

- IV. 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 – Kathy Bakhit**
 - Gender Equity – Mary Brawner
 - Honors Program Advisory Council – Brian Waddington
 - **Human Resources Advisory**
 - **Institutional Research and Planning**
 - Learning Communities – Carsten Dau and Lisa Villa**
 - Matriculation/Pre-Req & Assessment
 - **Physical Resources – John Fincher**
 - Program Review
 - Scholarship
 - Service Learning Advisory –
 - Student Learning Outcomes – John Vaughan
 - Student Services
 - Transfer Task Force
- V. OFFICERS' REPORTS (10 minutes)**
- | | |
|--------------------------------|----------------|
| Secretary | Sheryl Walz |
| Treasurer | Paul Swatzel |
| Past President | John Vaughan |
| Vice President/President-Elect | Nicki Shaw |
| CCFA Liaison | vacant |
| ASCC Representatives | Karlyn Bradley |
| President | Roberta Eisel |
- VI. SPECIAL REPORTS/PRESENTATIONS –**
- A. Community College Survey of Student Engagement (CCSSE) – Citrus Outcomes – Lan Hao
- VII ACTION-**
- A. Revised Six Year Program Review and Annual Program Review
 - B. AP 5070 Attendance
 - C. AP 3540 Sexual and Other Assaults
 - D. BP 3540 Sexual and Other Assaults
- VIII. NEW BUSINESS –**
- A. Processes for Program Development and Viability
 - B. Sabbaticals – Update on R4158, AP7210 and proposed senate forms

IX. OLD BUSINESS-

- A. Senate Purpose Statement 2010 – 2011**
- B. Department Chairs Task Force**
- C. FNIC and Faculty Hiring Procedures**
- D. SB 1440 Implementation**

X. PUBLIC FORUM

XI. ANNOUNCEMENTS –

- 1. All Shook Up – October 22 -24**
- 2. Victor Villasenor (author/speaker) – October 14, 10 am, Campus Center, East Wing**
- 3. STEM speaker – Dr. Susan Kane, City of Hope, October 20, 10-11 am, CI 159**
- 4. Fall Book Event – November 16 at 1:30 in CI 159**

XII. ADJOURNMENT – next meeting October 27

Attachments:

- #1 Purpose Statement 2010-2011**
- #2 Program Review – Annual**
- #3 Program Review – Six Year**
- #4 AP 5070 Attendance**
- #5 AP 3540 Sexual and Other Assaults**
- #6 BP 3540 Sexual and Other Assaults**
- #7 R-4158 Current Sabbatical regulation**
- #8 AP7210 Proposed Sabbatical regulation**
- #9A Sabbatical Leave Proposal Guidelines**
- #9B Sabbatical Leave Application Format Guidelines**
- #9C Sabbatical Leave Proposal Scoring Rubric**
- #10 Fall Book Event Flyer**

Academic Senate
2010-2011
PURPOSE STATEMENT

The Citrus College Academic Senate is formed in order to ensure democratic participation of the faculty in shared governance, in accordance with statewide bill AB 1725 and Citrus College BP 2510 and AP 2510, in the development of policies and procedures of the college and to foster the long-range interest and well being of the college. The Academic Senate is established for the purpose of participation in the formation of educational and professional policy. The Senate Council (the governing body of the Senate) shall be the executive group and serve as the official representative body of the Senate on all non-contract matters. The Senate Council is empowered to make recommendations to the Administration, Board of Trustees and all campus committees. It also has the right to lay directly before the governing board its views on any matter pertaining to the conduct and welfare of the College after advising the college President of such intent.

RESPONSIBILITIES FOR 2010-2011

- Support all matters that fall under the purview of the “10 + 1” items defined by the California Statewide Academic Senate and articulated in Citrus College AP 2510. These are:
 1. Curriculum including establishing prerequisites and placing courses within disciplines
 2. Degree and certificate requirements
 3. Grading policies
 4. Educational program development
 5. Standards or policies regarding student preparation and success
 6. District and college governance structures, as related to faculty roles
 7. Faculty roles and involvement in accreditation
 8. Policies for faculty professional development activities
 9. Processes for program review
 10. Processes for institutional planning and budget development
 11. Other academic and professional matters as mutually agreed upon between governing board and the academic senate
- Review, advise, and refine board policies and administrative procedures that fall under the purview of “10 + 1” matters as defined by the California Statewide Academic Senate, ~~including particularly the Board Policy and Administrative Procedure on Sabbatical Leave~~
- Participate in the Department Chairs Task Force to study possible revisions to the college governance structure
- ~~Participate in discussion of ways to reduce the costs of photocopying~~
- ~~Support faculty training in honoring intellectual ownership under copyright law~~

- ~~Participate in active discussion of the Accreditation Self-Study~~ Participate in responses to the 2009 Accreditation Report
~~Participate in implementation of Educational Master Plan~~ Participate in college wide planning processes to include the development and implementation of the Educational and Facilities Master Plan and the Strategic Plan
- ~~Continue to evaluate issues surrounding compressed calendar~~
- ~~Support implementation of both Six-Year Cycle and Annual Program Review process with the addition of a Program Review Coordinator~~ Support implementation of revisions to both Six-Year Cycle and Annual Program Review processes in association with the Educational Programs Committee
- ~~Support curriculum dialogue regarding student learning outcomes and assessment/course objectives~~ Support activities to increase faculty awareness regarding the need for increased participation of student learning outcome assessment to meet the 2010 "Proficiency" level on the ACCJC rubric
- ~~Facilitate open dialogue regarding budget challenges~~ enrollment management and impact on faculty academic and professional matters
- Through the curriculum process, facilitate faculty work to develop transfer degrees as SB 1440 is implemented

FREQUENCY OF MEETINGS: 2nd and 4th Wednesday of each primary semester month
DAY/TIME OF MEETINGS: Wednesday 2:10p.m. to 3:50 p.m.

Primary Contacts:

Academic Senate President: senate@citruscollege.edu

Senate Office: (626) 914-8877

2009/2010 President- Jack Call

jcall@citruscollege.edu

Administrative Assistant -

Linda Swan

(626) 852-8002

lswan@citruscollege.edu

Academic Senate Membership

OFFICERS:

President

Vice President/President Elect

Past President

Secretary

Treasurer

Attachment #1

SENATORS:

1 from Each Department:

Behavioral Sciences Physical Education

Biological Sciences Language Arts

Business Foreign Language

Cosmetology Mathematics

Counseling Music

CSIS Physical Sciences and Engineering

Fine Arts Public Services

Health Sciences Social Sciences

Library Transportation Technology

(3) Annually Elected At-Large Senators

Liaisons from ASCC and Faculty Association

District Academic Senate Secretary



(header)

Annual Program Plan Executive Summary

Program Description:

Strengths/Effective Practices:

Weaknesses/Lessons Learned:

Recommendations/Next Steps:

Service to Students

(Note: Data on the topics below is provided annually by the Office of Institutional Research. Careful consideration of this data should be utilized to integrate into program goals and accompanying activities as well as identifying program strengths/weaknesses.)

	College 2009	Fall	Winter	Spring	Summer
Courses Offered					
Sections Offered					
Morning (Prior to 11:59 am)					
Afternoon (12:00 to 4:29 pm)					
Evening (4:30 pm or Later)					
Distance Ed Full-Term					
Distance Ed Short-Term					

Gender	College 2009	Fall	Winter	Spring	Summer
Female					
Male					

Ethnicity	College 2009	Fall	Winter	Spring	Summer
Asian					
African American					
Caucasian					
Hispanic					
Native American / Alaskan					

	College 2009	Fall	Winter	Spring	Summer
Course Retention					
Course Success					

Retention is defined as the percent of students receiving all grades: A, B, C, D, F, FW, CR (credit), NC (no credit), I (incomplete), P (pass), NP (no pass) out of all students who earned a grade or CR, including W (withdrawal). A student may not be successful but still be retained if he/she did not withdraw from the course.

Success is defined as a student taking a credit course and earning a passing grade of A, B, C, or Credit (CR). The success rate is calculated as dividing the total number of students earning a successful grade (A, B, C, or CR) by the sum of all grades.

Student Accomplishments

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

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.



(header)

Attachment #2

Progress toward previous goals and recommendations

During 2011, we accomplished:

	Previous Goals/ Recommendations	Progress/ Persons Responsible	Status
Goal 1 Date of Origin			
Goal 2 Date of Origin			
Goal 3 Date of Origin			
Goal 4 Date of Origin			
Goal 5 Date of Origin			
Goal 6 Date of Origin			
Goal 7 Date of Origin			
Goal 8 Date of Origin			
Goal 9 Date of Origin			
Goal 10 Date of Origin			
Goal 11 Date of Origin			
Goal 12 Date of Origin			

Goal 13 Date of Origin			
Goal 14 Date of Origin			
Goal 15 Date of Origin			
Goal 16 Date of Origin			
Goal 17 Date of Origin			
Goal 18 Date of Origin			
Goal 19 Date of Origin			
Goal 20 Date of Origin			
Goal 21 Date of Origin			
Goal 22 Date of Origin			
Goal 23 Date of Origin			
Goal 24 Date of Origin			

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

*Index to Key Performance Indicators Data- What, if any, data drives this goal?



(header)

Budgeting

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority	Rank

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority	Rank

Facilities (Facilities)

Facilities / repairs or modifications	Discuss impact on goals / SLOs	Bldg / Room	Impact	Priority	Rank

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority	Rank

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority	Rank

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority	Rank

Attach additional pages as needed for complete description / discussion

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 discussing priority, consider and address in Column 2)

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

B. Is this goal essential to program success?

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

Rank:

Identify the importance of each item requested with 1 = most important etc. and continue to the least important – do not repeat numbers.



(header)

Career Technical Education

1. Advisory Committee meeting date(s): _____

2. Advisory Committee recommendations

1.	
2.	
3.	
4.	
5.	

3. Vocational Funds

Source	Purpose	Amount

4. CORE Indicators

5. Two Year Review

Complete the attached review once in a two year cycle: DUE: _____

Date: _____ Program: _____

<p>1. Purpose of this Program</p> <p>Significantly Changed Purpose In the Last Two Years Minor Changes in Purpose in the Last Two Years No Changes in Purpose in the Last Two Years</p> <p style="text-align: center;"> <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> </p> <p style="text-align: center;">(Comments including description, mission, target population, etc.)</p>
<p>2. Demand for this Program</p> <p>High Demand Adequate Demand for our students Low Demand</p> <p style="text-align: center;"> <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> </p> <p style="text-align: center;">(Comments including labor market data, advisory input, etc.)</p>
<p>3. Quality of this Program</p> <p>Highest Quality Meets Student Needs Needs Significant Improvement</p> <p style="text-align: center;"> <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> </p> <p style="text-align: center;">(Comments including core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<p>4. External Issues</p> <p>Benefits From and Contributes to External Issues Complies with External Issues Not Consistent with External Issues</p> <p style="text-align: center;"> <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> </p> <p style="text-align: center;">(Comments including legislation, CCCCO mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<p>5. Cost of this Program</p> <p>Income Exceeds Expenditures Income Covers Expenditures Expenditures Exceed Income</p> <p style="text-align: center;"> <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> </p> <p style="text-align: center;">(Comments on enrollment/FTEs generated & in-kind contributions of time/resources minus salaries/equipment/supplies etc.)</p>
<p>6. Two-Year Plan</p> <p>Significant Growth Anticipated On Track for Next Two Years Need Significant Changes and/or Increased Resources to Continue</p> <p style="text-align: center;"> <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> ————— <input style="width: 50px; height: 20px;" type="checkbox"/> </p> <p style="text-align: center;">(Comment including recommendations, project future trends, personnel and equipment needs, etc.)</p>

Signatures:

Administrator

Date

Faculty

Date

Faculty
To Board of Trustees (date) _____

Date

Attachment #3

I. Executive Summary

[One page summary that provides comments in the following areas:

- A. Program History/Description
- B. Strengths /Effective Practices
- C. Weaknesses/Lessons Learned
- D. Recommendations/Next Steps

Includes comments on needed improvements in the next six year cycle.
Attach the prioritized list of the review team’s recommendations.]

II. Faculty and Staff *(full and part-time)*

[A list of all full-time and part-time faculty and staff active in the program at the time of this review. Provide organizational chart if available.]

III. Program description and mission

[A short discussion that broadly describes the program, courses, and intended students. In what way does this program support the mission, objectives, and vision of the college?]

- Does the program meet the District’s mission and established core competencies?
- Does the program reflect the District’s diversity?
- Does the program advance the institutional core competencies and learning outcomes?
- Are students succeeding in the courses/program? (lines 21-22 and/or 30-33)
- What is the demographic profile of your program? (see gender, age, ethnicity, and educational goal data, pg. 5)
- How does this compare with college-wide data? (OIR will provide)

IV. Program Goals and Objectives

[This description of the program goals may be written as a short paragraph or as a bulleted list. It may include educational goals (i.e., “preparing students to transfer to a four-year institution” or “have students earn a degree or certificate”) and more general program-specific goals or skills (i.e., “have students develop problem-solving skills” or “have students understand the nature of science”).]

The goals and objectives of the [Program Title] Program are:

- a)
- b)

V. Review of previous recommendations

[A review of recommendations as first made the last six-year review and as updated annually.]

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

[Brief discussion of degrees to include review of their currency, content and learning outcomes. Recommendations for revisions, as needed.]

[All degrees, certificates, and awards related to the program should be listed here, along with information regarding time to completion, course access/availability, SLO status, assessment status, and date of last review and revision. *Attach a degree/certificate “map” that shows the planned progressive sequence of courses by semester as applicable to an on-level student entering in the fall semester and attending full-time (whenever possible). Include all mandatory and recommended/silent prerequisites in the map.*]

- Are the courses being scheduled efficiently and as planned to ensure student completion?
- Can students complete the degree or certificate in a timely manner relative to the requirements?
- Is the degree or certificate meeting the needs of the students and/or industry? Should the certificate or degree be modified?
- Is the degree/certificate currently aligned with any high schools, ROPs or 4-year institutions?

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date degree SLOs written	Date degree SLOs Assessed	Date last reviewed by Advisory Council

[Provide a list of certificates and/or awards awarded by the program; include the number of certificates or awards issued during the years since the last program review. If none are offered, indicate "none."]

- [Name of Certificate or Award]
- [Courses (program of study)]
- [Name of Certificate or Award]
- [Courses (program of study)]
- [Name of Certificate or Award]
- [Courses (program of study)]

VII. List of Industry-Based Standard Certificates and Licenses

[A list of industry-based standard certificates associated with the program. If none are offered, indicate “none.”]

VIII. Advisory Committee or Council **

** only applies to programs with CTE courses

[A list of the members of the advisory committee which includes their name and position in the related industry. Please indicate the chair of this committee/council. If the program does not require an advisory committee, indicate as "n/a." Consider whether development of an advisory board is needed.]

IX. Program Student Learning Outcomes

[Program-level SLOs are broad SLOs which apply to *all* courses in the program. They should be listed under the appropriate core competency. List only SLOs which are appropriate to the program; the program is not required to have an SLO in each of the six core competencies. However, you should be able to match each course-level SLO with a more general, program-level SLO. There is no specific format for the program-level SLOs, but you may use the “Outcome-Rationale-Assessment” model used for the course level SLOs.]

The [Program Title] 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 [Program Title] 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**
- 4) **Community/Global Consciousness and Responsibility**
- 5) **Technology**
- 6) **Discipline / (Subject Area Specific Content Material)**

X. Curriculum Review and Student Learning Outcomes Assessment


All courses in the program should be listed here, along with information on how current the course outline is and the status on SLO assessment. **You may also note any changes to the course offerings (renaming, removal, etc.,) in this section.**

Curriculum/SLO Assessment Map

Program: _____

(Note: Revised Map is devised to combine all requirements of current 6 Year Program Review process into one, simplified location)

Note: This "Map" connects Course SLO's to Program SLO's (Course SLO'S are in the vertical column, Program SLO's tied to the College Core Competencies are in Horizontal Columns) The text below the CC#'s refer to shortened references to the actual Program SLO's for Humanities)

	CC 1 (See key A)	CC 2	CC 3	CC 4	CC 5	CC 6	CC 6	Date of Assessment= (semester and year or CA=(Ongoing, Continuing Assessment)
--	----------------------------	-------------	-------------	-------------	-------------	-------------	-------------	--

Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award

Course: Note: This Cel would now include Course Number and Name, Units, Applicability, Date Last Offered and Curriculum Updates. Courses are to be reviewed on a six year cycle per Title 5.

SLO 1	(Note: Please see Key B for detailed explanation of codes to use here)							
SLO 2								
SLO 3								
SLO 4								
SLO 5								
Course:								
SLO 1								
SLO 2								
SLO 3								
SLO 4								
Course:								
SLO 1								
SLO 2								
SLO 3								
SLO 4								
SLO 5								
Course:								
Course:								
Course:								

KEY A- Codes for Citrus College Core Competencies

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

Key B – Explanation of SLO Development Process

(Note: These codes DO NOT refer to actual SLO Assessment Data, but rather to the academic rigor of the SLO itself. Citrus College practice is that assessment data are to be kept at Instructor level)

I = Introduced – The concepts of the outcome are asked to be demonstrated by the student at the Introductory level.

D = Developed & Practiced with Feedback- The concepts of the outcome are further developed with qualitative and/or quantitative feedback occurring between instructor and student.

M = Demonstrated at the Mastery Level appropriate for Graduation- The concepts of the outcome are expected to be demonstrated by the student at a level appropriate and applicable for course completion and/or at the Associate’s Degree level.

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.

XI. Evaluation Criteria – Need

Prompt: What evidence supports the on-going need for this program?

Current status

Commendations

Recommendations – present and discuss recommendations here and then enter recommendations on integrated, prioritized table

- How has the need for the program been established (i.e., labor market data, course enrollment trends, articulation requirements or agreements, advisory committee recommendations, regional agreements, etc.)?
- CTE only: Are there similar programs at other community colleges in the Los Angeles/Orange County Regional Consortium? Please discuss similarities and differences.
- What evidence supports the on-going need for this program? (lines 11 - 15 and 36)

XII. Evaluation Criteria – Quality

Prompt: Are the courses within the program accomplishing the purpose of the program?

Current status

Commendations

Needs and Recommendations -- present and discuss recommendations here and then enter recommendations on integrated, prioritized table

- Are lecture/lab units appropriate?
- Are the disciplines appropriate?
- Are course pre-requisites and co-requisites validated?
- Have the course outlines of record been reviewed and updated on a regular basis?

- Do all course outlines of record include Student Learning Outcomes? (See matrix)
- Does the program have a program-level Student Learning Outcomes and Assessment Cycle in place? (See matrix)
- Does the program support State and District emphasis on critical thinking, problem-solving, and written expression?
- Are faculty minimum qualifications adequate? Is faculty development adequate?
- How do new courses/changes to courses affect articulation agreements?
- CTE: Discuss program quality, referencing core indicators, student outcomes, partnerships. (line 37)
- What faculty development would support course and program SLOs?
- Are students succeeding in the program? (lines 21-22)

XIII. Evaluation Criteria – Feasibility

Prompt: Do faculty, staff, facilities, equipment and library resources adequately support the program?

Current status

Commendations

Needs and Recommendations -- present and discuss recommendations here and then enter recommendations on integrated, prioritized table

- Does the program have adequate communications with and support from Counseling?
- Are facilities, equipment, and library resources adequate? If you are a CTE program, how were VTEA funds used (line 34)
- Is it possible for a full-time prepared student to complete the courses necessary for transfer in the major? Can this be done in two years? (lines 4-10).
- Is there enough qualified faculty to support the program? Are more full-time or adjunct faculty needed? (lines 16, 18, 19)
- Discuss sufficiency of program resources. (lines 23-29).
- Are course available in a variety of times and formats? (Days, evenings, distance education, learning communities, fast track?)

XIV. Evaluation Criteria – Compliance

Prompt: Is the work of the program being carried out in compliance with district, state, and federal requirements?

Current status

Commendations

Needs and Recommendations -- enter recommendations on integrated, prioritized table

- Do course requisites meet Federal, State, and District requirements?
- Do the course outlines of record meet state, district and federal regulations for content?
- Do career/technical education programs have regular advisory meetings? Are advisory meeting minutes attached to the program review? (line 35, 36)
- Do facilities meet ADA, industry standard and/or OSHA requirements?
- Have Career and Technical programs completed their annual reviews?

XV. Evaluation Criteria – Other

XVI. Recommendations

[State recommended actions for the next six years. These recommendations will be reviewed and updated as part of the annual program review process. Please address the following in each recommendation.]

Recommendation (actions or behaviors to be completed)

Responsible persons

Target date for completion

Resource impact (___ Personnel, ___ facilities, ___ equipment or software, ___ supplies)

Comments

[Rank recommendations in order of priority set by members of this program review team].

XVII. Budget Recommendations

[Recommendations identify needed resources and areas of impact (Personnel, facilities, equipment, software, supplies) that are to be entered on the following table. These recommendations are carried forward to the division level and then to the channels of planning and budgeting. Insert budget recommendations form here.]

Attachment A: Key performance indicator data pages

Attachment B: Academic Senate Checklist

Attachment C: Curriculum Checklist

List of reference documents consulted in this review process:

Curriculum Course Outlines of Record

Catalog Pages & Sample Syllabi


Library Resources Report

Articulation Status

Appendix 1: Sample Curriculum/SLO Assessment Map

Sample Curriculum/SLO Assessment Map Humanities

(Note: Map is devised to combine all requirements of current 6 Year Program Review process into one, simplified location)

Note: This "Map" connects Course SLO's to Program SLO's (Course SLO'S are in the vertical column, Program SLO's tied to the College Core Competencies are in Horizontal Columns) The text below the CC#'s refer to shortened references to the actual Program SLO's for Humanities)									
	CC 1 vocab and grammar	CC 2 Comp N/A	CC 3 analysis / evaluation to form thesis	CC 4 Respect / tolerance for cultural views	CC 5 Tech	CC 6 Philosophical issues	CC 6 Religious traditions	Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)	
Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award									
Note: This Cel would now include Course Number and Name, Units, Applicability, Date Last Offered and Curriculum Updates									
HUM 101 – Humanities (3 Units), T-D, Last Offered, Fall 2010, Last Curriculum Date: 2008/09, Curriculum Revision Date: 2013/2014									
SLO 1	I, D (Note: Please see Key B for detailed explanatio n of these codes)		I, D	D		I, D	D	SP12	
SLO 2			I, D	I, D				SP12	
SLO 3					I			CA	
SLO 4	I, D		I, d			I, D	I	CA	
SLO 5	I, D			I, D		I, D		CA	
HUM 101 Honors									
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

KEY A- Codes for Citrus College Core Competencies

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

Key B – Explanation of SLO Development Process

(Note: These codes DO NOT refer to actual SLO Assessment Data, but rather to the academic rigor of the SLO itself. Citrus College practice is that assessment data are to be kept at Instructor level)

I = Introduced – The concepts of the outcome are asked to be demonstrated by the student at the Introductory level.

D = Developed & Practiced with Feedback- The concepts of the outcome are further developed with qualitative and/or quantitative feedback occurring between instructor and student.

M = Demonstrated at the Mastery Level appropriate for Graduation- The concepts of the outcome are expected to be demonstrated by the student at a level appropriate and applicable for course completion and/or at the Associate's Degree level.

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.

CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

AP 5070 ATTENDANCE

DRAFT 5-21-10

References: Title 5 Sections 58000 et seq.

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

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

Attendance Requirements

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

Absences

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

Instructor Drop

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

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

Readmission

To be readmitted to a course after being dropped by the instructor, a student must submit to the Admissions and Records Office a Petition to Enter/Reenter Class late signed by the instructor. The decision to either grant or deny the petition shall be made by the Dean of Admissions and Records. If a student is readmitted, any subsequent absence shall be considered sufficient reason for the instructor to drop the student.

Entering Class Late

To enter a class after the add deadline, a student must submit to the Admissions and Records Office a petition to Enter Class Late, signed by both the student and the instructor. The petition must set forth the extraordinary circumstances that justify allowing the student to enter the class late. The decision to either grant or deny the petition shall be made by the Dean of Admissions and Records.

Office of Primary Responsibility: Admissions and Records

Board Approved 07/21/09
Revised 05/18/10

**Proposed Citrus Community College District
Procedure**

**General Institution
DRAFT as of May 17, 2010****AP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS****References:**

Education Code Section 67385;
20 U.S. Code Section 1092(f);
34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to, rape, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property or on an off-campus site or facility maintained by the District or on grounds or facilities maintained by a student organization is a violation of District policies and regulations and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (Also see BP 5500 titled Standards of Student Conduct and AP 5520 Student Discipline Procedures).

“Sexual assault” includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

These written procedures and protocols are designed to ensure victims of sexual assault receive treatment and information. (For physical assaults/violence, also see AP 3500 titled Campus Safety, AP 3510 titled Workplace Violence Plan, and AP 3515 Reporting of Crimes).

All students, faculty members, or staff members who allege they are the victims of a sexual assault on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the Vice President of Student Services, which who shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the Vice President of Student Services is authorized by the alleged victim to release such information.

The Vice President of Student Services shall provide all alleged victims of sexual assault with the following, upon request:

1. A copy of the District's Board Policy and Administrative Procedures ~~Rules and Regulations~~ regarding sexual assault;
2. A list of campus personnel who should be notified of the alleged assault and procedures for such notification, if the alleged victim consents:
 - a. Vice President of Student Services
 - b. Campus Safety (who notifies Glendora Police Department)
 - c. Student Health Center for counseling resources
3. A description of available services, and the campus personnel available to provide those services if requested. Services shall include:

- a. Notification of Glendora Police Department or local law enforcement. Anonymous reporting is available.
 - b. Assistance in securing emergency transportation, if needed.
 - c. ~~Counseling by District staff, or referral to a counseling center.~~ Immediate referral to the student health center for advocacy and counseling resources or referral to the counseling center.
 - d. A list of other available campus and off campus resources
4. A description of each of the following procedures:
- a. criminal prosecution
 - b. civil prosecution (i.e., lawsuit)
 - c. District disciplinary procedures for both student and employee
 - d. modification of class schedules and
 - e. tutoring, if necessary

All alleged victims of sexual assault on District property shall be kept informed, through the Office of the Vice President of Student Services of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; alleged victims of sexual assault are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

The District shall maintain the identity of any alleged victim or witness of sexual assault on District property, as defined above, in confidence unless the alleged victim or witness specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged sexual assaults on District property shall be referred to the District's Office of External Relations, which shall work with the Vice President of Student Services to assure that all confidentiality rights are maintained.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sex offenses and procedures that should be followed after a sex offense occurs. The statement must include the following:

A description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses

Procedures to follow if a sex offense occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported

Information on a student's option to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests

Information for students about existing counseling on and off-campus counseling, mental health, or other student services for victims of sex offenses

Notice to students that the campus will change a victim's academic situation after an alleged sex offense and of the options for those changes, if those changes are requested by the victim and are reasonably available

Procedures for campus disciplinary action in cases of an alleged sex offense, including a clear statement that:

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- o The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding and
- o Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged sex offense. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged sex offense and any sanction that is imposed against the accused

A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses

Education and Prevention Information

The Vice President of Student Services shall provide:

Sexual assault education and prevention information provided, as a part of the each campus' established on-campus orientation program. education, and prevention information about sexual assault Additional information is available through the Sexual Violence Prevention Statement on the college website at www.citruscollege.edu and during in-person/online orientations. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations.

Post sexual violence prevention and education information available on the campus internet website.

~~❖ From current Citrus College Regulation R-1006 titled Procedures Regarding Sexual Assaults~~

~~All students shall be provided with educational and preventive information about sexual violence through the Sexual Violence Prevention Statement on the college website at www.citruscollege.edu and during in-person/online orientations.~~

~~Victims (faculty, staff, students and visitors) of a sexual assault occurring on District property or at a college-sponsored event shall be provided with information regarding legal options and assistance available to them. This information shall be available from the Vice President of Student Services who shall maintain the identity and other information about the alleged sexual assault victim as confidential unless authorized by the alleged victim to release such information.~~

~~The Vice President of Student Services shall provide all alleged victims of sexual assault with the following, upon request:~~

- ~~1. A copy of the District's Board Policy and Administrative Rules and Regulations regarding sexual assault;~~
- ~~2. A list of campus personnel who should be notified of the alleged assault and procedures for such notification, if the alleged victim consents;~~

3. ~~A description of available services, and the campus personnel available to provide those services if requested. Services shall include:~~
 - ~~a. Notification of Glendora Police Department or local law enforcement.~~
 - ~~Anonymous reporting is available.~~
 - ~~b. Assistance in securing emergency transportation, if needed.~~
 - ~~c. Counseling by District staff, or referral to a counseling center.~~
 - ~~d. Opportunity for modification of class schedule, if desired.~~
 - ~~e. Tutoring, if desired.~~
 - ~~f. A list of other available campus and off campus resources~~

4. ~~A description of each of the following procedures:~~
 - ~~a. Criminal prosecution~~
 - ~~b. Civil prosecution~~
 - ~~c. Applicable District disciplinary procedures, student and/or employee~~

~~The District shall maintain the identity of any alleged assailant who is a student or employee in confidence unless the alleged assailant waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged assaults on District property or at college-sponsored events shall be referred to the office of External Relations, which shall work with the Vice President of Student Services to assure that all confidentiality rights are maintained.~~

~~All alleged victims of sexual assaults occurring on District property or at a college-sponsored event shall be kept informed, through the Vice President of Student Services, of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal. Alleged victims are required to maintain any such information in confidence unless the alleged assailant has waived rights to confidentiality.~~

Office of Primary Responsibility: Vice President of Student Services

NOTE: *This procedure is **legally required**. New language is recommended by the Community College League and legal counsel (Liebert Cassidy Whitmore) and is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading. This procedure replaces Citrus College Regulation R-1006 titled Procedures Regarding Sexual Assaults approved on 4/10/96 (to Board on 5/7/96 for info only) and revised on 11/26/07 and 1/15/08.*

Date Approved:

(Replaces current Citrus College Regulation R-1006)

General Institution
DRAFT as of May 17, 2010

BP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS

References:

Education Code Section 67382 and 67385;
Penal Code Section 243.4;
20 U.S. Code Section 1092(f);
34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to rape as defined by California law, whether committed by an employee, student or member of the public, that occurs on District property, is a violation of Board Policies and Administrative Procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Superintendent/President shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

~~❖ From current Citrus College Board Policy P-1006 titled Sexual Assaults~~

~~It is the policy of the Citrus Community College District to ensure, to the extent possible, that students, faculty and staff who are victims of a sexual assault committed at or upon the grounds of or upon off-campus grounds or facilities maintained by the district, shall receive information, follow-up services and referrals to local community treatment centers.~~

~~The Office of the Vice President of Student Services shall make available educational and preventive information about sexual violence to students and employees.~~

~~The college encourages students to report any campus crimes involving sexual violence to the appropriate campus authorities. In order to eliminate barriers for victims who come forward to report sexual assaults, Citrus College may exempt victims from being in violation of any campus policies, including alcohol or substance abuse at the time of the incident.~~

~~Any sexual assault, sexual battery, or physical abuse, including rape as defined by California law, whether committed by a District employee or student, or a member of the public, occurring on District property or at a college-sponsored event, is subject to any and all applicable punishments, including civil and criminal prosecution and employee or student discipline procedures.~~

The procedures shall meet the criteria contained in Education Code Sections 67385 and 67385.7 and 34 Code of Federal Regulations Section 668.46.

NOTE: *The underlined type signifies legally required language recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.*

This policy replaces Citrus College Board Policy P-1006 titled Sexual Assaults adopted on 5/21/96 and revised on 2/5/08.

Date Adopted:

(Replaces current Citrus College Policy P-1006)

**CITRUS COMMUNITY COLLEGE DISTRICT
REGULATION**

R-4158
Page 1 of 3

SABBATICAL LEAVE

1. Purpose for Which Sabbatical Leave May Be Granted

- a. A planned program of courses or activities which relate to the professional growth of the applicant.
- b. Independent study and research relating to the present or newly assigned service of the applicant.
- c. Travel of such a nature and extent that it will materially increase the employee's proficiency of his/her area of responsibility.
- d. Sabbatical leave may be granted for one-half or full year of work experience. Combined salary by employer and District shall not exceed one-half of the academic employee's yearly salary on the salary schedule. The District shall not pay more than one-half of the academic employee's full year salary.

2. Number of Sabbatical Leaves Granted

The number of sabbatical leaves granted each year shall be no less than 5 full-time academic employees unless the number of qualified applicants is fewer. The Board of Trustees reserves the right to decrease this number based upon the financial condition of the District.

3. Eligibility

Any full-time academic employee who has rendered at least six consecutive years' of service to the Citrus Community College District since the employee's initial employment is eligible to request a sabbatical leave. The length of service for those applicants who previously were granted sabbaticals shall be considered as the number of years employed as a full-time academic employee member by the District divided by one more than the number of previously granted sabbaticals. For the purpose of eligibility, leave time for previous sabbaticals is not included in the number of years of employment as a full-time academic employee.

4. Application for Sabbatical Leave

- a. The academic employee shall present through proper channels to the Superintendent/President a written request for a sabbatical leave. Leave for a full year or for a semester of any given year must be presented before November 1 of the preceding school year.

- b. The written request shall include the following information:
 - (1) Personal information - Include your name, department, date of initial certificated employment at Citrus College, dates of previous sabbatical(s), if any, and other personal background information as appropriate.
 - (2) Summary of sabbatical leave proposal - One paragraph limit.
 - (3) Statement of sabbatical objectives - For example, "to enroll in a graduate program to improve my teaching skills", "to travel throughout France to improve my understanding of the French culture", etc.
 - (4) Specific sabbatical leave activities - Include complete details of university to be attended, specific courses to be taken, travel itinerary, time lines, etc.
 - (5) Relationship between the sabbatical leave activities and your present position at Citrus College - Answering questions, such as the following may assist you in completing this section:
 - (a) How will this leave enhance the educational experience of Citrus College students?
 - (b) What specific product(s), valuable to Citrus College, will result from this leave?
 - (c) What is the relevance of your present assignment to the proposed leave?
 - (d) In what way(s) will this sabbatical leave experience contribute to your professional growth?
5. Selection
- a. A committee composed of academic employees appointed by the Faculty Senate President, with the approval of the Faculty Senate Council, shall review all applications for sabbatical leave and determine whether or not each applicant's proposal qualifies under this regulation. Applicants deemed to have merit will be forwarded to the Vice President for further review.
 - b. The length of service to Citrus College by each applicant shall be the determining factor for the first three sabbaticals granted. The fourth and fifth sabbaticals shall be granted solely on the basis of merit as determined by the Vice Presidents of Instruction (and the Vice President of Student Services when appropriate.)
 - c. Final selection will be made by the Superintendent/President with the approval of the Board of Trustees.

6. Notification

Applicants will be notified of the decision concerning the sabbatical request following the December meeting of the Board of Trustees.

7. Conditions Under Which Sabbatical Leave is Granted

- a. The terms of the leave must be in harmony with the provisions of the California Education Code.
- b. The academic employee shall be required to return to Citrus Community College District and give service for a period of time equal to twice the length of the leave.
- c. The applicant shall furnish the Citrus Community College District a suitable bond indemnifying the Board of Trustees against loss in the event that the applicant fails to return and render the necessary service to the District following the sabbatical leave. The Board of Trustees of the District may waive this section at its discretion.

8. Pay for Sabbatical Leave

- a. For one full school year, the academic employee shall receive one-half pay.
- b. For one semester of a school year, the academic employee shall receive full pay.
- c. Payments shall be made on a monthly basis, the same as regular full-time academic employees, unless otherwise approved by the Board of Trustees and the Los Angeles County Superintendent of Schools.

9. Interruption of Sabbatical Leave

If the program for sabbatical leave is interrupted because of serious accident or illness, this will not be considered a failure to fulfill the conditions upon which the sabbatical leave was granted, nor shall such interruption affect the amount of compensation to be paid the employee under the term of the leave agreement, provided; however, that the authorities shall have been promptly notified of such accident or illness.

10. Upon return from sabbatical leave and not later than the end of the second school month of the next year or semester, the employee shall submit a written report tot he Superintendent/President. The report shall consist of a summary of the study, research or travel completed while on sabbatical leave.

Adopted9/18/90

Citrus College Policy 4158 - Sabbatical Leave - Academic Employees

AP 7210 SABBATICAL LEAVE**References:**

Education Code Section 87767 et seq.;

General Provisions

The purpose of a sabbatical leave is to allow a full-time academic employee to work on a project that will benefit Citrus College and its students. The project should be significant in terms of effort and substance such that it is comparable to a half year of the academic employees' full-time duties.

Sabbatical leave may be granted for the following purposes:

- a. A planned program of courses or activities, which relate to the professional growth of the applicant.
- b. Independent study, ~~and~~ research, and/or writing relating to the applicant's assignment.
~~present or newly assigned service of the applicant.~~
- c. Travel of such a nature and extent that it will materially increase the employee's proficiency of his/her area of responsibility.
- d. ~~Sabbatical leave may be granted for one-half or full year of work experience. Combined salary by employer and District shall not exceed one-half of the academic employee's yearly salary on the salary schedule. The District shall not pay more than one-half of the academic employee's full year salary.~~

Number of Sabbatical Leaves Granted

The number of sabbatical leaves granted each year shall be no less than five (5) full-time academic employees unless the number of qualified applicants is fewer or unless the Board of Trustees determines that the financial condition of the District requires a reduction in the number of sabbaticals granted. ~~The Board of Trustees reserves the right to decrease this number based upon the financial condition of the District.~~

Eligibility

Any full-time academic employee who has rendered at least six (6) consecutive years' of service to the Citrus Community College District is eligible to request a sabbatical leave, since the employee's initial employment is eligible to request a sabbatical leave. The length of service for those applicants who previously were granted sabbaticals shall be considered as the number of years employed as a full-time academic employee member by the District divided by one more than the number of previously granted sabbaticals. For the purpose of eligibility, leave time for previous sabbaticals is not included in the number of years of employment as a full-time academic employee.

Application for Sabbatical Leave

The merit of a proposal shall be determined in a peer review process by the Sabbatical Leave Committee, whose members are appointed by the Academic Senate President with the approval of the Senate Council. Early in the fall semester of each academic year, the Sabbatical Leave Committee shall coordinate with the Vice President of Academic Affairs to determine the date (the "deadline") by which an academic employee must submit a proposal for a sabbatical leave for the

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following academic year. Normally this will be November 1, but it is subject to change. The Sabbatical Leave Committee in cooperation with the Vice President of Academic Affairs shall then announce the availability of sabbatical guidelines and materials. It is the responsibility of the academic employee to inform his or her division dean and the chair of the Sabbatical Leave Committee of the Academic Senate of his or her intent to apply for a sabbatical leave at least seven days before the deadline for submitting a proposal. The chair of the committee shall provide the applicant with the following documents: 1) Sabbatical Proposal Cover Sheet, 2) Sabbatical Proposal Guidelines, and 3) Sabbatical Proposal Scoring Rubric. The applicant shall submit to the Vice President of Academic Affairs a completed cover sheet and sabbatical proposal in accordance with the guidelines no later than the deadline. No revisions after the deadline will be accepted. Within seven (7) days of the deadline, the Vice President of Academic Affairs shall forward the completed proposals to the Chair of the Sabbatical Leave Committee.

- ~~a. The academic employee shall present through proper channels to the Superintendent/President a written request for a sabbatical leave. Leave for a full year or for a semester of any given year must be presented before November 1 of the preceding school year.~~
- ~~b. The written request shall include the following information:~~
 - ~~(1) Personal information – Include your name, department, date of initial certificated personal background information as appropriate.~~
 - ~~(2) Summary of sabbatical leave proposal - One paragraph limit.~~
 - ~~(3) Statement of sabbatical objectives – For example, "to enroll in a graduate program to improve my teaching skills", "to travel throughout France to improve my understanding of the French culture", etc.~~
 - ~~(4) Specific sabbatical leave activities – Include complete details of university to be attended, specific courses to be taken, travel itinerary, time lines, etc.~~
 - ~~(5) Relationship between the sabbatical leave activities and your present position at Citrus College – Answering questions, such as the following may assist you in completing this section:
 - ~~(a) How will this leave enhance the educational experience of Citrus College students?~~
 - ~~(b) What specific product(s), valuable to Citrus College, will result from this leave?~~
 - ~~(c) What is the relevance of your present assignment to the proposed leave?~~
 - ~~(d) In what way(s) will this sabbatical leave experience contribute to your professional growth?~~~~

Selection

The Sabbatical Leave Committee shall review all proposals for sabbatical leave and determine whether each one qualifies for ranking and achieves at least a minimum qualifying score according to the guidelines and the scoring rubric. Of those that qualify for ranking and achieve at least a minimum qualifying score, the length of service to Citrus College by the applicant shall be the determining factor for the first three sabbaticals granted. The fourth and fifth sabbaticals shall be granted on merit alone without regard to length of service. The Committee shall present the qualifying proposals along with their scores and seniority rankings to the Vice President of Academic Affairs, or the Vice President of Student Services where appropriate. The Vice President shall finalize the recommendation of the Committee in light of any scheduling conflicts and then toward the recommendation to the Superintendent/President, who will make the final selection with the approval of the Board of Trustees

- ~~a. A committee composed of academic employees appointed by the Faculty Senate President, with the approval of the Faculty Senate Council, shall review all applications for sabbatical leave and determine whether or not each applicant's proposal qualifies under this regulation. Applicants deemed to have merit will be forwarded to the Vice President~~

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- for further review.
- b. ~~The length of service to Citrus College by each applicant shall be the determining factor for the first three sabbaticals granted. The fourth and fifth sabbaticals shall be granted solely on the basis of merit as determined by the Vice Presidents of Instruction (and the Vice President of Student Services when appropriate.)~~
 - c. ~~Final selection will be made by the Superintendent/President with the approval of the Board of Trustees.~~

Notification

Applicants will be notified of the decision concerning the sabbatical request following the December meeting of the Board of Trustees.

Conditions under Which Sabbatical Leave is Granted

- a. The terms of the leave must be in harmony with the provisions of the California Education Code.
- b. The academic employee shall be required to return to Citrus Community College District and give service for a period-of-time equal to twice the length of the leave.
- c. The applicant shall furnish the Citrus Community College District a suitable bond indemnifying the Board of Trustees against loss in the event that the applicant fails to return and render the necessary service to the District following the sabbatical leave. The Board of Trustees of the District may waive this section at its discretion.
- d. During the period for which sabbatical leave has been granted, the full-time academic employee will not engage in any of the following activities either at or for Citrus College:
 - Teach classes
 - Serve on committees
 - Perform any other services

Pay for Sabbatical Leave

- a. For one full school year, the academic employee shall receive one-half pay.
- b. For one semester of a school year, the academic employee shall receive full pay.
- c. Payments shall be made on a monthly basis, the same as regular full-time academic employees, unless otherwise approved by the Board of Trustees and the Los Angeles County Superintendent of Schools.
- d. Combined salary from the District and from any employer other than the District shall not exceed one-half of the academic employee's yearly salary on the salary schedule. The District shall not pay more than one-half of the academic employee's full year salary.

Interruption of Sabbatical Leave

If the program for sabbatical leave is interrupted because of serious accident or illness, this will not be considered a failure to fulfill the conditions upon which the sabbatical leave was granted, nor shall such interruption affect the amount of compensation to be paid the employee under the term of the leave agreement, provided; ~~however,~~ that the District authorities shall have been promptly notified of such accident or illness.

Written Report

Upon return from sabbatical leave and not later than the end of the second school month of the next year or semester, the employee shall submit to the Sabbatical Leave Committee a written report summarizing the results of the project and the benefit to the college and students. The Sabbatical Leave Committee shall be responsible for ensuring that the applicants share the results with the

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~~college in an effective manner. The Sabbatical Leave Committee shall forward the reports to the Superintendent/President. tot he Superintendent/President. The report shall consist of a summary of the study, research or travel completed while on sabbatical leave.~~

Office of Primary Responsibility: Human Resources

Date Adopted:
(Replaces Board Regulation R-4158)

Approved by	Academic Senate	03/24/10
	Citrus College Faculty Association.....	03/24/10
	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 September 23, 2010.

Note: New language indicated by underline, deleted language indicated by ~~strike through~~, and subsequent changes to language indicated by **shading**.

Sabbatical Leave Proposal Guidelines

Please complete your sabbatical leave proposal following the format presented below. Take care to address each prompt contained within the four sections. Please include any supporting material that you feel is relevant to your proposed project. It is advised that you consult the scoring rubric that the sabbatical committee will use in reviewing your proposal.

Section 1: Statement of Purpose

Please write a brief abstract of your proposal. Please include the following:

- Project Objectives
 - What do you hope to achieve?
 - How do you propose to achieve your goal or goals?

Section 2: Rationale

Please explain in what ways your proposed project is at least equal in value to a full teaching load plus committee work for a semester. Please include the following:

- Value to students
 - Will it make you a more effective instructor?
- Value to Department or Discipline
 - Will it contribute to your discipline?
- Value to College and/or District
 - Will it enhance the prestige of the college?

Section 3: Implementation

Please explain in detail the steps that will be required to carry out your project and how you will make the results known to your colleagues so that they can benefit from it when you return. Please include the following:

- Implementation Procedure
 - Have you formulated a timeline for carrying out your project?
- Project Results (anticipated/expected)
 - Will some concrete product result that you can share with your colleagues, e.g., a written summary, a publication, a flex day presentation, a performance?
- Dissemination Plan: Benefit to Colleagues
 - If you propose to further your own formal education, will there be some way you can share what you have learned with your colleagues?

Section 4: Past Contributions to the District

Tell us how the credibility of your proposal is enhanced by your past contributions to the college.

Please include the following:

- Scholarship
 - Are there ways in which you have contributed to your discipline or to enhance the prestige of the college?
- Service to department, college, district, community
 - What committees have you served on?
 - How have you worked to enhance the success of your students?
 - Are there ways in which you have made special contributions to your department, to the college, or to the community?

Sabbatical Leave Application Format Guidelines

Personal information (include the following information)

- Name
- Department
- Date of initial certificated employment at Citrus College
- Date of previous sabbaticals
- Other personal background information as appropriate

Summary of Sabbatical leave Proposal

- Limit to one paragraph

Statement of Sabbatical Objectives (examples)

- To enroll in a graduate program to improve my teaching skills
- To travel through France to improve my understanding of the French Culture
- Etc.

Specific Sabbatical Leave Activities (include complete details)

- University to be attended
- Specific Courses to be taken
- Travel Itinerary
- Timelines

Relationship Between the Sabbatical Leave Activities and Your Present Position at Citrus College (answering the following questions may assist you in completing this section)

- How will this leave enhance the educational experiences of Citrus College Students?
- What specific products, valuable to Citrus College, will result from this leave?
- What is the relevance of your present assignment to the proposed leave?
- In what way(s) will this sabbatical leave experience contribute to your professional growth?

Tentative Schedule

Sabbatical Leave Proposal Scoring Rubric

SECTION 1

- | | <u>9</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> | |
|----|--|----------|----------|----------|----------|---|----------|----------|----------|--|
| 1. | Proposed objectives are significantly delineated and appropriate to the project. | | | | | Proposed objectives are inadequately delineated and inappropriate to the project. | | | | |

SECTION 2

- | | <u>9</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> | |
|----|--|----------|----------|----------|----------|--|----------|----------|----------|--|
| 2. | Proposed project is comparable in terms of value and substance to a half year of the academic employee's full-time duties. | | | | | Proposed project is not comparable in terms of value and substance to a half year of the academic employee's full-time duties. | | | | |

- | | <u>9</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> | |
|----|--|----------|----------|----------|----------|--|----------|----------|----------|--|
| 3. | Sabbatical Proposal will greatly benefit students, educational programs or staff/colleagues. | | | | | Sabbatical proposal will not significantly benefit students, educational programs or staff/colleagues. | | | | |

- | | <u>9</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> | |
|----|---|----------|----------|----------|----------|--|----------|----------|----------|--|
| 4. | Sabbatical Proposal will greatly enhance applicant's expertise and improve professional competence. | | | | | Sabbatical proposal suggests little which will enhance applicant's expertise or improve professional competence. | | | | |

- | | <u>9</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> | |
|----|---|----------|----------|----------|----------|---|----------|----------|----------|--|
| 5. | Sabbatical Proposal relates significantly to applicant's professional assignment. | | | | | Sabbatical proposal does not relate significantly to applicant's professional assignment. | | | | |

SECTION 3

- | | <u>9</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> | |
|----|---|----------|----------|----------|----------|--|----------|----------|----------|--|
| 6. | Proposed timeline and activities are spelled out and are appropriate to the project | | | | | Proposed timeline and activities are not spelled out and are not appropriate to the project. | | | | |

- | | <u>9</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> | |
|----|---|----------|----------|----------|----------|---|----------|----------|----------|--|
| 7. | Scope of activities and intent of the proposal are highly proportionate to the length of leave. | | | | | Scope of activities and intent of the proposal are not in proportion (too little, too much) to length of leave. | | | | |

- | | <u>9</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> | |
|----|--|----------|----------|----------|----------|---|----------|----------|----------|--|
| 8. | Proposed evidence of completion and plan for dissemination are clearly delineated, matches objectives, and are appropriate to the project. | | | | | Proposed evidence of completion and plan for dissemination adequately delineated, do not match objectives, or are not appropriate to the project. | | | | |

SECTION 4

- | | <u>9</u> | <u>8</u> | <u>7</u> | <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> | |
|----|--|----------|----------|----------|----------|---|----------|----------|----------|--|
| 9. | High overall impression, i.e., professionalism, thoroughness, commitment, completeness, effort, etc. | | | | | Low overall impression, i.e., lacking in professionalism, thoroughness, commitment completeness, effort, etc. | | | | |

RANKING RUBRIC:

54-81 POINTS – PROPOSAL FORWARDED TO VICE PRESIDENT OF ACADEMIC AFFAIRS

53 POINTS AND BELOW – PROPOSAL DID NOT MEET THRESHOLD OF MERIT

TOTAL PAGE 1 _____ + TOTAL PAGE 2 _____ = _____ POINTS

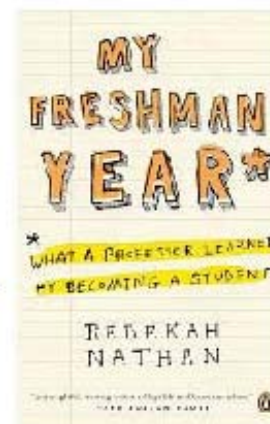
The Faculty Learning Institute

presents

Fall 2010 Book Event

My Freshman Year: What a Professor Learned by Becoming a Student, by
Rebekah Nathan

Feeling frustrated at her inability to reach her students, this professor went undercover for a year as a full-time student. Read about the lessons she learned: Why do so many students ignore reading assignments? What makes students reluctant to take part in class discussion? Why don't most college students discuss ideas outside of class? How are international students surprised and sometimes horrified by the behavior of American undergraduates?



CFI Community Room

Tuesday, November 16, 2010 (1:30 p.m. - 2:45 p.m.)

Facilitated by Gailynn White

The first 50 individuals who register to attend will receive a **FREE** copy of the book (contact Diana Gill: dgill@citruscollege.edu or at x8577). All who attend the discussion on November 16, 2010, will receive a voucher for a **FREE** book for the spring 2011 book event.

For more information contact:



Kathy Bakhit (x4107) or Gailynn White (x8012)