

- III. COMMITTEE REPORTS – All committees are welcome to report. Those with an asterisk are expected to report. Those with a double asterisk are subcommittees of Steering**
- Academic Calendar/Final Exam Schedule – Steve Odrich
 - Bookstore Committee – Paul Swatzel
 - Campus Environment Committee – David Casey
 - **Campus-wide Information Technology**
 - College Success –
 - *Curriculum – David Kary**
 - Distance Education – Bev Van Citters
 - **Educational Programs – Senate President**
 - Enrollment Management
 - Equivalency Minimum Qualifications – Carsten Dau
 - Evaluation and Tenure Oversight
 - Faculty Hiring Procedures
 - Faculty Needs Identification – Senate President
 - **Financial Resources –**
 - Gender Equity – Mary Brawner
 - Honors Program Advisory Council – Brian Waddington
 - **Human Resources Advisory**
 - **Institutional Research and Planning**
 - Matriculation/Pre-Req & Assessment
 - **Physical Resources – John Fincher**
 - Program Review
 - Scholarship
 - Service Learning Advisory –
 - Student Learning Outcomes – John Vaughan
 - Student Services
 - Transfer Task Force
- IV. OFFICERS' REPORTS (10 minutes)**
- | | |
|--------------------------------|----------------|
| Secretary | Sheryl Walz |
| Treasurer | Paul Swatzel |
| Past President | Jack Call |
| Vice President/President-Elect | Nicki Shaw |
| CCFA Liaison | Kathy Bakhit |
| ASCC Representatives | Karlyn Bradley |
| President | Roberta Eisel |
- V. SPECIAL REPORTS**
- A. Progress on Campus Safety – Martha McDonald
- VI. ACTION-**
- A. Curriculum Committee Recommendations on Course Currency
1. Any course that has not been reviewed by the curriculum committee in the last six years should not be scheduled as of winter 2012.
 2. Any course that has not been reviewed in the last six years and has not been offered in the last two years should be deactivated so that they will not go into the catalog
- B. BP 7203 – Evaluation of Full-Time Faculty
- VII. NEW BUSINESS –**
- A. Senate Recognition Resolutions
 - B. Possible Summer 2011 Meetings
 - C. Senate Representatives – Terms of Service

VIII. OLD BUSINESS-

- A. Program Review Task Force Recommendations**
- B. Academic Senate Self-Evaluation**
- C. Assembly Bill 515 (Brownley)**
- D. Program Discontinuance – Collision Repair Public Discussion**
- E. Registration Wait List – Work Group Report**
- F. Attendance and Grading Discussion – AP 4230 and AP 5070**
- E. Funding Concerns and Budget**
- G. AP 7201 Recruitment and Hiring of Full-Time Faculty**

IX. PUBLIC FORUM

X. ANNOUNCEMENTS –

- 1. Honors Reception on May 26, 2011 at 3 p.m.**
- 2. Spring Choral Concert May 28, 2011.**
- 3. June 2, 2011 Academic Achievement Awards in the Campus Center.**
- 4. Budget Forum on June 6, 2011 at 2:45 p.m.**
- 5. Commencement on June 18, 2011 at 10 a.m.**

XI. ADJOURNMENT – next meeting

Attachments:

- #1 BP 7203 Evaluation of Full-Time Faculty (*Page 4*)**
- #2 Program Review Task Force Recommendations (Six Year Table of Contents and Annual forms) (*Page 5*)**
- #3 AB 515 (Brownley) (*Page 15*)**
- #4 AP 4230 Grades and Academic Record Symbols (*Page 16*)**
- #5 AP 5070 Attendance (*Page 17*)**

Proposed Citrus Community College District Policy

**Human Resources
TENTATIVE AGREEMENT
As of 04/27/11**

Approved by the Association Representative Council 04/06/11

BP 7203 Evaluation: Full-Time Faculty

References: Education Code Sections 87610.1, 87663, and 87664

The evaluation process is designed to promote professionalism, enhance performance and be closely linked with staff development efforts. The evaluation process should be effective in yielding a genuinely useful and substantive assessment of performance. Among other things, this requires an articulation of clear, relevant criteria on which evaluations will be based.

The principal purposes of the evaluation process are to recognize and acknowledge good performance, to enhance satisfactory performance, to help employees who are performing satisfactorily further their own growth, to identify weak performance, to assist employees in achieving needed improvement and to document unsatisfactory performance.

Participants in the evaluation process must be sensitive to the diversity of California and the community served by the District.

A faculty member's students, administrators, and peers should all contribute to his or her evaluation, but the faculty should play a central role in the evaluation process and, together with appropriate administrators, assume principal responsibility for the effectiveness of the process.

Office of Primary Responsibility: Human Resources

Date Adopted:

Approved by	Academic Senate
	Citrus College Faculty Association.....04/06/11
	Steering
	Board (First Read).....
	Board (Second Read)

Policy Negotiated with Faculty and, as such, provided to ASCC, CSEA, the Management Team, and the Supervisor/Confidential Team for information on _____.

1. Executive Summary
2. Faculty and staff
3. Program description (*using the catalog description*)
4. Program goals and objectives
5. List and review of degrees, certificates, and awards
6. List of industry-based standard certificates and licenses
7. ~~Review of previous recommendations~~
Advisory committee or council
8. ~~List and review of degrees, certificates, and awards~~
Program Student Learning Outcomes (SLOs)
9. ~~List of industry-based standard certificates and licenses~~
Curriculum review and Student Learning Outcomes Assessment
10. ~~Advisory committee or council~~
Review of previous recommendations
11. Evaluation Criteria - Mission
12. Evaluation Criteria - Need
13. Evaluation Criteria - Quality
14. Evaluation Criteria - Feasibility
15. Evaluation Criteria – Compliance

16. Recommendations

17. Budget Recommendations

Attachment A – Key performance indicator data

Additional Attachments are optional

Attachment B –

Attachment C –

Attachment D –

Attachment E –

Attachment F –



[Name of Program]

**ANNUAL PROGRAM REVIEW and PLAN
2011**

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff



[Name of Program]

I. Executive Summary

Program Description:

Strengths/Effective Practices:

Weaknesses/Lessons Learned:

Recommendations/Next Steps:



[Name of Program]

II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2010 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Winter	Spring	Summer	Fall	

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2007	Number Awarded 2008	Number Awarded 2009	Number Awarded 2010

TYPE: AA = Associate in Arts AS = Associate in Science Degree C = Certificate S = Skill Award
 AAT = Associate in Arts for Transfer AST = Associate in Arts for Transfer

IV. Service to Students

	Winter 10	Spring 10	Summer 10	Fall 10
Course Retention *				
Course Success **				
Courses Offered				
Sections Offered				
Morning (prior to 11:59 a.m.)				
Afternoon (12:00 noon to 4:29 p.m.)				
Evening (4:30 p.m. or later)				
Short Term Sessions				
Distance Education full term				
Distance Education short term				

Gender	College 2010	2007	2008	2009	2010
Female					
Male					

Ethnicity	College 2010	2007	2008	2009	2010
Asian					
Black or African-American					
Hispanic / Latino					
American Indian / Alaska Native					
White					

***Retention** is defined as the percent of students receiving all grades.

****Success** is defined as a student taking a credit course and earning a passing grade.

V. Career Technical Education Programs

TOP CODE: _____

CORE INDICATORS

Indicator	Negotiated Level	2008-09 (Actual)	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)
1. Technical Skill Attainment	88.81%				
2. Credential, Certificate, or Degree	82.05%				
3. Persistence or Transfer	85.96%				
4. Placement	81.72%				
5. Nontraditional Participation	20.37%				
6. Nontraditional Completion	25.99%				

VI. Student Accomplishments

Provide examples of individual student success or instructional strategies that were effective.

VII. Student Learning Outcomes Assessment Reflection

SLO ASSESSMENT RESULTS: Upon reflection with program colleagues (or self-reflection for 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. Address GE classes specifically.



[Name of Program]

VIII. Progress toward previous goals

During 2010, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
Goal 1 Date of Origin				
Goal 2 Date of Origin				
Goal 3 Date of Origin				
Goal 4 Date of Origin				

In addition to previous goals, during 2011, we plan to:

	Description	Actions / Target Date	*Data Index*	Institutional Goal
Goal 1 Date of Origin				
Goal 2 Date of Origin				
Goal 3 Date of Origin				
Goal 3 Date of Origin				
Goal 4 Date of Origin				

*Data Index: What data in the Key Performance Indicators drives this goal?



[Name of Program]

IX. Budget

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◇	Priority ‡

Staff Development (Division)

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

Facilities (Facilities)

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◇	Priority ‡

Computers / Software (Tecs)

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

Equipment

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

Supplies (Division)

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

Attachment #2

Impact:

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

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

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

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

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

‡ **Priority:**

When establishing priority, consider the following:

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

B. Is this item essential to program success?

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



[Name of Program]

X. Career Technical Education

1. Advisory Committee meeting date(s): _____

2. Advisory Committee recommendations

1.	
2.	
3.	
4.	
5.	

3. Are Advisory Committee minutes on file with Academic Affairs?

YES _____ NO _____

4. Vocational Funds

Source	Purpose	Amount

5. Labor Market Data 2008 – 2018

(California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
				%
				%
				%
				%
				%
				%

Attachment #2

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

ASSEMBLY BILL

No. 515

Introduced by Assembly Member Brownley

February 15, 2011

An act to add *and repeal* Section 78302 ~~to~~ of the Education Code, Relating to community colleges.

LEGISLATIVE COUNSEL'S DIGEST

AB 515, as amended, Brownley. Public postsecondary education: community colleges; extension program.

Existing law establishes the California Community Colleges, which are administered by the Board of Governors of the California Community Colleges. The governing board of any community college district is authorized, without approval of the board of trustees, to establish and maintain community service classes in civic, vocational, literacy, health, homemaking, technical, and general education, as specified.

This bill would authorize the governing board of any community college district, without approval of the board of governors, to establish and maintain an extension program offering credit courses, ~~as specified.~~

The bill would specify that the courses be required to be self-supporting, open to the public, and developed in conformance with specified statutory and regulatory guidelines. General Fund moneys would not be expended to establish or maintain the courses, nor would an extension program course be allowed to supplant regularly funded courses. Extension courses would not be allowed to reduce state-funded courses relating to basic skills. This bill would require district boards to annually certify compliance with these requirements, as specified.

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4230 GRADING AND ACADEMIC RECORD SYMBOLS

References: Education Code Section 76224;
Title 5 Sections 55021, 55022, 55023, and 55024

The Board of Trustees of the Citrus Community College District establishes this administrative procedure for the evaluation of student performance based on sound academic principles and consistent with the requirements of Title 5 Regulations for California Community Colleges. This grading procedure shall apply to all degree-applicable and non-degree applicable credit courses.

Academic Record Symbols and Grade Point Average

<u>Symbol</u>	<u>Definition</u>	<u>Grade Point</u>
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Less than satisfactory	1
F	Failing	0
FW	Failing/Withdrawal (Indicates that a student ceased participating in a course after the drop date without achieving a final passing grade.)	0
P	Passing (at least satisfactory, units awarded, not counted in grade point average)	
NP	No Pass (less than satisfactory, or failing, units not counted in grade point average)	

Students have the option to be evaluated on a Pass/No Pass grading basis in courses approved for this option by the Curriculum Committee. Courses approved for the Pass/No Pass Option shall be so indicated in the college catalog. A student must declare the option by no later than 30% of the term, or the fourth Friday of a full semester course by filing a Pass/No Pass petition in the Office of Admissions and Records. The Pass/No Pass option became effective Summer 2009 and replaces Credit/No credit.

Instructors shall have the authority to assign an "F" (Failing) on a test, paper, or examination for cheating or plagiarism and may refer the student for additional disciplinary action.

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

AP 5070 ATTENDANCE

References: Title 5 Sections 58000 et seq.

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

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

Attendance Requirements

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