available for the Library's automation system software or some other portal software, but it is not feasible cost-wise at this point.
7. The Library has an archive of the Clarion student newspaper which could be digitized and made available online to the Citrus community as well as alumni and others, as many other colleges and universities are doing, but so far funding has not been found for this.
8. RFID technology increases the efficiency of library operations, as it allows automatic and more complete tracking of library materials. Costs have decreased for implementing RFID but there has not yet been the opportunity budgetarily to implement it.

C. Success

Based on our surveys and data we have collected, Citrus College students have a high level of satisfaction with the Library facility and its resources, the level of services that they have received, and the Library's website and online resources and services. [See Appendix 3].

D. Student Learning Outcomes

1. Development and implementation of Program SLOs

In the process of developing the Library's student learning outcomes, the Library program review committee reviewed American Library Association standards and learning outcomes, and obtained student learning outcomes used by other community college libraries to compare with those proposed for the Library Services program. Library program SLOs have been Established as:

- a. Communication (personal expression and information acquisition)
 - Library users will be able to identify and describe their information needs through a reference interview, to promote lifelong learning.
- b. Creative, Critical, and Analytical Thinking [see Appendix 2]
 - Library users will develop a productive research strategy to complete a research assignment by utilizing library collections and search tools to facilitate research.
 - Library users will demonstrate knowledge of services available in the library (reserve desk, interlibrary loan, borrowing materials, and reference assistance) in order to facilitate student learning.
 - Library users will utilize the library's virtual and physical resources such as computers, study areas, group study rooms, website, catalog, and other electronic, print and AV sources, to facilitate study and research.

- Library users will demonstrate information literacy through classroom library instruction sessions, one-on-one direct encounters at the reference desk, or by taking the Library Technology 100 Information Literacy course so that, as they progress through their college courses and through life, they will be able to enjoy an informed, computer-literate life.
- c. Community/Global Consciousness and Responsibility
- Library users will demonstrate courteous behavior, use library materials in a responsible manner, and distinguish between ethical and unethical uses of information.
- d. Technology/information competency
- Students will demonstrate that they can use the Online Public Access Catalog (OPAC) to locate library materials, after instruction at the reference desk or in class sessions, in order to promote lifelong effective use of libraries.
- e. Discipline/subject Area Specific Content Material
- Library users will be able to find books in the Dewey Decimal arrangement, after instruction at the reference desk or in class sessions, and retrieve them from the shelves accurately, in order to promote lifelong effective use of libraries.

2. Assessment of Outcomes

Outcomes are assessed by the use of surveys [see Appendix 3]:

- a. 2008 Student post-library instruction feedback survey (477 students achieved an average 60% achievement on library skills).
- b. 2007/08 Student library instruction evaluation survey (1321 students responded. 88% felt the instruction helped them select databases; 78% felt it helped them improve their search strategy; 55% agreed that it helped them to find criticism for a literary criticism assignment; overall 94% felt more comfortable about the library and staff.)
- c. 2008 Instructor feedback to library on library instruction survey (6 instructors responded; 100% felt the instruction assisted students in selecting and searching in article databases).
- d. 2008 Library survey (202 responses; 58% of students felt the library staff treats them well; 57% say the library helps them with their schoolwork)
- e. Online 2008 Library computer usage survey (342 responses; 56% say they are in the library to use the computers; 44% say they are searching library databases; 66% are doing email as well; and by a large percentage nearly all users claim to be using internet resources (both library and non-library) to find information related to their class work and assignments. Most expressed general satisfaction with the library's website.)

3. Improvement of Services

Survey/assessment information helps to identify areas where SLOs are not being fully met, and what measures can be taken to meet them such as to restructure library instruction sessions, improve the library website, and improve communication with faculty and students. Students evaluate instruction sessions via an online survey, and faculty also provide feedback via an online form regarding the instruction sessions.

By any reasonable measure, HPAC's program deserves the label "successful." Staff interactions with peers at surrounding arts venues indicate that sales statistics continue to compare favorably with friendly competitors. Community feedback continues to indicate appreciation for the performance opportunities afforded by HPAC. Careful use of resources has positioned the department to weather the current downturn successfully. Board of Trustee member public comments about campus productions are frequent, and consistently favorable. Administrator support for the program has been consistently strong, and direct supervisors of the department have consistently encouraged both the PAC's independent entrepreneurial activities and close working relationships and involvement with Fine Arts Department performance activities.

4. Student Learning Outcomes

As a non-academic department, the college mission-supporting tasks of the Performing Arts Center facility and programs are threefold:

- (1) To provide facility and support services to the academic department users of the facility.
- (2) To offer cultural and life-enhancing opportunities to attend arts events and programs.
- (3) To serve as a community support facility for rental users of the building.

Opportunities provided by each of these activities directly support faculty-identified and defined core competencies, which in turn lead to student learning outcome behaviors. Core competencies that are clearly supported by PAC activities include:

1. *Communication: (personal expression):* Student performers will practice their performance skills for public audiences, utilizing both verbal and non-verbal skills. Audiences will develop listening skills and techniques by attending performances in a comfortable and well-equipped facility.
2. *Computation:* N/A
3. *Creative, Critical, and Analytical Thinking:* HPAC will provide a forum, and offer frequent and diverse opportunities for student creativity in performance. In addition, students and audiences will have multiple opportunities to develop and apply critical analysis to the evaluation of performances presented in a variety of arts disciplines.

4. *Community/Global Consciousness and Responsibility:* HPAC presenting activities provide audiences with exposure to a broad spectrum of art forms from diverse regional and global cultures.
5. *Technology:* The HPAC facility utilizes cutting edge performance enhancing and supporting equipment in lighting, sound, and video production.
6. *Discipline/Subject Area Specific Content Material:* the HPAC production facility offers Fine Arts Department and other users an environment that is safe, spacious, well-equipped, and regionally recognized as a laboratory facility well-suited to the practice of performance and technical support activities necessary for the presentation of a variety of fine arts disciplines.

Course Level: Understanding the connection between PAC academic support activities and student learning outcomes at the course level requires a clear understanding of the facility and services that the PAC provides for the academic departments it serves. These departments are primarily the programs within the Fine and Performing Arts Department that have live performance components: vocal music, instrumental music, theatre, and dance. In each of these areas, classroom instruction is supplemented by and often culminates with public performance. To support these efforts, HPAC provides the performance facility, technical equipment required, support staff, and student supervision necessary to successfully facilitate the creation of fully produced programs that maximize opportunities for student participation and learning. Simply put, the PAC provides students with the facility, the technology, the means, and the opportunity to pursue the application of skills learned in the classrooms of the Fine Arts Department.

Both the Fine Arts Department and the Performing Arts Center share the goal of presenting high-quality performances to showcase student work. As the academic arm, instructors of the participating students from the areas of music, dance, theatre, recording arts, and theatre technology are better equipped and positioned to develop and assess student learning outcomes at the course level, although the PAC deserves co-recognition for results achieved. As stated previously, the PAC's role is one of providing supporting facilities, technology, means, and opportunity for the achievement of student learning outcomes. Measured by applause, community recognition, economic stability of the program, and student successes following time spent at Citrus, indications are that the PAC is successfully promoting positive SLOs for academic department users.

Institutional level: In addition to the direct academic department support mentioned above, the presenting and rental support activities of the PAC have been consciously developed and refined to support multiple objectives of the Citrus College Mission Statement. As part of the college's desire to "advance as a dynamic center for life-long

learning," PAC programs and services directly support the following institutional objectives:

- Prepare students to transfer to four-year colleges and universities;
- Offer technological services and support for students, faculty, and staff;
- Grant opportunities for students to develop a global perspective through curriculum with international and multi-cultural applications;
- Furnish support services for the intellectual and personal development of all Citrus College students;
- Foster a comprehensive and enriching program of extracurricular activities;
- Increase career development support for students, faculty, [and] staff through career exploration;
- Advance cultural and personal enrichment programs for the college and community members.

Far from being limited solely to providing enrolled students with the opportunities afforded by an active Performing Arts Center, the PAC reaches out to the greater community and provides multiple opportunities for a wide variety of cultural enrichment and fine arts related performance activities. Attendance at PAC events is often an initial point-of-contact with Citrus College for community members, and many K-12 students have their first contact with live theatre, and even a college campus, while attending performances in the PAC.

Measurement: Measuring learning in any fine arts discipline, either by participants or audience members, is complex for a variety of reasons. As noted above, student participant learning is more appropriately measured within the academic departments utilizing the PAC. Measuring audience learning requires data and demographic data that the PAC does not collect, since its mission is to serve the entire college district without discrimination. For this reason, the best sources of measurement data are found by tracking fine arts event attendance and participation opportunities. The following chart details data collected during the most recently completed (2008-2009) academic year:

**Students and Community Served: 2008-2009
Haugh Performing Arts Center**

	Fine Arts	E@8/ Sun @2	Passport	SSK	Rentals	Campus/ Other	Totals
Number of Performances: HPAC & Little Theatre	88	17	20	16	50	4	195
Number of Rehearsals (HPAC)	128	4	0	2	29	3	166
Number of Class Meetings (HPAC)	172	0	0	0	0	0	172
Number of Patrons	34,148	11,131	4,790	8,776	41,682	1,908	102,435
Student Attendance: Weekday Performances	6,828	0	0	0	13,402	0	20,230
1/2 Price Student Tickets Sold (HPAC)	478	102	38	0	0	0	618
Student Participants: Performers	1,692	23	0	0	40	1	1,756
Student Crew: Production Support Assignments	209	130	67	56	278	17	757
Student Lab Participants: Job Shadow Assignments (HPAC)	190	44	0	0	6	0	240
Student Lab Participants: Little Theatre	265	0	0	0	0	0	265

5. Compliance

HPAC programs and operations address and are consistent with the college mission and objectives. Operations of HPAC are compliant with all applicable Board Policies and Regulations as they apply to the day-to-day and long-term activities conducted by the Center. HPAC staff comply with campus guidelines and procedures defined by each of the various departments that provide support services, including submission deadlines, financial records, etc. In addition, HPAC complies with the following external agency requirements:

- HPAC's facility was renovated in the mid 1990s to achieve ADA (Americans with Disabilities Act) compliance. Patron accommodations, including accessible

Citrus College's summer in China program offered students the opportunity to study business in Beijing, China's capital; and Shanghai, one of the most important cultural, commercial, financial, industrial and communication centers of the world.

Winter in Costa Rica took students studying natural history to one of the most unique destinations in Central America. Students traveled to ecological and geological communities such as rainforests, cloud forests, tropical dry forests, and several national parks including Arenal Volcano National Park, Tortuguero National Park and Monteverde Cloud Forest.

Student Learning Outcomes and Assessment

Most study abroad students return with a different sense of values and a special appreciation of their own country and culture.

Many of our study abroad students returned to campus and joined student government, the honors society, PTK and AGS. Others have become involved in civic and community service and have assisted at risk children or participated in community clean up. One of our study abroad students was nominated Woman of the Year in 2005. Students who could not decide what they wanted to do in life found a new sense of purpose. Most became more concerned with international politics.

Student Learning Outcomes for our study abroad programs are:

- Increase students' understanding of global issues and cultural differences;
- Train students to communicate effectively in other cultures and enhance their understanding of other nations' values; and
- Inspire an appreciation for differences among other cultures and a deeper understanding of the values and perspectives of other people.

Each participating student will rate the various benefits of international education based on a matrix of 1-5. This data will be collected and graphed.

IV. Effective Practices

Our contractor, the American Institute for Foreign Study (AIFS), was founded in 1964 and has more than 40 years of experience in organizing study abroad programs. Over one million participants have studied abroad through AIFS programs.

Our student homestays and apartments are carefully selected and transportation to and from school is provided if necessary. AIFS provides well educated, experienced student services staff. Medical insurance is included for all participating students. Group airfare is provided with airport pickup and return.

Computer labs in London and Salamanca offer free Internet and email to our students. Technology is continually assessed and updated.

Another problem cited by Parnell is the missed opportunity of community colleges to emphasize and tell the story of the associate degree. The associate degree is the American community college's signature product and a viable option for the neglected majority, but we are not stressing it. Parnell says about this topic that,

"I think some progress has been made, but community colleges generally have not been giving high schools and the employer community clear enough signals about the value of completing the associate degree. And I underline completing the degree requirement. This was one of the biggest disappointments for me when I was President of the American Association of Community Colleges. I started a program called Associate Degree Preferred because I wanted to get the employer community acquainted with the Associate degree and start requiring it. ... You think I could get my colleagues and community colleges excited about that? I just bombed!"

Student Learning Outcomes

The Tech Prep program is funded to provide services that strengthen curricular and instructional connections between secondary and postsecondary institutions and the systemic approach that increases the preparation and completion of students completing the 2+2 CTE program, i.e., successful transition to college, completion of certificate(s) and degree(s), and transfer as appropriate. Through the course of developing this document, the following Tech Prep Program Student Learning Outcomes were developed with the intent of assessing them in 2011-12 for the first time:

- Increase HS/ROP student participation in 2+2 programs with a credit-granting mechanism (including completion of A-G, CTE course requirements, and workplace (relevant) learning experiences that improve college preparation);
- Increase HS/ROP student transition to Citrus College (transition, transition on level, and transition with advanced placement);
- Increase college certificate completion;
- Increase college degree completion;
- Maintain the time necessary to complete the 2+2 CTE program (four years) when the student completes all courses as prescribed (and stays on level and on course); and
- Decrease number of duplicate or unnecessary courses.

Compliance

In summary, the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) outlines federal provisions for the act. Provisions are interpreted by states and result in grant awards to (secondary and postsecondary) local education agencies and administered by the California Department of Education (CDE) and the California Community Colleges Chancellors Office (CCCCO) respectfully. Starting from the premise and promise of Title I, Tech Prep is detailed in Title II of the Act, awarded to postsecondary agencies only and provisions can be summarized into eight requirements (federal Title II language included in Appendix F).

6. Student Services

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Student Learning Outcomes 2009-10

Program: Admissions and Records

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-10	VI Use of Results 2009-10
<p>The purpose of the Admissions & Records Office is to provide accurate, efficient and student friendly application, registration and record keeping functions utilizing current technology to facilitate all procedures where possible.</p>	<p>Communication: 1. Provide payment instructions online, in the class schedule and on posters in the Admissions Office</p>	<p>Students demonstrate the ability to understand the payment schedule and pay fees in a timely fashion.</p>	<p>Survey students to determine the clarity of the fee payment instructions and student satisfaction with the process.</p>	<p>Online Payment Process Of the 269 students who responded to the online payment query, 63% of the students surveyed did pay online.</p> <ul style="list-style-type: none"> 86% of those that did pay online, indicated that the online instructions were helpful. 73% indicated the instructions to pay in the class schedule were helpful. <p>Comments from the other 57% who did not pay online include:</p> <ul style="list-style-type: none"> rather pay by cash or check, didn't know how, uncomfortable with online payments, wanted to combine paying in person with picking up parking pass and students sticker. Students did not have a computer at home and didn't realize they could pay on any computer (with internet access) 	<p>Several different procedures have taken place in the 2009-2010 year since Fiscal Services has taken over the cashier functions.</p> <p>These new procedures were communicated throughout our class schedule, website and within WingSpan where appropriate to inform students.</p>
				<p>WingSpan Grade Reports, Official and Unofficial Transcript Request</p>	

<p>2. Provide printed instruction on transcript request forms in the schedule and online</p>	<p>Students demonstrate the ability to view final grades online and request official and unofficial transcripts successfully</p>	<p>Survey students to determine the clarity of instruction for viewing final grades, printing unofficial transcripts and requesting official transcripts.</p>	<p>Process</p> <p>Of the 222 students who answered this portion of the survey,</p> <ul style="list-style-type: none"> • 92% knew the process to view their final grades online. • 50% knew they could printout an unofficial copy of their academic transcripts. • 52% did not know how to request an Official Transcript. <p>Final Comments/suggestions:</p> <ul style="list-style-type: none"> • Students like having few lines • Staff members were helpful/nice • WingSpan/Blackboard easy • Liked the old system better • Easy to register from home • Wished A & R staff would smile more • More staff during peak periods • Clearer instructions • More places to buy/pickup parking passes • Online system was easy to use and easy to pay online • Not complicated/simple 	<p>The instructions on our website have been enhanced to be clearer to students on how to request transcripts.</p> <p>Also allowed students to request through email which has cut down on our in person request and eliminated a long wait in line.</p> <p>As we have fewer transcripts to check and remove the legacy holds, the process moves along faster.</p>
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Student Learning Outcomes 2009-10

Program: ASCC

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-10	VI Use of Results 2009-10
<p><u>Applicable college mission objective:</u> Furnish support services for the intellectual and personal development of all Citrus College students, including opportunities in campus governance</p> <p><u>Department goal:</u> The student representatives, drawn from the Associated Students Executive Board, will provide active and effective representation of student interests on all campus shared governance committees.</p>	<p>Community/Global Conscious and Responsibility</p> <p>Discipline/subject Area Specific Content Material</p>	<p>The students will demonstrate an understanding and appreciation of their role in campus shared governance through the following behaviors:</p> <p>Students will consistently attend committee meetings.</p> <p>The overall conduct of the students during meetings will be appropriate.</p> <p>Students will adequately represent the interests of their constituency.</p> <p>Students will present their views in an appropriate manner.</p>	<p>Surveys of Shared Governance committee chairs.</p> <p>Analysis of reported shared governance attendance</p> <p>Analysis of reported shared governance attendance</p> <p>Analysis of reported shared governance attendance</p> <p>Analysis of reported shared governance attendance</p>	<p>We received a 100% response rate</p> <p>90% of respondents either "agreed" or "strongly agreed"</p> <p>20% agreed and 80% strongly agreed that our students' conduct was appropriate.</p> <p>30% agreed and 70% strongly agreed that the students represented the interests of their constituency</p> <p>90% felt that the students represented their views in an appropriate manner</p>	<p>This information validates our current methods of orienting students to the shared governance process including their roles and the expectations of their participation.</p>



Student Learning Outcomes 2008-2009

The Owl Bookshop Assessment #3

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2008-2009	VI Use of Results 2008-2009
<p><u>Applicable college mission objective:</u> "Citrus College delivers high quality instruction..."</p> <p><u>Department goal:</u> One critical factor in delivering high quality instruction is through students receiving the correct textbooks for their courses.</p>	<p>Community/Global Consciousness and Responsibility</p> <p>Lifelong Learning</p> <p>Discipline/subject Area Specific Content</p> <p>Material</p> <p>Adulthood</p> <p>Independence</p>	<p>The Owl Bookshop will assess the opinions of its clientele in fall 2008 to ensure that it is providing an acceptable level of service as measured through bookstore facilities, personnel, merchandise, operations, and policies.</p>	<p>A survey of customers will be conducted which will measure their levels of satisfaction regarding bookstore facilities, personnel, merchandise, operations, and policies.</p> <p>The survey will be sent to all college staff and distributed to students.</p> <p>The survey will be conducted using a five- point Likert scale in which: 1 = "Strongly Disagree" 2 = "Disagree" 3 = "Neutral" 4 = "Agree" 5 = "Strongly Agree"</p> <p>For those items measuring satisfaction, a mean value of at least 4.00 will constitute success.</p>	<p>The results are located on the next page.</p> <p>Data indicate that the Owl Bookshop is successful in 16 out of 23 areas measured.</p> <p>Textbook pricing fell on the bottom with a mean score of 3.45.</p>	<p>Collecting and analyzing the data allows the bookstore supervisor to identify and work to improve in the areas identified. When the choices were averaged together, most respondents responded with agreement and strong agreement.</p> <p>Areas in need of improvement are:</p> <ul style="list-style-type: none"> • Stock availability of Textbooks. • Selection of general and reference books. • Pricing of textbooks. • Pricing of non-textbook items. • Check-out time at beginning of term. • Out of stock communication. • Book buyback policies. <p>Improvements were made in these areas during fall 2008 and spring 2009. The bookstore survey will be sent out again in fall 2009.</p>



Student Learning Outcomes 2009-2010

The Owl Bookshop Assessment #4

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-2010	VI Use of Results 2009-2010
<p>Applicable college mission objective: "Citrus College delivers high quality instruction..."</p> <p>Department goal: One critical factor in delivering high quality instruction is through students receiving the correct textbooks for their courses.</p>	<p>Community/Global Consciousness and Responsibility</p> <p>Lifelong Learning</p> <p>Discipline/subject Area Specific Content Material</p> <p>Adulthood Independence</p>	<p>The Owl Bookshop will assess the opinions of its Faculty clientele in fall 2009 to ensure that it is providing an acceptable level of service as measured through bookstore facilities, personnel, merchandise, operations, and policies.</p> <p>Discussion groups found that students listen to faculty when opinions are made about bookstore services.</p>	<p>A survey of faculty will be conducted which will measure their levels of satisfaction regarding bookstore facilities, personnel, merchandise, operations, and policies.</p> <p>The survey will be sent to all Faculty.</p> <p>The survey will be conducted using a five-point Likert scale in which: 1 = "Strongly Disagree" 2 = "Disagree" 3 = "Neutral" 4 = "Agree" 5 = "Strongly Agree"</p> <p>For those items measuring satisfaction, a mean value of at least 3.50 will constitute success.</p> <p>Items receiving a score of 3.49 and below will be compiled and used in a campaign to improve service and/or improve faculty outreach.</p>	<p>The results are located on the next page.</p> <p>Data indicate that the Owl Bookshop is successful in 17 out of 23 areas measured.</p> <p>Textbook pricing fell on the bottom of the scale with a mean score of 2.82.</p> <p>Textbook pricing was on the bottom of the scale for 2008-2009. Although Faculty perception seems to fall much lower on the scale.</p>	<p>Collecting and analyzing the data allows the bookstore supervisor to identify and work to improve in the areas identified. When the choices were averaged together, most respondents responded with agreement and strong agreement.</p> <p>Areas in need of improvement are:</p> <ul style="list-style-type: none"> • Stock availability of Textbooks. • Pricing of textbooks. • Pricing of non-textbook items. • Check-out time at beginning of term. • Out of stock communication. • Book buyback policies. <p>Bookstore staff will meet and work on ways of improving procedures and ways to better communicate with faculty about bookstore operations.</p>



Student Learning Outcomes 2010-11

Program: Campus Safety

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-10	VI Use of Results 2009-10
<p>The mission of the Citrus College Campus Safety Department is to ensure the safety of students, faculty, staff and visitors while on property owned and operated by the college or involved in college-sponsored programs and activities, and to protect the property and facilities of the district, its students, employees and visitors.</p> <p>Department Goal: Strive to provide a safe and friendly environment on campus as well as in parking lots by posting guidelines and granting a "One time dismissal" per semester for violation #6 "Failure to obtain and/or display a parking permit."</p> <p>The purpose of this is to create the habit of purchasing and displaying parking permits.</p>	<p>Discipline, Conscientiousness, and Responsibility</p>	<p>The intended outcome is that students will learn from receiving a citation for Violation #6 "Failure to obtain and/or display a parking permit" and not repeat this violation during the semester.</p>	<p>Campus Safety office staff will review citations issued for Violation #6 during the 2009-10 academic year and the number of one time dismissals granted. Office staff will then review the numbers of repeat offenders for Violation #6.</p>	<p>During the 2009-10 school year a total of 6,944 citations were issued for Violation #6. Of those, 574 were granted "One time dismissals" and 23 were repeat offenders.</p>	<p>The data will allow the department to determine the effectiveness of issuing citations for Violation #6 and the "One time dismissal."</p>



Student Learning Outcomes 2009-2010 SLO 3.1

Program: Career/Transfer Center (Spring 2010)

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-10	VI Use of Results 2009-10
<p>Our mission is to provide quality career and transfer services that support student success. The range of services provided enhances students' educational experience and assists in the acquisition of academic and career goals. We provide services focused on helping students explore, evaluate, and make decisions related to career and transfer goals. Our program ensures a seamless transition to a four year university.</p>	<p>Communication Creative, Critical, and Analytical Thinking</p>	<p>Students understand the basic criteria and submission deadline for a Transfer Admission Guarantee (TAG) offered by University of California (UC) campuses</p>	<p>Pre and post test at a TAG workshop offered by staff in Career/Transfer Center The Career/Transfer Center coordinator will coach presenters on the material that needs to be emphasized</p>	<p>Assessed Spring 2010 In the pre-test, only 20% of students knew TAG applications were now strictly computer based. In the post-test, 90% of students understood that TAG application were now computer based. In the pre-test, only 26% of students understood they need a minimum of 30 units to submit a TAG</p>	<p>Knowing the priority application period for TAG application is critical. Students only have one month to submit their TAG. In the post-test, 70% answered this question correctly. During the presentation, the presenter needs to emphasize the priority application period for TAG. In the post-test 20% of students could not identify the website that houses the checklist and application for TAG. The presenter needs to show the website and make sure students know where to find the criteria and</p>

<p>TAG application on their own.</p>	<p>application. In the post-test, 100% answered the question correctly.</p>		
<p>More emphasis will be placed on these two areas during the presentation.</p>	<p>In the pre-test, 33% of students did <u>not</u> understand their TAG major must be the same as the major reported on their UC application. In the post-test, 100% of the students understood how important it is to list the same major. Not listing the same major can forfeit their TAG offer.</p>		
<p>At the August 24, 2010 Department Meeting, counselors and ed. advisors discussed how to relay information about TAG.</p>			

TAG Workshop Pre & Post Test Results

Pre-Test		Post-Test										Pre to Post-Test Increase
Question #	A	B	C	D	Correct	Question #	A	B	C	D	Correct	
1	6	2	3	4	40%	1	8	0	2	0	80%	40%
2	0	0	4	11	73%	2	0	1	0	9	90%	17%
3	13	2	0	N/A	86%	3	10	0	0	N/A	100%	14%
4	5	5	5	N/A	33%	4	7	0	3	N/A	70%	37%
5	6	0	9	N/A	40%	5	10	0	N/A	N/A	100%	60%
6	5	10	N/A	N/A	66%	6	0	10	N/A	N/A	100%	34%
7	5	10	N/A	N/A	66%	7	1	9	N/A	N/A	90%	24%
8	8	0	7	N/A	53%	8	9	0	1	N/A	90%	37%
9	4	11	0	N/A	73%	9	0	10	0	N/A	100%	27%
10	6	5	4	N/A	33%	10	0	10	0	N/A	100%	67%
11	3	4	3	5	26%	11	0	10	0	0	100%	74%
12	3	3	9	N/A	20%	12	0	9	1	N/A	90%	70%

* 15 questionnaires total

Correct answer

* 10 questionnaires total

Correct answer

Question #	C	I	Question #	C	I	Pre to Post-Test Increase
10	33%	66%	10	100%	0%	67%
11	26%	73%	11	100%	0%	74%
12	20%	80%	12	90%	10%	70%



Career/Transfer Center Student Satisfaction Survey Results

Total Respondents: 130

Based on your overall experience, please rate your satisfaction with each of the following services

1. Meeting with a university representative

Answer	Number	Percentage
Very Helpful	37	28.9%
Helpful	33	25.8%
Not Helpful	5	3.9%
Unaware of Service	17	13.3%
Aware but Not Used	36	28.1%
Total	128	100.0%

2. Meeting with a Citrus transfer advisor.

Answer	Number	Percentage
Very Helpful	79	60.8%
Helpful	37	28.5%
Not Helpful	5	3.8%
Unaware of Service	1	0.8%
Aware but Not Used	8	6.2%
Total	130	100.0%

3. Meeting for career counseling.

Answer	Number	Percentage
Very Helpful	37	29.1%
Helpful	32	25.2%
Not Helpful	8	6.3%
Unaware of Service	10	7.9%
Aware but Not Used	40	31.5%
Total	127	100.0%

4. CSU application workshop.

Answer	Number	Percentage
Very Helpful	13	10.4%
Helpful	16	12.8%
Not Helpful	1	0.8%
Unaware of Service	20	16.0%
Aware but Not Used	75	60.0%
Total	125	100.0%

5. UC application workshop.

Answer	Number	Percentage
Very Helpful	12	9.4%
Helpful	19	15.0%
Not Helpful	1	0.8%
Unaware of Service	17	13.4%
Aware but Not Used	78	61.4%
Total	127	100.0%

6. Classroom presentation on career services.

Answer	Number	Percentage
Very Helpful	27	21.4%
Helpful	41	32.5%
Not Helpful	4	3.2%
Unaware of Service	33	26.2%
Aware but Not Used	21	16.7%
Total	126	100.0%

7. Classroom presentation on transfer services.

Answer	Number	Percentage
Very Helpful	36	28.1%
Helpful	54	42.2%
Not Helpful	1	0.8%
Unaware of Service	18	14.1%
Aware but Not Used	19	14.8%
Total	128	100.0%

8. Career assessment.

Answer	Number	Percentage
Very Helpful	22	17.3%
Helpful	26	20.5%
Not Helpful	8	6.3%
Unaware of Service	30	23.6%

Aware but Not Used	41	32.3%
Total	127	100.0%

9. On-going career counseling.

Answer	Number	Percentage
Very Helpful	35	28.0%
Helpful	25	20.0%
Not Helpful	6	4.8%
Unaware of Service	30	24.0%
Aware but Not Used	29	23.2%
Total	125	100.0%

10. Resource Room library.

Answer	Number	Percentage
Very Helpful	41	32.5%
Helpful	30	23.8%
Not Helpful	3	2.4%
Unaware of Service	35	27.8%
Aware but Not Used	17	13.5%
Total	126	100.0%

11. Computerized career guidance.

Answer	Number	Percentage
Very Helpful	25	19.4%
Helpful	29	22.5%
Not Helpful	5	3.9%
Unaware of Service	46	35.7%
Aware but Not Used	24	18.6%
Total	129	100.0%

12. Computerized transfer guidance.

Answer	Number	Percentage
Very Helpful	28	22.0%
Helpful	32	25.2%
Not Helpful	7	5.5%
Unaware of Service	45	35.4%
Aware but Not Used	15	11.8%
Total	127	100.0%

Based on your overall experience, please rate your level of agreement/disagreement with each of the following items

13. Accurate information about transferring to a four-year college was readily available at this Center.

Answer	Number	Percentage
Strongly Agree	60	48.8%
Agree	37	30.1%
Neutral	19	15.4%
Disagree	5	4.1%
Strongly Disagree	2	1.6%
Total	123	100.0%

14. This Center's Counselors/Advisors were informative about the requirements for transfer to a four-year college.

Answer	Number	Percentage
Strongly Agree	71	58.2%
Agree	38	31.1%
Neutral	10	8.2%
Disagree	2	1.6%
Strongly Disagree	1	0.8%
Total	122	100.0%

15. The staff here is always courteous, knowledgeable, and helpful whenever I enter the Center.

Answer	Number	Percentage
Strongly Agree	73	59.8%
Agree	39	32.0%
Neutral	7	5.7%
Disagree	2	1.6%
Strongly Disagree	1	0.8%
Total	122	100.0%

16. The staff here is always courteous, knowledgeable, and helpful when I call the Center on the phone.

Answer	Number	Percentage
Strongly Agree	67	55.4%
Agree	36	29.8%
Neutral	15	12.4%
Disagree	2	1.7%
Strongly Disagree	1	0.8%

Total	121	100.0%
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17. There is at least one employee at the Center who I knew well enough to talk to if I was having difficulty.

Answer	Number	Percentage
Strongly Agree	54	44.6%
Agree	23	19.0%
Neutral	25	20.7%
Disagree	15	12.4%
Strongly Disagree	4	3.3%
Total	121	100.0%

18. This Center helped me with developing clearer career or educational goals.

Answer	Number	Percentage
Strongly Agree	53	43.8%
Agree	26	21.5%
Neutral	30	24.8%
Disagree	11	9.1%
Strongly Disagree	1	0.8%
Total	121	100.0%

19. I learned about the services of the Career/Transfer Center through (check all that apply):

Answer	Number	Percentage
A classroom visit by an advisor/ counselor	62	50.8%
My instructor brought my class to the Center	16	13.1%
The college fairs	16	13.1%
A staff member called me to invite me to an appointment	5	4.1%
My instructor suggested that I come here	14	11.5%
A friend recommended that I come here	39	32.0%
Dropped in on my own	55	45.1%
Other	17	13.9%
Total	122	100.0%

20. Either before starting at Citrus or while at Citrus, I took courses at another community college.

Answer	Number	Percentage
Yes	36	29.5%
No	86	70.5%

Total	122	100.0%
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21. I am.....

Answer	Number	Percentage
Female	88	72.7%
Male	33	27.3%
Total	121	100.0%

22. My age is _____ years old.

Answer	Number	Percentage
19 or less	25	21.4%
20-24	64	54.7%
25-49	22	18.8%
Over 49	6	5.1%
Total	117	100.0%

23. I am.....

Answer	Number	Percentage
Single	99	81.8%
Married	14	11.6%
Divorced/Separated	8	6.6%
Total	121	100.0%

24. I have _____ child(ren).

Answer	Number	Percentage
None	92	82.1%
1	6	5.4%
2	7	6.3%
3	6	5.4%
7	1	0.9%
Total	112	100.0%

25. Your ethic/racial background: _____

Answer	Number	Percentage
African-American, Spanish, Irish	1	0.9%
AMERICAN/HISPANIC	1	0.9%
angelo saxon eauropean	1	0.9%
ANGLO SAXON	1	0.9%
Asian	10	8.8%
asian/Hispanic	1	0.9%
asian-chinese	1	0.9%

Black	1	0.9%
Black American	1	0.9%
Catholic	1	0.9%
Caucasian	9	8.0%
Caucasion	2	1.8%
Chicana	1	0.9%
Chinese	4	3.5%
decline to state	1	0.9%
dutch/Indonesian	1	0.9%
Filipino	1	0.9%
Filipino (Asian Pacific)	1	0.9%
Filipino-Hawaiian/ White	1	0.9%
french-canadian/ mexican!!!	1	0.9%
Hispanic	28	24.8%
Hispanic Mexican	1	0.9%
hispanic/white	1	0.9%
i dont know	1	0.9%
Iranian	1	0.9%
Japanese	1	0.9%
Korean	1	0.9%
Korean and Black American	1	0.9%
Latin	1	0.9%
LATINA	2	1.8%
Latino	2	1.8%
Mexican	2	1.8%
mexican American	1	0.9%
mexican/American	1	0.9%
Mexican-American	1	0.9%
Middle Eastern	1	0.9%
MIXED	2	1.8%
multi racial	1	0.9%
multi-cultered	1	0.9%
No	1	0.9%
Other	1	0.9%
Spainard	1	0.9%
Ufo	1	0.9%
White	14	12.4%
White and Mexican	1	0.9%
white/ spanish/ peruvian	1	0.9%
white/caucasion	1	0.9%
White/Hispanic	1	0.9%

Grand Total	113	100.0%
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26. What is the one service or aspect of the Career/Transfer program that is in need of improvement?

Answers:
a counselor sitting at the front just to answer brief questions. Sometimes a half hour appointment isn't necessary, and I don't think I should wait several weeks to see a counselor when I only have a couple of questions.
Auto transfer
better counselors
Bring more out of state universities to campus.
Career Counseling
Career guidance
congruence with sep's. It seems like every time i go in there i hve some new class i need to take in order to get my aa and its real frustraing to have to keep hearing your short a class or two, then when i pass those class i hear from another counselor that i need to take more
Drop-in counseling
helping set up better outlines
I can't really think of anything.
i can't think of anything
i e-mailed a counselor about the honors program over a week ago and they have yet to respond.
i think it is good enough
i wish i could get an appointment
I wish I was informed more about the career guidance. I had some trouble deciding on what I wanted to do and I wish they would have told me I could take test and what not.
In my opinion, which is just that, I have no problem with they program based on the tools I have used. I think that Citrus does such a great job when it comes to helping me out
knowing requirments and information about out of state universities.
Letting students know what services you offer.
More available appointments/counselors
More computers in the resource room.
More counselors during the 'busy seasons'. Waiting a week or two is very frustrating when I need to discuss my current schedule.
More guidance in completing the right course.
More information online.
More knowledge about out-of-state universities
MORE ROOM IN RESOURCE CENTER
more university representatives. For example, while I was planning to transfer to Cal Poly Pomona, there was only one representative and it was so hard to get an appointment. The earliest appointment available was always weeks or even a month later.
n/a
NA
Needs more advisors/ counselors

No
No areas need improvement
no comment
None
none that I can think of
Nope
Not everyone gets to transfer even if they say you should have no problem
not known
nothing as of yet
Nothing everything is good as it is
Nothing! Everything is great so far!
NOTHING
organized information.. you have good information but when we ask.. make sure you cover all the points. I've gone in there and found info.. but then a friend has gone in for almost the same exact thing and recieved more info on things I was asking about.
Please update your information. You do not have the right requirements for the different schools, and I took many classes that were actually not needed.
Reaching out to the students
The availability of appointments
The Cal Poly Pomona Counselor was not very helpful. She recommended that I could apply to transfer, so I did but was denied admission because I had not completed all the required classes. I basically wasted the money to apply for admission because she told me to try to get in and did not advise me to wait and finish the classes for my major even though I had 60 units completed.
The counselors are really confusing and don't give cumulative info
THE RECEPTIONISTS SHOULD BE POLITE AND HELPFUL.
The time I had with my counselor felt rushed, but it is understandable because they're very busy people.
There should be more accessible information about services. So many people don't know what the center has to offer.
To get my classes that needed to transfer to a four year college.
transfer center is great needs no improvement!
university specific information
viruses on computers better security of what people look and do on the comp and restrict people from listening to music a loud
When a counselor calls off work it should be courtesy to provide that student with an appt with someone else. It is not the student's fault a call off occurred. I had to wait 3 weeks for an appt and then my counselor called off. Nobody would assist me so that I could see someone else and the next available appt was another 2 week wait. I was utilizing the transfer center to begin my transfer and for research for a paper that I was unable to write because I couldn't get another appt before the paper was due. I explained this to the person working the desk and they were sorry, but there was nothing they could do. Seems like my entire experience with Citrus' support staff from Admissions to Transferring has been like this. Very disappointing.
Willingness to spend time on students and help find accurate useful information

27. What is one thing are you most satisfied with at the Career/Transfer Center?

Answers:
always give me some helpful ideas
always very helpful
Any information that I want to know about transferring is available at the Career/Transfer Center
Center for Teaching Excellence was outstanding.
computer usage
Counselor advisement meetings
Counselors
counselors are very helpful
counselor's knowledge
Everyone is so helpful. The office is accessible and easy to contact. Employees are knowledgeable and friendly. I have been to the center several times and have always had a great experience.
Everything
Everytime I go in to meet w/ a counselor, they are always very helpful and answer my questions.
Eveytime I go in, I feel that my counselor actually cares about me and thats really what makes me love Citrus so much.
Finding a counselor who is kind and caring of my needs. And who took great interest in my discovering my own calling and journey in life, and in my career!
friendly and helpful people
friendly n helpful
friendly.. in person. good information.
Getting the classes and transfer helped to make good choices of classes.
Good help retrieving information from other facilities and good follow up.
Great counselors
HAVING RAUL SANCHEZ AS MY ADVISOR. HE'S EXTREMELY HELPFUL!
Having someone to ask question to
help provided for transferring
Helpfulness
How helpful everyone is with whatever I need, and feel so comfortable where I am at because of the Career/Transfer Center.
How helpful the counselors are.
How knowledgeable and nice the staff was.
HOW THEY REALLY EXPLAIN IN DETAIL AS TO WHAT DIRECTION NEEDS TO BE TAKEN TO ACCOMPLISH MY GOAL TO GET MY DEGREE.
I think the coueslors in this center are very helpful. They are knowledge about transferring.
I was not satisfied with any service. The counselors did not care about helping me make decisions, and had me take classes that were not necessary.
Info
Information that is offered
key staff members and Counselors were very helpful and guided me through, going above and beyond the service. Raul Sanchez, Audrey Abas, Laura Villegas, & Michelle Plug, Nancy Martin.

kindness of counselors
KNOWLEDGE
Making an appointment :)
my counselor, rafael herrera, was extremely helpful. he helped me with all my questions. all the paper work that i dreaded took about 10 minutes when he helped me. he also helped me so much with my goals and stuff... i am so thankful for the career/transfer center at citrus
No
no comment
Number of uses available
Overall knowledge and guidance
People are very helpful, counselors are thorough.
Priority registration is wonderful! i hope EOP&S does not lose this privilege because not all their students take advantage of it.
RESOURCE ROOM
Resource Computer Center
scheduling the what I needed to take in the years to come to make a successful transfer.
Service
setting up an appointment, is quick, through and non-confrontational. i like this very much.
Speaking with a counselor that was honest and very helpful.
Stephanie was great each and every time I went in to see her, she gave me great information.
that I can contact my counselor anytime
That they are always able to give me valuable information on anything i need to learn about and show me how to gain more knowledge about other schools, etc.
that we are allowed to pick which counselor we would like to see.
The advisers were very nice
The advisor was very helpful. He had a lot of information for me.
The caring attitude of counselors and their knowledge.
The counselor provided me with better advice about transferring. He really knew what he was talking about. He even suggested taking courses at Mt. Sac because Citrus does not those courses.
The counselors
The counselors in the transfer center are way more knowledgeable than the counselors in the admin. building.
The counselors one on one approach
The counselors seem to care about your success and educating you on how to get there.
The counselors were nice
the flyers and handouts
the help i have gotten for my major.
The help that they all give.
The helpfulness of the staff.
the informative counselors
The personal help, friendliness, and the effort that counselors put in to find all the information needed for individuals.
the planning

The resources from outside universities
the service
the staff are always pleasant and easy to talk to, especially the receptionists.
They are always available to help.
they are very encouraging and positive. One of the female counselors grows lettuce and serves it up at the early teacher preparation workshops.
They were 100% more helpful than the class councilors.
theyre courteous and listen
transfer counselor
With the counselors really being there for the students. They take the time to get to know you and your educational goals in an effort to give you the best educational advice adequate for you.

28. Are there any services not currently offered that you would like to see offered at our Center?

Answers:
cool refreshments.
free food
I would like to see campus tours arranged for perspective transfer locations. So students can experience the campus before attending.
It would be nice if counseors recomended particular tutors to students based on their learning type/ level and also if counselorswen to grade my professor to help students figure out who to take for classes, that might be helpful
meeting with more professors to show how they work at real life business JOBS
more advertising on the career evaluator (the evaluation thing that points undeclared major students to their strengths and weaknesses and which career they are most likely to succeed).
N/A
NA
No
no comment
no, good enough
No.
None
None that I can think of
Nope
not as of yet
not sure
not that I'm aware of.
nothing that I can think of.
On-site tutor
resume and interview workshops
TRYING TO SEE A COUNSELOR ASAP WHEN EVER WE NEED TO GET A QUICK ANSWER REGARDING CAREER OR DEGREE.

Very satisfied with the Career/Transfer Center already has

29. Do you have any other comments or suggestions?

Answers:

Awesome center: awesome staff!

e-mail reminders about important dates

Every counselor said different things. I left feeling more confused than when I came. When I was supposed to be ready for transferring, a counselor said that I still needed five classes. Previously, when I went to a different counselor, I was said to have everything I needed. I was frustrated, and there are many students who feel the same way.

Everyone in the transfer center was really friendly and helpful. I feel like I know exactly what to do when the time comes for me to transfer and what courses I need. I had previously met with a different counselor in another building who had advised me to take classes I did not need. Thanks to the transfer center counselor I can transfer out a lot sooner than thought.

Get more photography class

Great job!

Having more brochures about a wider variety of colleges as opposed to sticking with generally California colleges only.

I am part of the Center for Teacher Excellence and I am so thankful for all the help I have received like CBEST workshops and Future Teacher Day as well as lending out your books has saved me a lot of money.

I got most of my advising through my VA/Honors rep. So I really don't have too much to say about this service.

i hate reserach papers, but i love the good ol' folks at the transfer center!@# (in all seriousness, its a good, helpful resource on the campus).

I saw one of the counselors in 2008 to complete the graduation application and she told me everything was set, but I recently found out that she didn't complete whatever she needed to do and left the process undone so I don't have AA which I was supposed to have 2 years ago and needed to do the graduation application again in 2010, that is terrible. The counselors who can't care about students enough to do their job shouldn't be seeing any students.

I think parking passes should be arranged for those invited to attend the recognition ceremony at the end of the year because not every EOP&S student has a car or license and thereby may not have a parking pass for campus. There is no alternative parking nearby. And metered parking is not only ridiculously hard to get but it is very expensive for prolonged event--being 15min for a quarter.

I was very satisfied with the friendliness and knowledge of the counselor in my last visit.

I would just like to say that I like my counselors more than any of the teachers I've ever had...for the most part. other than that, these are all beautiful people and they should know that their inspiring people like me to pursure my goals in a tremendous way

I'm a nursing major and I've had Robert Gamboa as my counselor for over a year and he has given me more help than I expected. He was straightforward with me on how well I needed to do in my classes and I was never confused on what I needed to take during semesters and what would be efficient for me. He made the effort to call UC's or CSU's to see what the requirements for each school was so he can pass the information on to the students. Very helpful and I'm glad and thankful he was my counselor.

Just keep up the good work, yo!

Keep up the good work. :)
key staff members and Counselors were very helpful and guided me through, going above and beyond the service. Audrey Abas, Nancy Martin, Raul Sanchez, Laura Villegas & Michelle Plug.
meeting with more professors to show how they work at real life business JOBS
Mr. Gamboa was particularly helpful. Your clerical staff is courteous and probably the best on campus!
n/a
NA
No
no, good enough
No.
None
Nope
nope, that's it. =)
nope.
not at this time
Raul is one of the best counselors that are in that center. I have seen 2 other counselors in the career/transfer center, and ever since i met with him, he is the only one that i will go back to. there should be more people like him who talk to you like a friend, not using this outrageous words and really making sense into everything.
Robert Gamboa has been my counselor for about two years now, and he has been a great inspiration and guidance in my journey throughout Citrus College. He was one of the greatest influences in my life, discovering who I am and the strength I obtain, and in finding that "light bulb" for my future career. I was completely lost before I saw Robert. And when I continued to seek Robert's counsel, I began to feel "unlost" and a purpose at Citrus College!
THANK YOU for all you do to make life easier for us as students :)
Thank you very much to everyone who has been apart of my experience here at Citrus College. The staff at the career/transfer center are always so friendly and helpful.
The career/transfer program is great, it's the class councilors I would be worried about. I knew more than they did.
The regular Counselors are not helpful at all! If I hadn't talked to other students after the Transfer Counsellor came to my classroom , I might have seriously dropped out from sheer frustration. The consensus among the students as that the only people worth talking to are at the Transfer Center.
The Secretary should get a pay raise!
VERY GOOD
YOU HAVE GREAT ADVISORS!
Your center is doing a great job.



Student Learning Outcomes 2009-10

CalWORKs

Program: _____

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-10	VI Use of Results 2009-10
<p>The CalWORKs program provides students that are receiving Temporary Aid for Needy Families (TANF) with counseling and advising, assistance with completing county paperwork, child care placement, work-study job placement, and referrals to community resources.</p> <p>The services provided are to support the student as they receive and education and training to assist them with transitioning off of cash aid and into the workforce.</p>	<p>Communication/ Information Competency</p> <p>Creative, Critical and Analytical Thinking</p> <p>Community/ Global Consciousness and Responsibility</p> <p>Technology/ Information Competency</p>	<p>As a result of participating in the CalWORKs work-study program, students will gain an understanding of 3 important career skills:</p> <ol style="list-style-type: none"> 1) A better understanding of the career field they intend to pursue 2) Resume writing 3) Professionalism in the work place 	<p>CalWORKs work-study students will be asked to complete a brief questionnaire designed to assess the perceived effectiveness of their experience.</p> <p><u>Criteria for success:</u></p> <ul style="list-style-type: none"> - 80% of the students will report that they have learned one new aspect of their chosen career field. - 80% of the students will report that they now have a resume. - 80% of students will report that they engage in professional behavior in the work place. 	<p>Thirty-five (N=35) surveys were completed at the end of the spring semester.</p> <p>Of the 35 respondents, 23 students were employed in a position related to their major/career goal.</p> <ul style="list-style-type: none"> - 20 of 23 respondents (87%) said they have a better understanding of their chosen career field. 27 of 35 respondents (77%) said they now have a resume. 35 of 35 respondents (100%) said they engage in professional behavior in the work place. 	<p>Based on these results, the criterion for success was met for two of the three skills.</p> <p>Additional efforts will be made to ensure that the CalWORKs work-study students create a resume.</p> <p>Students will be strongly encouraged to submit a resume with their work-study interest form to be considered for placement. Resume writing workshops will be offered to the students to assist them in the development of their resume.</p>



Student Learning Outcomes 2009-10

Program: DSP&S

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results	VI Use of Results to Improve Program
<p>At Citrus College, we are committed to providing students with disabilities an accessible educational environment that allows each student the opportunity to reach his/her academic and participate in a full range of campus programs and activities.</p>	<p>Communication (personal expression and information acquisition)</p>	<p><u>Self-Advocacy</u> Student will be able to advocate for self by successfully requesting accommodation(s) through documented written and/or oral communication with the instructor to ensure equal access to learning.</p>	<p>DSP&S Self-Advocacy Skills Training Needs Assessment (self-report measure).</p> <ul style="list-style-type: none"> This is a different survey than we used the past two years. This one is a modified version of Jan Shapiro's (SBCC) Self-Advocacy Skills Training Needs Assessment 	<p>A database has been created and returned survey data has been entered; however, surveys are still in the process of being administered.</p>	



Student Learning Outcomes 2009-10

EOP&S

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2009-10	Use of Results 2009-10
<p>The EOP&S program assists educational under-prepared and economically disadvantaged students with the resources and educational support needed to obtain their educational goals.</p>	<p>Communication/ Information Competency Creative, Critical, and Analytical Thinking</p>	<p>As a result of revising the progress report procedure, students will learn about the importance of completing this required contact. Students will be required to schedule an appointment with an EOPS staff member to pick up and drop off their progress report. The process will be explained at this appointment.</p>	<p>As students returned the completed progress report, the contact was entered into the EOPS database and recorded in the student's file. The results were calculated after the deadline to complete the progress report had passed.</p>	<p>Seventy-seven percent (77%) of the 410 students served in SP 10 completed the 2nd contact. In FA 09, students were not required to have an appointment to meet with a staff member. Sixty-five percent (65%) of the 517 students served completed the 2nd contact.</p>	<p>Due to the 12% increase in completion of the progress report, the new procedure will remain in place.</p>

Student Learning Outcomes 2009-2010

Center for Teacher Excellence

Program: _____

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results	VI Use of Results
<p>The HSI Title V Cooperative Grant Funded Program purpose is to prepare Citrus College Students to transfer and to prepare them to become future K-12 teachers.</p>	<p>Communication. Creative, Critical, and Analytical Thinking.</p>	<p>Upon successful completion of the following program requirements</p> <ul style="list-style-type: none"> Meet with a Teacher Prep Counselor or Teacher Prep Advisor once per semester Attended one Teacher Prep Workshop or Activity per semester Complete the courses needed for future teachers <p>The students will understand and be aware of the requirements needed for teaching k-12 grade.</p>	<p><u>Assessment Method</u> A survey was administered at a May 20th, 2010 Teacher Prep Workshop.</p> <p><u>Criteria for Success</u> The majority of the students who complete the survey will understand the requirements needed to teach.</p>	<p><u>Survey Results</u> Sample (N=42)</p> <p>--Students' interest in becoming a k-12 grade teacher increased by 12%.</p> <p>--100% indicated a need for more Teacher Prep Workshop events.</p> <p>--93% feel that the Teacher Prep Workshop helped answer their concerns about becoming a teacher.</p>	<p>The program staff was highly satisfied with the results of the survey. Therefore a new SLO will be administered the next academic year.</p>



Student Learning Outcomes 2009-10

Program: Noncredit Counseling & Matriculation SLO 2.0

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-10	VI Use of Results 2009-10
<p>The Noncredit Counseling and Matriculation Department is committed to fostering lifelong learning and success by offering programs and services that promote academic advancement, job/career preparation, personal growth and English language skills. The Department prepares students, and the broader community, to advance in their academic, career and personal aspirations by strengthening their confidence and skills in a friendly and supportive learning environment.</p>	<p>Communication, Computation and Creative, Critical, and Analytical Thinking</p>	<p>With the utilization of noncredit matriculation services, 20% of students enrolled in an advanced noncredit ESL class will transition to at least one 2009-10 credit class.</p>	<p>Enrollment Data – Identify on Banner the number of students enrolled in an advanced noncredit ESL class during 2008-09 that transitioned to at least one 2009-10 credit class.</p> <p>Criteria for Success – 20% (high enrollment turnover, repeat open enrollment, repeat course multiple times, attendance flexibility, goal may not include credit program, work/personal goals priority over academics, etc.)</p>	<p>Identified on Banner the number of students enrolled in an advanced noncredit ESL class during 2008-09 that transitioned to at least one 2009-10 credit class.</p> <ul style="list-style-type: none"> 41 out of 226 (18%) students transitioned to a credit class during 2009-10; 20% criteria for success goal unmet 	<p>In an effort to increase the number of students transferring from a noncredit program to a credit program, the following suggestions are recommended:</p> <ul style="list-style-type: none"> Inform students of transition steps during fall and spring class visits Consistent communication with continuing education managers and noncredit instructors Ask continuing education manager to publish transition steps in continuing education schedule of classes Assess the 2009-10 cohort at the conclusion of 2010-11 <u>Note:</u> Categorical flexibility in effect beginning with 2009-10 and forward due to budget cuts. As a result, noncredit matriculation has significantly reduced staffing and services, program has less visibility and mandatory orientation is no longer a requirement for new students.



Student Learning Outcomes 2009 - 2010

ATHLETIC COUNSELING

Program: _____

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results	VI Use of Results
<p>To assist Citrus College student-athletes in understanding the basic transfer and eligibility requirements according to the CCCAA/COA, NCAA, and NAIA.</p>	<p>The core competency required in order for the student-athlete to understand the basic transfer and eligibility requirements is: Communication.</p>	<p>The student-athlete will understand the basic transfer and eligibility requirements according to the CCCAA/COA, NCAA, and NAIA.</p>	<p>Student-athletes are given a survey on transfer and eligibility requirements.</p>	<p><u>40</u> student-athletes were given Survey on Eligibility and Transfer Rules: <u>20</u> student-athletes got 100% answers correct <u>8</u> student-athletes got 83% answers correct <u>8</u> student-athletes got 66% answers correct <u>2</u> student-athletes got 50% answers correct <u>2</u> student-athletes got 33% answers correct</p>	<p>Due to the lack of student-athletes taking the COUN 156 – College Planning for Student-Athletes it is difficult to have a large captured audience of student-athletes to review the eligibility rules with. Therefore a new SLO should be created for the 2010 – 2010 year.</p>

Student Learning Outcomes 2009-10

Program: Nursing Counseling 11

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results	VI Use of Results
<p>The Nursing Counseling Program supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Nursing Counseling Program is to provide all Pre-Nursing and Nursing students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Pre-Nursing students will gain an understanding of requirements to successfully obtain admission into the ADN program at Citrus College.</p>	<p>Students, who attend the nursing information workshops during the end of fall 2009 and the beginning of Spring 2010, will be given a survey to fill out at the end of the workshop to determine if they understand the requirements to get into the Citrus College ADN program.</p> <p>Goals:</p> <p>A) 75% of students would leave the workshop feeling like they understand the requirements.</p> <p>B) 75% of students would be able to answer each question correctly.</p>	<p>Students were asked 7 questions about requirements for the RN program and also asked if they felt they understood the requirements.</p> <p>A) 95% of the students said they understood the requirements. Here we exceeded our goal of 75%</p> <p>B) 75% or more of the students answered each question right, except for a question about the science repeat policy which only 59% were able to answer correctly. We came very close to reaching our goal and did reach it for every question except one.</p> <p>Please see attached summary report of survey responses for full details.</p>	<p>Looking at the results we feel the workshop was very successful. We plan to continue giving this work shop to students interested in careers in nursing.</p> <p>We plan to address our workshops and testing method slightly differently in the future due to the results of our assessment.</p> <p>1) In places student answered correctly less frequently we will try to put more emphasis on those concepts in our future workshops.</p> <p>Two areas where students seemed the most confused about requirements was, the core science repeat policy and what was a competitive GPA. We will spend more time on each of those subjects in future workshops.</p> <p>2) We plan to update our survey to better assess if the students learned the material. After compiling the data from the workshops, a few structural problems with the survey became evident.</p> <p>There were about 13 students who instead of answering questions 2a-2e circled the numbers of the questions. We believe they were doing this to identify that they had learned the answers to those questions during the</p>

workshop. Because those students didn't answer the questions, it skewed the results of the survey. If we drop their answers from the survey results it dramatically increases the number of students who answered the questions correctly. Please see the attached summary report of survey responses for full details.

We also felt that one reason so many students got question 2e (about core science repeats) wrong is that they did not read all the answers before they selected their response. The correct answer was D. For the last two workshops we changed the order of the answers and saw an immediate 22% increase in comprehension. For those 2 workshops an average of 75% of students did answer correctly.

By making adjustments to the workshop and the survey we anticipate being able to increase comprehension in areas where we fell below 75% during this cycle. Our next goal will be 85% comprehension for each question.

SLOs were discussed:

10/28/09 Nursing Counselors Meeting

1-1/18/09 Grant Funded Counselor Meeting

7/7/10 Nursing Counselor Meeting

7/13/10 Nursing Counselor Meeting

7/28/10 Grant Funded Counselor meeting

8/24/10 Counselor meeting with Director of Health Sciences and Dean of Counseling.



Student Learning Outcomes 2009-10

Program: Nursing Counseling 2.1

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results	VI Use of Results
<p>The Nursing Counseling Program supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Nursing Program is to provide all Nursing and Pre-Nursing students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Admitted Nursing students in the ADN programs will gain an understanding on campus services available to them. They will be able to list at least 3 campus resources.</p>	<p>Students will attend a Nursing Welcome Day workshop where they will be taught about on campus resources.</p> <p>At the end of Welcome Day each student will be given a survey. On the survey they will be asked to list 3 campus resources.</p>	<p>Of 30 students surveyed 90% were able to identify 3 resources and 10% were able to identify 2 resources.</p>	<p>We found that the workshop was effective in helping the students understand the resources on campus. We plan to continue giving this workshop to incoming ADN students.</p> <p>SLOs were discussed:</p> <p>7/7/10 Nursing Counselor Meeting</p> <p>7/13/10 Nursing Counselor Meeting</p> <p>7/28/10 Grant funded Counselor meeting</p> <p>8/24/10 Counselor meeting with Director of Health Sciences and Dean of Counseling.</p>



Student Learning Outcomes 2009-10

Program: Nursing Counseling 2.2

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results	VI Use of Results
<p>The Nursing Counseling Program supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Nursing Program is to provide all Nursing and Pre-Nursing students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Admitted Nursing students in the ADN programs will gain an understanding of what they can do during the summer to prepare for the Nursing Program. Students will be able to identify 3 things they can do over the summer to be ready for the ADN program in the fall.</p>	<p>Students will attend a Nursing Welcome Day workshop where they will be given tips ideas and resources on how to effectively use their summer to prepare for the Nursing Program.</p> <p>At the end of Welcome Day each student will be given a survey. On the survey they will be asked to list 3 ways they can prepare for the nursing program over the summer</p>	<p>Of 30 students surveyed 70% were able to identify 3 ways to prepare, 20% were able to identify 2 ways to prepare, and 10% were able to identify 1 way to prepare.</p>	<p>We found that the workshop was effective in helping students know what to do to prepare for the nursing program during the summer. We plan to continue giving this workshop to incoming ADN students.</p> <p>We found there is still room for growth. In the future we will spend more time on the summer prep section of the workshop.</p> <p>We will also encourage students to answer the questions completely. It is possible students knew the answers but were tired at the end of the workshop so they didn't answer completely.</p> <p>SLOs were discussed: 7/7/10 Nursing Counselor Meeting 7/13/10 Nursing Counselor Meeting 7/28/10 Grant funded Counselor meeting 8/24/10 Counselor meeting with Director of Health Sciences and Dean of Counseling.</p>

Student Learning Outcomes 2009-10

Program: Nursing-Counseling 2.2

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results	VI Use of Results
<p>The Nursing Counseling Program supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Nursing Program is to provide all Nursing and Pre-Nursing students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Admitted Nursing students in the ADN programs will gain an understanding of what they can do during the summer to prepare for the Nursing Program. Students will be able to identify 3 things they can do over the summer to be ready for the ADN program in the fall.</p>	<p>Students will attend a Nursing Welcome Day workshop where they will be given tips ideas and resources on how to effectively use their summer to prepare for the Nursing Program.</p> <p>At the end of Welcome Day each student will be given a survey. On the survey they will be asked to list 3 ways they can prepare for the nursing program over the summer</p>	<p>Of 30 students surveyed 70% were able to identify 3 ways to prepare, 20% were able to identify 2 ways to prepare, and 10% were able to identify 1 way to prepare.</p>	<p>We found that the workshop was effective in helping students know what to do to prepare for the nursing program during the summer. We plan to continue giving this workshop to incoming ADN students.</p> <p>We found there is still room for growth. In the future we will spend more time on the summer prep section of the workshop.</p> <p>We will also encourage students to answer the questions completely. It is possible students knew the answers but were tired at the end of the workshop so they didn't answer completely.</p> <p>SLOs were discussed: 7/7/10 Nursing Counselor Meeting 7/13/10 Nursing Counselor Meeting 7/28/10 Grant funded Counselor meeting 8/24/10 Counselor meeting with Director of Health Sciences and Dean of Counseling.</p>

Nursing Information Workshop Feedback

1. During the workshop, several Nursing pathways were introduced and discussed. Which Nursing goal(s) are you interested in?
 - a. CNA 15
 - b. LVN 27
 - c. ADN (RN) (circle one below) 45
 - Generic ADN 71
 - Advanced Placement ADN (LVN-RN) 15
 - d. BSN 23
 - e. Entry – level MSN 14

2. In the next section, please tell us what you learned about the ADN program:
 - a. What are the four Prerequisites to the ADN Program at Citrus College?
Answered correctly: 111 Answered incorrectly: 17 Did not Answer: 16
% who answered correctly over all: 77% % who answered correctly excluding those who didn't answer: 87%
 - b. What is the minimum overall GPA that is required to get into the ADN Program at Citrus College?
Answered correctly: 119 Answered incorrectly: 12 Did not Answer: 13
% who answered correctly over all: 83% % who answered correctly excluding those who didn't answer: 91%
 - c. What is the minimum Core Science GPA to get into the ADN Program at Citrus College?
Answered correctly: 112 Answered incorrectly: 17 Did not Answer: 17
% who answered correctly over all: 77% % who answered correctly excluding those who didn't answer: 88%
 - d. Is the minimum core science GPA enough to be competitive?
Answered correctly: 108 Answered incorrectly: 24 Did not Answer: 13
% who answered correctly over all: 75% % who answered correctly excluding those who didn't answer: 83%
 - e. How many times can core sciences be repeated? (Circle one)
 - i. One time each
 - ii. Twice each
 - iii. No repeats are allowed
 - iv. One of the 3 core sciences can be repeated once in the past 5 yearsAnswered correctly: 86 Answered Incorrectly: 48 Did not Answer: 10
% who answered correctly over all: 59% % who answered correctly excluding those who didn't answer: 64%

3. For LVN-ADN Advanced Placement Students how many consecutive months do they need to be employed as an LVN before they begin the ADN program?
Answered correctly: 130 Answered Incorrectly: 1 Did not Answer: 13
% who answered correctly over all: 90% % who answered correctly excluding those who didn't answer: 91%

4. If you have a BA or BS from an accredited University in the US do you need to complete the additional GE requirements?
Answered correctly: 132 Answered Incorrectly: 8 Did not Answer: 4
% who answered correctly over all: 91% % who answered correctly excluding those who didn't answer: 94%

5. How well do you feel you understand the requirements to apply for the Citrus College ADN program?
Understand completely: 71(49%) Understand: 66(45%) Don't Understand: 4(.03%)
Did not answer: 4(.03%)
95% understood or completely understood

6. Do you have any comments or suggestions for this information workshop?

The workshop was very well organized and informative

Great energy, seems like she would genuinely help plan your RN journey

You are amazing keep it up!!!

Good job

It was very helpful! I got most of the information clearly thank you very much

Emily did a fane job. She was an excellent communicator.

Explained everything perfectly! Good job awesome program made the class fun.

This was one of the best workshop I've been to. Thank you so much for all the info and the info for other schools! I got the feeling that you wanted to help us! A lot of other schools gave me the impression they did not want us to get into the program.

Offer them throughout the year so that those in the progress still get an idea of the whole thing and not just when the application deadline is hear.

Emily did a great job. She communicated very well and knows her topic.

Application process would be helpful

The counselor was very enthusiastic! (Emily Burch) She was very clear And informative in this workshop.

ery well organize.

High school students information.

It was great

Very informative

It will more helpful, if you go through application. Ask the students whether they are here of ADN program . If so just only talk about the ADN program.

Great informative class. Emily Burch is great And the

Very informative workshop

Good informative presentation

Keep up the good work!!!

More info on transferring to school other than Citrus.

Its interesting and helpful enough.

No that workshop was good.

ery good

It was very helpful. I really liked the list of additional schools that have the ADN program.

Availability of the people to contact for questions and plan when you are not a student yet.

Good job! I love that you had a lot of energy!

No; did a good job explaining everything

) Great!

Provide information different nursing programs.

Give more information for brand new students, without any prior knowledge or experience

It is ok good

Great workshop!!

Helpful! Thank you!

Very informative workshop.

Lots of info

Very good info

Expand RN program that more students can take it. 24 spots is just not enough, this career is very much in demand.

Should give application from right away .

Perhaps some info about after graduation, what would graduates expect in terms of job market, easiness to get jobs in California?
Or out of state.

) Thank you for the information. Having a counseling appointment availability schedule would be a benefit to your workshop.

Nope very informative

Great information, very helpful

It would be great if we went over the accurate program , curriculum or have students who graduated or currently in the program to give testimonials.

I think it was great and helpful.

I will like to make an appointment to get more information so I can understand.

Well done.

Very information for what I was looking for Thank you for your help.

Have it parallel catalogs probably just an English and or brevity issue.

Was great 7pm-9pm great time period Thank you

Perhaps provide a site where your classes are matured with other local community college so we can know which classes are need to take .

) 6/30/10



Student Learning Outcomes 2010-11

STEM Counseling

Program: _____

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results	VI Use of Results
<p>To increase the interest level of Hispanic and underrepresented Citrus students towards STEM Majors</p>	<p>Communication Critical Thinking Techniques</p>	<p>Students that view the STEM Informational Presentation will: -Know what STEM means -Identify STEM degrees offered @ Citrus -Identify 2 resources that STEM offers</p>	<p>STEM Workshop Evaluation (post-test)</p>		

STEM Workshop Evaluation

We would appreciate it if you take the time to answer a few questions regarding information about STEM—Thank You!

If you are interested in pursuing a career in any STEM field(s) please list the one(s) that interest you and write down your email address so that we can contact you for a follow up meeting.

Please answer the next set of questions to the best of your ability, thank you.

1. What does STEM stand for? _____

2. Which of the following are A.S. STEM Degrees' are offered Citrus?
 - Biological & Physical Science (and Mathematics)
 - Mathematics
 - Dental Assisting
 - Drafting Technology
 - Business

3. List at least 2 services that are offered through STEM?

4. Can any Citrus student use the STEM resources?
 - Yes
 - No

5. Do you have any additional comments or suggestions about this presentation and/or STEM at Citrus?



Student Learning Outcomes 2009-10

Counseling and Advisement SLO 1.2
In-Person Orientation

Program:

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2009-10	Use of Results 2009-10
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Students participating in commencement and who have completed an orientation appointment or workshop will understand the meaning of placement scores.</p>	<p>Graduating students who have participated in orientation (as new students) will be given a survey at graduation practice to determine if they understood their assessment/placement scores in math, English, and reading</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counselor Work Group meeting on September 15, 2009 and at the Counseling and Advisement Center meeting on September 22, 2009:</p> <ul style="list-style-type: none"> In summer 2008, only 30.6% of students surveyed, understood their assessment scores. We piloted a mandatory orientation project (during winter and summer 2009) and received support to implement the full program. The winter 2009, the orientation pilot program ran from January 5 to February 12, 2009, and served 690 new students. The summer 2009, the orientation pilot program ran from June 15 to August 14, 2009, and served over 3000 new students. Students who complete the online orientation will complete a pre and post test evaluation to see if they understood their test scores. <p>Addendum June 2010 results: Of the 301 students surveyed in June 2010,</p> <ul style="list-style-type: none"> <u>26.62%</u> attended orientation <u>22.87%</u> received orientation in a counseling appointment. <u>46.08%</u> did not attend orientation <u>4.44%</u> discussed orientation in an appointment and attended a workshop.



Student Learning Outcomes 2009-10

Counseling and Advisement SLO 1.2B
In-Person Orientation (new SLO 2009-10)

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2009-10	Use of Results 2009-10
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Students participating in commencement and who have completed an orientation appointment or workshop will understand the meaning of placement scores.</p>	<p>Students attending New Student Orientation will complete a pre and post test survey.</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>From July 1, 2009 to June 30, 2010, 5033 students participated in New Student Orientation and over 1312 completed the pre and post-test survey.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. I am aware of the process for registering for classes 2. I understand how assessment test performance will affect my placement in math and English programs. <p>For survey results, please refer to the "New Student Orientation Results" document prepared by the Office of Institutional Research, dated September 1, 2010 (enclosed).</p>

Before and after the in-person orientation, students were given brief surveys to assess their level of confidence in knowing certain college procedures. In summer 2010, a total of 1404 pre-orientation surveys and 1312 post-orientation surveys were collected. After cleaning up the data, we were able to match a total of 976 students' pre and post surveys to compare the pre- and post survey results.

Tables 1 and 2 provide the distribution of pre- and post for Q1 and Q2 respectively. Both sets of bar graphs show that students have gained a better knowledge of the registration process and the placement test after the New Student Orientation.

Table 1. Q1 Percentage Distribution Comparison:
Question 1: I am aware of the process for registering for classes.

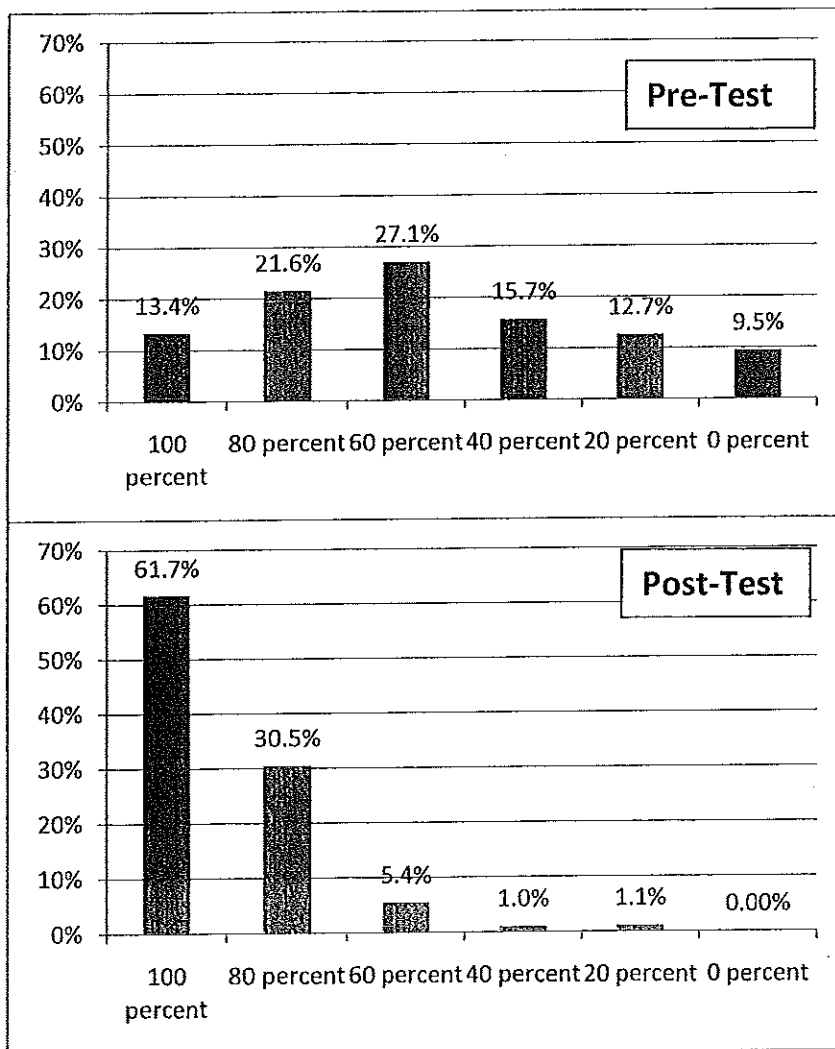
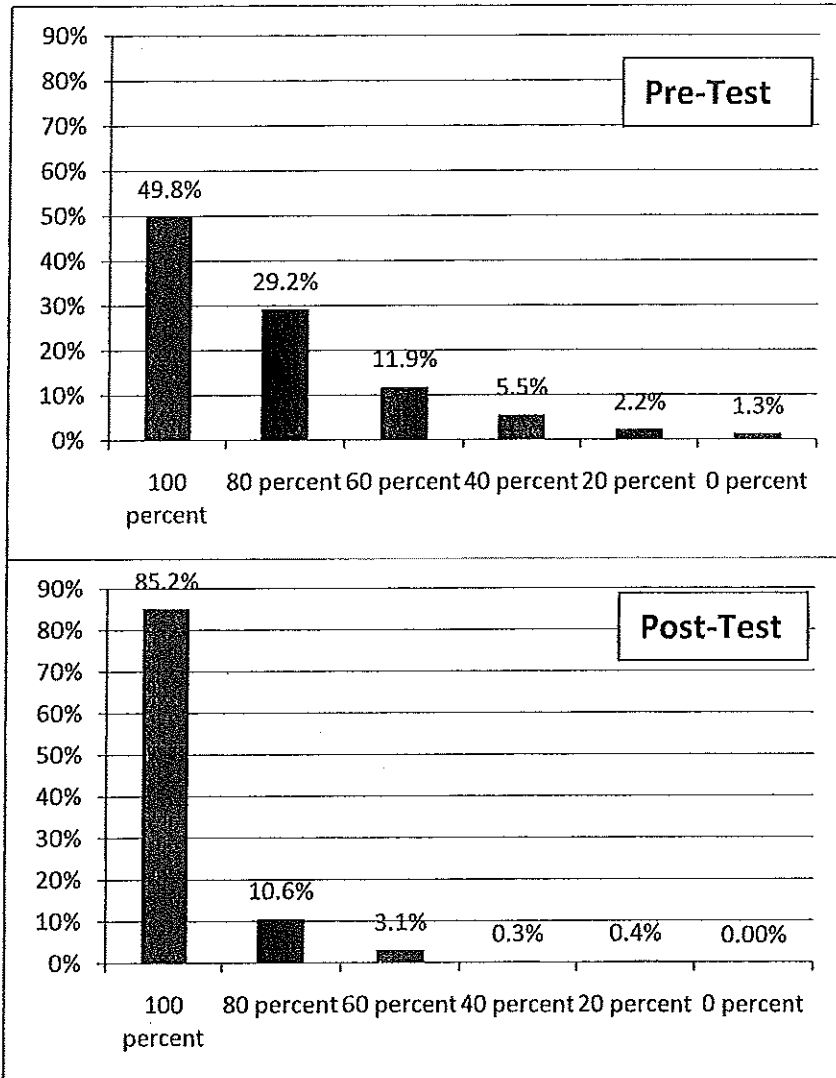


Table 2. Q2 Percentage Distribution Comparison

Question 2: I understand how assessment test performance will affect my placement in Math and English programs.



Next, a paired t-test was conducted to test if the difference between Pre-test and post-test scores is statistically significant. **Results show that the difference was statistically significant for both questions.**

Result for Question 1 shows that the students' awareness of the process for registering for classes has **significantly improved** from pre-test to post-test. The mean score at post-test was 1.49 (sd = 0.747), which is between 80% to 100%, compared to a mean score of 3.22 (sd = 1.493) at pre-test, which is between 40%-60% (see Table 3 for details).

Result for Question 2 shows that the students' understanding of how assessment test performance will affect their placement in Math and English programs has **significantly improved** from pre-test to post-test. The mean score at post-test was 1.19 (sd = 0.563), which is around 90%, compared to a mean score of 1.85 (sd = 1.111) at pre-test, which is around 80% (see Table 4 for details).

Table 3. Paired t-test for Q1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1_pre	3.22	976	1.493	.048
	Q1_post	1.49	976	.747	.024

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Q1_pre & Q1_post	976	.366	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Upper				Lower
Pair 1	Q1_pre - Q1_post	1.726	1.404	.045	1.638	1.815	38.415	975	.000

Table 4. Paired t-test for Q2

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q2_pre	1.85	975	1.111	.036
	Q2_post	1.19	975	.536	.017

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Q2_pre & Q2_post	975	.449	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)	Std. Error Mean
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Upper	Lower				
Pair 1	Q2_pre - Q2_post	.661	.993	.032	.598	.723	20.768	974	.000	



Student Learning Outcomes 2009-10

Counseling & Advisement SLO 1.3
Online Orientation

Program:

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2009-10	Use of Results 2009-10
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p> <p>Computation</p>	<p>Students who have completed online orientation will:</p> <p>Understand information on course selection.</p> <p>Understand how to register for classes</p> <p>Will understand how assessment test performance affects placement in math, reading, and English.</p>	<p>As part of in-person orientation students will be given a pre and post test.</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Coordinators meeting on April 22, 2010 and at the Counselor Work Group May 4, 2010:</p> <p>The Office of Research and the Counseling and Advisement Center will discuss the survey design and use results to improve the program.</p> <p>Effective June 2010, the graduation survey no longer includes questions to measure results for online orientation.</p> <p>Results from March-June 2010 online orientation, discussed at the June 29, 2010 New Student Orientation Subcommittee meeting:</p> <p>Of the 591 students who completed the online orientation and surveys, students showed a significant gains in knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Certificate & Skill awards pre-test 53%, post-test 96% • Matriculation services pre-test 47%, post-test 95% • Transfer Center services pre-test 47%, post-test 96% • EOP&S/CARE services pre-test 37%, post-test 95% • Veteran Center services pre-test 36% post-test 96% • Catalog Rights pre-test 47%, post-test 96% <p>(Leigh Buchwald reports that from March 2010 to August 30, 2010, 1631 students started online orientation and 1249 completed it.</p>



Student Learning Outcomes 2009-10

Counseling & Advisement SLO 1.5
Probation

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2009-10	Use of Results 2009-10
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p> <p>Community/global consciousness and responsibility</p>	<p>Students participating in commencement who were on probation while attending Citrus, and participated in a probation intervention (appointment or workshop) understood how to "get back on track".</p>	<p>Graduating students who have participated in a probation intervention will be given a survey at graduation practice to determine if they understood how to "get back on track".</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counselor Work Group meeting on September 15, 2009 and at the Counseling and Advisement Center meeting on September 22, 2009:</p> <p>Of the 251 respondents surveyed in June 2009, 48 students (19.1%) responded that they were placed on probation. 19 of the 48 students (39.3%) found the probation intervention very helpful, and 15 of the 48 students (30.4%) found the intervention helpful. 37 of the 48 students (77.59%), met with a counselor. 11 of the 48 students (22.5%) attended a workshop.</p> <p>In 2009-10, the Counseling & Advisement Center plans to test this SLO immediately following the probation workshops.</p> <p>Addendum June 2010 results: This year's survey included 301 students. Only <u>20%</u> were ever on probation and of this group, <u>48.1%</u> found the intervention helpful or very helpful.</p>



Student Learning Outcomes 2009-10

Counseling & Advisement SLO 1.5B
 Probation (new SLO 2009-10)

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2009-10	Use of Results 2009-10
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p> <p>Community/global consciousness and responsibility</p>	<p>Students participating in commencement who were on probation while attending Citrus, and participated in a probation intervention (appointment or workshop) understood how to "get back on track".</p>	<p>Students attending probation workshops will complete a pre and post-test to determine their understanding of Citrus College policies on academic and progress probation, and how to get off of probation and raise their gpa.</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Addendum August 2010 results:</p> <p>Over 596 students participated in probation workshops during August 2010. Pre and Post-test results have not been compiled yet.</p>

Citrus College Core Competencies

The General Education Competencies (as set forth in the Academic Senate minutes dated August 25th, 2004) are as follows:

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies. Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. **Communication (personal expression and information acquisition) information competency**
 - Reading analytically and critically
 - Writing with clarity and fluency
 - Speaking articulately
 - Listening actively
2. **Computation**
 - Technology
 - Math proficiency
 - Analyzing and using numerical data
 - Application of mathematical concepts and reasoning
 - Computer proficiency
 - Decision analysis (Synthesis and evaluation)
3. **Creative, Critical, and Analytical Thinking**
 - Curiosity
 - Analysis
 - Synthesis
 - Evaluation
 - Creativity
 - Research
 - Learning Strategies
 - Problem Solving
 - Decision making
 - Aesthetic awareness
4. **Community/Global Consciousness and Responsibility**
 - Respect for other beings
 - Cultural awareness
 - Ethics
 - Community service
 - Integrity
 - Citizenship
 - Interpersonal skills
 - Lifelong learning
 - Self esteem
 - Empathy
5. **Technology/information competency**
 - Basic computing and word processing
6. **Discipline/subject Area Specific Content Material (Student Services)**
 - Adulthood Independence



2010 Graduates Counseling Survey Results

Office of Institutional Research

August, 2010

Total number of respondents: 301

1. What is your primary educational goal? (Choose one)

Answer	Number	Percentage
Certificate	6	2.01%
Associate Degree	65	21.81%
Transfer to four-year school	208	69.80%
Certificate & Associate Degree	5	1.68%
Associate Degree & Transfer to four-year school	12	4.03%
All of them	2	0.68%

2. Do you think your program of study is preparing you for your future professional work or advanced study?

Answer	Number	Percentage
Yes	250	83.33%
No	3	1.00%
Unsure	37	12.33%
Does not apply	10	3.33%

3. Is your job related to your major?

Answer	Number	Percentage
Yes, directly related	101	33.89%
Yes, indirectly related	52	17.45%
No, not related at all	82	27.52%
I am not employed	63	21.14%

4. Prior to attending Citrus College I attended (Mark all that apply):

Answer	Number	Percentage
Another Community College	51	17.96%
A 4-year college	22	7.75%
A Private or Trade School	13	4.58%
High School	207	72.89%
Other	14	4.93%



2010 Graduates Counseling Survey Results

Office of Institutional Research

August, 2010

5. How many units have you completed?

Answer	Number	Percentage
Less than 60	14	4.70%
60-69	130	43.62%
70-79	77	25.84%
80-89	49	16.44%
Over 90	28	9.40%

6. How many counseling contacts (i.e., appointments, drop-ins, quick questions, phone, and emails) have you had with a Citrus College counselor?

Answer	Number	Percentage
1	177	60.20%
2-3	74	25.17%
4-5	39	13.27%
6 or more	4	1.36%

7. I have seen a counselor for the following reasons: (Mark all that apply)

Answer	Number	Percentage
Academic Counseling	230	77.18%
Career/Vocational Counseling	64	21.48%
Transfer Counseling	225	75.50%
Develop a student educational plan (SEP)	140	46.98%
Personal Counseling	44	14.77%
Other	16	5.37%
Does not apply; I have never visited the Counseling Center	1	0.34%

8. How well do you understand the requirements to complete a certificate program?

Answer	Number	Percentage
Does not apply	23	7.64%
Do not understand	8	2.66%
Somewhat understand	48	15.95%
Understand	91	30.23%
Completely understand	131	43.52%



2010 Graduates Counseling Survey Results

Office of Institutional Research

August, 2010

9. How well do you understand the requirements to complete an associate degree?

Answer	Number	Percentage
Does not apply	2	0.67%
Do not understand	1	0.33%
Somewhat understand	19	6.33%
Understand	88	29.33%
Completely understand	190	63.33%

10. How well do you understand the requirements to transfer to a four-year university?

Answer	Number	Percentage
Does not apply	5	1.66%
Do not understand	7	2.33%
Somewhat understand	45	14.95%
Understand	93	30.90%
Completely understand	151	50.17%

11. The counselors/advisors help me understand requirements for graduation, transfer or certificate programs.

Answer	Number	Percentage
Does not apply	3	1.00%
Strongly Disagree	2	0.66%
Disagree	3	1.00%
Neutral	26	8.64%
Agree	114	37.87%
Strongly Agree	153	50.83%

12. When I called to schedule an appointment with a counselor or advisor, an appointment was available.

Answer	Number	Percentage
Does not apply	1	0.34%
Strongly Disagree	9	3.05%
Disagree	19	6.44%
Neutral	58	19.66%
Agree	125	42.37%
Strongly Agree	83	28.14%



2010 Graduates Counseling Survey Results

Office of Institutional Research

August, 2010

13. The counselors/advisors are approachable and easy to talk with.

Answer	Number	Percentage
Does not apply	0	0.0%
Strongly Disagree	0	0.0%
Disagree	2	0.68%
Neutral	20	6.80%
Agree	118	40.14%
Strongly Agree	154	52.38%

14. The counselors/advisors state information clearly and in a manner that I can understand.

Answer	Number	Percentage
Does not apply	0	0.0%
Strongly Disagree	2	0.67%
Disagree	4	1.35%
Neutral	23	7.74%
Agree	122	41.08%
Strongly Agree	146	49.16%

15. The counselors/advisors usually provide accurate information concerning my educational goal.

Answer	Number	Percentage
Does not apply	0	0.0%
Strongly Disagree	2	0.67%
Disagree	10	3.37%
Neutral	34	11.45%
Agree	118	39.73%
Strongly Agree	134	45.12%

16. The counselors/advisors show concern for me and the decisions I make concerning my educational goal.

Answer	Number	Percentage
Does not apply	0	0.0%
Strongly Disagree	0	0.0%
Disagree	8	2.69%
Neutral	40	13.47%
Agree	112	37.71%
Strongly Agree	137	46.13%



2010 Graduates Counseling Survey Results

Office of Institutional Research

August, 2010

17. How helpful has Counseling Services been in assisting you with the development of your SEP?

Answer	Number	Percentage
Does not apply	19	6.46%
Not helpful	5	1.70%
Somewhat helpful	29	9.86%
Helpful	103	35.03%
Very helpful	137	46.60%

18. When I have personal/social problems or similar concerns, I feel comfortable discussing them with a counselor.

Answer	Number	Percentage
Does not apply	57	19.13%
Not comfortable	36	12.08%
Somewhat comfortable	58	19.46%
Comfortable	71	23.83%
Very Comfortable	76	25.50%

19. I am satisfied with the outcome of the counseling/advising appointments.

Answer	Number	Percentage
Does not apply	2	0.68%
Not Satisfied	3	1.01%
Somewhat Satisfied	37	12.50%
Satisfied	119	40.20%
Very Satisfied	135	45.61%

20. I am satisfied with the information that was provided at the drop-in counter in the main counseling office.

Answer	Number	Percentage
Does not apply	30	10.14%
Not Satisfied	5	1.69%
Somewhat Satisfied	40	13.51%
Satisfied	119	40.20%
Very Satisfied	102	34.46%



2010 Graduates Counseling Survey Results

Office of Institutional Research

August, 2010

21. In general, the wait time at the drop in counter in the main counseling office was appropriate.

Answer	Number	Percentage
Does not apply	29	9.83%
Strongly Disagree	1	0.34%
Disagree	14	4.75%
Neutral	54	18.31%
Agree	134	45.42%
Strongly Agree	63	21.36%

22. As a new student did you attend an orientation session or counseling appointment to learn the meaning of your assessment/placement scores in math, English, and reading?

Answer	Number	Percentage
Orientation	78	26.62%
Counseling appointment	67	22.87%
None	135	46.08%
Both orientation and counseling appointment	13	4.44%

23. Were you ever placed on academic or progress probation while attending Citrus?

Answer	Number	Percentage
Yes	59	20.00%
No	236	80.00%

24. Did you meet with a counselor or attend a probation workshop?

Answer	Number	Percentage
I met with a counselor	83	80.58%
I attended a workshop	17	16.50%
Both	3	2.91%

25. If you were on academic or progress probation how helpful was the intervention?

Answer	Number	Percentage
Not helpful	17	21.52%
Somewhat helpful	24	30.38%
Helpful	23	29.11%
Very Helpful	15	18.99%



2010 Graduates Counseling Survey Results

Office of Institutional Research
August, 2010

26. Have you watched or participated in any Student Life or campus activities?

Answer	Number	Percentage
Yes	96	34.16%
No	185	65.84%

If yes, which types?

Answer	Number	Percentage
Student Government	15	14.15%
Club member	50	31.25%
Attended Guest Speakers	36	22.50%
Watched outdoor entertainment	51	48.11%
Athletics spectator	21	19.81%
Homecoming or Springfest activities	27	25.47%
Other	27	25.47%

27. Have you ever used the Citruscollege.edu website to look for Student Life events or information?

Answer	Number	Percentage
Yes	161	55.90%
No	127	44.10%

28. In your opinion what are the three (3) best ways to inform students about Student Life events, ASCC discount information or bookstore specials?

Answer	Number	Percentage
Flier	117	42.09%
Webpages	104	37.41%
Student Service Fee sticker flier	70	25.18%
E-Mail blast	116	41.73%
Social Networking Sites (MySpace, Facebook, Tagged, Twitter, etc.)	99	35.61%
Friends	105	37.77%
Campus Sandwich Boards	35	12.59%
Sidewalk Chalk	23	8.27%
Teacher Announcements	101	36.33%
Clarion Student Newspaper	59	21.22%
Other	9	3.24%



2010 Graduates Counseling Survey Results

Office of Institutional Research

August, 2010

29. Have you met with a Counselor or Educational Advisor in the Career/Transfer Center?

Answer	Number	Percentage
Yes	222	76.82%
No	67	23.18%

29. a. If yes, how many times?

Answer	Number	Percentage
1 time	27	11.95%
2-3 times	62	27.43%
4-5 times	50	22.12%
6 or more	87	38.50%

30. What services have you utilized in the Career/Transfer Center? (Mark all that apply)

Answer	Number	Percentage
Catalog/reference material	96	35.96%
Computerized career information and transfer research	78	29.21%
Transfer Fair	89	33.33%
College representative appointment	77	28.84%
Transfer/Career Awareness Workshops	62	23.22%
University Tour	34	12.73%
Does not apply	77	28.84%

31. Which transfer related websites do you use? (Mark all that apply)

www.assist.org student-transfer information system

Answer	Number	Percentage
Not familiar	86	30.39%
Somewhat familiar	48	16.96%
Familiar	54	19.08%
Very familiar	95	33.57%

www.collegesource.org library of college catalogs



2010 Graduates Counseling Survey Results

Office of Institutional Research

August, 2010

Answer	Number	Percentage
Not familiar	148	52.67%
Somewhat familiar	46	16.37%
Familiar	40	14.23%
Very familiar	47	16.73%

www.uctransfer.org UC transfer preparation paths and TAG agreements

Answer	Number	Percentage
Not familiar	161	57.91%
Somewhat familiar	49	17.63%
Familiar	36	12.95%
Very familiar	32	11.51%

www.csumentor.org mega site for California State University (CSU)

Answer	Number	Percentage
Not familiar	113	40.65%
Somewhat familiar	35	12.59%
Familiar	57	20.50%
Very familiar	73	26.26%

www.ucop.edu/pathways/ mega site for University of California (UC)

Answer	Number	Percentage
Not familiar	214	77.26%
Somewhat familiar	30	10.83%
Familiar	18	6.50%
Very familiar	15	5.42%

<http://www.aiccu.edu/> Association of Independent California Colleges and Universities

Answer	Number	Percentage
Not familiar	220	79.14%
Somewhat familiar	33	11.87%
Familiar	15	5.40%
Very familiar	10	3.60%



2010 Graduates Counseling Survey Results

Office of Institutional Research

August, 2010

32. How did you learn about these websites? (Check all that apply)

Answer	Number	Percentage
Individual counseling appointment	142	54.62%
Transfer Awareness Workshop	45	17.31%
Resource room tour/demonstration	17	6.54%
Transfer Planning Class	36	13.85%
Other courses, including counseling classes	26	10.00%
Transfer Planning Guide	30	11.54%
Flyer —taught myself	37	14.23%
Other	69	26.54%

33. If you are transferring to a 4-institution, where did you apply? (Check all that apply)

Answer	Number	Percentage
University of California	47	17.34%
Cal State University	149	54.98%
Private College	48	17.71%
Out of State	22	8.12%
None of the above	64	23.62%

34. If you applied to a University of California, did you know about a TAG agreement?

Answer	Number	Percentage
Yes	77	33.33%
No	154	66.67%

35. Did you apply for a TAG agreement?

Answer	Number	Percentage
Yes	26	10.57%
No	220	89.43%

36. Did you receive a TAG agreement?

Answer	Number	Percentage
Yes	27	11.11%
No	216	88.89%



2010 Graduates Counseling Survey Results

Office of Institutional Research

August, 2010

37. Gender

Answer	Number	Percentage
Male	89	32.48%
Female	185	67.52%

38. What is your age?

Answer	Number	Percentage
20 or under	62	22.06%
21-24	134	47.69%
25-29	50	17.79%
30-34	8	2.85%
35-39	15	5.34%
40-49	10	3.56%
Over 50	2	0.71%

39. When do you attend school? (Mark all that apply)

Answer	Number	Percentage
Day	255	90.43%
Evening	148	52.48%
Weekend	13	4.61%
Distance Education (on-line)	112	39.72%

40. What ethnicity do you most identify with?

Answer	Number	Percentage
American Indian/Alaskan Native	4	1.41%
Asian	35	12.37%
African American	6	2.12%
Filipino	14	4.95%
Hispanic	127	44.88%
White	67	23.67%
Pacific Islander	3	1.06%
Other	9	3.18%
Multi-racial	18	6.36%



Student Learning Outcomes 2009-10

Counseling & Advisement SLO 1.1
Degree Requirements

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2009-10	Use of Results 2009-10
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Students participating in commencement will understand the requirements for one of the following: certificate programs, associate degree, or transfer to a four year college.</p>	<p>Graduating students who have participated in counseling services will be given a survey at graduation practice to determine if they understand the requirements for the associate degree, certificate or transfer to a four-year college.</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counselor Work Group meeting on September 15, 2010 and at the Counseling and Advisement Center meeting on September 22, 2009:</p> <p>Of the students surveyed in June 2010, <u>76.9%</u> of understand or completely understand certificate requirements. <u>95.2%</u> understand or completely understand associate degree requirements. <u>84.1%</u> understand or completely understand transfer requirements to four-year universities.</p> <p>Addendum June 2010 results: Of the students surveyed in June 2010, <u>73.75%</u> of understand or completely understand certificate requirements. <u>92.66%</u> understand or completely understand associate degree requirements. <u>81.07%</u> understand or completely understand transfer requirements to four-year universities.</p>



Student Learning Outcomes 2009-10

Financial Aid Office

Program: _____

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results	VI Use of Results
<p>Students will effectively apply for financial aid and receive aid in a timely manner to achieve their educational goals to compete globally in society</p>	<ol style="list-style-type: none"> 1. Communication 2. Community Global - Consciousness and Responsibility 3. Technology/In-Formation Competency 4. Creative, Critical and Analytical Thinking 	<ol style="list-style-type: none"> 1. Student demonstrates the ability to complete online FAFSA application. 2. Student demonstrates ability to evaluate past academic performance and present a statement with documentation to support mitigating circumstances. 3. Student demonstrates ability to explain and document difficult family situations with direction and assistance from the financial aid staff. 	<ol style="list-style-type: none"> 1. Number of FAFSA applications filed online successfully compared to those who had a difficult time filing. A. Satisfaction Survey on online process. 2. Number of successful appeals submitted 3. Success of completing Special Circumstances (SC)/Professional Judgment (PJ) form by student seeking guidance from financial aid staff for re-instatement of financial aid. 	<p>Conclusively, 97% of the students polled indicated their knowledge and ability to apply for financial aid online and 3% had a difficult time.</p> <p>Compare 2008-09 successfully completed appeals with 2009-10.</p> <p>2008-09 557 petitions submitted</p> <p>2009-10 354 petitions submitted</p> <p>Compare 2008-09 successfully completed SC/ Professional Judgment (PJ) form with 2009-10.</p> <p>2008-09 132 SC/Professional Judgment forms filed.</p> <p>2009-10 122 SC/Professional Judgment forms filed</p>	<p>Students continue to successfully complete the online FAFSA application. Below is a comparison of ISIRs for 3 years:</p> <p>2008-09=10,913 2009-10=12,975 2010-11=13,517 (As of 09/03/10-first week of fall semester)</p> <p>Students continue to demonstrate and understand the appeals petition process.</p> <p>In 0910 less students petitioned since SAP was performed once at the end of the spring 2009 term.</p> <p>In 2009-10 there was a .08% decrease in student requests for SC/Professional Judgments.</p> <p>Less students completed SC/PJ forms in 0910</p>



Student Learning Outcomes 2009-10

Program: Student Health Center

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-10	VI Use of Results 2009-10
<p>Departmental Goal: To provide high quality ambulatory care, mental health counseling, comprehensive disease prevention and healthcare education to the Citrus College students.</p> <p>Applicable college mission objective: To support students success in pursuit of academic excellence, economic opportunity and personal achievement.</p>	<p>Core Competency No.4 - Responsibility - Lifelong learning - Self Esteem</p>	<p>Students will learn about health care resources, healthy behaviors, and health issues relevant to the college student population</p>	<p>A one hour presentation on general health topics will be provided to 75 students. They will be encouraged to ask questions that are relevant to themselves and their health as part of the presentation. Assessment Method : (post presentation survey below) I learned something new about: (mark all that apply) <input type="checkbox"/> Student Health Center <input type="checkbox"/> Counseling and Psychological Services <input type="checkbox"/> Family Pact <input type="checkbox"/> Sexually Transmitted Infections <input type="checkbox"/> Birth Control Methods <input type="checkbox"/> Sexualized Violence <input type="checkbox"/> Alcohol and Other Drugs <input type="checkbox"/> Emergency Contraception Pill</p>	<p>These percentages indicate the number of students that gained knowledge about the following programs.</p> <ol style="list-style-type: none"> 1) 25 % of students surveyed gained awareness about the health center. 2) 15% of students gained awareness of counseling and psychological services. 3) 85% of students gained awareness of the Family Pact Program 4) 75% of students learned something new about sexually transmitted infections 5) 48% of students learned of alternate birth control methods. 6) 98% of students learned what sexual violence entails. 7) 15% of students learned something new about drug and alcohol awareness. 8) 20% of students learned that the Emergency Contraception Pill is available on campus. 	<p>These results will be used as a guide to assess educational needs, and to determine where further education and awareness is needed.</p>



Student Services Program Plans – 2010-11

Program: Student Health Services

1. Goals need to reflect both program review needs and accreditation priorities. Please include goals appropriate to your area from the campus strategic plan, student equity plan, and Board goals. Please include only new and/or revised activities, not routine items.

GOAL	Responsible Person	Due Date
1. The department needs to continue to evaluate the effectiveness of the mental health program. Emphasis will be focused on the utilization of student counseling hours and program development. (BOT Goal #3)	1. Shauna Bigby and Mental Health Staff	Ongoing
2. To minimize the spread of whooping cough: We will educate the college about this epidemic by providing educational information, and promoting prevention through vaccination. (BOT Goal # 3)	2. Shauna Bigby and Health Center Staff	Implementation began July 2010
3. To expand our list of community resources and further develop community partnerships.(BOT Goal # 8)	3. Shauna Bigby	Ongoing



Student Services Program Plans – 2009 -2010

Program: Student Health Center

2. Please briefly describe the progress made on goals from 2009-10	
GOAL	Progress
<ol style="list-style-type: none">1. To minimize the spread of the flu virus: We are educating the Citrus College community about the spread of the flu virus by providing educational information, posting fliers, providing flu shots, providing cold and flu packets.2. To increase the utilization of the health centers mental health services by creating outreach opportunities, mental health projects and counseling sessions.3. Promote the health center immunization program and increase the number of immunizations given by 20%.	<p>Implemented in September 2009 by way of the previously stated</p> <p>We implemented a 10 week anxiety support group, increased our counseling sessions by 30%, made several classroom visits discussing mental health and are currently working on faculty and student seminars.</p> <p>The health center has increased the number of immunizations for HepB and Tdap by 28%. These immunizations have also become a requirement for the RN and LVN programs.</p>



Student Learning Outcomes 2009-2010

Program: International Students

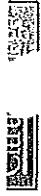
I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-10	VI Use of Results 2009-10
<p>Applicable college mission objective: Provide service and support for international students, both current and prospective students continue their educational program at Citrus College</p>	<p>Core Competency No. 1 -personal expression -information acquisition</p> <p>Core Competency No. 3 -decision making -curiosity -evaluation</p> <p>Core Competency No. 4 -respect for other beings -cultural awareness -ethics -lifelong learning</p> <p>Core Competency No. 6 -adulthood -independence</p>	<p>The application process for international students is clear and understandable for successful enrollment to study at Citrus College.</p> <p>International students receive adequate and appropriate academic and personal counseling specific to F-1 benefits and responsibilities.</p> <p>International students receive adequate and appropriate academic and personal counseling specific to F-1 international students.</p> <p>International students are supported and assisted in acclimating to the United States and provided opportunities to experience American culture.</p>	<p>International Students will complete a survey that is appropriate to access the effectiveness of a specific student learning objective.</p> <p><u>Criteria for success:</u> 85% of students will identify that the application process was clear and understandable.</p> <p>85% of the students will indicate the understanding of F-1 responsibilities and benefits.</p> <p>85% of students will indicate a satisfaction with counseling services.</p> <p>85% of students will indicate a satisfaction with activities and events provided by the international student center.</p>	<p>Student surveys were collected and analyzed.</p> <p><u>Results of Survey:</u> 67% of students stated application process was clear and understandable.</p> <p>77% of students stated they understood F-1 responsibilities and benefits.</p> <p>69% of students were satisfied with counseling services.</p> <p>89% of students were satisfied with activities and events that participated.</p>	<p>Create new application and update website information to make application clearer and more understandable</p> <p>Create new international student handbook.</p> <p>Provide more counseling appointment times. Establish library of major and Certificate and Certificate sheets for student distribution.</p> <p>Survey students not attending events to increase participation.</p>



Student Learning Outcomes 2009-10

Program: **Office of School Relations and Outreach**

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2009	Use of Results 2009
Incoming high school students will be able to understand and access the programs and services offered at Citrus College.	Community/Global consciousness and responsibility	<p>Students will be able to navigate the admission and enrollment process and be aware of the programs and services seeking help without being prompted.</p> <p>Visit to high schools, meet with parents and students, send information by e-mail and regular mail, follow-up phone calls, and arrange college visits.</p> <p>Students who attend the various outreach events will be more prepared to be successful in college.</p>	<p>Total number of students tested and enrolled at Citrus College and the total number of students who attended events sponsored by Citrus College</p> <p>Assessment by survey and data collection.</p>	<p>At parent night 96 parents completed surveys. During Welcome Day 9 parents and 95 students completed surveys. The database consisted of 1,488 seniors.</p>	<p>The results are used to identify the services and information the students and parents are seeking and make changes and improvements to programs if needed. Based on the results Outreach will continue offering services to all the high schools and planning recruitment events at Citrus College to connect the students to our programs and services.</p>



Student Learning Outcomes

Program: STUDENT EMPLOYMENT SERVICES

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009/10	VI Use of Results 2009/10
To help students get the job they want		<p>Get a job</p> <p>-----</p> <p>Write an effective resume</p> <p>-----</p> <p>Be an effective interviewee</p>	<p>Tracking of Hires</p> <p>Survey of students to evaluate the effectiveness of our services to help them get a job</p> <p>-----</p> <p>Critique resumes</p> <p>Survey of students on the usefulness of our critiquing of their resume</p> <p>-----</p> <p>Critique interview</p> <p>Survey of students on the usefulness of our workshops and mock interviews after they have participated in one.</p>	<p>76 (92%) of 83 respondents said we screened them for suitable employment for their skills and availability</p> <p>-----</p> <p>25 (89%) of 28 students who had their resume critiqued thought it was helpful</p> <p>-----</p> <p>51 (76%) of 67 students who attended a workshop learned something from it.</p>	<p>The results verified that we are teaching our students the skills needed to obtain employment and we need to continue doing what we are doing.</p> <p>-----</p> <p>Increased the number of mock interviews and one-on-one interviews offered by advertising them more widely.</p>



Student Learning Outcomes 2009-10

Program: Student Life & Leadership

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2009-10	Use of Results 2009-10
<p><u>Applicable college mission objective:</u> Grant opportunities for students to develop a global perspective through a curriculum with international and multi-cultural applications</p> <p>Furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance</p> <p>Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition activities for students</p> <p><u>Department goal:</u> We will strive to provide a comprehensive program of social events and educational activities that promote personal growth, cultural awareness and appreciation, and social awareness</p>	<p>Community/Global Conscious and Responsibility</p>	<p>Through participation in co-curricular workshops and speakers, students will gain new life skills and/or an increased appreciation for diversity.</p>	<p>Surveys will be administered at the end of events.</p>	<p>3 large events were held, 2 in fall celebrating Hispanic Heritage Month and one in spring for Social Justice Week.</p> <p>From all, 77% of respondents felt that they had gained greater understanding and appreciation for diversity issues.</p> <p>Students were asked what they learned the most from the presentation and what other types of events should be offered, almost unanimously students requested cultural diversity speakers.</p>	<p>Based on the feedback received, we will continue to provide opportunities outside the traditional classroom structure for students to become aware of, and embrace, issues of diversity and social justice.</p> <p>Some of the specific recommendations will be looked at for planning of events for 2010-2011.</p>

7. Institutional Support

Administrative and Fiscal Services (Pg. 317)

Office of Institutional Advancement (Pg. 319)

Office of Institutional Research (Pg. 321)

Purchasing, Warehouse, Transportation and Risk
Management (Pg. 325)

TeCS Services (Pg. 327)

Program Effectiveness

Resources for the College and Greater Community

Administrative and Fiscal Services staff seek to ensure the financial integrity of the institution by providing accurate and comprehensive financial services, while being responsive to the needs of students, faculty, staff and the community. The hiring of qualified and professional staff, maximizing training opportunities, the implementation of effective internal controls, and communicating timely financial information allows the college to make knowledgeable budget decisions. The management of college resources allows for timely receipt of funds and payment of district obligations, thereby maintaining the professional integrity of the college.

Effects on Student Outcomes

The value achieved through professional financial services allows funds to be maximized, providing the instructional resources for students and staff and allows departments to stretch budget dollars to allow for or enhance programs to improve the services and the physical conditions making for an environment more conducive to learning, and include:

- Managing the campus budget and helping each department manage its financial resources ensures faculty and staff are there to provide instruction and support services for students.
- Monitoring cash flow and developing alternate cash sources, if and when they become necessary, ensures the college can meet its financial obligations.
- Signing Contracts sees to it that the necessary equipment, supplies and services are available to keep the campus operating.
- Proper handling of financial resources maximizes interest earnings making funds available for future campus needs.
- Proper handling of vendor payment request eliminates duplicate payments to vendors reducing the need to expend resources to recuperate college funds.
- Timely utility payments ensure a safe and comfortable learning environment.

- Professional financial practices allows vendor relationships to remain intact, ensuring resources are available in the classroom.
- Timely reporting to federal, state and local agencies protects our eligibility for future funds that enhance the programs and services we can provide our students.

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

Goals

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

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

Institutional Advancement Student Learning Outcomes

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

Resource Development

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

Communications, Marketing and Reprographics

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

Advocacy

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

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

Effects on Student Outcomes

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

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

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

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

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

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

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

VIII. Program Effectiveness and Needs

A. Effects on Student Learning Outcomes

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

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

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

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

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

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

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

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

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

B. Resources Needs

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

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

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

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

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

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

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

C. Reflection

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

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

Program Effectiveness

Resources for the College and Greater Community

The value achieved by dedicated, conscientious and professional department staff allows the college to maximize the benefits from each dollar available for procurement of the goods and services requested by campus departments. These value-conscious purchases allow department budgets to obtain a higher quantity or higher quality of goods and services by the prudent procurement with district funds. These prudent value-conscious purchases translate easily to enhanced facilities and resources for the college, its students, workers, visitors and the community at large that may enjoy a more functional, attractive, modern, safe and friendlier campus experience given the added goods and services afforded by the hard work putting limited dollars to maximum use. We do this with pride and enthusiasm.

Effects on Student Learning and Achievement Outcomes

The Purchasing department uses professional procurement practices and procedures that result in reduced costs of goods and services. This stretching of the purchasing dollar means more resources are available to create environmental conditions conducive to learning and include:

Efficient transportation operations. Van and bus pool allows for safe, efficient transportation group travel needs allowing for more funds to be retained for instructional programs.

Efficient mail operations. Use of special mailing rates and scheduling of mailings offers rate reductions of as much as 80% saving thousands of dollars to be retained for instructional programs.

Efficient procurement operations allow for improvements in indoor air quality. Smart procurement allows for funding air filter changes at regular intervals

Efficient procurement operations allow improvements in lighting. Smart procurement allows for funding of newer lighting and controls and changing out of dimming bulbs on a more frequent routine

Efficient procurement operations allow improvements in classroom acoustics. Smart procurement allows for funding of low-noise motors, carpet, ceiling tiles, and wall treatments to minimize interruptive sounds and noises

Efficient procurement operations allow improvements in energy conservation. Smart procurement allows for funding energy conservation that leads to improved comfort and a 'Greener' environmental footprint

Efficient procurement operations allow improvement in ergonomics. Smart procurement allows for funding of ergonomically friendly furniture, furnishings and equipment that makes for a less fatiguing and more comfortable learning and teaching environment

Efficient procurement operations allow improvements in technology. Smart procurement allows for the funding of new and replacement technology that enhances the learning experience and allows students to be more competitive in the workplace.

Future Goals and Areas for Improvement

Purchasing, Warehouse and Transportation. To better serve the college students, staff and community, improvements in department resources by modernizing and replacing obsolete equipment is necessary. When funding is available, the department will implement the following:

- Replacement of 1996 bus and 1999 van experiencing increased down-time and repairs will be increasingly cost effective.
- Conversion of indoor motor-equipment to clean-burning propane for improved indoor air quality for warehouse staff.
- Installation of evaporative coolers and low wattage lighting in the warehouse

8. Program Effectiveness and Needs

A. Effects on Student Outcomes

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

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

B. Savings or Efficiency Measures

Desktop Replace Timeline

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

Virtualization

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

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

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