INTEGRATED PLANNING MANUAL

2022 – 2024

1000 W. Foothill Blvd., Glendora, CA 91741 *citruscollege.edu*

Citrus College

NINTH EDITION

Mission

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible, and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions, and student achievement.

Vision

Citrus College is driven to provide excellent educational opportunities that are responsive to the needs of our students and empower them to meet and exceed challenges as active participants in shaping the future of our world.

Values

1. **Student Success and Completion:** Meeting student needs by creating an educational environment in which students can attain a variety of goals.
2. **Excellence:** Maintaining a high standard of integrity and performance leading to the achievement of academic and career goals.
3. **Collaboration:** Seeking input from all sectors of the college and the community.
4. **Diversity:** Fostering a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported.
5. **Life-Long Learning:** Encouraging enthusiastic, independent thinkers and learners striving for personal growth.
6. **Integrity:** Behaving ethically in all interactions at all levels.
7. **Technological Advancement:** Implementing cutting-edge technology that enhances instruction and prepares students for life-long success.

Dear Citrus College Colleagues and Friends:

I am very pleased to present to you the Citrus College 2022-2024 Integrated Planning Manual. The Integrated Planning Manual is a comprehensive document providing an in-depth view of the college's planning model, major planning processes and our systematic practices for resource allocation. Together, these three components serve as the basis for ongoing planning, action, and ultimately the growth and success of our students, faculty, staff and the college as a whole. All constituent groups participate in college planning. The standing committees of the Citrus College Steering Committee are responsible for the development and execution of all major plans.

As the college has evolved over the years, so has the Integrated Planning Manual. First developed in May 2011, Citrus College's Integrated Planning Manual undergoes an in-depth review every two years under the guidance of the college's Institutional Effectiveness Committee (IEC). Revisions are thoughtfully considered and implemented where appropriate to ensure that the document maintains its integrity with respect to the college's mission and major plans and processes. This continuous, reflective process allows the college to maintain constant improvement and uphold high standards of excellence. This version was approved by IEC at their regular meeting on May 23, 2022.

Exciting developments have taken place since the eighth edition was published in 2020: The Accrediting Commission for Community and Junior Colleges (ACCJC) reaffirmed the college's accreditation status for another seven years. This is the best possible outcome a college can receive. The 2021-2026 Strategic Plan was approved in June 2021 and we have concluded its first year of implementation. This plan includes 19 measurable objectives, 11 focus areas and 30 strategies that, together, will call the college to action over the five-year period to increase student success and completion. The 2022-2025 Student Equity Plan is currently under development and will be submitted to the Chancellor's Office in fall 2022. Lastly, this edition of the Integrated Planning Manual includes welcomed changes being implemented to the college's program review process. These changes are the result of focused year-long conversations among colleagues for the purpose of creating a more meaningful and effective process. These discussions are ongoing, and we are excited to see what additional changes are in store for the future.

Our planning culture helps to ensure a learning environment that optimizes student success. I encourage you to follow the links, where available, within the pages that follow to get a glimpse of the intricate details of a few of the college's major plans. I am delighted to share the college's focus on integrated planning and intentional implementation. I applaud and thank the entire campus community for embracing institutional planning. Together, we will shape the future of Citrus College and transform the lives of thousands of students who have entrusted us with their educational and career goals.

Sincerely,
Greg Schulz, Ed.D.
Superintendent/President

Citrus College

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Introduction

The purpose of the Citrus College Integrated Planning Manual is to guide institutional planning. This manual describes the key planning functions of Citrus College, the constituent groups that participate in planning and institutional adherence to accreditation standards. This document complements the Organization and Governance Handbook, which provides a detailed description of the college's shared governance structure and major committees.

For each component of the integrated planning process, this document identifies the:

- Specific purpose,
- Processes by which recommendations will be developed,
- Timeline,
- Individuals or groups responsible for initiating and completing the tasks, and
- Individuals or groups that will receive the recommendations and render final decisions.

The Institutional Effectiveness Committee (IEC) facilitates the review of this manual every two years.

This version of the manual was approved by the IEC on May 23, 2022.

Integrated Planning Model

College planning is unified by a common set of assumptions and well-defined procedures dedicated to the continuous improvement of institutional effectiveness. This is achieved, in part, by adherence to accreditation standards, eligibility requirements and policies established by the Accrediting Commission of Community and Junior Colleges. The driving force for all college efforts is student learning. Assessments focus on how well students are learning and, based on those assessments, changes are made to improve student learning and success.

Planning begins with a review of the college's mission, vision and values. This sets the stage for the development of the strategic plan, which identifies the overarching institutional goal, measurable objectives, critical focus areas and strategies for implementation. **The college's single overarching goal is to increase student success and completion.** The objectives are concrete measures that ensure accountability and attainment of the institutional goal. The focus areas direct the college's energies and resources. Under each focus area, strategies are developed to ensure the achievement of the institutional goal and its measurable objectives.

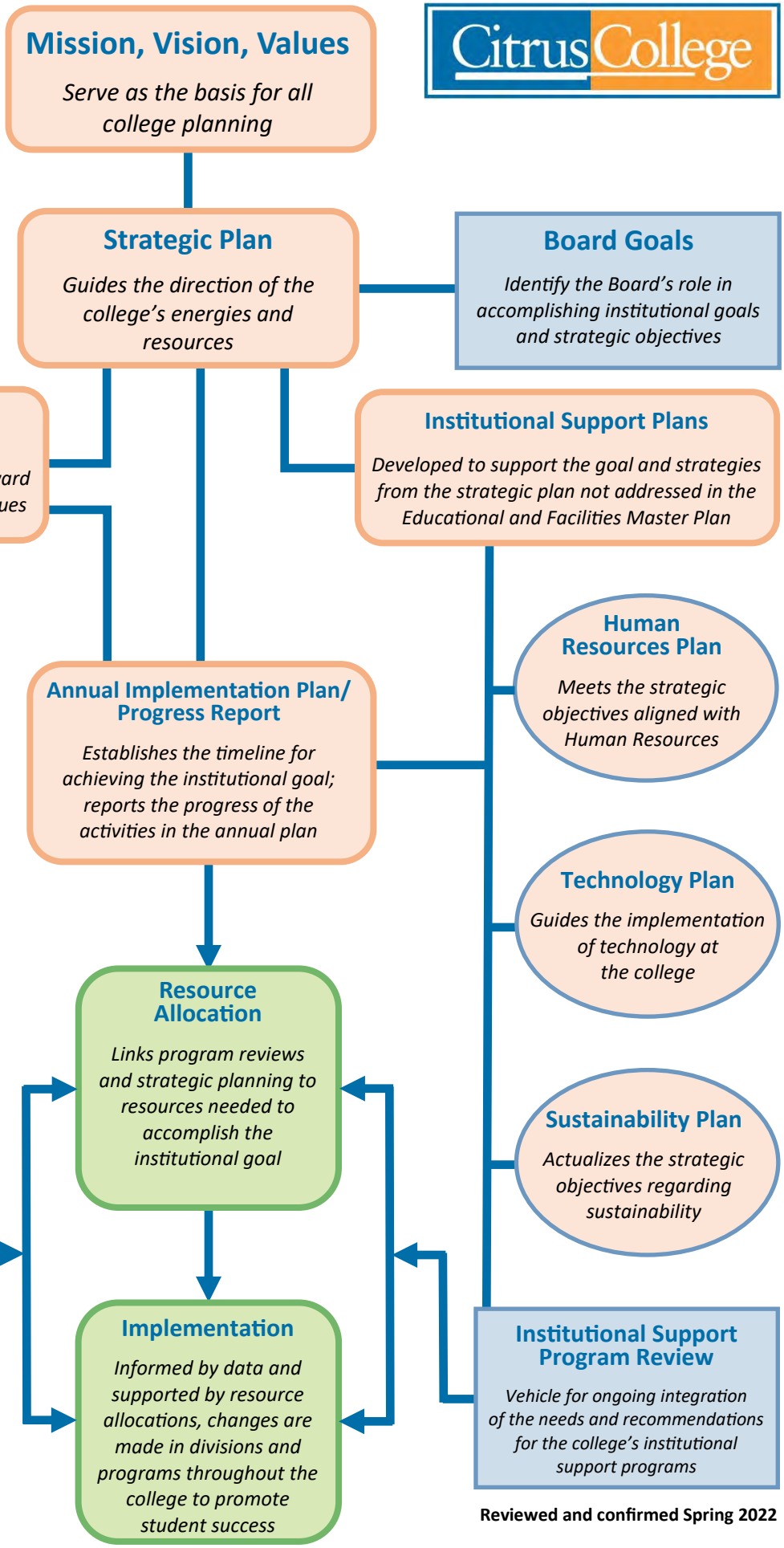
Responsibility for the implementation of the strategic plan and its strategies is assigned to the appropriate college division or program, as reflected in the annual implementation plans and progress reports. In turn, those divisions and programs incorporate the institutional goal and objectives into their short-term and long-term plans. The educational and facilities master plan is the college's long-term plan for academic affairs, student services and facilities. The enrollment management plan guides the year-to-year alignment of the college's educational goals and resources to ensure that (1) course offerings meet the needs of students, (2) students persist and complete their educational goals, and (3) student enrollment produces sufficient resources to support the educational mission of the college. The student equity plan includes activities designed to narrow and eliminate equity gaps in student performance. The institutional support plans (human resources plan, sustainability plan and technology plan) are developed to meet specific goals and objectives from the strategic plan.

Through the program review process, each program conducts a reflective assessment of its strengths and weaknesses, based on program needs and student learning and completion data. Through this process, programs put forth recommendations, which are critical to institutional planning and resource allocation. The program review process serves as a mechanism for continuous improvement.

As depicted in the planning model flowchart on the following page, improvement of institutional effectiveness occurs in an ongoing and systematic cycle. Both college-wide plans and program reviews are linked to the resource allocation processes that are aimed at achieving the goal and objectives of the strategic plan. The last element of the model is implementation. Informed by data and supported by resource allocations, changes are made in divisions and programs throughout the college to promote student success.

INTEGRATED PLANNING MODEL

An ongoing and systematic cycle of assessment that ensures the improvement of institutional effectiveness



Reviewed and confirmed Spring 2022

Mission, Vision and Values

Purpose	Serve as the basis for all college planning Describe the college's intended student population and the services the college provides to the local community
Process	o Reviewed as a first step in the development of a new strategic plan o Includes opportunities for input from all college constituencies o Approved by the Steering Committee and the Academic Senate
Timeline	Reviewed every five years
Initiation/Completion	Initiated by the superintendent/president and completed by an ad hoc committee of the Steering Committee
Recommendations to	Steering Committee Superintendent/president Board of trustees

Strategic Plan

Purpose	Guides the direction of the college's energies and resources Derived from the mission, vision and values Articulates the overarching institutional goal, measurable objectives, focus areas and strategies, all of which serve as the foundation for other college plans
Process	o Under each strategy, activities are developed annually and documented in the annual implementation plan (AIP) o At the end of the academic year, an update is provided for each activity and documented in the progress report
Timeline	Revised every five years
Initiation/Completion	Initiated by the superintendent/president and completed by an ad hoc committee of the Steering Committee
Recommendations to	Steering Committee Superintendent/president Board of trustees

Board Goals

Purpose	Identifies board of trustees' role in accomplishing the institutional goal and strategic objectives
Process	o Review strategic plan institutional goal and focus areas o Identify sources of board of trustees opportunities and challenges o Develop board goals in conjunction with the focus areas identified in the strategic plan
Timeline	Developed annually
Initiation/Completion	A standing committee consisting of the board president and board vice president
Recommendations to	Board of trustees

Members of the Citrus Community College District Board of Trustees
Left to right: Ms. Serina Mummert, Student Trustee; Ms. Cheryl Alexander, Member; Dr. Anthony Contreras, Clerk/Secretary; Ms. Mary Ann Lutz, President; Ms. Laura J. Bollinger, Vice President; Dr. Patricia A. Rasmussen, Member

Educational and Facilities Master Plan

Purpose	Charts the college's long-term course toward accomplishing its mission, vision and values Guides the long-term educational and facility needs of the college Focuses on change and improvement
Process	o Analyze existing conditions – anticipate labor market needs o Anticipate changes in the community o Anticipate growth of the college as a whole o Anticipate changes in programs and services o In concert with the strategic plan, develop long-term future direction for each academic affairs and student services program o Include opportunities for input from all college constituencies
Timeline	Developed every 10 years
Initiation/Completion	Initiated by the superintendent/president and completed by the Steering Committee or designated ad hoc committee
Recommendations to	Steering Committee Superintendent/president Board of trustees

Enrollment Management Plan

Purpose	Guides the year-to-year alignment of the college's educational goals and resources to ensure that (1) course offerings meet the needs of students, (2) students persist and complete their educational goals, and (3) student enrollment produces sufficient resources to support the educational mission and educational goals of the college
Process	o Analyze and discuss the areas of enrollment management plan o Review enrollment metrics o Review, monitor and modify the enrollment management plan activities o Increase communications related to enrollment management activities
Timeline	Developed every two years and reviewed annually; revised as appropriate
Initiation/Completion	Initiated by the vice president of academic affairs and completed by the members of the Enrollment Management Committee
Recommendations to	Educational Programs Committee (EPC)

Student Equity Plan

Purpose	The purpose of the student equity plan is to facilitate college efforts in ensuring success for all students, regardless of race, gender, age, disability or economic circumstances. The plan outlines goals to improve successful enrollment, term-to-term persistence, transfer-level English and mathematics completion, degree and certificate attainment as defined by the Chancellor's Office Vision for Success, and transfer through academic and student support services across campus.
Process	o Disaggregate data to identify disproportionately impacted (DI) student populations o Identify processes, policies or practices to address gaps in student achievement o In conjunction with the strategic plan, evaluate the progress made toward meeting the student equity goals
Timeline	Revised every three years
Initiation/Completion	Initiated by the dean of counseling programs and services and completed by the Student Equity and Achievement Program Committee
Recommendations to	Student Services Committee Steering Committee Superintendent/president Board of trustees

Institutional Support Plan: Sustainability Plan

Purpose	The purpose of the sustainability plan is to prepare the college for environmental and regulatory challenges related to sustainability, to guide the college toward becoming a more sustainable institution, to prepare students for a "green" economy, and to be a good steward of resources.
Process	o Analyze existing projects completed to date o Identify potential projects that present a value-added benefit o Implement projects that are economically viable o Encourage college-wide participation o Encourage an attitude of behavior modification as it relates to sustainable practices o Track utility resource usage, compile data and set goals for usage reduction
Timeline	Developed every five years and reviewed annually
Initiation/Completion	Initiated by the vice president of finance and administrative services and the director of facilities and construction, and completed by the Sustainability Committee
Recommendations to	Physical Resources Committee Steering Committee Superintendent/president Board of trustees

Institutional Support Plan: Technology Plan

Purpose	Guides the implementation of technology at the college Responds to the institutional goal and strategic objectives from the strategic plan and the educational and facilities master plan Encompasses the evaluation and development of the infrastructure, administrative information systems, operations support and management of web resources
Process	o Analyze technology needs and requirements for the college o Include the strategic plan institutional goal, strategic objectives and focus areas assigned to technology o Incorporate technology requirements defined in the educational and facilities master plan o Develop technology-related focus areas, planning goals and related annual planning objectives o Communicate the achievement of the institutional goal and strategic objectives each spring through the strategic plan progress report and every five years through the institutional support program review o Communicate planning goals and objectives to the resource allocation process in support of funding requests
Timeline	Developed every five years, with annual reviews and updates
Initiation/Completion	Initiated by the chief information services officer and completed by the College Information Technology Committee
Recommendations to	Steering Committee Superintendent/president

Institutional Support Plan: Human Resources Plan

Purpose	Meets strategic objectives from the strategic plan aligned with human resources Meets aligned objectives from the educational and facilities master plan Meets objectives established by the office of human resources
Process	o Develop and implement objectives o Communicate the achievement of the human resources plan goals and objectives each spring
Timeline	Developed every five years with annual objectives; revised as appropriate
Initiation/Completion	Initiated by the director of human resources and completed by the Human Resources/Staff Diversity Advisory Committee
Recommendations to	Steering Committee Superintendent/president

Program Review

Purpose	Provides a vehicle for the ongoing integration of: • Student learning and completion information, • The identification of program needs, • Institutional planning, and • Resource allocation. Assures that consistent and continuous commitment to improving student learning and educational effectiveness is a demonstrable priority in all planning structures and processes Advances the college mission by promoting excellence in programs and services offered by Citrus College through the collection and analysis of documents and data
Process	o Programs complete an annual report in which they update their goals and make resource requests. Every third year, each program completes a comprehensive review. Comprehensive reviews are presented to the Steering Committee and posted publicly.
Timeline	Annual update: completed once per year Comprehensive review: completed once every three years
Initiation/Completion	Initiated by the program review coordinator and reviewed by the Program Review Committee
Recommendations to	Program Review Committee Financial Resources Committee Steering Committee Superintendent/president Board of trustees

Documents related to program review, such as the annual activity cycle, three-year comprehensive cycle, and the resource request process flowchart and narrative, are included as appendices A through D.

Resource Allocation

The resource allocation processes link program reviews and strategic planning to the resources needed to accomplish the college's institutional goals. These processes apply only to the allocation of discretionary funds within the general fund or funds beyond fixed costs, as well as reallocated funds from other sources. This allocation system does not include funds for faculty positions, capital equipment or facilities. This process excludes categorical funds or other restricted funds.

The guiding principles for all resource allocation processes are as follows:

1. Resources include all assets of the college, including its human resources, physical resources, technology resources and financial resources.

2. The processes for allocating resources are transparent. All members of the campus community shall be informed about the planning components that lead to resource allocations.

3. Priority will be given to resource requests that are supported by program reviews and help achieve institutional goals and strategic objectives.

4. To the extent that it is fiscally viable, the Citrus College Foundation will fund Innovation Grants to support faculty/staff ideas through a competitive mini-grant process.

Purpose	Allocates funds to support the college's institutional goals and strategic objectives
Process	Begins in April each year with the development of budget assumptions, which forecast the available discretionary general fund resources for the coming fiscal year
Timeline	Developed annually
Initiation/Completion	Initiated by the vice president of finance and administrative services
Recommendations to	Financial Resources Committee Steering Committee Superintendent/president

Implementation

The final element of the model is implementation. Informed by data and supported by resource allocations, changes are made in divisions and programs throughout the college to promote student success. This is the last step in the model, leading to the beginning of the next cycle.

Appendix A – Program Review Calendar

	Instructional Programs	Academic Support	Institutional Support	Student Services
July				
August	Data packets posted			
September	SLOA forms due Comp reviews to EPC Comp reviews to Steering	Comp reviews to EPC Comp reviews to Steering	Comp reviews to Steering	
October	Annual updates due	Annual updates due		Annual updates due
November	Deans complete resource request prioritization			Divisions prioritize requests
December				Comp reviews due
January			Annual updates due	Resource requests to FRC
February	Resource requests to FRC	Resource requests to FRC	Resource requests prioritization	Comp reviews to SSC
March			Resource requests to FRC	Comp reviews to Steering
April				
May	Comp reviews due	Comp reviews due		
June			Comp reviews due	

EPC – Educational Programs Committee

PRC – Program Review Committee

FRC – Financial Resources Committee

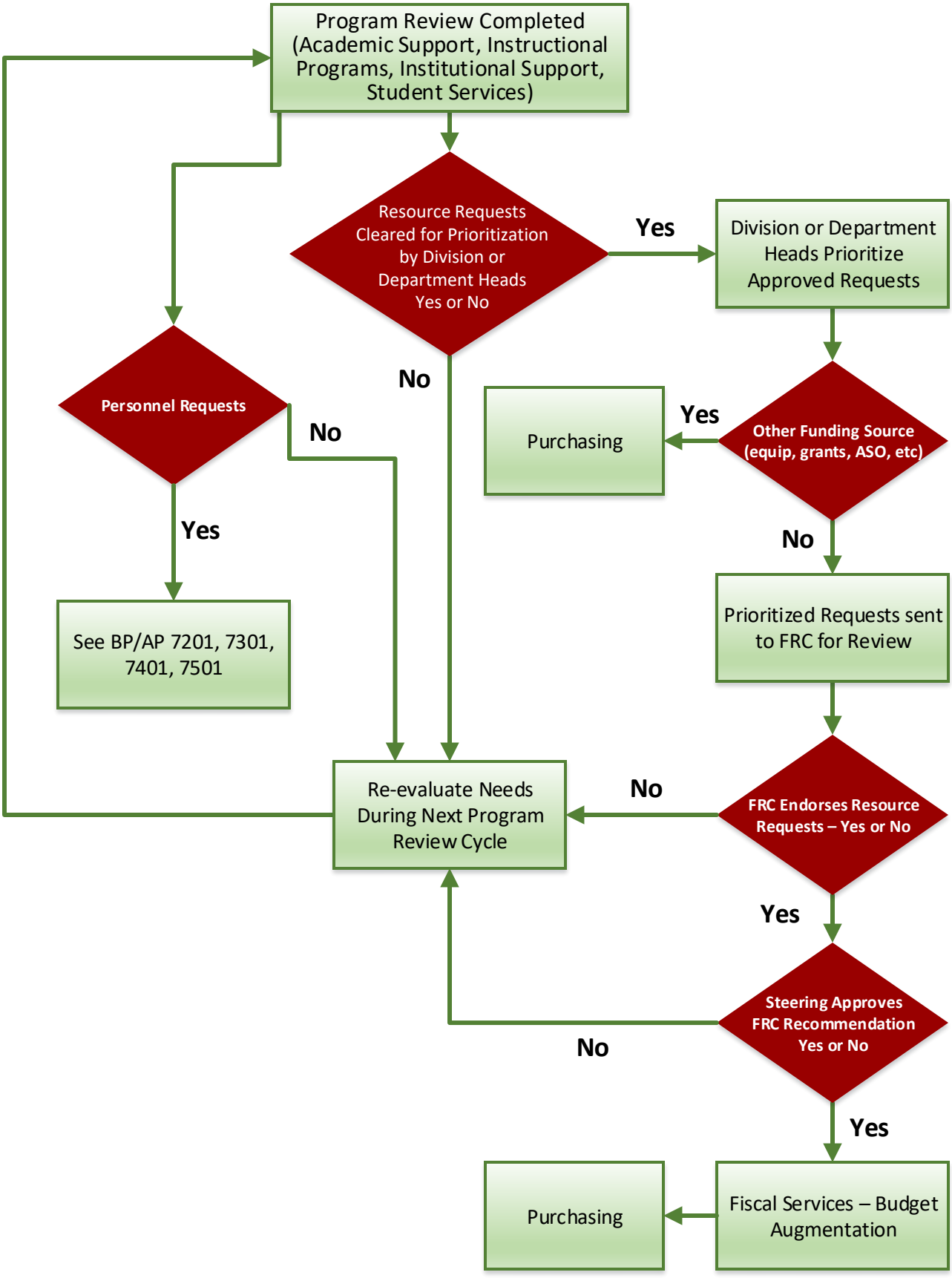
SSC – Student Services Committee

Comp – Comprehensive

Appendix B – Comprehensive Program Review Cycle: 2022 - 2026

Semester Due	Instructional Programs	Academic Support	Institutional Support	Student Services
Fall 2022				
Spring 2023			• Research and Planning • TeCS • Human Resources	
Fall 2023				• Campus Safety • International Student Center • Financial Aid • Student Life and Leadership Development • Veterans Success Center
Spring 2024	• Health Sciences • Kinesiology and Athletics • CTE (Automotive, Noncredit, Water Technology, Cosmetology, etc.)	• Continuing Education • Learning Center	• Communications and External Relations • Facilities and Construction • Enterprise Services	
Fall 2024				• EOPS/CARE • CalWORKs • Career/Transfer Center • DSPS
Spring 2025	• Language Arts • Visual and Performing Arts • Social and Behavioral Sciences	• Online Education • Honors Transfer Program • Haugh Performing Arts Center	• Admin and Fiscal Services • Business Services	
Fall 2025				• Counseling and Advisement Center • Student Health Center • School Relations and Outreach • Admissions and Records
Spring 2026	• Counseling (Instruction) • Mathematics and Business • Natural and Physical Sciences	• Library Services • Study Abroad	• Research and Planning • TeCS • Human Resources	

Appendix C – Program Review Resources Request Process



PRC = Program Review Committee
FRC = Financial Resources Committee

Appendix D – Program Review Resource Request Process Narrative

I. Prioritization

Prioritization of resource requests is a key step in the planning process, providing a foundation for dialogue regarding resource allocation. Upon completion of program review reports, division or department leads conduct a review of each report to suggest improvements, and ensure completeness. After program reviews are completed and reviewed, resource requests are prioritized by constituents at the division, department or operational level. The following describes the prioritization process for each area of the college:

A. Instructional Programs (fall):

Resource requests are prioritized into a master list by division in November that includes each of the following areas: staff (certificated and classified), staff development, facilities, computers and software, equipment, and supplies. Once all divisions have prioritized requests, academic affairs (the vice president and deans) prioritize requests into a master list. The requests may be funded through many different mechanisms, which will be addressed in the next section of this narrative. In order to close the loop for resource requests from the previous year, academic deans share the final ranked requests and funding sources with their area faculty and staff prior to/at the time of the new prioritization.

B. Academic Support (spring):

During summer, resource requests are prioritized into a master list by division that includes each of the following areas: staff (certificated and classified), staff development, facilities, computers and software, equipment, and supplies. Once all divisions have prioritized requests, academic affairs (the vice president and deans) prioritize requests into a master list. The requests may be funded through many different mechanisms, which will be addressed in the next section of this narrative. In order to close the loop for resource requests from the previous year, academic support deans share the final ranked requests and funding sources with their area faculty and staff at the time of the new prioritization.

C. Student Services (fall):

Program reviews are submitted in fall and are shared/reviewed at an annual planning retreat. Each program prioritizes resource requests within their program review. In mid-fall, student services (the vice president and deans) prioritize a master student services resource request list, which is then submitted for funding consideration by the Financial Resources Committee or other funding sources.

D. Institutional Support (spring):

Prioritization varies by area. In finance and administrative services, the vice president meets with directors to discuss completed program reviews. If resource requests are included, they are prioritized through this discussion process. In human resources, the director meets with staff members and prioritizes the requests during program review discussions. In technology and computer services (TeCS), the chief information services officer meets with staff members and reviews the requests in light of the strategic plan and the technology master plan. In institutional research, planning and effectiveness (IRPE), the director meets with staff members and prioritizes the requests during the program review discussions. In communications and external relations, the executive director meets with staff members to prioritize requests during the program review discussions. All institutional support area managers then meet to prioritize institutional support resource requests as a whole, for submission to the Financial Resources Committee.

II. Funding Sources/Mechanisms

Funding may be allocated for requested resources in a variety of ways. Program review funds awarded by the Financial Resources Committee represent one-time funds allocated annually by the board of trustees through the adopted budget process. The amount may vary annually and all programs may be eligible to receive funding through this mechanism. Academic affairs funds some instructional equipment requests, either directly or by allocating amounts to each division. Funds may also be utilized according to equipment/supply budgets, which vary by division. Citrus College Foundation grants and categorical/grant funding represent another possible funding source for resource requests.

III. Financial Resources Committee

This participatory governance committee reviews and takes action on funding program review-related requests utilizing one-time funds allocated by the board of trustees. Resource requests are often funded by other mechanisms before the Financial Resources Committee receives the prioritized lists. Items remaining unfunded are submitted for funding consideration by the Financial Resources Committee. Areas or departments whose requests are granted funding are notified of the award and amount via letter, after approval by the Steering Committee.

IV. Staff Requests – Faculty

Instructional and student services programs (including counseling, the Student Health Center and the Hayden Memorial Library): New faculty positions are requested in annual program reviews and reflect program growth, retirements and/or separations. Additionally, faculty and the dean submit a completed full-time faculty request proposal, which is reviewed by the Faculty Needs Identification Committee (FNIC) in October of each academic year. Any proposals that are not also referenced in the annual program review are not considered. All proposals are prioritized and recommendations are made by FNIC before being forwarded to the superintendent/president for input. Finalized recommendations are then submitted to the board of trustees for action.

V. Staff Requests – Classified and Management

New or replacement classified staff positions may also be requested/documented in annual program reviews. Most often, positions will be considered by the superintendent/president's cabinet through an evidence-based proposal so that departments are not without staff for extended periods of time. New positions linked to a newly discovered need or new program development may be included in program review.

A. Instructional Programs (fall):

Once all divisions have prioritized requests (by November), academic affairs prioritizes them into a master list. Deans prepare evidence-based proposals to present to the superintendent/president's cabinet for discussion and approval.

B. Academic Support (spring):

Deans and the vice president of academic affairs prioritize all classified/management positions recommended in annual program reviews. Deans prepare evidence-based proposals to present to the superintendent/president's cabinet for discussion and approval.

C. Student Services (fall):

Deans and the vice president of student services prioritize proposed classified staff positions based upon program review and other pertinent data. Consideration is based on whether the position is required to fulfill a mandate or if it is for program support. Proposed funding sources are also discussed in the prioritization. Positions forwarded to the superintendent/president's cabinet for discussion and approval are supported with an evidence-based proposal.

D. Institutional Support (spring):

Vacant staff positions often need to be replaced outside of the program review cycle. They are brought to the attention of the vice president of finance and administrative services by area leads. Staff requests for areas directly under the superintendent/president (human resources, the Citrus College Foundation, TeCS, communications and external relations, and IRPE) are brought directly to the attention of the superintendent/president and discussed at the superintendent/president's cabinet meetings.

Citrus Community College District Board of Trustees

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Claremont and portions of Pomona and La Verne representative

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