

January 27, 2022

Dr. Greg Schulz
Superintendent/President
Citrus College
1000 West Foothill Boulevard
Glendora, CA 91741-1899

Dear Dr. Schulz:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 12-14, 2022, reviewed the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Citrus College. The Commission also considered the Peer Review Team Report (Team Report) prepared by the peer review team that conducted its site visit to the College October 12-13, 2021.

The purpose of this review was to determine whether the College continues to meet ACCJC's Eligibility Requirements, Commission Policies, and Accreditation Standards (hereinafter, the Standards). Upon consideration of the written information noted above, the Commission acted to **Reaffirm Accreditation** for seven years.

Compliance Requirements

None.

The Peer Review Team Report noted Recommendation 1 for improving institutional effectiveness. This recommendation does not identify current areas of deficiency in institutional practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to these recommendations and the advice contained in the Peer Review Team Report. In the Midterm Report, the College will include actions taken in response to the improvement recommendation.

Next Steps

The Peer Review Team Report provides details of the peer review team's findings, including areas of noteworthy practice. The guidance and recommendations contained in the Peer Review

Team Report represent the best advice of the team at the time of the visit but may not describe all that is necessary for the college to improve. A final copy of the Peer Review Team Report is attached.

The Commission requires that you disseminate the ISER, the Peer Review Team Report, and this letter to those who were signatories of the ISER, and that you make these documents available to all campus constituencies and the public by placing copies on the College website. Please note that in response to public interest in accreditation, the Commission requires institutions to post current accreditation information on a Web page no more than one click from the institution's home page. In keeping with ACCJC policy, the Commission action will also be posted on the ACCJC website within 30 days of the date of the Commission's action.

The next report from the College will be the Midterm Report¹ due on October 15, 2025. The institution's next comprehensive review will begin with Team ISER Review in the spring term of 2028 and conclude with a Focused Site Visit in the fall term of 2028.

On behalf of the Commission, we wish to express appreciation for the diligent work and thoughtful reflection that Citrus College undertook to prepare for this review. These efforts confirm that peer review can serve well the multiple constituencies of higher education by both ensuring and encouraging institutional quality and effectiveness.

If you have any questions about this letter or the Commission's action, please feel free to contact Dr. Cindy Miles or the vice president assigned as liaison to your institution.

Sincerely,



Cindy Miles, Ph.D.



Sonya Christian, Ed.D.

cc: Dr. Joumana McGowan, Accreditation Liaison Officer

¹ Institutions preparing and submitting Midterm Reports, Follow-up Reports, Special Reports, or Teach-out Plans/Agreements to the Commission should review *Guidelines for Preparing Institutional Reports to the Commission*, found on the ACCJC website at <https://accjc.org/guides-and-manuals/>.

PEER REVIEW TEAM REPORT

Citrus College
1000 W. Foothill Boulevard
Glendora, CA 91741

This report represents the findings of the Peer Review Team that conducted a virtual visit to Citrus College from October 12-13, 2021. The Commission acted on the accredited status of the institution during its January 2022 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Sunita V. Cooke, Ph.D.

Team Chair

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Citrus College
Peer Review Team Roster
TEAM ISER REVIEW

Dr. Sunita Cooke, Chair
MiraCosta Community College
Superintendent/President

Dr. Monica Green, Vice Chair
Norco College
President

ACADEMIC MEMBERS

Ms. Yolanda Bellisimo
College of Marin
Professor, Social Sciences

Dr. Kathleen Scott
Santa Barbara City College
Interim Executive Vice President, Educational Programs

Ms. Robbie Kunkel
Evergreen Valley College
Division Dean, Library, Learning Resource Center

Mr. Jeff Stearns
Honolulu Community College
Associate Professor of English and ALO

Dr. Gary Williams
Crafton Hills College
Professor of Psychology

ADMINISTRATIVE MEMBERS

Mr. Michael Bowman
Ohlone College
Executive Dean, Research and Planning

Dr. Ryan Theule
College of the Canyons
Vice President, Canyon Country Campus & Grants Development

Ms. Meredith Plummer
Copper Mountain College
Chief Business Officer

ACCJC STAFF LIAISON

Dr. Gohar Momjian
ACCJC
Vice President

Dr. Catherine Webb
ACCJC
Vice President

**Citrus College
Peer Review Team Roster
FOCUSED SITE VISIT**

Dr. Sunita Cooke, Chair
MiraCosta Community College
Superintendent/President

Dr. Monica Green, Vice Chair
Norco College
President

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Mr. Jeff Stearns
Honolulu Community College
Associate Professor of English and ALO

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College of the Canyons
Vice President, Canyon Country
Campus & Grants Development

ACCJC STAFF LIAISON

Dr. Gohar Momjian
ACCJC Vice President

Dr. Catherine Webb
ACCJC Vice President

Summary of Focused Site Visit

INSTITUTION: Citrus College

DATES OF VISIT: October 12-13, 2021

TEAM CHAIR: Sunita (Sunny) V. Cooke

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. The peer review team attended training on February 4, 2021, and on March 5, 2021, the team conducted the Team ISER Review. This is the formative component to identify where the College meets standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries of standards that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

The four-member peer review team met to coordinate about the Focused Site Visit on October 11, 2021. The small team then conducted a Focused Site Visit to Citrus College October 12-13, 2021, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE Regulations.

The Team Chair and Vice Chair held a pre-Focused Site Visit meeting with the newly appointed College CEO and ALO on August 25, 2021, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with well over one hundred faculty, administrators, classified staff, and community members in formal meetings, group interviews, and individual interviews. The team held one open forum, which was well attended (88 people), and provided the College community and others an opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Team Recommendations

Recommendations to Meet Standards

None.

Recommendations to Improve Quality:

Recommendation 1

In order to increase effectiveness, the team recommends the College strengthen its approach, methodology, and documentation to SLO assessment at the course level. (II.A.3.)

Introduction

Citrus College is a single college district located in Glendora, California approximately 25 miles northeast of metropolitan Los Angeles. Founded in 1915, the College is the fifth oldest college in the state and the oldest in Los Angeles County. Initially, the College enrolled 27 students on the campus of Citrus Union High School and today, the College serves approximately 20,000 unduplicated students annually by offering 67 associate degrees, 28 associate degrees for transfer and some 83 certificates. The College sits on a 104-acre site and serves the cities of Azusa, Bradbury, Claremont, Duarte, Glendora, and Monrovia, along with portions of Arcadia, Covina, Irwindale, La Verne, Pomona, and San Dimas.

Over its 106-year history, the College has undergone several expansions and the growth has been supported by several facilities investments including the Measure G bond (\$121 million), which voters approved in 2004 and the Measure Y Bond, which voters approved in 2020.

Enrollment has held steady over the past five years at about 13,000 unduplicated headcount with approximately 55 percent identifying as female and 44 percent as male. Approximately 1,800-2,000 new high school graduates are welcomed each fall and the percentage of first-generation college students has increase from 22 to 67 percent over the past five years. Approximately 40 percent of the students enroll in college full-time and the College has implemented a two-year Citrus College Promise for first time, full-time students that covers enrollment costs and mandatory fees. Somewhat unique to Citrus College, as much as 65 percent of the students served by the College live outside the formal district boundaries.

The College is designated a Hispanic Serving Institution with approximately 65 percent of its student population identifying as Latinx students. African American students make up 3 percent, Asian 12 percent, multi-ethnicity 3 percent, and White non-Hispanic make up 14 percent of the student population.

The focus on the community college mission and on student success was recognized in 2019 by the American Association of Community College (AACC) Award of Excellence and the College has been nominated three times for eligibility in the Aspen Community College Excellence process (2015, 2017, 2019). The College has also been recognized in the top 50 community colleges by Hispanic Outlook in Higher Education for awarding associate degrees, and has also been recognized as a Military Friendly School since 2010 by VIQTORY. Citrus College's approach to advising and proactive efforts resulted in the College being recognized as a Champion of Higher Education for Excellence in Transfer for four consecutive years by the Campaign for College Opportunity and being ranked eighth in the nation for the awarding of associate degrees to Latinx students by Hispanic Outlook on Education in 2019.

The College has significantly changed its assessment procedures in math and English in compliance with recent California legislation (AB705). After moving away from Accuplacer assessment methods and moving to multiple measures and GPA based placement, significantly more students are entering transfer-level courses in these fields. Additionally, through intentional planning and goal setting, the College has established benchmarks for improvement in student success metrics and is on its way to implementing a guided pathways approach through seven Career and Academic Pathways (CAPs).

The College has benefitted from stable leadership at the board level and also of the chief executive officer. The district level leadership in collaboration with key stakeholders such as faculty, classified professionals, students, and administrators have demonstrated a focus on mission, meeting community needs, improving student success, and responding appropriately to state and national imperatives.

During the Team ISER review, the team noted that the College had taken a very inclusive approach to the writing of the ISER, development of the Quality Focused Essay (QFE), and the Educational and Facilities Master Plan. The College has enjoyed a period of significant stability in board and executive leadership and has also established relatively stable student enrollment and excellent fiscal stewardship. The team noted that the College managed enrollment to meet student needs, invested in student success and support programs, and managed to build a stabilizing reserve to endure difficult times. These are not insignificant matters in the dynamic and tumultuous times in which the College exists.

During the Team ISER review, the team also noted the very helpful schematic that describes the integrated planning process and how it integrates the various sub-plans and connects to resource allocation. The team also applauds the College for the diagram that clearly lays out the math course sequence, which is noted in the ISER. It was evident to the team that the College culture empowers people to make changes for the benefit of students, to assess the impacts, and to invest in successful strategies to improve student success and completion.

Eligibility Requirements

1. Authority

The team confirmed that Citrus College derives its authority to operate as a two-year community college, which has been operating continuously since 1915 with authority to operate under the state of California, the Board of Governors of the California Community Colleges and has been accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), an institutional accreditation body recognized by the Department of Education.

The College meets the ER.

2. Operational Status

The team confirmed that Citrus College is providing educational services leading to associate degrees and certificates for 12,983 students as of fall 2019 year. A substantial percentage of students are pursuing the goal of degree completion or transfer to a four-year college or university.

The College meets the ER.

3. Degrees

The College offers 67 associate degrees, 83 certificates, and 28 associate degrees for transfer (ADT) in 55 academic and career education fields. The team confirmed that all associate degrees

require a minimum of 60 units, including an appropriate general education component and a concentration within a major or area of emphasis.

The College meets the ER.

4. Chief Executive Officer

The team confirmed that the College has a CEO that does not serve as the chair of the governing board. Board policies ensure that the CEO has appropriate powers of authority delegated to him. Following the retirement of President/Superintendent Geraldine Perri, the College successfully concluded its search and Dr. Greg Schulz was appointed as the CEO for Citrus College effective July 1, 2021.

The College meets the ER.

5. Financial Accountability

The team confirmed that Citrus College uses a qualified external auditor to conduct audits of all financial records. The audit also includes an assessment of compliance with Title IV federal requirements. All audits are certified and explanations of findings are documented appropriately. There have been no material findings or internal control weaknesses in the past two years. Any findings prior to that time were resolved. Audit reports are made available to the public via board meetings and the College website.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those, which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College meets the regulation.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team has reviewed the elements of this component and has found the Institution to meet the Commission’s requirements.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team confirmed that the College meets the credit hours and program lengths meet the minimum of 48 semester hours of total student work. These are documented in a college policy.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the <i>Commission Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The policies are provided in the College Catalog. The College meets the regulation.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative:

The College has an administrative procedure and the team has observed a subset of online courses to verify the College meets the regulation. The College does not offer correspondence courses.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has established procedures and policies regarding student complaints and keeps a database of such complaints. The Student Complaint Procedures and Student Feedback [website](#) includes links to the Student Services policies, forms, and procedures relevant to handling student complaints and grievances. Student complaint information is available in the College Catalog under Student Complaint Procedures. The Citrus College Accreditation [website](#) includes links to the ACCJC complaint policy, third party comments, and list of accreditation agencies. The team reviewed examples and examined the database upon the focused site visit. The College meets the regulation.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College meets the regulation.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College does not have any findings from the last audit regarding the Title IV Program. Internal audits did not indicate any internal control compliance or financial findings. The College does not contract, or have any agreements, with non-accredited organizations. The College meets the regulation.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations

The Citrus College mission statement includes an appropriate emphasis on student learning and student achievement. The mission statement was most recently approved by the Board of Trustees in July 2019, and the statement describes a commitment to providing students with quality educational experiences and support services leading to degree, certification, as well as CTE and skills outcomes. The mission statement further affirms the use of equity and other data measures for accountability, achievement, and planning. Annual program planning is connected to the mission, with budgetary requests and program goals linked to the mission and strategic plan.

Findings and Evidence

The mission statement of Citrus College defines a broad educational purpose to provide quality education and support services, and the College clearly understands the importance of keeping the mission current, relevant, and central to college planning and practice. The mission describes the intended student population as demographically diverse, and the team observed that the College enrolls a significant number of out-of-district students, which may be referenced by this statement. The mission denotes the type of degrees and certificates offered, including degrees, transfer, certificates, career technical education, and basic skills proficiency along with a commitment to learning.

The College's broad educational purposes include quality education and student services that lead to completion and academic and career success. The commitment to student learning is further shown through the learning of core competencies. It was observed that the mission statement includes a focus on basic skills proficiency, although basic skills curricula are much reduced but still offered in math and ESL. The mission statement further includes language about embracing "equity and accountability" and using data to drive ethical decision making. (I.A.1).

The College shared evidence of regular presentations of data to college constituencies, including the Board of Trustees, to inform institutional priorities, educational needs, and the mission. These data have included presentations such as Student Equity & Achievement (SEA) Plan data, Annual Progress Reports from program review planning, and college-wide publications such as the Citrus College Fact Book. The Institutional Effectiveness Committee (IEC) also reviews and discusses data and institutional effectiveness. The Integrated Planning Manual notes that changes are made in divisions and programs throughout the College to promote student success, informed by data and supported by resource allocations. Program review data packets are provided for each instructional department with details acknowledged in the program review documents. Data packets include student success and retention data with disaggregation such as age, gender, ethnicity, completion, and modality to inform program evaluation as well as any adjustments needed in planning or practice.

The team noted evidence of a variety of data available to support continuous improvement dialogues, outcome assessments, and accomplishment of the College's mission. These data

included annual data packets provided through program planning and review, as well as institutional equity data through SEA. The latest mission statement references embracing equity, and these data and planning tools are helping the College to review this focus on equity as it relates to the mission as well as translating this into broader college practice. The team noted that the College uses data to assess and determine success and uses mission-related data to set, review, and improve priorities that support the mission. (I.A.2).

Programs and services are connected with the College mission through program review, conducted by an annual update and a five-year comprehensive cycle. The College presented evidence of programs and services aligned with the mission, with the program review webpage articulating the integration of the mission into decision-making, planning, resource allocation, and institutional goal setting. Through the program review process, the College ensures alignment of programs and services with the mission. Additionally, annual program review goals and resource allocation requests are now aligned with 2021-2026 Strategic Plan goals with department goals as well as assessments mapped to strategic plan focus areas and strategic plan objectives. The team noted that the 2019-2020 Adopted Budget evidence cited in Standard III.D demonstrates the centrality of mission and planning priorities. The IPM planning chart effectively describes how planning begins with the mission, with an integrated feedback loop established between the annual and five-year comprehensive program reviews, the five-year Strategic Plan, and the ten-year Educational and Facilities Master Plan. Resource allocation through the Financial Resources Committee is guided by these program review requests linked to the Strategic Plan, which is in turn informed by the mission (I.A.3).

The College reports a collaborative process to review and update the mission statement using results of a college survey and committee review followed by Board of Trustees approval. Following revision of the mission statement in spring 2019, the College disseminated the mission statement through print and electronic means, including sources such as the College Catalog, website, class schedule, and college reports. The College noted an improvement plan regarding review and updates to college publications to include the new mission statement, which will be an important step to ensure consistency in referencing the new mission statement going forward (I.A.4).

Conclusions

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations

Planning and assessment processes at the College are carried out with collegial dialogue fostered by intentional procedures and venues for discussion. In addition to program review development, the College created additional opportunities for discussion, such as the Student Services annual program review retreat as well as a strike force team to focus on math and English curricula and assessment changes. Policies, procedures, and guides are in place and followed, such as the Student Learning Outcomes and Assessment Handbook and the Curriculum Committee Handbook. Clear documentation guides and informs academic quality and effectiveness. Assessment is regular and is critically examined, including by IEC. The College shared evidence of regular assessment practices college-wide, including disaggregation and analysis of outcomes and achievement data, although the team noted opportunities to strengthen course level assessment practices. Institutional standards are set for both minimal and aspirational standards and data used to drive decisions appear current, robust, and accessible. The team noted that the College has diligently mapped all plans to the Strategic Plan to annually set and assess implementation tasks, keeping the College moving forward according to the IPM document and appendix.

Findings and Evidence

The College described a process of student learning outcomes assessment as an example of sustained and substantive dialog about outcomes, academic quality, and improvement of learning. The Student Learning Outcomes and Assessment Handbook, the Curriculum Committee Handbook, program review documentation, and interviews with the visiting team further described these processes. The team noted that while assessment and improvement dialogue is occurring across many college areas, the team observed opportunities for the College to further strengthen these practices to ensure they are systematic, inclusive, and complete - particularly at the course level. The Program Review Student Learning Outcomes Reflection Report shared by the College provided an example of how the College reviews online retention and success rates compared to in-person success, and team interviews further confirmed evidence of significant dialogue and use of data on issues of adverse and disproportionate student impact, particularly around issues of equity and student success.

The team confirmed in interviews that student services programs are meaningfully reviewing and addressing the needs of adversely impacted student groups, noted for example in the EOPS and Financial Aid program reviews and fall retreats. The team also observed evidence of assessment dialogue within the Student Equity and Achievement plan discussions, and it appears that this dialogue is leading to improvements to better support disproportionately impacted students, seen for example in the addition of online academic support and embedded tutors for African American students (I.B.1).

The College defines student learning outcomes and the Curriculum Committee course approval process is used to establish SLOs for courses and programs, per the Curriculum Committee Handbook and the course outlines of record. The College regularly assesses student learning outcomes at the program level, and the team observed opportunities to strengthen course level assessment practices that can further strengthen program level assessment (described in IIA3).

The College is also conducting assessment of learning outcomes for student and learning support services (I.B.2).

The College has established institution set standards and regularly assesses the achievement of these standards via the IEC. The College has defined measurable objectives for student achievement within the College's Strategic Plan, along with additional metrics defined within the ACCJC Annual Report. In November 2019, the College reviewed and revised several of the strategic plan objectives and adjusted language to make the measurable outcomes more precise and aligned with recent performance, and the College is now operating under an updated 2021-26 Strategic Plan. In several cases, the College has already surpassed several of its own aspirational goals multiple years in a row. The team noted that while goals of one percent annual increase shared in the ISER are not necessarily too low, when goals are far surpassed, the College should consider new baselines and aspirational targets, which appears to now be underway through the updated 2021 Strategic Plan. The College has established reasonably appropriate institution set standards and shows evidence of regularly meeting those standards, which are published across multiple sites. Programs with industry set standards, such as Cosmetology and Automotive, are also aligned with the College set standards (I.B.3).

The College's use of assessment data in program review was observed for instructional programs through the use of program review data packets. Data are comprehensive and analyzed in production of program review, such as the example of the 2019 Accounting, Business, and Real Estate program review, which included department dialogue focused on identifying program strengths. Program review data packets provide key program performance measures to departments as well as an opportunity to review and address issues of student disproportionate impact at the department level. The team noted that student services program reviews utilized assessment data to support student learning and student achievement. The program review activity cycle and the IPM demonstrate well-developed institutional processes organized to support student learning and achievement, including the integration of resource allocations. One example of data and improvement processes in practice was seen in the Computer Science section from the Educational and Facilities Master Plan, with extensive data collected and analyzed including external labor market data and internal assessments of departmental efficiency and success. These data were incorporated into a well-established planning process, with the result serving as an impetus for ongoing improvement in this successful program (I.B.4).

The College assesses the accomplishment of its mission primarily, and appropriately, through program review. While the College also uses other venues such as the Strategic Plan Annual Progress Report and assessment of SLOs, program review is particularly mission-centric in its responses. In program review, data are disaggregated by program type and mode of delivery, and program review prompts consistently address these issues. The team reviewed evidence of three sets of institutional data packets used for annual program planning, which incorporate these disaggregated data as well as further data by race/ethnicity, gender, retention and success. The five-year program review cycle includes annual review for all areas, and a separated "plus one" review element for instructional areas each year on mission, curriculum, degree and certificates, and assessment prior to a five-year comprehensive review. The College exhibits improvement in multiple areas of student achievement that are consistent with its mission, evidenced by data,

student success awards, and progress on strategic goals. Substantial increases in degree completion and transfer were noted by the team, including a 24 percent increase over three years in students earning degrees and an all-time high in the number of students transferring. Additionally, data disaggregated by mode of delivery has led to improvements in both retention and success rates in online courses, provoked by effective online practices emerging from the discussions about these data (I.B.5).

The SEA plan is an example of how the College identifies and responds to performance gaps identified in disaggregated data. With student learning and achievement data disaggregated for all instructional programs, the SEA plan identifies those subgroups that evidence disproportionate impact and assists with the identification of opportunities to respond appropriately. To address disproportionate impact in math, for instance, a community of practice activity was included in the SEA plan targeting specific subgroups who evidenced disproportionate impact including: first generation students, low-income students, and Hispanic students. Resulting revisions to the curriculum resulted in improved success in transfer-level math for all three groups. This curricular revision supported increased success in transfer-level math for all groups at the College, with historically underrepresented groups benefitting most. Similar changes to the English curriculum yielded success increases, particularly among Hispanic and African American students. Also notable, the SEA plan supported improvement activities beyond instruction, leading to resource allocations aimed at providing equity in support services, technology, and professional development.

The College collects and disaggregates data through program review data packets and implements strategies to address identified gaps and assess the efficacy of strategies. Robust data packets are provided by the Institutional Research office to academic programs in the program review process. These data sets include a variety of program indicators such as enrollment, retention, success, and degree and certificate data. These packets are also available for student services program reviews. With the increased focus of the College on equity, including in the most recent mission statement, the team encourages the College to continue to disaggregate based on populations identified as important to the College community and to look at and address achievement gaps for those populations. The evidence the College provided in preparation for the site visit and team interviews verified that the College disaggregates student learning outcomes data to address performance gaps among subpopulations of students in achieving learning outcomes (I.B.6).

The College regularly evaluates its policies and practices, per AP 2000 (Board Policies and Administrative Procedures). The general three-year review cycle is tracked and demonstrates the tendency of the College to maintain currency in review of policies and procedures, with over 80 percent of board policies and administrative procedures reviewed within the past three years. Planning processes are guided by the Integrated Planning Manual, which is also reviewed every two years by the IEC. The Organization and Governance Handbook describes participatory governance and decision-making practice at the College, with committee policies and practices included in this handbook and reviewed by the appropriate participatory governance groups such as the Steering Committee and Academic Senate.

Resource allocation practices are explained in the “What Happens to Program Review” resource, created to help faculty and staff understand the program review allocation process. The IEC committee administers program review surveys to improve practices and review allocation policies, and the results of these surveys are used to support dialogue and further improvements. The College evaluates its policies and practices across the institution and assures their effectiveness, implementing changes as needed (I.B.7).

The College broadly communicates its assessment and evaluation activities to constituents. The cited evidence includes the dissemination of program review in division and program settings, on the College website, and before the Board of Trustees. The College also cites communication opportunities at venues such as the student services retreat and college convocations. The team observed that the College appears to communicate well, with publications such as the Fact Book including comprehensive assessments and evaluations that are readily available to the College community and the community at large. These documents also highlight multiple college awards for notable student success outcomes. Website posting of data on the Institutional Research site, interactive data packets, and the SEA site demonstrate that the College shares assessments and evaluations and is transparent about both student successes and opportunities to improve. The College communicates with integrity, broadly sharing both strengths and weaknesses (I.B.8).

Integrated planning is a hallmark of the College, with college wide plans such as the Educational and Facilities Master Plan, SEA Plan, Technology Plan, Human Resources Plan, and Sustainability Plan all connected to the Strategic Plan. Institution set standards, the Vision for Success metrics, and other system wide mandates are also integrated with these plans. Program review informs the Strategic Plan, with both integrated into the resource allocation process. Planning integration is described thoroughly in the IPM and the associated appendix, reflecting a comprehensive process that is connected to the mission, integrated between plans and resource allocation, and supporting improvements in institutional effectiveness and academic quality. The IPM outlines the process for plan development, timelines, and responsible parties. The IEC is charged with regular assessment of the various planning processes, including program review, as well as ongoing review and improvements to the planning model itself. The College continues to refine its program planning processes to support institutional effectiveness, and the IPM is reviewed every two years. The team noted that college meetings in spring 2021 resulted in a change to the instruction-area program reviews, lifting the due dates for the plus-one area submissions to provide greater flexibility on review and submission timelines of the plus-one elements alongside of the annually submitted program reviews. The team encourages the College to revisit and review this evolving practice to ensure that integrated program review, planning, and resource allocation remains comprehensive and timely to support institutional improvement (I.B.9).

Conclusions

The College meets the Standard.

I.C. Institutional Integrity

General Observations

The College presents itself in a straightforward manner with accuracy, clarity and integrity, which was observed in evidence such as college publications, financial audits, and community

reputation. The College demonstrates truthfulness, fairness, and transparency in information provided to students, personnel, and the community. The College provides information about its mission, outcomes, programs, services, and accreditation status, and maintains clear online and printed materials.

Findings and Evidence

The College demonstrates clear and accurate information is published and available to all constituents, both in the college community—including students and prospective students—and the community at large. The mission statement is published on multiple platforms such as the catalog, website, and social media. Learning outcomes, programs, and available student services are all clearly described in the catalog and on the website, and program planning is also available online. The College's accredited status with ACCJC, as well as information about specific program accreditations, is also clearly posted online (I.C.1). The College provides print and online versions of the catalog to inform students and prospective students of general college information, policies, procedures, available services, and specific requirements for program completion. The catalog is reviewed annually and updated to ensure all information is current and accurate. The College provides mid-year updates via the catalog addendum (I.C.2).

The College documents the assessment of student learning outcomes and achievement primarily through the program review process. Program review is completed on a regular cycle by all college departments, and the instructional program reviews particularly focus on student learning and achievement. Extensive data is provided by Institutional Research to inform program planning and analyses, powered in part by interactive Microsoft BI data visualization tools. Once completed, program reviews are available for examination on the program review webpage and results of program review are shared annually with the Board of Trustees. (I.C.3).

The catalog provides a comprehensive listing of all program awards (degrees and certificates) complete with requirements, purpose, content, and expected learning outcomes. This information is available in both the print and online versions of the catalog which are updated annually (I.C.4).

The College's Board Policies (BP) and Administrative Procedures (AP) are reviewed on an established three-year cycle. The mission statement was most recently revised in 2019. All revisions are vetted before the Steering Committee before being passed on to the Board of Trustees for approval. Publications are regularly reviewed and updated to ensure accuracy and clarity. In addition to the catalog, the College also publishes annual implementation plans to provide transparency on the progress of the Strategic Plan. The Fact Book has regular updates to keep constituents informed of college and student achievement. All college plans are published and reviewed on timelines established in the Integrated Planning Manual. The College maintains integrity within its policies, procedures, and publications (I.C.5).

The College keeps its students and prospective students informed of the total cost of education. Fees are clearly identified in the college catalog and on the Admissions and Records webpage. Textbooks and other instructional costs for each course section are identified in the class schedule and through live links on the registration site. The College also highlights those course

offerings with low or no-cost textbooks. The College demonstrates integrity in its publication of total cost of education (I.C.6).

The College's Board Policy BP4030 on Academic Freedom demonstrates a commitment to academic freedom and responsibility. BP4030 states, "Faculty are entitled to freely discuss issues germane to their subject matter," including "the right to introduce controversial topics." Within this atmosphere of intellectual freedom, the College acknowledges that freedom includes "an environment characterized by civility, open inquiry, and freedom from unlawful discrimination." The College operates on a well-balanced policy of academic freedom whereby faculty are free to engage controversial topics generally limited to the faculty subject area and tempered by civility and non-discrimination. This policy is openly published and available to all constituents (I.C.7).

The College has established and published policies and procedures that promote honesty, responsibility, and academic integrity. Ethical standards are set for board members, employees, students, and visitors in BP 3050 and AP 3050 (Institutional Code of Ethics). A separate Faculty Code of Ethical Conduct sets the expectation of faculty responsibilities and conduct with regards to students, colleagues, and the community. The College values of integrity, accuracy, accountability, individual responsibility, confidentiality, knowledge, professionalism, and appropriate use of resources are clearly articulated. BP 2715 and AP 2715 affirms a college climate of respect and trust. Faculty have a focused Code of Ethical Conduct, particularly outlining responsibilities to students and colleagues. Likewise, the College has established behavioral expectations for students in BP 5500 (Standards of Conduct) with a separate BP 5520 addressing student discipline for consequences of misbehavior. This particular policy also identifies behavior that violates academic integrity and provides consequences for academic dishonesty. All of these standards and expectations are published on the college website and are publicly accessible (I.C.8).

BP 4030, Academic Freedom, and the Faculty Code of Conduct make clear that the faculty are expected to present data and information fairly and objectively and distinguish between personal conviction and professionally expected views. Ensuring faculty alignment with the policy, all faculty undergo regular, comprehensive evaluation, including peer review, classroom observation, administrative review, and student evaluation. The College's commitment to these values is also listed in the Essential Duties and Responsibilities section for faculty recruitments, and the faculty code of conduct is a component of faculty evaluation. Additionally, the New Faculty Orientation similarly includes content and discussion about best practices that relate to the faculty code of conduct (I.C.9).

Standard I.C.10 does not apply to the College, as a public, non-profit institution (I.C.10).

Standard I.C.11 does not apply to the College, as it has no foreign sites (I.C.11).

The College complies with the Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure as evidenced by the information posted on the accreditation webpage. It is responsive in a timely manner to the Commission's directives and requirements, and posts all official correspondence, including substantive change,

visiting team reports, action letters, follow-up reports, the Institutional Self Evaluation Report (ISER), and other documentation as well as the third-party comment form and complaint policy on the College's Accreditation Webpage (I.C.12).

The College demonstrates that it operates with honesty and integrity in its relationships with external agencies, such as the Commission and the California Community College Chancellor's Office (CCCCO). The College is diligent in adhering to regulations and statutes of the State of California, as administered by the CCCCCO, and the College responds to agencies appropriately and in a timely manner. The College accreditation webpage lists accreditation and contact information for specialized programs such as automotive technology, cosmetology, nursing assistant, dental assisting, emergency medical technician, and registered nursing (I.C.13).

The College, as a public institution, ensures its commitment to high quality education, student achievement and student learning over other objectives such as generating financial returns. The College is transparent with its financial reports and planning processes; including budget development and resource allocation, audits, and bond oversight. The College demonstrates integrity in the handling of finances and transparent processes that accompany financial management. Open access to budget and audit reports, public budget forums, and open finance and bond oversight committee meetings demonstrate this transparency and ensure high-quality education, student achievement, and student learning are paramount to the College (I.C.14).

Conclusions

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations

The College offers instructional programs that align with its mission and are appropriate to higher education that leads to the achievement of degrees, certificates, employment, and transfer to other higher education programs.

The College has institutionalized processes to ensure academic quality of the programs offered through regular evaluation of curriculum and program review processes. The institution assesses its educational quality through assessment of its programs and courses through a five-year cycle. The assessment includes courses, programs, certificates, and degrees. The process for instructional programs consists of a Student Learning Outcome (SLO) Assessment, an Annual Review, and the Plus One, which is a method of mapping program assessment to mission, curriculum, degrees, certificates, transfer, and employment. Degree programs include substantial general education requirements to ensure breadth of knowledge and promote intellectual inquiry.

The review of programs is systematic, generating changes to the programs, most of which are documented in the Student Learning Outcome Assessment (SLOA) forms. Access to these assessment forms is available to all faculty and administrators and are used to initiate discussions of course and program improvement within instructional units or in meetings with deans or other administrators. The departments or instructional units commonly assess one SLO each year, and assess all SLOs of courses within the five-year cycle.

The College clearly identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established procedures. However, the team noted areas that should be considered to improve course SLO assessment.

The College ensures that their degrees and programs follow practices consistent to American higher education. Curriculum directly supports students in learning the knowledge and skills necessary to advance to and succeed in college. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

The College awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

The institution strives to improve programs and courses to enhance learning achievement for students.

Findings and Evidence

The College mission identifies the goal of student completion of degrees, transfer, certificates, career/technical information, and basic skills proficiency, and this goal is codified in

Administrative Procedure 4020, academic program documents, the College Catalog, and annual reports of degrees and certificate attainment. The instructional programs are offered in fields of study consistent with its mission (II.A.1).

The faculty of the College regularly engage in processes that ensure the quality of the content and methods of instruction through establishment of curriculum review processes, and the evaluation of efficacy and effectiveness of academic programs. The College's Curriculum Committee has the primary responsibility to ensure that courses meet generally accepted academic professional standards and expectations. The Program Review Plus One Cycle engage faculty in a comprehensive program evaluation over a five-year cycle, in alignment with this Standard (II.A.2).

The College identifies learning outcomes and regularly assesses courses, programs, certificates and degrees through a five-year cycle. The process for instructional programs consists of a Student Learning Outcome (SLO) Assessment, an Annual Review, and the Plus One. The Plus One rotates each year looking at the program in terms of (a) mission, (b) course curriculum, (c) degrees, certificates, transfer, and employment, (d) program, degree, and certificate learning outcome assessment, and (e) program self-evaluation and summary. The institution maintains and approves course outlines that include student-learning outcomes in its CourseLeaf curriculum management software and students in every class receive syllabi that include SLOs based on the CourseLeaf curriculum outlines. Although course SLOs are assessed each year during the five-year cycle, the team observed that in many programs, assessment appears to be done in aggregate rather than for individual class sections.

Through interviews, the team learned about multiple methods to course SLO assessment that varied in terms of instructor involvement, definitions of baselines, sampling of student work, and how courses were included in the process. At times, course SLO assessment was done by a single coordinator and other times multiple faculty would be involved. A greater representation of faculty, full time and part time, and a wider inclusion of the class sections (such as those with small enrollment and single sections) that are considered in the assessment process would likely have more impact on the quality of data used for continuous improvement.

The team encourages the College to improve its assessment sampling (such as beyond just top performers) to avoid any unintentional consequences on equity gaps. A more systematic approach across the College to course SLO assessment would broaden the reflection and dialog about SLO achievement and improvement of student learning. The approach should be continuous and reflect the mission and commitment to equity while clearly documenting the dialog and improvements made as a result of assessment (II.A.3).

The College offers pre-collegiate level curriculum that is distinct from the College level curriculum, and provides students the support they need to successfully advance and complete college level curriculum. In recent years, in accordance with the passage of California Assembly Bill AB 705, the College has modified the pathway for incoming students to complete transfer-level English and math courses in a one-year timeframe, and introduced a co-requisite model that provides support for success in college-level classes, along with pedagogical improvements to increase student engagement and success. These changes have resulted in

significant increases throughout in transfer-level English and math, and narrowed the achievement gaps among students (II.A.4).

The College ensures that their degrees and programs follow practices consistent to American higher education. Administrative Procedure 4100 ensures that associate degrees have at least 60 units of accredited lower division college credit, and AP 4020 ensures that all programs align with Title 5 requirements, and prepare students for transfer, career preparation, as well as career supplement or upgrade (II.A.5).

The College schedules courses in a manner that allows for students to complete their educational programs in a manner consistent with expectations in higher education. The College's response to AB 705 allows for students to take fewer units in math and English – with higher success rates - for which they should be commended. These efforts, among others, have helped the institution work towards its goal of lowering accumulated units by associate degree earners. Program faculty are also provided data pertaining to distribution of sections as part of the program review process to assist them to optimize scheduling for student completion. The institution has also adopted scheduling software to aid in efficient and responsive scheduling. As part of their Guided Pathways efforts, the institution is in the draft stages of developing program, which, when complete, will further aid students in their completion efforts (II.A.6).

The College offers instruction in a variety of delivery modalities. Prior to COVID-19, 13 percent of student enrollment was online, and the institution was making progress towards offering a fully online degree. There is nearly a ten-percentage point difference in success rates between face-to-face classes and online. Faculty are provided with professional development opportunities focused on culturally responsive pedagogy and universal design. Their SEA Plan recommends that the Faculty Learning Institute and Institute for Completion offer models of exemplary pedagogy as part of its training, and through Guided Pathways efforts, faculty are provided opportunities to learn and implement instructional strategies based on input from a June 2019 survey. Prior to COVID-19, the institution had been piloting online support services, including virtual tutoring (II.A.7).

The College has policies and processes in place to award credit by exam and credit for prior learning. In some disciplines, such as chemistry, faculty use standardized exams across all sections. Where appropriate, such as in nursing, students are required to pass the NCLEX licensure state exam, and in some CTE areas, industry licensure/certifications are included as they are required/desirable for employment. These types of statewide tests utilize exam statistics to validate effectiveness (II.A.8).

The College awards course credit, degrees, and certificates on attainment of learning outcomes and a passing grade. Curriculum maps link courses to program level SLOs, and course-level SLOs are assessed within courses (II.A.9).

The College's policies for transfer of credit are made accessible in the College Catalog, which is also online. AP 4050, Articulation, explains how articulation agreements are developed. Articulation agreements are available on the ASSIST database, and the institution has a Transfer Evaluation System (TES) to approve course equivalencies (II.A.10).

Within its programs, the College has Student Learning Outcomes/Core Competencies that include communication, computation, creative/critical/analytical thinking, community/global consciousness/and responsibility, and technology. They are published in the College Catalog's Graduation Requirements for an Associate Degree (II.A.11).

General education for associate degrees is based on comprehensive philosophy that includes courses from the discipline areas of language and rationality, natural sciences, arts and humanities, social and behavior sciences, and dance and kinesiology in an aim for students to comprehend the modern world. The requirements for these courses are detailed in the catalog. Through the guidelines in the Curriculum Handbook, faculty review, recommend, and approve courses for general education and associate degree requirements (II.A.12).

The College follows the requirements set forth by the California Community College Chancellor's Office (PCAH) that all degree programs include 18 semester units or 27-quarter units in at least one area of inquiry or in an established interdisciplinary core. The rigor and content of new programs, including learning outcomes for degrees and certificates, are developed with input from appropriate advisory committees as specified in AP 4020 Instructional Programs and Curriculum. All career and technical programs have regularly scheduled advisory council meetings (II.A.13).

Programs communicate with their advisory councils the progress of students in competencies, objectives, and student learning outcomes, as outlined in AP 4102 Career and Technical Education Programs. Licensure pass rates are publicly shared on the College website (II.A.14).

When a program is phased out, the College allows currently enrolled students to complete their course of study. Students' catalog rights are maintained and accounted for in allowing them to finish the program, as designated by AP 4021 Program Discontinuance (II.A.15).

All programs go through a complete evaluation to improve quality and currency every five years through its program review process (II.A.16).

Conclusion

The College meets the Standard.

Recommendation 1

In order to increase effectiveness, the team recommends the College strengthen its approach, methodology, and documentation to SLO assessment at the course level. (II.A.3.)

II.B. Library and Learning Support Services

General Observations

The Library building at the College is a large space of 33,000 square feet that houses a classroom, 125 workstations, twenty study rooms, and two embedded English classrooms. Statistics indicate that the Library is well-used by patrons and that librarians are engaged with students in reference-desk help, which now occurs online. The College's Learning Center houses the Testing Center, Writing Center, Tutoring Services, and the main computer lab. The STEM Center provides tutoring in STEM disciplines, study group support, and TRiO support. Computer and digital literacy support, explicitly addressed in Standard III, is offered to students via a help desk, telephone, and online ticket submission process. The Library provides adaptive technologies for visually-impaired students. The Library reports a large number of books and periodicals in print and available online. Student surveys report satisfaction with the Library services. The College demonstrates the use of program reviews, experimentation, and short- and long-term planning to identify and implement improvements in instructional services to students.

Findings and Evidence

The College provides instructional services to students through the library, tutoring center, writing center, computer lab, and STEM center. The Library and learning center occupy a large building, with classrooms, workstations, and study rooms. The Library and learning centers use a student-facing website to market their services to students. The main computer lab is located in the Dan Angel Processing Center, which also loans computers to students. The Library's web page includes guides for research help, library contact information by phone, email, or text, and link for students to request meetings with librarians. A public service desk provides reference information for research to students. Librarians collaborate with online instructors to customize information technology and since the campus closure have been providing instruction to faculty and students via Zoom. The Learning Center too provides online tutoring through Zoom conferencing and other online collaboration (II.B.1.).

The Library relies on the expertise of faculty librarians and library technicians and uses documented processes to enhance the library collection, upgrade equipment, improve and maintain instructional materials, maintain the physical collections and physical space, and provide service to students. The Library's Collection Development Policy includes a priority list for acquisition of books, serials, electronic resources, subscription databases, internet resources, and such. That list is developed in collaboration with instructional programs with high priority on reference materials, including electronic resources. Department liaisons review the collections appropriate to their disciplines and make recommendations. Individual faculty members can also suggest resources, and the use of program review is evidenced for equipment and personnel. The Technology Master Plan addresses overall computer and technology purchases for the campus. The Library and LRC program reviews document resource needs, budget requests, and data justifications. The Library uses a defined collection development policy for new purchases. The Library maintains a large collection of e-books and other online materials. The Learning Center staff receive outside training and certification from the College Reading Learning Association (II.B.2.).

The Library and learning centers conduct periodic student surveys, with the data captured in corresponding program reviews. The College demonstrates experimentation in academic support services; for example, the tutoring center tested the efficacy of using embedded tutors in English and speech classes, and altered services based on the successful outcomes of students. The learning centers exhibit the capacity for effective short-term and longer-term planning and implementation. The learning centers develop and distribute handouts to students for improving student learning. The College demonstrates the ability to experiment and innovate as well as scale innovations. For example, the College discovered a higher success rate for students attending the Writing Center, prompting an embedded tutor program for English classes. The success rate jumped to 76 percent from 50 percent. Retention rates increased to 93 percent from 75 percent (II.B.3.).

The College utilizes a number of external vendors in offering and maintaining services to students. The Library has access to subscription databases and other library services as a member of the Council of Chief Librarians (CCL) for California Community Colleges. The membership also includes a new single cloud-based library services platform (ExLibris), which the California Community Colleges Chancellor's Office and CCC Technology Center was due to implement in 2019. The CCL and faculty are conducting an ongoing evaluation. The College, rather than the Library, has an agreement with an outside vendor that provides printing services for students. The Learning Center has a membership with the College Reading & Learning Association that trains and certifies tutors (III.B.4.).

Conclusion

The College meets the Standard.

II.C. Student Support Services

General Observations

Citrus College evaluates the quality of student support services through its five-year program review cycle and provides evidence demonstrating that these services support student learning and the institution's mission regardless of location or means of delivery while assuring equitable access to all of its students. The College shares evidence of student services and resources organized to support student success and along with a periodic review of impact, appropriateness, and reliability for these services. Student support services at Citrus College assesses learning support outcomes to assure appropriate and continuous improvement to student support programs and services. The College provides co-curricular and athletics programs that support its mission and their students' educational experience.

The College supports student development and success by providing sound counseling and advising programs that include college orientation, relevant information related to academic requirements, clear admission policies, and pathways to degree, certificate, and transfer goal completion. Citrus College employs DegreeWorks to support clear pathways and is in the process of further developing its Career and Academic Pathways in its Pathways to Success framework. The transition to online learning during COVID-19 provided an opportunity for the College to pivot to online services, and they noted an increase in online-based services such as chat, Zoom appointments, and website improvements. Citrus College evaluates admissions and

placement practices to assure effectiveness and minimize biases related to college access. The College has policies and procedures in place to maintain and secure student records.

Findings and Evidence

The Team reviewed and found that Citrus College's student support services program reviews include a program mission aligned with the college mission. The College utilizes an integrated planning model and program review evaluation cycle to assess the robustness of student services.

The College's five-year program review cycle includes a comprehensive review along with annual reviews that include program planning, goal and SLO assessment, and resource allocation, all of which are discussed at an annual student support programs fall retreat. This fall retreat for all student services programs provides a forum for further assessment and improvement, and led to an increase in online services including during COVID-19. Nearly all of the College's student services may be accessed online. These services employ a variety of tools including 24/7 online chatbot in an estimated ten areas, links in the Canvas OER shell, SARS Zoom for online counseling, new Student Portal in 2018, and new online forms and document software in Admissions and Records and Financial Aid. The College seeks to expand its chatbot services in additional student support areas to expand accessible services (II.C.1).

The College's student support services program utilizes the program review process to assess student learning outcomes, determine appropriate student services and programs, and make improvements to the services and programs offered to its students. The College employs a standard process whereby they develop program level SLOs and a few are assessed annually and all are assessed within the five-year comprehensive program review cycle. The Citrus College student services programs have a program review retreat where they discuss student learning outcomes and areas that may need improvements. Extensive examples from their Career Transfer Center and their Financial Aid Office were provided that show what improvements were made in their services as a result of evaluation. The assessment of a financial aid workshop provided a good example of how program review analysis can lead to the potential for improved results. The Extended Opportunity Programs and Services (EOPS) demonstrated the use of Canvas to conduct assessments that led to improvements in services. EOPS demonstrated the link between the program review process and outcomes assessment to resource allocation for the expansion of the study area for students. The team found evidence of a schedule that suggests all student services programs are assessed at the program level at least once during the 5-year process (II.C.2).

The team confirmed that Citrus College assures equitable access to all of its students regardless of service, location, or delivery method. The College uses disaggregated data reports to ensure access to all student groups. Based upon a 2016 student survey, Citrus College found like most colleges, that their students had housing and food insecurities as well as mental and medical needs, and they were unaware of the services available by the College. Particularly impressive is the College's response to this 2016 survey, which informed the College of students' lack of awareness of supports that were currently provided by the College. This, in turn, led to the creation of a webpage addressing "Resources for Students in Need." By sending out informational emails at the beginning of the semesters, they provided an example of how the use

of their mobile food pantry increased substantially. The College's student services website, student services and student life portion of the catalog, and the student resource guide explain how to access their services. The College shared examples of improvement of student services resulting from assessments including extended evening hours and the addition of CalFresh. Citrus College appears to be intentionally expanding student access, a strong example is that of dual enrollment. Citrus College's College and Career Access Program (CCAP) reportedly served over 1,000 students in the 2019-2020 academic year in local high schools within five high school districts. They have invested human resources in their CCAP that appears to have contributed to the success of high school students in these programs (II.C.3).

Citrus College appears to have a robust array of co-curricular programs and athletics programs to contribute to the educational, social, and cultural needs of its students. Co-curricular and athletic activities are defined by campus club bylaws, Title IX guidance, CCCAA compliance, and associated board policies for athletics and associated students. There are other co-curricular programs such as those involving STEM, the Honors Transfer Program, and Study Abroad. The College has the policy and procedures in place to ensure the integrity and fiscal management of its co-curricular and athletics programs (II.C.4).

Citrus College provides counseling and academic advising programs to orient and advise students on program requirements and graduation and transfer policies. Development training, review of transfer agreements, education plan training and software, and proactive contacts of students to complete education plans ensure that these advising services prepare students to understand and follow their program of study and meet graduation or transfer requirements. All counselors reportedly participate in monthly training sessions covering a variety of areas, attend fall/spring Transfer Advisory Committee meetings, and many attend the Ensuring Transfer Success Conference. The College provides counseling, advisement, orientation workshops, probation workshops, educational planning workshops, Q&A sessions, registration assistance sessions, and college success workshops available online. The counseling area implemented DegreeWorks as their online educational planning and degree audit tool to help students stay on track to completion and most recently implemented a framework, Guided Pathways CAPs, to clarify course-taking patterns to enhance student enrollment decisions. The College provides timely and useful information to students by being proactive in encouraging students annually who complete 15 units and 45 units to meet with a counselor for educational planning. The College advises students on clear pathways to complete degrees, certificates, and transfer goals through a variety of venues as evidenced throughout this Standard (II.C.5).

The team confirmed that the College adopted and adheres to admission policies consistent with the institutional mission. Citrus College has open enrollment policies and has separate policies for high school or other young students and international students. All programs are open except those in their nursing programs that have additional requirements. The College has adopted seven Career and Academic Pathways (CAPs) and provides clear pathways to complete degrees, certificates, and transfer goals through its DegreeWorks planning tool. Students at Citrus College have the capability to create their individualized plan using DegreeWorks. The College provides trainings and workshops to aid students in navigating the online system. The College is focused on making improvements using a guided pathways framework to establish clear pathways to completion. MyPath, their portal system, provides students with access to explore careers,

programs, and services while also facilitating to a migration to online forms and services allowing for increased access. (II.C.6).

Citrus College regularly evaluates admissions and placement practices to validate their effectiveness. Where appropriate, as exemplified by Admissions and Records, the College reviews policies more frequently than on the standard three-year cycle. This ensures the admission policies are consistent with the College's mission and accounts for regulatory changes that impact admissions policies and procedures. The College uses multiple measures and has practices in place to validate the effectiveness of placement practices and minimize bias with a cross-functional workgroup to provide oversight, called the Strike Team. Citrus College's AB705 reforms, supported by the Strike Team, have increased transfer ready throughput. The College provided evidence that their throughput rate for transfer-level English and math for first time student cohorts increased and improved among all ethnicities (II.C.7).

Citrus College has established processes to ensure they maintain student records permanently, securely, and confidentially with a secure backup plan. The institution has appropriate board policies and administrative procedures to ensure appropriate maintenance of student records and student privacy. Evidence suggests Admissions personnel follow FERPA and other appropriate data protection procedures. The Technology and Computer Services Comprehensive Program Review contains information about the security built around their infrastructure and the College appears to have appropriate processes in place for data files backup. The College publishes established policies for release of student records in their College Catalog and Schedule of Classes (II.C.8).

Conclusion

The College meets the Standard.

Standard III Resources

III.A. Human Resources

General Observations

Citrus College presented clear evidence of effective human resources practices relevant to the Standards. The College maintains adequate staffing for faculty, staff, and administrators and ensures compliance with defined minimum qualifications, and clear examples were given of job descriptions and postings. Relevant board policies, procedures, and code of ethics support integrity and quality of personnel practices, assessment, and general compliance with related requirements such as appropriate qualifications, security, confidentiality, professional development, evaluation, and training. All evaluations, with the exception of adjunct faculty, have been completed per the guidelines. The College noted that the evaluations for part-time faculty are not currently evaluated as required, and the College noted challenges with the review of adjunct faculty due to the current remote environment. This item is currently under negotiation as well as a related improvement plan regarding the appropriate number of part-time faculty.

Findings and Evidence

The College supports integrity and quality of programs and services with job announcements that clearly delineate minimum and desirable qualifications and the equivalency process appropriate to the position. Job postings clearly specify minimum, desired qualifications, and hiring procedures for all employment categories: manager/supervisor, classified, faculty, and administration. BP/AP 7201 (Recruitment and Selection) further describes hiring processes and is regularly reviewed. Job announcements adequately describe the college and service area, and hiring practices are tied to the mission of providing quality educational experiences. The position identification process, based on department/service area program reviews, is robust and tied to data and resource allocations as documented in program reviews. Faculty hiring is discussed in the Faculty Needs Identification Committee (III.A.1).

Job descriptions for faculty include assessment of learning and participation in curriculum as core requirements, with full-time announcements tailored to current departmental and college needs, and specifications regarding subject matter knowledge, training, skills, and experience are made publicly available (III.A.2). Administrative position announcements also include clear minimum qualifications as well as preferred qualifications prioritized during the hiring process designed to ensure appropriate skill and experience for the area need (III.A.3). Job descriptions also clearly define the required degrees for faculty, administrators, and staff according to recognized accreditation agencies, including equivalencies, with Human Resources verifying transcripts of personnel (III.A.4).

Collective bargaining agreements describe how employees are evaluated according to board policies and education code, and the timeline and review criteria for these evaluations is well documented. Evaluation criteria, timing, and contents of the employees' files are clearly communicated. The College noted that the evaluations for part-time faculty are not currently evaluated as required due to challenges with the remote environment caused by the pandemic. This item is currently under negotiations as well as a related improvement plan regarding the appropriate number of part-time faculty. Follow-up evidence provided wording from an MOU

between the District and the Adjunct Federation stating the suspension of unit member evaluations for the 2020-21 academic year unless initiated by the unit member. The MOU also discussed that training will be provided for faculty and managers on effective evaluation processes for adjunct faculty. (III.A.5).

Sufficient faculty staffing is determined through program review needs, section offerings per division, full-time faculty obligation and load, and the Faculty Needs Identification Committee (FNIC). The institution maintains 166 full-time faculty. Part-time staffing varies according to semester need (III.A.7). The College provides part-time adjunct faculty with an orientation each primary semester, and a collective bargaining agreement addresses evaluation and professional development. Academic Senate minutes include evidence of part-time faculty participation in collegial consultation (III.A.8).

Classified staff needs for positions are addressed through the Human Resources program review process as well as a classified staff request form for positions to be reviewed by the CEO. The College appears to readily hire required positions and readily reconvene the FNIC when need to hire faculty arises (III.A.9). Administrative staff positions are identified through the Institutional Support program review as well as a management position request form reviewed by the CEO. The College documents staffing needs through the annual program review process. Program reviews appear to link assessment and student success data with budget allocation requests (III.A.10).

The College documents, publishes, and follows fair and equitable personnel board policies and procedures and has identified a program review goal to increase staff diversity. The Equal Opportunity Plan is linked to the College's strategic plan and annual implementation plan, and this plan documents progress toward the stated goals. Human Resources regularly conducts trainings regarding diversity and equity and other trainings designed to improve organizational functionality (III.A.11, III.A.12). Board policy includes a general institutional code of ethics, readily available to employees, and Academic Senate also has a faculty code of ethical conduct (III.A.13).

The College provides staff with sufficient opportunities for professional development through on-campus and online offerings connected to college needs defined by respective groups, such as the Faculty Learning Institute or Classified Development Committee and online surveys provide a mechanism for feedback and quality improvement. Human Resources regularly hosts professional development on a wide variety of topics and assesses the effectiveness of the trainings through surveys (III.A.14).

Human Resources records, including personnel files, are maintained by the College according to sufficient security and confidentiality procedures documented, with authorized employees only provided access to materials as defined by both Collective Bargaining Agreements and employment law. The College has documented information about how and why personal records are used as well as their disposal (III.A.15).

Conclusion

The College meets the Standard.

III.B. Physical Resources

General Observations

The 2011-2020 Education Facilities Master Plan (EFMP) has been a guide for facility needs over the past ten years in regards to campus safety, modernization, expansion, and compliance. The EFNP shows the connection between educational needs and facilities planning. Inspection reports, Division State Architect (DSA) certifications and the EFMP were provided as evidence to support the analysis. Student enrollment data are utilized for effective planning.

Findings and Evidence

The College used the 2011-2020 EFMP to prioritize and implement facility projects such as construction, renovations and maintenance. Inspections by Keenan & Associates, a third-party administrator for facility risk assessment, indicate that the College has effective programs, adequate insurance and no immediate, high-risk exposures. Maintenance requests are done using a ticket system and are tracked and responded to adequately. The Division State Architect (DSA) ensures buildings are constructed safely and in accordance with code regulations (III.B.1).

The institution uses the EFMP and the Implementation Plan to ensure that the needs of programs and services are considered as well as the institutional mission. A Citizen Bond Oversight Committee was formed in 2004 to ensure the \$121 million in bond funds were spent on projects within voter-approved requirements. Administrative Services works with Academic Affairs to ensure that instructional needs are addressed in spending plans. The College used Scheduled Maintenance and Instructional Equipment grant funds to replace roofing, upgrade mechanical equipment, and improvement of technology. The College sets an example for other colleges with their Sustainability Plan, which highlights efforts towards carbon reduction, energy efficiency, and green energy (III.B.2).

The institution uses the EFMP to identify educational needs of the College and uses that data to assess the use of facilities. The Enrollment Management Committee reviews classroom utilization data to address the facilities that are under or over utilized and may need re-purposing. Each year a program review is performed and every five years a comprehensive program review is done (III.B.3).

The College uses the EFMP and the Five-Year Construction Plan to link long-term capital projects to institutional planning. The plans were created and completed using a collaborative process that included study sessions across the campus community and with constituent groups. Additional evidence provided included the Scheduled Maintenance Five-Year Plan that includes long-range cost projections for facilities and equipment. The College has long range capital plans that align with this standard (III.B.4).

Conclusion

The College meets the Standard.

III.C. Technology Resources

General Observations

The College provided an overview of technology services, maintenance, improvements, and related planning to provide appropriate support to faculty, staff, and students. Policies and administrative procedures for technology address access, safety, security, technology training and instruction. The College also described an improvement plan on expansion of surveys to campus constituents regarding technology needs and training. Program Reviews were used to identify and implement additional technology needs.

Findings and Evidence

The College shared evidence from the Technology Master Plan and the Technology and Computer Services department program review, describing the prioritization of technology needs and plans to ensure appropriate service, support, facilities, hardware, and software. Feedback from groups, such as the Online Education Committee, contributed to these documents and the work of the College Information Technology Committee. The TeCS department monitors, tracks, and responds to website, Banner, and uses a service ticket work order system to respond to campus requests. Due to COVID-19, the department also added new remote phone, desktop, Zoom, and cloud computing resources (III.C.1).

The Technology Master Plan is updated every five years, along with annual updates to the Information Technology Master Plan. Department needs are collected from annual program review, which help establish annual recommendations and goals for technology infrastructure. The College shared evidence of its Enterprise Resource Planning system upgrade and replacement of technology equipment across the College. Technology requests are compiled through the annual program review process, reviewed and prioritized by the College Information Technology Committee, and implemented by Technology and Computer Services. (III.C.2).

Technology support is provided to all programs and services, including off-campus locations. The online my.citruscollege.edu portal, library system, Canvas LMS, Banner, SARS, and Microsoft Exchange are some examples of various technology services offered to assure access. A firewall is used to protect the campus from malicious traffic. Security and safety are addressed through permission controls, single sign-on, VPN, and support from the Information Technology Security Analyst (III.C.3).

The College described support and instruction on use of technology through a training/enrollment report, training calendar, TeCS newsletter, and FLEX workshops. The TeCS Newsletter and web page provides guidelines to students, faculty, and staff on appropriate use of technology in regards to information security and privacy. A variety of handbooks and user guides related to technology were also referenced, for both instructional and support service use. A Help Desk schedule for staff along with support for student accounts help address technology training and needs (III.C.4).

Appropriate policies and procedures guide computer and network use and information and communication technology accessibility, with feedback provided by the Online Education Committee. The College also referenced a frequently asked questions document and newsletter as evidence of readily available technology guides (III.C.5).

Conclusion

The College meets the Standard

III.D. Financial Resources

General Observations

The team found that planning and budgeting processes are concisely described and easy to follow with ample evidence to support evaluation. The Adopted Budget Book and IPM guide the budget process to ensure it is transparent and appropriately supports programs and services. Multi-year budgeting is performed to ensure financial stability in the current and long-term. The College maintains a healthy reserve balance of 26 percent. The Financial Resources Committee (FRC) establishes budget priorities. The FRC coordinates with the Program Review Committee on resource allocation and the FRC is a recommending body to the Steering Shared Governance Committee. BP and AP 6250 provide guidance on budgeting and reserve levels. Budget forums are done twice a year for inclusion, transparency, and participation in the process. Internal controls are reviewed yearly in the independent audit. The College has sufficient cash flows and did not need a TRANS from the recent deferrals imposed on the system.

Findings and Evidence

The College demonstrates the linkage of program reviews and strategic planning to resources needed to accomplish institutional goals in the IPM. The College maintains an adequate reserve balance to support student learning programs and services. Resources are carefully managed and the budget process ensures financial stability. The year-end fund balance is moved to the next year as one-time funds and is allocated to one-time Program Review Allocations, the Board Required reserves, and other purchases in progress. The College ended 2018/19 with a healthy 26 percent reserve, which allowed them to fund Program Review Allocations, other one-time expenditures, and fund the required board reserve. The College takes a prudent approach with holding reserves to plan for future budgetary concerns related to the uncertainty of the new funding formula, the rise in STRS and PERS employer contribution rates, rising healthcare costs, and funding future retiree benefits (III.D.1).

The financial planning process of the College begins with the development of budget priorities established by the Financial Resource Committee. Minutes from the FRC as well as the Adopted Budget Book and the Integrated Planning Module provide evidence that the budget aligns with institutional goals. Board Policies and Administrative Procedures require a minimum reserve to ensure financial stability. The College disseminates financial information through regular governance meetings and in budget forums (III.D.2.).

The Budget Flowchart details the budget process. The Budget calendar establishes a timeline for the budget process and is approved by the FRC and the Board of Trustees. Financial planning begins with budget assumptions developed by the FRC. This Committee is comprised of representation from all constituent groups as defined in the Governance Handbook. Budget information is shared in public forums (III.D.3).

Fiscal Responsibility and Stability

The vice president of finance and administrative services and the director of fiscal services attend workshops and sit on committees with the Chancellor's Office to ensure they have the most up to

date budget information. This information is shared with the FRC and used to set budget assumptions. The majority of revenue for the college comes from apportionment that is based on Full-Time Equivalent Students (FTES). The budget process begins by establishing a target based on trends and consultation from the Superintendent/President's Cabinet and the FRC. The Enrollment Management Committee monitors and implements strategies to meet and maintain the target FTES. Salaries and benefits make up the majority of expenditures. Strict approval processes are maintained for new or replacement positions (III.D.4).

The College has strong internal controls in the finance department as evidenced by clean audits, adequate separation of duties and policies that set spending limits. The College uses two parallel systems; the Los Angeles County Office of Education Peoplesoft financial system and the Ellucian Banner Finance system. Board Policies and Administrative Procedures for purchasing ensure that state regulations are adhered to, such as the California Public Contract Code. Information about budget, fiscal conditions, and financial planning are provided through public forums that are posted on the college website. Non-compliance issues are addressed and corrected (III.D.5).

The College undergoes annual audits that indicate the financials and budget are accurate and credible. Quarterly reports are filed with the Chancellor's Office that compare the budget to actual amounts (III.D.6). Every year an independent firm performs a financial and compliance audit of the college and reports any findings to the area manager, vice president of finance and administrative services, and the director of fiscal services. The audits from June 30, 2015, 2016, and 2017 contained audit findings. The findings were addressed and corrected each year resulting in no recurring findings. All findings are reported to college employees and the public through the Financial Resources Committee and in an open session of a BOT meeting (III.D.7). Board Policies and Administrative Procedures ensure proper separation of duties and controls over purchasing. The last two audits of the College had no findings, indicating the integrity of financial management practices (III.D.8).

In addition to the Chancellor's Office guidance on a minimum reserve of five percent, the College maintains additional reserves to protect against the uncertainties of the Student-Centered Funding Formula, rising benefit costs, and other economic factors. The reserves are mandated in Board Policy and Administrative Procedure 6250. The College also has a board policy and administrative procedures that stipulate the need to maintain comprehensive insurance. The College has a comprehensive insurance plan for property, liability, and worker's compensation through a JPA. Through membership in the JPA, the College manages risk to exposure of claims and damages by participating in workshops, trainings, and regular inspections. The College does not have cash flow risks, even with the recent cash deferrals (III.D.9).

Board Policy 6300 Fiscal Management, provides for effective fiscal management and oversight of resources. BP 6320 Investments, provides guidance over college investments and safeguarding of the assets. College accounting technicians are assigned to oversee auxiliary funds, financial aid programs, and other federal, state, and local programs to ensure regulatory compliance and adherence to the California Community College Budget and Accounting Manual (BAM), the California Education Code, and Generally Accepted Accounting Principles (GAAP). The Student Financial Aid Cluster of Programs undergoes an annual, comprehensive

compliance exam as part of the external audit. The College has not received findings in the last two previous audits. The Institution has established processes to assess its use of financial resources. The Citrus College Foundation is a separate 501(c)(3) entity with its own board of directors and external audit. There were no findings in the last three Foundation audits (III.D.10).

The College BP 6250 Budget Management, provides that reserves will not fall below five percent and that any excess revenue over budgeted expenditures shall be added to the reserve for contingencies. The College has a sufficient reserve of 26 percent to assure financial stability and cover future obligations. Multi-year budget projections address long term goals and commitments. The College maintains a Retirement Health Fund for future OPEB obligation as well as a set-aside fund for CalPERS and CalSTRS pension obligations. The OPEB obligation is 87 percent funded. The College rating from Moody's Investor's Service recently increased from Aa2 to Aa1. The College rating from Standard & Poor's (S&P) reaffirmed the rating of AA (III.D.11).

The College complies with Governmental Accounting Standards Board (GASB) requirements to have an actuarial study done twice a year on post-employment healthcare benefit obligations. The pension and OPEB plans of the College are sufficiently funded with an irrevocable trust (III.D.12).

The College takes a conservative and commendable approach to debt and has not obligated the institution with any debt instruments or incurred debt at a level that would have an adverse impact. The current portion of the College's liability for compensated absences is approximately one percent of the unrestricted general fund budget (III.D. 13).

Internal controls over funding sources and expenditures of those funds is handled through the purchasing process. Several levels of review, depending on the purchase, are required, ending with a review by the director or associate director of fiscal services to ensure adherence to the BAM, restricted fund parameters, and Public Contract Code. A reconciliation of all expenditures made in a program are reviewed by the responsible manager for the grant as an added layer of compliance (III.D.14).

The College's Financial Aid department monitors and manages the student loan three-year default rate to ensure it is within federal guidelines. The current default rate is 4.3 percent (2017), well below the maximum allowable of 30 percent. The College advises students to seek any other financial resources before resorting to student loans (III.D.15).

Contractual Agreements

Contractual agreements are governed by Board Policy and Administrative Procedure 6340 Bids and Contracts. The policy stipulates that contracts are not enforceable until ratified by the Board of Trustees. Board Policy and Administrative Procedure 6100 Delegation of Authority identify the positions authorized to execute contracts on behalf of the College. Contracts undergo a thorough review and policies are reviewed annually as part of the external audit process (III.D.16).

Conclusion

The College meets the Standard.

Standard IV

Standard IV. A: Decision-Making Roles and Governance

General Observations

Citrus College demonstrates through written policy and procedures and through informal processes, that there are provisions for all constituent groups to participate in decision-making. Administration, faculty, staff, and student participation is insured through policy and procedure, and the College's committee system includes a variety of committees that ensure all constituent groups have a substantive and clearly defined role in governance processes that impact policies, planning, and budget. Integrated Planning is a collaborative process involving all constituent groups, while decision-making that results from the planning process is timely, well-documented, and widely communicated throughout the institution. The College has long-standing governance processes in place that are supported by the Board of Trustees.

Findings and Evidence

Citrus College's institutional leaders create and encourage innovation through the college's mission, vision and values statement that includes seven categories of values guiding decision-making. Collaboration is highlighted among these values. Board policies and procedures specify the manner in which members of the college community may bring forward ideas that benefit the College. The College's planning documents, including the Integrated Planning Manual, the Strategic Plan, the Educational and Facilities Master Plan, and the Annual Implementation Plan are developed with participation from all constituent groups and are used for planning and program development. The College is open to informal dialogue as well, an example being the discussions with students around smoking on campus that led to banning smoking and vaping (BP and AP 3570) (IV.A.1).

Citrus College ensures authorization of all constituent groups to participate in decision-making through policies and procedures. Methods for participation are outlined in constituent-group constitutions and the College's governing handbook. Recommendations are also forwarded through the committee system to the Steering Committee and ultimately to the Board of Trustees. Board policies and procedures specify provisions for student participation and consideration of student views and further specify that individuals can bring forward ideas through the committee structure (IV.A.2).

Board policy and procedure recognizes the Academic Senate as the primary body representing faculty in shared governance and the Citrus College Management Team is recognized as representing administrators. Policy and procedure recognize faculty and administrators as participants in planning decisions. Committees related to academic matters, such as Guided Pathways, are co-chaired by a manager and faculty member. The Educational and Facilities Master Plan and other educational and resources committees include a broad and inclusive representation of faculty and administrators. Citrus College's plans, policies, and procedures and the make-up of its committees illustrate a commitment to active participation by administrators and faculty in the decision-making process (IV.A.3).

Board policies and procedures, integrated planning processes, and program review documentation are evidence of faculty and administrator responsibility for recommendations

regarding curriculum and student learning programs and services. Program and curriculum development (BP and AP 4020) is under the purview of the Academic Senate. These processes are collaborative in that both faculty and administrators serve as members on committees that make recommendations about curriculum, student-learning programs and support services. The Vice President of Academic Affairs serves as the administrator with oversight (IV.A.4).

Citrus College has policies and procedures in place that ensure consideration of relevant perspectives from all constituent groups. Its decision-making processes are outlined in its planning models that include timely action plans. Committees include diverse representation of the college community with members providing individual and collective expertise. The College's governance processes are focused on benefitting student success and completion. Board policy and procedure (BP and AP 2510) outlines the decision-making process at the college. Recommendations ultimately advance to the Steering Committee, which represents the major stakeholders, and are then forwarded to the Board of Trustees. The College has committees in place for the review of policies and procedures, for the review and revision of planning documents, and for program and curriculum review. The College has a clear, well-documented process for decision-making and for input from all stakeholders (IV.A.5).

Citrus College has a process in place for documenting and communicating processes for decision-making. This is accomplished through the Governance Handbook, which includes each committee's goals updated annually. The College website posts committee minutes, Board of Trustee minutes, and Academic Senate minutes. Committees that report to the Steering Committee house their minutes and agenda on the Steering Committee webpage as a central, comprehensive resource. The Board of Trustees provides a BOT Highlights document distributed via college email as a vehicle for communicating board decisions. The Board Highlights is distributed within two weeks of each Board meeting and keeps the College constituent groups informed of BOT actions. The College community is also kept informed of progress on its ongoing plans through the Annual Implementation Plan Progress Report distributed in late spring. The progress report updates the community on aspects of the five-year Strategic Plan, and on new initiatives. Public forums are also used to disseminate information, as well as hard copy reports posted on the College website (IV.A.6).

Citrus College has assessment procedures in place for board policies and procedures. Board evaluation of annual goals and self-evaluation are documented. The College conducts a survey on classroom engagement and those data are used to improve academic programs. Committee goals reflect constituent group evaluation of areas under the committee's purview and the committees have a mechanism for change and revision when needed. The College offered as evidence the merging of the Program Review Committee with the Student Learning Outcomes Assessment Committee after members of the two committees recommended the merger to the Steering Committee as a way to streamline processes and address needed improvements. This merger was communicated through shared governance (IV.A.7).

Conclusion

The College meets the Standard.

Standard IV.B: Chief Executive Officer

General Observations

The Citrus College Chief Executive Officer (CEO) has primary responsibility for institutional quality and is actively engaged in providing leadership in a governance system that fosters a high level of constituent group participation in the college planning and decision-making processes. The CEO communicates with constituent groups and the greater community through a variety of means and promotes programs that support the College mission and work to ensure the success of its students.

Evidence and Findings

The Citrus College CEO is charged with primary responsibility for institutional quality through a variety of board policies and procedures and through planning and governance processes. The CEO is the primary leader in institutional planning and oversight of major college initiatives and ongoing governance processes. The CEO ensures that progress reports are routinely presented to the Board of Trustees and communicated to the College community and external stakeholders. The CEO oversees budget and planning and ensures that planning is linked to resource allocation. The CEO takes a primary role in hiring and provides support for ongoing training and professional development. The CEO recommends final approval of the annual budget and the budget is presented through an annual forum. The CEO communicates with the College regularly through information bulletins, annual reports and newsletters and emails. The CEO communicates with external stakeholders regarding the College's goals and achievements using publications such as the Annual Report and meetings such as the K-14 Forum. The CEO demonstrates effective leadership through oversight of governance process, participation in hiring and ongoing training of personnel, and through regular communication with all stakeholders (IV.B.1).

The College maintains an organizational chart that clearly states the management hierarchy and is updated by the CEO and posted on the college website as changes warrant. The Board of Trustees empowers the CEO to delegate authority as stated in board policy and procedure (AP 2430 and BP 3100). Accreditation planning is delegated to the ALO (BP and AP 3200) and the CEO delegates business and fiscal affairs authority to the vice president of finance and administrative services (AP 6100). The CEO collaborates with senior managers, holding weekly cabinet meetings and bi-weekly one-on-one meetings. The CEO delegates authority to managers as reported in cabinet meeting minutes, annual evaluations, and through a tracking list reporting mechanism (IV.B.2).

The Citrus College CEO guides institutional improvement of teaching and learning through institutional assessment and the planning and implementation of improvements. The College adheres to a strong and viable committee structure with each committee contributing to the review, analysis, and implementation of programs that meet the College mission, vision and values as reflected in the Integrated Planning Model. The CEO chairs the Steering Committee, which is the lead participatory governance committee, and guides the process for setting goals and priorities and evaluating and approving plans. Under the leadership of the CEO, the Steering Committee reviews the strategic plans (Student Equity, Five-Year Construction Plan, Transfer Center Plan, etc.) to insure their alignment with measurable objectives or their focus on areas in the Strategic Plan. The CEO, as chair of the Steering Committee oversees the process for

program review and resource allocation and directs the assessment of college planning through the Institutional Effectiveness Committee, a subcommittee of the Steering Committee chaired by the CEO (IV.B.3).

The CEO takes the primary leadership role for accreditation activities and involves all constituent groups in order to ensure that the institution meets or exceeds Accreditation Standards. Board policy and procedure clearly identifies the CEO as leader for accreditation (BP 3200 and AP 3200). The CEO works with the accreditation liaison officer (ALO), the vice president of academic affairs, and the Steering Committee to ensure that the College meets or exceeds eligibility requirements and commission policies. The CEO is a member of the Accreditation Team and communicates with the commission through such means as the Annual Report and with the College and the greater community through memoranda regarding accreditation status (IV.B.4).

The CEO ensures implementation of statutes, regulations, and board policies and their alignment with the College mission. The CEO ensures compliance with internal and external regulations and exercises control of the College budget, which maintains a stable fiscal environment for the College. The CEO works closely with the Board of Trustees and College leadership to ensure implementation of statutes, regulations and board policies and regularly communicates with the board through weekly updates and legislative updates and by posting relevant Commission correspondence. The CEO takes an active role in budget planning and implementation and control of budget and expenditures as noted in the Budget Calendar Flowchart (IV.B.5).

The CEO regularly communicates with College constituent groups and the greater community through a variety of printed sources, press releases, and public meetings. Updates are provided to governance committees while emails are used to communicate with constituent groups. The CEO communicates with service communities and conducts collaborative events. A notable program sponsored by Citrus College is the K-14 Education Forum that brings together K-14 educators and local business leaders from the College service area to discuss such issues as cross-grade partnerships or testing and assessment that lead toward higher course success and graduation rates (IV.B.6).

Conclusion

The College meets the Standard.

Standard IV.C: Governing Board

General Observations

Citrus Community College is governed by a five-member elected Board of Trustees. Through regular reports during board meetings and their involvement at the local, regional, state, and national levels, the board stays informed and updated about issues relevant to the College. The board is actively engaged in reviewing key indicators of students learning and achievement.

Through establishing board policies that are aligned to the College's mission and values, the board has authority over and responsibility for policies that assure academic quality, integrity, and effectiveness of the student learning programs it serves and the financial stability of the

Institution. The board acts as a collective entity and reflects the public's interest in the Institution's educational quality and protects the College from undue influence or political pressure. It establishes policies consistent with the College's mission to ensure the educational quality, legal matters and financial integrity and stability and a clearly defined policy for selecting and evaluating the CEO. The board's policies are published and are regularly assessed and revised.

The board regularly engages in ongoing board development, including new member orientation. It has an established process for annual self-evaluation and uses the results of the evaluation to set goals and priorities. It upholds a code of ethics and conflict of interest policy and is informed about Accreditation Standards.

Findings and Evidence

The Citrus Community College Board is responsible for assuring academic quality, integrity, and effectiveness of student learning programs as well as the College's financial stability. The board's duties are outlined in Board Policy 2200 and the District CEO (superintendent/president) guides the development of administrative procedures to implement the board policies. Board policies and procedures are reviewed on a three-year cycle as indicated in Board Policy 2200 and Administrative Procedure 2410 (IV.C.1).

The team reviewed evidence indicating, per Board Policy 2715, that the board will act as a unit and not as individuals when making decisions and that once the majority made a decision, all members will act in support of the decision and speak with one voice. (IV.C.2).

Board Policies and Administrative Procedures 2341 and 2435 specifically address the process for selection and evaluation of the superintendent/president. The process to select the CEO was utilized in 2008 for the selection of the outgoing CEO and most recently in spring 2021 to identify the incoming CEO of the District as of July 1, 2021. As stated in AP2435, the CEO is evaluated annually based upon progress towards goals and feedback from board members. The results are conducted in closed session meetings as evidenced by board meeting minutes (IV.C.3).

The Citrus Community College Board is elected by the public and has responsibility for the public's interests. Each member represents a specific service area. The board is an independent policy making body and protects the College from undue influence or political pressure by adhering to Board Policy and Administrative Procedure 2712 on Conflict of Interest. All board members are required to annually file a Statement of Economic Interests report (IV.C.4).

Board Policy and Administrative Procedure 2200 outline the governing board's duties and responsibilities, which address leadership on student success, equity, access and monitoring progress, differences in student success and achievement, and high-quality curricula. Board policies also address the board's role in strategic planning, goal setting, and assurance of sound fiscal management (IPM, BP 2200, BP 6250, BP 6300). The board receives regular reports throughout the year on progress made towards strategic goals and improvement of instructional and student support programs as evidenced by board minutes (IV.C.5).

Board policies and administrative procedures are published on the Citrus College website and are available to the public. Board Policy 2010 includes the board's size, duties, responsibilities, structure, and operating procedures. Board Policy 2210 outlines the duties and officers of the board, and Board Policy 2015 provides for a non-voting student trustee position (IV.C.6).

Board members engage in discussions, act on items, and review information consistent with the board policies as reflected in board meeting minutes. The board relies on a three-year cycle of review in which board policies and procedures are reviewed and revised as addressed in Board Policy 2200 on Board Duties and Responsibilities. Board meeting minutes reflect two readings by the board, and College Steering Committee minutes reflect the review process (IV.C.7).

The College's strategic plan is the primary document establishing goals for student success and improving academic quality. The board receives multiple presentations on student success and outcomes through reports on the annual implementation plan progress, AB705 implementation, and the student achievement and equity plan. Board minutes from 2020 provide evidence of such engagement by the board in assessing key indicators of learning and academic quality (IV.C.8).

Citrus College's Board Policy 2100 establishes board terms that are staggered so that approximately one-half of the board is elected in each election thereby ensuring continuity. Board Policy 2740 on board education outlines the board's commitment to its development, improvement, and continuity of membership. New trustees are provided the Community College League of CA (CCLC) Trustee Handbook and trustees frequently participate in conferences including the Association of Community College Trustees (ACCT) and the American Association of Community Colleges (AACC) as well as CCLC (IV.C.9).

In 2016, the Citrus College Board established a standing committee to assist the trustees in developing annual board goals, its self-evaluation, and to organize and implement an annual retreat. The standing committee meets annually, provides draft goals, and refines the self-evaluation tool. Board Policy 2745 defines a board self-evaluation policy and board-meeting minutes from June for the past four years were provided as evidence (IV.C.10).

The Citrus College Board has established board policies that clearly define expectations related to Conflict of Interest (BP 2710, 2712, 2715). Additionally, Board Policy 2720 outlines Communication Among Board Members related to agenda items prior to public meetings. Finally, Board Policy 3050 is an institutional code of ethics (IV.C.11).

Board Policy 2430 delegates authority to the superintendent/president and sets clear expectations and clarifies means to hold the CEO accountable for the operations of the District. The board regularly receives reports on educational quality, legal matters, financial integrity as evidenced in board minutes and also holds regular closed session evaluations with the CEO. Even during a swiftly emerging crisis, the board maintains academic continuity and delegates appropriately as evidenced by the passage of Resolution No. 2019-20-11 on March 17, 2020, to delegate any and all responsibility to the CEO to take necessary measures to respond to Covid-19 (IV.C.12).

As evidenced in board meeting minutes, the Citrus College Board is informed about Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and

the College's accreditation status through informational reports as needed. Board Policies 3200 and 3201 require the board to be kept apprised on accreditation and to appoint a trustee to serve as a liaison to the self-evaluation team for Standard IV.C (IV.C.13).

Conclusion

The College meets the Standard.

Quality Focus Essay

The Topic of the QFE is work completed and plans for Guided Pathways implementation, which began in 2018 and is detailed in the Scale of Adoption Assessment (SOAA) document.

The College has focused its energies and resources on building its capacity for supporting and facilitating student success through the development and implementation of Guided Pathways, implementation of AB 705, strengthening Career and Technical Education pathways, increasing support for STEM pathways infrastructure, and solidifying its commitment to student equity, diversity and inclusion, eliminating institutional obstacles to success for all students, particularly disproportionately impacted student populations. The College has made significant efforts in each of these areas and has mapped the next steps in their realization of these vital pathways that will enable the College to meet its strategic targets in fulfillment of its mission.

Observations and Feedback:

- The QFE is succinct and informative and the action plan defines the work being done or needed to begin, responsible party, resources, and date for completion.
- The College has connected their Guided Pathways implementation to other college initiatives, such as AB-705 and their Multiple Measures Assessment Project.
- With the focus on equity stated in the mission, a comprehensive effort to disaggregate and track data in the Student Equity and Achievement Plan and monitoring of the Diversity, Equity, and Inclusion goals will be important. Results of the June 2020 DEI taskforce will be important to tie into the Quality Focus Essay.
- Many action items listed to be implemented fall 2020 and future items such as course scheduling software anticipated fall 2021.
- Due to the many layers of work involved in implementing the four pillars and launching all the Career and Academic Pathways careful project management will be required.

Appendix A: Core Inquiries

March 5, 2021 Team ISER Review

INSTITUTION: Citrus College

DATE OF TEAM ISER REVIEW: March 5, 2021

TEAM CHAIR: Sunita Cooke

Citrus College is a participating member in the fall 2021 pilot cohort of colleges in ACCJC's Formative/Summative Model for comprehensive review. A ten-member accreditation peer review team conducted Team ISER Review of Citrus College on March 5, 2021.

The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the College's self-evaluation document (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the chair and vice chair attended a team chair-training workshop on December 1, 2020, and held a pre-review meeting with the College CEO and Accreditation liaison officer on February 8, 2021. The entire peer review team received team training provided by staff from ACCJC on February 4, 2021. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further investigation, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US Department of Education regulations. In the afternoon, the team further synthesized their findings and developed Core Inquiries to be pursued during the Focused Site Visit, which will occur the week of October 11, 2021.

Core Inquiries are a means for communicating questions and potential areas of institutional improvement that arise during the Team ISER Review. Core Inquiries fall into two categories: Additional Information Requests or Interview/Observation Requests. Core Inquiries highlight areas in the ISER that require clarification or expansion and are used to develop both Team recommendations and commendations. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues that might arise out of the discussions on Core Inquiries.

Based on the team’s analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of interest for further clarification.

<p>Core Inquiry 1:</p> <p>The team seeks deeper understanding about the program review cycle and how that leads to improvements across programs and the institution within this five-year cycle.</p>
<p>Standards or Policies:</p> <p>Standards I.B.5</p>
<p>Description:</p> <ol style="list-style-type: none">1. The team recognizes ongoing robust program review and its integration with the planning cycle is occurring. The team observed that in each year there is an area of focus.2. The team would like to better understand how each year builds and connects with each subsequent year of the program review cycle in order to assess the accomplishment of goals and objectives.
<p>Questions:</p> <ol style="list-style-type: none">1. What is the connection between each year and how does it build on each other within the five-year cycle?2. How does each annual review in a particular year and the comprehensive review lead to continuous improvement? Please walk us through an example.3. Please describe how and when all course and program SLOs are assessed during the program review cycle. How does course and program SLO assessment fit within the program review cycle every year?4. It appears that there is one particular focus in each annual program review. What is the integration between them? What does the plus one mean?5. How are innovations tested and results captured in the annual updates and the program review cycle?
<p>Request for Additional Information/Evidence:</p> <ol style="list-style-type: none">1. Blank program review templates for Year 1, Year 2, Year 3, Year 4, Year 5.2. Each year of a full 5-year cycle (Year 1, Year 2, Year 3, Year 4, Year 5) for specific programs (two from instruction, one for student services).

3. Additional examples of how innovations have emerged through the program review process.

Request for Observations/Interviews:

1. A walk through the program review cycle process with members from different divisions of the college (instruction, student services, administrative services).
2. Interviews with chairs of the merged Student Learning Outcomes and Assessment Committee/Program Review.

Core Inquiry 2:

The team wants to better understand how the institution assesses student learning outcomes and uses assessment results for continuous improvement.

Standards or Policies:

Standard I.B.2, I.B.6, II.A.3, II.C.2

Description:

1. The institution has identified student learning outcomes that are mapped to the program level outcomes.
2. The evidence provided with the ISER (SLO Handbook) indicates that grades are an acceptable criterion for student learning outcome achievement. The team is interested in learning more about this practice and what other criteria are widely used in practice.

Questions:

1. How does the institution assess student learning on a regular basis?
2. How are grades used to identify gaps in learning?
3. Describe how student learning assessment fit into the program review process annually.
4. What kinds of data does the college disaggregate related to student learning outcomes?

5. How does the institution and its programs use assessment data continuously to improve programs and services?

Request for Additional Information/Evidence:

1. A plan for outcome assessment at the course and program level.
2. Evidence of the college's use of disaggregated student learning outcome data for improvements.
6. Examples of how identified gaps in student learning outcomes and achievement data are addressed.
7. Provide examples of how the college uses student learning outcome data for student support improvement.
8. Please give additional examples of where assessment led to an improvement of teaching and learning.

Request for Observations/Interviews:

1. Interview with persons responsible for leading and coordinating student learning outcome assessment.
2. Interviews with chairs of the merged Student Learning Outcomes and Assessment Committee/Program Review.