

III. COMMITTEE REPORTS – All committees are welcome to report. Those with an asterisk are expected to report. (minutes) Those with a double asterisk are subcommittees of Steering.

- Academic Calendar/Final Exam Schedule – Steve Odrich
- Athletic Academic Excellence – Mary Brawner
- Bookstore Committee – Paul Swatzel
- Campus Environment Committee – David Casey
- **College Information Technology**
 - College Success –
 - *Curriculum – David Kary
 - Distance Education
- **Educational Programs – Senate President**
 - Enrollment Management
 - Equivalency Minimum Qualifications – Carsten Dau
 - Faculty Hiring Procedures
 - Faculty Needs Identification – Senate President
- **Financial Resources – Kathy Bakhit**
 - Honors Program Advisory Council – Brian Waddington
- **Human Resources Advisory**
- **Institutional Research and Planning - Levi Richards**
 - Matriculation/Pre-Req & Assessment
- **Physical Resources – John Fincher**
 - *Program Review - Jim Woolum
 - Scholarship
 - Student Learning Outcomes – John Vaughan
- **Student Services**
 - Transfer Task Force

IV. OFFICERS' REPORTS (minutes)

Secretary	Sheryl Walz
Treasurer	Paul Swatzel
Past President	John Vaughan
Vice President/President-Elect	Nicki Shaw
CCFA Liaison	Terry Miles
ASCC Representatives	
President	Roberta Eisel

V. SPECIAL REPORTS/PRESENTATIONS –

- A. Program Review revisions – Six year and annual
- B. Department Chair task force
- C.

VI. NEW BUSINESS –

- A. 2010-2011 Senate Meeting Dates
- B. Program Review
- C. AP 7602 Evaluation: Supervisor/Confidential Employees – Information only
- D. BP 7602 Evaluation: Supervisor/Confidential Employees - Information only
- E. AP 5070 Attendance (revised version)
- F. AP 3540 Sexual and Other Assaults on Campus
- G. BP 3540 Sexual and Other Assaults on Campus
- H. Faculty Needs Identification (FNIC)

- VII. OLD BUSINESS-**
 - A. Priority Registration**
- VIII. PUBLIC FORUM**
- IX. ANNOUNCEMENTS –**
 - 1.**
- X. ADJOURNMENT – next meeting**

Attachments:

- #1 2010-2011 Academic Senate Meeting Dates**
- #2 Annual Program Review**
- #2A Six Year Program Review**
- #3 AP 7602 Evaluation: Supervisor/Confidential Employees**
- #4 BP 7602 Evaluation: Supervisor/Confidential Employees**
- #5 AP 5070 Attendance**
- #6 AP 3540 Sexual and Other Assaults on Campus**
- #7 BP 3540 Sexual and Other Assaults on Campus**

Attachment #1

2010 -2011 senate meeting dates:

Sept. 8, 2010	March 9, 2011
Sept. 22, 2010	March 23, 2011
Oct. 13, 2010	April 13, 2011
Oct. 27, 2010	April 27, 2011
Nov. 10, 2010	May 11, 2011
Nov. 24, 2010	May 25, 2011
Dec. 8, 2010	June 8, 2011



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Annual Program Plan Executive Summary

Program Description:

Strengths/Effective Practices:

Weaknesses/Lessons Learned:

Recommendations/Next Steps:

Attachment #2

Degrees and Certificates

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Title		Number Awarded	Curriculum Committee	Chancellor's Approval

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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.)

	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					

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Gender	College 2009	Fall	Winter	Spring	Summer
Female					
Male					

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

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Attachment #2

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	College 2009	Fall	Winter	Spring	Summer
Course Retention					
Course Success					

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

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66 **Success** is defined as a student taking a credit course and earning a passing grade of A, B,
67 C, or Credit (CR). The success rate is calculated as dividing the total number of students
68 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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72 Provide examples of individual student success or instructional strategies that were effective.

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Attachment #2

(header)

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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			

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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			

90

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



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

Attachment #2

105

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority	Rank

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Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority	Rank

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Attach additional pages as needed for complete description / discussion

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Impact:

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

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

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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?

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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?

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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?

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Priority: (When discussing priority, consider and address in Column 2)

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

131

B. Is this goal essential to program success?

132

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

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Rank:

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

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Attachment #2

(header)

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Career Technical Education

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143 **1. Advisory Committee meeting date(s):** _____

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148 **2. Advisory Committee recommendations**

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151 **3. Vocational Funds**

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Source	Purpose	Amount

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154 **4. CORE Indicators**

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156 **5. Two Year Review**

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

159

Attachment #2

CAREER EDUCATION PROGRAM – Two-Year Review

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Date: _____ Program: _____

<p>1. Purpose of this Program</p> <p>Significantly Changed Purpose In the Last Two Years</p> <p>Minor Changes in Purpose in the Last Two Years</p> <p>No Changes in Purpose in the Last Two Years</p> <p><input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/></p> <p>(Comments including description, mission, target population, etc.)</p>
<p>2. Demand for this Program</p> <p>High Demand</p> <p>Adequate Demand for our students</p> <p>Low Demand</p> <p><input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/></p> <p>(Comments including labor market data, advisory input, etc.)</p>
<p>3. Quality of this Program</p> <p>Highest Quality</p> <p>Meets Student Needs</p> <p>Needs Significant Improvement</p> <p><input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/></p> <p>(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</p> <p>Complies with External Issues</p> <p>Not Consistent with External Issues</p> <p><input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/> — <input type="checkbox"/></p> <p>(Comments including legislation, CCCCO mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>

163

Attachment #2

5. Cost of this Program				
Income Exceeds Expenditures		Income Covers Expenditures		Expenditures Exceed Income
□	—	□	—	□
(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
□	—	□	—	□
(Comment including recommendations, project future trends, personnel and equipment needs, etc.)				

Signatures:

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Administrator

Date

Faculty

Date

Faculty

Date

To Board of Trustees (date) _____

Drafts
Suggested revisions to format and content of
six-year review for academic programs.
August 25, 2010 August 15, 2010
August 9, 2010 July 7, 2010

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182 I. Executive Summary

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

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

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189 Includes comments on needed improvements in the next six year cycle.

190 Attach the prioritized list of the review team's recommendations.]

191

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

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

195

196 III. Program description and mission

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

199 • Does the program meet the District's mission and established core competencies?

200 • Does the program reflect the District's diversity?

201 • Does the program advance the institutional core competencies and learning
202 outcomes?

203 • Are students succeeding in the courses/program? (lines 21-22 and/or 30-33)

204 • What is the demographic profile of your program? (see gender, age, ethnicity, and
205 educational goal data, pg. 5)

206 • How does this compare with college-wide data? (OIR will provide)

207

208 IV. Program Goals and Objectives

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

214

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

216 a)

217 b)

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219 V. Review of previous recommendations

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

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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

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[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.]

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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.**

Attachment #2A


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								
SLO 3								
SLO 4								

Course:								
SLO 1								
SLO 2								
SLO 3								
SLO 4								
SLO 5								

Course:								
Course:								

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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

315 Key B – Explanation of SLO Development Process

Attachment #2A

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

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

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

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

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

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

330

331 **XI. Evaluation Criteria – Need**

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

333

334 Current status

335 Commendations

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

338

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

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

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

346

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

Attachment #2A

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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)

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 <i>(Note: Please see Key B for detailed explanation of these codes)</i>		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

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Attachment #2A

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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

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Key B – Explanation of SLO Development Process

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(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)

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

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

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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.

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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:

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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.

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AP 7602 Evaluation: Supervisor/Confidential Employees

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References: Education Code, Section 87663

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General Provision

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All Supervisor/Confidential employees shall be evaluated at a minimum of once each academic year. A Supervisor/Confidential employee is referred to as the Evaluatee and the manager responsible for conducting the evaluation is referred to as the Evaluator. The evaluation shall include the development and review of short-term and long-term objectives, a review of the Evaluatee's performance of assigned responsibilities and leadership skills, a self-evaluation, and, every three (3) years, confidential feedback provided by selected faculty, management, supervisor/confidential employees, staff, and subordinates.

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Evaluation Procedure and Timelines

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1. PREPARATION FOR EVALUATION: OBJECTIVES DEVELOPMENT (JULY): Each academic year, during the month of July, the Evaluatee shall prepare, using the *Objectives Form*, three (3) to five (5) reasonably obtainable short-term and long-term objectives to discuss with his/her Evaluator. The objectives should address day-to-day operations of the Evaluatee's area of responsibility, new initiatives, and professional development. The Evaluatee's short-term and long-term objectives should be programmatic or individual; related to District goals; be reasonable and obtainable; and, be measurable.

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Optional: The Evaluatee is encouraged, although not required, to meet with his/her Evaluator prior to submission of his/her evaluation *Objectives Form* for the purpose of discussion and agreement on prepared objectives for the ensuing academic year.

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The Evaluatee shall complete and submit the evaluation *Objectives Form* to his/her Evaluator no later than July 31 of each academic year.

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2. MIDYEAR REVIEW (January): Each academic year, the Evaluator shall meet with the Evaluatee to review progress towards the established objectives and discuss any challenges the Evaluatee may be experiencing working toward completion of one or more objectives. The Evaluator and Evaluatee may agree to modify the objectives submitted by the Evaluatee. If one or more objective is modified, the Evaluatee is to complete a revised evaluation *Objective Form* noting the modification(s).

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In the event the Evaluatee's evaluation is scheduled to include anonymous confidential feedback from faculty, management, supervisor/confidential employees, staff, and subordinates, Evaluatee and Evaluator shall, at the Midyear Review meeting, discuss and determine the distribution list, including the number of employees to be surveyed, for the *Anonymous Confidential Feedback Forms*.

Attachment #3

513 3. ANONYMOUS CONFIDENTIAL FEEDBACK (May): Every three (3) academic years the
514 Evaluatee's performance evaluation shall include anonymous confidential feedback. The
515 Evaluator and Evaluatee will mutually agree to whom the *Anonymous Confidential*
516 *Feedback Form* is to be distributed (refer to item 2 above), and the number of employees
517 to be surveyed. Distribution list of the *Anonymous Confidential Feedback Form* shall
518 include faculty, management, supervisor/confidential employees, staff, and subordinates.

519 The Evaluator shall be responsible for distribution of the *Anonymous Confidential*
520 *Feedback Form* to the employees selected, and for collection of the responses. The
521 Evaluator, in preparation of the Evaluatee's *Evaluation Summary Form* may use
522 information received through the *Anonymous Confidential Feedback Form*; however, the
523 Evaluator shall not analyze the Evaluatee's performance based solely on the responses
524 received through the *Anonymous Confidential Feedback Form*.

525 4. SELF-EVALUATION REPORT (Due to Evaluator two (2) weeks prior to June
526 Evaluation Meeting): Using the *Self-Evaluation Form*, the Evaluatee shall prepare
527 his/her self-evaluation, and forward the completed document to Evaluator no later than
528 two (2) weeks prior to the June Evaluation Meeting. The self-evaluation shall include an
529 assessment of progress in meeting established objectives, assessment of leadership
530 skills, accomplishments, and a statement of professional growth and development
531 activities. Professional growth and development may include activities such as training or
532 personal skill development.

533 5. EVALUATION MEETING (June): Prior to meeting with the Evaluatee, the Evaluator shall
534 complete the *Evaluation Summary Form* for the Evaluatee and tally and review the
535 results of the *Anonymous Confidential Feedback Form*. Then, prior to June 30 of each
536 academic year, the Evaluator shall meet with the Evaluatee for purposes of reviewing the
537 *Evaluation Summary Form*, the *Self-Evaluation Form*, and the results of the *Anonymous*
538 *Confidential Feedback Form* (every three (3) years).

539 6. PERFORMANCE EVALUATION FORMS: Upon completion of the Evaluatee's June
540 Evaluation Meeting, the Evaluator shall forward all original documents (*Objective Form*,
541 *Revised Objective Form* (if completed), *Self-Evaluation Form*, *Evaluation Summary Form*,
542 and, when applicable, the *Anonymous Confidential Feedback Forms*) in a sealed
543 envelope to the Office of Human Resources. All original documents, with the exception
544 of the *Anonymous Confidential Feedback Forms*, shall be placed in the Evaluatee's
545 personnel file. Human Resources office staff shall shred all *Anonymous Confidential*
546 *Feedback Forms*.

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550 Office of Primary Responsibility: Human Resources

551
552 **Date Adopted:**
553 (New language)

554
555 **Approved by** HR Advisory/Staff Diversity Committee
556 Academic Senate(For Input)
557 CCFA(For Input)
558 CCAFF(For Input)
559 CSEA(For Input)
560 ASCC(For Input)
561 Management Team(For Input)

Attachment #3

562 Supervisor/Confidential
563 Steering
564 Board (First Read).....
565 Board (Second Read)

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

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BP 7602 Evaluation: Supervisor/Confidential Employees

References

Education Code, Section 87663

General Provisions

All Supervisor/Confidential employees shall be evaluated at a minimum of once each academic year.

The evaluation process is designed to improve the quality of education in the District and to assist the Supervisor/Confidential employee in the growth and development of professional abilities, as well as to identify areas of strength and weakness. The evaluation process promotes and supports supervisory and leadership skills.

The evaluation process is developed to include an on-going communication, and dialogue to support and assist Supervisor/Confidential employees to meet their individual goals/objectives as well as those of the District.

Office of Primary Responsibility: Human Resources

Date Adopted:
(New language)

Approved by	HR Advisory/Staff Diversity Committee	
	Academic Senate	(For Input)
	CCFA	(For Input)
	CCAFF	(For Input)
	CSEA	(For Input)
	ASCC	(For Input)
	Management Team	(For Input)
	Supervisor/Confidential	
	Steering	
	Board (First Read).....	
	Board (Second Read)	

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

Attachment #5

CITRUS COMMUNITY COLLEGE DISTRICT 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.

Attachment #5

665 **Instructor Drop**

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

670
671 If a student fails to attend the first class meeting of a term without prior permission from the
672 instructor, the instructor may give that student's place to a waiting student who was unable to
673 enroll during registration.

674
675 **Readmission**

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

681
682 **Entering Class Late**

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

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691 Office of Primary Responsibility: Admissions and Records

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694 Board Approved 07/21/09
695 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:

Attachment #6

- 748 a. Notification of Glendora Police Department or local law enforcement.
749 Anonymous reporting is available.
- 750 b. Assistance in securing emergency transportation, if needed.
- 751 c. ~~Counseling by District staff, or referral to a counseling center.~~ Immediate
752 referral to the student health center for advocacy and counseling resources
753 or referral to the counseling center.
- 754 d. A list of other available campus and off campus resources
- 755
- 756 4. A description of each of the following procedures:
- 757 a. criminal prosecution
- 758 b. civil prosecution (i.e., lawsuit)
- 759 c. District disciplinary procedures for both student and employee
- 760 d. modification of class schedules and
- 761 e. tutoring, if necessary
- 762

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

768

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

775

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

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

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

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

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

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

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

Attachment #6

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

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

805

806 Education and Prevention Information

807 The Vice President of Student Services shall provide:

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

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

816

817 ~~❖ From current Citrus College Regulation R-1006 titled Procedures Regarding Sexual~~ 818 ~~Assaults~~

819

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

823

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

830

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

833

834 ~~1. A copy of the District's Board Policy and Administrative Rules and Regulations regarding~~
835 ~~sexual assault;~~

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837 ~~2. A list of campus personnel who should be notified of the alleged assault and procedures~~
838 ~~for such notification, if the alleged victim consents;~~

839

Attachment #6

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

- 849
850 ~~4. A description of each of the following procedures:~~
851 ~~a. Criminal prosecution~~
852 ~~b. Civil prosecution~~
853 ~~c. Applicable District disciplinary procedures, student and/or employee~~

854
855 ~~The District shall maintain the identity of any alleged assailant who is a student or employee in~~
856 ~~confidence unless the alleged assailant waives that right to confidentiality. All inquiries from~~
857 ~~reporters or other media representatives about alleged assaults on District property or at~~
858 ~~college-sponsored events shall be referred to the office of External Relations, which shall work~~
859 ~~with the Vice President of Student Services to assure that all confidentiality rights are~~
860 ~~maintained.~~

861
862 ~~All alleged victims of sexual assaults occurring on District property or at a college-sponsored~~
863 ~~event shall be kept informed, through the Vice President of Student Services, of any ongoing~~
864 ~~investigation. Information shall include the status of any student or employee disciplinary~~
865 ~~proceedings or appeal. Alleged victims are required to maintain any such information in~~
866 ~~confidence unless the alleged assailant has waived rights to confidentiality.~~

867
868 Office of Primary Responsibility: Vice President of Student Services

869
870 **NOTE:** *This procedure is **legally required**.* New language is recommended by the Community College League
871 and legal counsel (Liebert Cassidy Whitmore) and is indicated by underline, deleted language is indicated by
872 ~~strikethrough~~, and subsequent changes to language are indicated by shading. *This procedure replaces Citrus*
873 *College Regulation R-1006 titled Procedures Regarding Sexual Assaults approved on 4/10/96 (to Board on 5/7/96*
874 *for info only) and revised on 11/26/07 and 1/15/08.*

875
876 **Date Approved:**
(Replaces current Citrus College Regulation R-1006)

877

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.*

Attachment #7

931 *This policy replaces Citrus College Board Policy P-1006 titled Sexual Assaults adopted on 5/21/96 and revised on*
932 *2/5/08.*
933

Date Adopted:

(Replaces current Citrus College Policy P-1006)

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