

III. COMMITTEE REPORTS – All committees are welcome to report. Those with an asterisk are expected to report.

- 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**
- Matriculation/Pre-Req & Assessment
- **Physical Resources – John Fincher**
- Program Review – Jim Woolum
- 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 | John Vaughan |
| Vice President/President-Elect | Nicki Shaw |
| CCFA Liaison | |
| ASCC Representatives | Karlyn Bradley and Shawn Glassbrook |
| President | Roberta Eisel |

V. SPECIAL REPORTS/PRESENTATIONS –

- A. Academic Affairs Update - Irene Malmgren
- B. Introduction of new Foundation Director, Ms. June Stephens -- Levi Richard
- C. Valley's Got Talent – Levi Richard
- D.

VI. NEW BUSINESS –

- A. Senate purpose statement and responsibilities for 2010 - 1011

- VII. OLD BUSINESS-
 - A. Department Chairs Task Force
 - B. Program Review
 - C. FNIC process
 - D. AP 5070 Attendance
 - E. AP 3540 Sexual and Other Assaults
 - F. BP 3540 Sexual and Other Assaults

VIII. PUBLIC FORUM

- XI. ANNOUNCEMENTS –
 - 1. Valley's Got Talent – January 30, 2011
 - 2. All Shook Up – October 22 through 24th

XII. ADJOURNMENT – next meeting

Attachments:

- #1 2009-2010 Purpose Statement
- #2 Annual Program Review – revised draft
- #3 6 Year Program Review – revised draft
- #4 AP 5070 Attendance
- #5 AP 3540 Sexual and Other Assaults on Campus
- #6 BP 3540 Sexual and Other Assaults on Campus

Attachment #1

Academic Senate
2009-2010
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 local Board Regulation 1010, in the development of policies and procedures of the college and to foster the long-range interests 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 2009-2010

- Support all matters that fall under the purview of the “10 plus 1” items defined by the California Statewide Academic Senate. They 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 the governing board and the academic senate
- Review, advise and refine Board Policies and Administrative Procedures that fall under the purview of “10 plus 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 implementation of Educational Master Plan
- Continue to evaluate issues surrounding compressed calendar

Attachment #1

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- Support implementation of both the Six-Year Cycle and Annual Program Review process with the addition of a Program Review Coordinator
- Support curriculum dialogue regarding student learning outcomes and assessment/course objectives
- Facilitate open dialogue regarding budget challenges and impact on faculty

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

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

Attachment #2



(header)

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Annual Program Plan Executive Summary

Program Description:

Strengths/Effective Practices:

Weaknesses/Lessons Learned:

Recommendations/Next Steps:

Degrees and Certificates

146

Title		Number Awarded	Curriculum Committee	Chancellor's Approval

147

Service to Students

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(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.)

152

	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					

153

Gender	College 2009	Fall	Winter	Spring	Summer
Female					
Male					

154

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

155

Attachment #2

	College 2009	Fall	Winter	Spring	Summer
Course Retention					
Course Success					

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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.

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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.

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Student Accomplishments

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



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(header)

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			

Attachment #2

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			

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Attachment #2

	Description	Actions / Target Date	*Data Index
New Goal1 Date of Origin			
New Goal Date of Origin			
New Goal 3 Date of Origin			

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



(header)

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Budgeting

Resources are needed in the following areas:

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190
191

Certificated Personnel (FNIC)

192

Position	Discuss impact on goals / SLOs	Impact	Priority	Rank

193

Classified Personnel

194

Position	Discuss impact on goals / SLOs	Impact	Priority	Rank

195

Facilities (Facilities)

196

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

197

Computers / Software (Tecs)

198

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority	Rank

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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: _____

CAREER EDUCATION PROGRAM – Two-Year Review

256
257
258

Date: _____ Program: _____

1. Purpose of this Program				
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
<input type="checkbox"/>	—	<input type="checkbox"/>	—	<input type="checkbox"/>
(Comments including description, mission, target population, etc.)				
2. Demand for this Program				
High Demand		Adequate Demand for our students		Low Demand
<input type="checkbox"/>	—	<input type="checkbox"/>	—	<input type="checkbox"/>
(Comments including labor market data, advisory input, etc.)				
3. Quality of this Program				
Highest Quality		Meets Student Needs		Needs Significant Improvement
<input type="checkbox"/>	—	<input type="checkbox"/>	—	<input type="checkbox"/>
(Comments including core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)				

259

4. External Issues				
Benefits From and Contributes to External Issues		Complies with External Issues		Not Consistent with External Issues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Comments including legislation, CCCCCO mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)				
5. Cost of this Program				
Income Exceeds Expenditures		Income Covers Expenditures		Expenditures Exceed Income
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Comments on enrollment/FTEs generated & in-kind contributions of time/resources minus salaries/equipment/supplies etc.)				
6. Two-Year Plan				
Significant Growth Anticipated		On Track for Next Two Years		Need Significant Changes and/or Increased Resources to Continue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Comment including recommendations, project future trends, personnel and equipment needs, etc.)				

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Signatures:

Administrator

Date

Faculty

Date

Faculty

Date

To Board of Trustees (date) _____

Attachment #3

I. Executive Summary

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

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

282
283 Includes comments on needed improvements in the next six year cycle.
284 Attach the prioritized list of the review team's recommendations.]
285

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

286 [A list of all full-time and part-time faculty and staff active in the program at the time of this
287 review. Provide organizational chart if available.]
288
289

III. Program description and mission

290 [A short discussion that broadly describes the program, courses, and intended students. In what
291 way does this program support the mission, objectives, and vision of the college?]
292

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

IV. Program Goals and Objectives

301
302 [This description of the program goals may be written as a short paragraph or as a bulleted
303 list. It may include educational goals (i.e., "preparing students to transfer to a four-year
304 institution" or "have students earn a degree or certificate") and more general program-specific
305 goals or skills (i.e., "have students develop problem-solving skills" or "have students
306 understand the nature of science").]
307

308
309 The goals and objectives of the [Program Title] Program are:

- 310 a)
- 311 b)

V. Review of previous recommendations

312
313 [A review of recommendations as first made the last six-year review and as updated
314 annually.]
315
316

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

357 not require an advisory committee, indicate as "n/a." Consider whether development of an
358 advisory board is needed.]
359

360 **IX. Program Student Learning Outcomes**

361 [Program-level SLOs are broad SLOs which apply to *all* courses in the program. They should
362 be listed under the appropriate core competency. List only SLOs which are appropriate to the
363 program; the program is not required to have an SLO in each of the six core competencies.
364 However, you should be able to match each course-level SLO with a more general, program-
365 level SLO. There is no specific format for the program-level SLOs, but you may use the
366 "Outcome-Rationale-Assessment" model used for the course level SLOs.]
367

368 The [Program Title] Program has adopted the Institutional General Education Competencies of Citrus
369 College (as approved by Steering December 8, 2008). General education competencies serve as a
370 common set of core curricular components identified and defined by faculty. Student learning
371 outcomes are behaviors based on these competencies.
372

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

376 Students completing courses in the [Program Title] Program will have acquired the
377 following competencies:
378

- 379 **1) Communication (personal expression and information acquisition)**
- 380 **2) Computation**
- 381 **3) Creative, Critical, and Analytical Thinking, and Information Competency**
- 382 **4) Community/Global Consciousness and Responsibility**
- 383 **5) Technology**
- 384 **6) Discipline / (Subject Area Specific Content Material)**
- 385
- 386

387 **X. Curriculum Review and Student Learning Outcomes Assessment**

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

Program: _____

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(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))
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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								
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SLO 4								

Course:								
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Course:								

405 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

406 Key B – Explanation of SLO Development Process

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

409

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

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

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

415

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

418

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

421

422 **XI. Evaluation Criteria – Need**

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

424

425 Current status

426

426 Commendations

427

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

429

430 • How has the need for the program been established (i.e., labor market data, course
431 enrollment trends, articulation requirements or agreements, advisory committee
432 recommendations, regional agreements, etc.)?

433

433 • CTE only: Are there similar programs at other community colleges in the Los
434 Angeles/Orange County Regional Consortium? Please discuss similarities and
435 differences.

436

436 • What evidence supports the on-going need for this program? (lines 11 - 15 and 36)

437

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?)

VI. Evaluation Criteria – Compliance

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

486 Current status
487 Commendations
488 Needs and Recommendations -- enter recommendations on integrated, prioritized table
489

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

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499 VII. Evaluation Criteria – Other

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VIII. Recommendations

504 [State recommended actions for the next six years. These recommendations will be reviewed and updated
505 as part of the annual program review process. Please address the following in each recommendation.]
506 Recommendation (actions or behaviors to be completed)
507 Responsible persons
508 Target date for completion
509 Resource impact (___Personnel, ___ facilities, ___ equipment or software, ___ supplies)
510 Comments
511

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

513 IX. Budget Recommendations

514 [Recommendations identify needed resources and areas of impact (Personnel, facilities, equipment, software, supplies)
515 that are to be entered on the following table. These recommendations are carried forward to the division level and then to
516 the channels of planning and budgeting. Insert budget recommendations form here.]
517

518 **Attachment A: Key performance indicator data pages**

519 **Attachment B: Academic Senate Checklist**

520 **Attachment C: Curriculum Checklist**

521

522 **List of reference documents consulted in this review process:**

523 **Curriculum Course Outlines of Record**

524 **Catalog Pages & Sample Syllabi**

525 **Library Resources Report**

526 **Articulation Status**

527

528 **Appendix 1: Sample Curriculum/SLO Assessment Map**

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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)

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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								
SLO 1	I, D		I, D				M	T - D
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								
HUM 111 Student Learning Outcomes have not been established / reviewed								

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540 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

541

542 Key B – Explanation of SLO Development Process

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

545

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

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

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

551

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

554

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

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CITRUS COMMUNITY COLLEGE DISTRICT **Attachment #4**
STUDENT SERVICES

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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

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

610
611 If a student fails to attend the first class meeting of a term without prior permission from the
612 instructor, the instructor may give that student's place to a waiting student who was unable to
613 enroll during registration.

614 **Readmission**

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

620 **Entering Class Late**

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

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631 Office of Primary Responsibility: Admissions and Records

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

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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:

- 687 a. Notification of Glendora Police Department or local law enforcement.
- 688 Anonymous reporting is available.
- 689 b. Assistance in securing emergency transportation, if needed.
- 690 c. ~~Counseling by District staff, or referral to a counseling center.~~ Immediate
- 691 referral to the student health center for advocacy and counseling resources
- 692 or referral to the counseling center.
- 693 d. A list of other available campus and off campus resources

694
695 4. A description of each of the following procedures:

- 696 a. criminal prosecution
- 697 b. civil prosecution (i.e., lawsuit)
- 698 c. District disciplinary procedures for both student and employee
- 699 d. modification of class schedules and
- 700 e. tutoring, if necessary

701
702 All alleged victims of sexual assault on District property shall be kept informed, through the
703 Office of the Vice President of Student Services of any ongoing investigation. Information shall
704 include the status of any student or employee disciplinary proceedings or appeal; alleged
705 victims of sexual assault are required to maintain any such information in confidence, unless the
706 alleged assailant has waived rights to confidentiality.

707
708 The District shall maintain the identity of any alleged victim or witness of sexual assault on
709 District property, as defined above, in confidence unless the alleged victim or witness
710 specifically waives that right to confidentiality. All inquiries from reporters or other media
711 representatives about alleged sexual assaults on District property shall be referred to the
712 District's Office of External Relations, which shall work with the Vice President of Student
713 Services to assure that all confidentiality rights are maintained.

714
715 Additionally, the Annual Security Report will include a statement regarding the District's
716 programs to prevent sex offenses and procedures that should be followed after a sex offense
717 occurs. The statement must include the following:

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

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

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

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

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

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

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

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

744

745 **Education and Prevention Information**

746 The Vice President of Student Services shall provide:

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

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

755

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

758

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

762

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

769

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

- 772
- 773 ~~1. A copy of the District's Board Policy and Administrative Rules and Regulations regarding~~
774 ~~sexual assault;~~
- 775
- 776 ~~2. A list of campus personnel who should be notified of the alleged assault and procedures~~
777 ~~for such notification, if the alleged victim consents;~~
- 778

- 779 ~~3. A description of available services, and the campus personnel available to provide those~~
780 ~~services if requested. Services shall include:~~
781 ~~a. Notification of Glendora Police Department or local law enforcement.~~
782 ~~Anonymous reporting is available.~~
783 ~~b. Assistance in securing emergency transportation, if needed.~~
784 ~~c. Counseling by District staff, or referral to a counseling center.~~
785 ~~d. Opportunity for modification of class schedule, if desired.~~
786 ~~e. Tutoring, if desired.~~
787 ~~f. A list of other available campus and off campus resources~~
788
- 789 ~~4. A description of each of the following procedures:~~
790 ~~a. Criminal prosecution~~
791 ~~b. Civil prosecution~~
792 ~~c. Applicable District disciplinary procedures, student and/or employee~~
793

794 ~~The District shall maintain the identity of any alleged assailant who is a student or employee in~~
795 ~~confidence unless the alleged assailant waives that right to confidentiality. All inquiries from~~
796 ~~reporters or other media representatives about alleged assaults on District property or at~~
797 ~~college-sponsored events shall be referred to the office of External Relations, which shall work~~
798 ~~with the Vice President of Student Services to assure that all confidentiality rights are~~
799 ~~maintained.~~
800

801 ~~All alleged victims of sexual assaults occurring on District property or at a college-sponsored~~
802 ~~event shall be kept informed, through the Vice President of Student Services, of any ongoing~~
803 ~~investigation. Information shall include the status of any student or employee disciplinary~~
804 ~~proceedings or appeal. Alleged victims are required to maintain any such information in~~
805 ~~confidence unless the alleged assailant has waived rights to confidentiality.~~
806

807 Office of Primary Responsibility: Vice President of Student Services
808

809 **NOTE:** *This procedure is **legally required**.* New language is recommended by the Community College League
810 and legal counsel (Liebert Cassidy Whitmore) and is indicated by underline, deleted language is indicated by
811 ~~strikethrough~~, and subsequent changes to language are indicated by shading. *This procedure replaces Citrus*
812 *College Regulation R-1006 titled Procedures Regarding Sexual Assaults approved on 4/10/96 (to Board on 5/7/96*
813 *for info only) and revised on 11/26/07 and 1/15/08.*
814

815 **Date Approved:**
(Replaces current Citrus College Regulation R-1006)

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.*

868 *This policy replaces Citrus College Board Policy P-1006 titled Sexual Assaults adopted on 5/21/96 and revised on*
869 *2/5/08.*
870

Date Adopted:

(Replaces current Citrus College Policy P-1006)

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