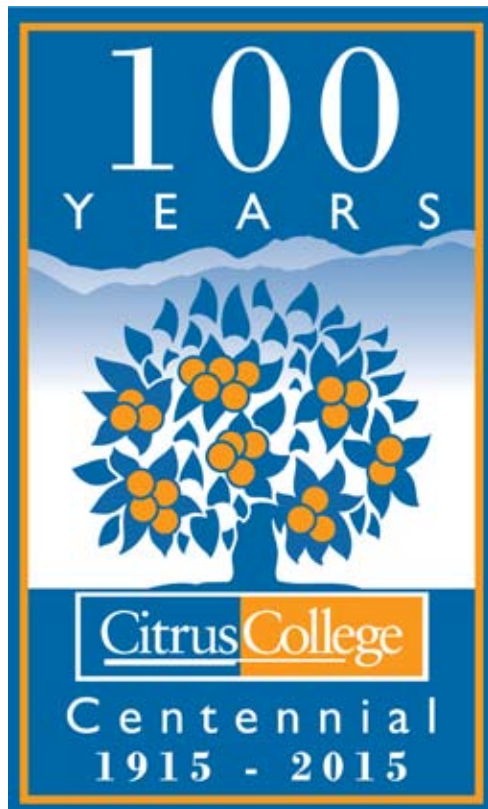


Citrus

Fall 2014

CollegeNewsMagazine



A Century of Academic Achievement

ALUMNI • ATHLETICS • CAMPUS • FACULTY & STAFF • FOUNDATION • STUDENTS

Welcome

There are few occasions that inspire more pride, excitement and reflection in the life of an institution of higher education than its Centennial. Founded on June 5, 1915, Citrus College is in the midst of a year-long celebration that provides us with an opportunity to look back on the times and philosophies that gave birth to an educational movement and ultimately the founding of the college nearly 100 years ago.

Preparing for Citrus College's Centennial has been an educational and enlightening journey back through time. From Dr. Floyd S. Hayden, the first superintendent and founder, and the then board members who were educators and community leaders of their day, there has been an ongoing commitment to furthering the ideals of democracy, equality, and personal achievement through education. Academic excellence is ingrained in our institutional culture, and it has been evident throughout our history. For a century, Citrus College students have regularly transferred to the colleges of their dreams, pursued impressive professional careers, and actively contributed to society. This legacy would not be possible without the leadership of our Board of Trustees and the support of our faculty, staff, students, alumni, donors, and surrounding communities.

I am very proud to present the first Centennial Issue of the *Citrus College News Magazine*. It is filled with institutional history, achievements, turning points, interesting stories, and fascinating people. From articles about the college's early beginnings, including a historical overview; information on the evolution of programs such as athletics and performing arts; and innovative new programs, such as the Haugh Scholars Program, it is an uplifting journey through the life and times of Citrus College.

As we stand at the threshold of Citrus College's second century, it is exciting to contemplate the milestones we will achieve in the future as a College of Completion. Thank you for your ongoing support that is an important part of our success!



Sincerely,

Geraldine M. Perri, Ph.D.
Superintendent/President

FALL 2014



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If you would like to sponsor this magazine or make a donation to Citrus College, contact the Citrus College Foundation at (626) 914-8825.



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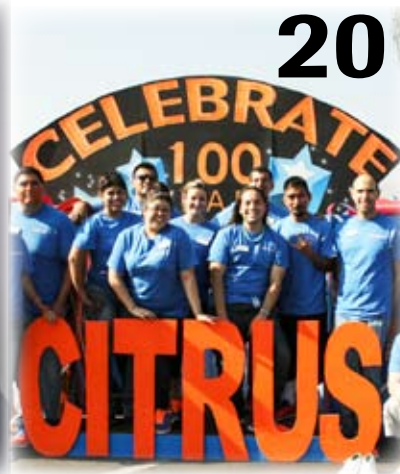
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Citrus College Evolves With the Times: A Century of College Completion and Success

By Marilyn Grinsdale



Over the past 100 years, hairstyles, hem lengths and college life have all undergone tremendous changes. The Owl's Nest provides a perfect vantage point from which to contemplate some of the ways Citrus College has changed with the times. With a tip of the hat to Alfred Paul Clark, author of *Citrus Speaks*, here is a glimpse of how Citrus College has evolved over the past 10 decades.

The Early Years: 1915 - 1925

In the early 1900s, there was a growing movement in the United States that would forever change the course of education, the "junior college." The term "junior college" was not considered demeaning, but rather it indicated the level of college being offered—

only the freshman and sophomore years. For Dr. Floyd S. Hayden, the principal of Citrus Union High School, the junior college concept addressed ideals about which he felt strongly: education and democracy.

- During its first year, the college enrolled 27 students.
- The first graduating class of 1917 had four students.
- By 1925, enrollment had nearly quadrupled to 100 students, but only 11 students graduated from the budding college in its first decade.

The Jazz Age to the Great Depression: 1926 – 1935

From the exuberant days of the Roaring Twenties to the start of the Great Depression in the 1930s, it was a time of great social transformation and change.

- Enrollment at Citrus Junior College grew from 100 students in 1925 to 195 students in 1935.
- At Commencement in 1935, 34 degrees were conferred.
- During the Great Depression, many students gave



up their dreams of a college education to find jobs and help support their families.

The Pre- and Post-War Era: 1936 – 1945

In the late 1930s, another global war loomed on the horizon, but for most students who attended Citrus College, life was good. However, the United States' entry into World War II in 1941 took a heavy toll on the growth of the institution.

- During the late '30s, school spirit was high, and about 90 percent of the student body attended the two semi-formal college functions held each year.
- The number of students who enrolled in the college in 1945 was 64—down from 195 one decade earlier.
- The majority of male students were called up to serve in the military, and in 1945, only six degrees were conferred—all to female students.

Recovery and the “Happy Days” of the '50s: 1946 – 1955

Following World War II, veterans returned home with “a thirst for education and a desire to get on with their lives.” There was unprecedented growth in the region, as orange and lemon groves gave way to housing developments. The 30-year tenure of Dr. Hayden ended, and Dr. Glenn G. Vani-man was appointed Citrus College's second superintendent/president.

- During the late 1940s, the State Superintendent of Public Instruction recognized Citrus College as “one of the top schools in transferring to the University of California.”
- Much of the college's growth in enrollment during the decade was due to returning veterans.

- By 1955, enrollment was at 500, and the number of degrees conferred rose to 85.

A New Era in Higher Education: 1956 – 1965

During the late 1950s and early 1960s, a major change in higher education was once again in the air. The state's new Master Plan for Higher Education mandated that the primary mission of the California Community Colleges would include courses in remedial instruction, English as a Second Language, adult noncredit, community services, and workforce training.

- Enrollment exploded, going from 982 students in 1959 to 5,535 students in 1965.
- The college conferred 117 degrees in 1956 and 280 in 1965.
- The Dental Assisting Program was added to the curriculum in 1965, with a starting class of 11 students.

The Counterculture Revolution: From Woodstock to Watergate: 1966 – 1975

During the late 1960s, the Vietnam War and changing societal attitudes resulted in escalating political demonstrations on college campuses throughout the country. Some Citrus College students were reportedly “flirting” with activism. Dr. Robert D. Haugh was hired to lead the college as its third superintendent/president in 1967.

- By 1965, more than 5,500 students were enrolled, and that number grew to more than 11,000 by 1975.
- Degrees conferred went from 279 in 1966 to 693 in 1975.
- By the 1970s, Citrus College had one of the best transfer records in the state.

The Taxpayers Revolt and the “Me Generation”: 1976 – 1985

Proposition 13, passed by the voters in 1978, threatened a financial crisis for California's community colleges. As a result, Citrus College made cuts in courses, programs and services, and enrollment dropped, as community colleges throughout the state struggled to regain their footing. Dr. Dan Angel and Dr. Louis E. Zellers served as the fourth and fifth superintendent/presidents during this era.



- Enrollment between 1975 and 1985 decreased by 1,000 students.
- With competition for students rising among local colleges, Citrus College hired a woman in her 80s to recruit senior citizens. Younger Citrus College students visited shopping centers and high schools in search of traditional college age prospects.
- By 1984, 14.1 percent of Citrus College students listed transfer as their sole educational goal, while 24.3 percent indicated a goal of earning a degree and transferring.



- colleges and universities throughout the country.
- In 2004, local voters expressed their support for Citrus College by passing Measure G, a \$121 million bond measure.

The Information Age and the World Wide Web: 1986 - 1995

In the years between 1986 and 1995, enrollment growth remained flat. It seemed that students might be following the lead of the popular movie character of the time Ferris Bueller, by taking the “day off.”

- The number of degrees conferred declined from 382 to 306.
- Vocational programs increased in popularity, and the number of vocational certificates awarded went from 325 in 1986 to 501 by 1990.
- In 1991, 19.2 percent of Citrus College students listed transfer as their sole goal, while 33.7 percent indicated a goal of earning a degree and transferring.

The Economic Boom: 1996 – 2005

The “housing bubble” of the late 1990s and early 2000s brought temporary prosperity and the feeling that good times were here to stay. Dr. Michael J. Viera assumed leadership of Citrus College as its sixth superintendent/president in 2003.

- Citrus College enjoyed the first significant bump in enrollment in many years, growing from 10,985 in 1995 to 13,541 in 2005.
- The number of degrees conferred rose from 560 in 1996 to 816 in 2005, and 870 students transferred to state and private

The Great Recession and Economic Recovery: 2005 – 2015

In 2008, Geraldine, M. Perri, Ph.D. was selected as seventh superintendent/president and the first woman to lead Citrus College. But, soon after her appointment, the economy began creating many challenges for education, due to the burst of the housing bubble of the early 2000s. The era became known as the “The Great Recession” and the economic turnaround did not begin until 2012. Through this trying time for colleges throughout the state, Citrus College weathered the financial storm thanks to careful budgeting by the institution’s leadership.

- Citrus College was recognized on an annual basis as a “Top 100” producer of associate degrees by *Community College Week*, and a “Top 50” producer of associate degrees by *The Hispanic Outlook in Higher Education*—both national publications. And for the fifth year running, in 2014, Citrus College was named a Military Friendly School® by *GI Jobs* magazine.
- For four consecutive years starting in 2011, the college broke its own record for the number of degrees conferred at Commencement, with 2,119 conferred in June 2014.
- Enrollment grew to 18,637 in 2013-2014, and it continues to grow.
- Citrus College was named the “Best Community College” in the San Gabriel Valley in a poll of 28,000 readers of the *San Gabriel Valley Tribune*, the *Pasadena Star-News* and the *Whittier Daily News* in 2014.
- In an era when many of California’s community colleges were struggling with accreditation issues, Citrus College’s accreditation was reaffirmed in 2010.

Citrus College Turns 100

On June 5, 2015, Citrus College will observe its 100th anniversary. From humble beginnings, the college has grown into the vibrant, diverse, award-winning, and highly respected institution that it is today. In the words of Dr. Perri, “Citrus College has evolved with the times, served its communities superbly, and benefited the lives of thousands of students. As a College of Completion, Citrus College will thrive long into the future.

Faculty & Staff

A Tradition of Dedication and Inspiration

One hundred years brings many changes, especially in academic institutions. Facilities transform, academic programs evolve, and student services develop. However, at Citrus College one thing has remained constant: the excellent faculty.

Alfred Paul Clark's book *Citrus Speaks* features numerous first person accounts of the history of Citrus College. It provides many details about the changing role of faculty members within the institution. For example, there were no full-time faculty members on staff during the college's first year of existence. Instead, the college shared instructors with Citrus Union High School. And, these individuals were highly respected.

"I felt that the teachers were of a high quality, and I have been impressed in later years that most of them seemed to have more faith in my ability than I had in myself," said alumnus William W. Dyer.

By the end of the 1930s, the number of Citrus College instructors had doubled.

"Citrus and the students were always uppermost in the faculty's minds, and they were all dedicated teachers," recalled Henry Schott, a faculty member and coach from 1924 to 1953.

After World War II, many changes occurred at Citrus College. One of these significant changes was the retirement of many existing faculty and the introduction of new instructors. Also, by the time Citrus Union High School and Citrus College separated in 1958, the Faculty Association had been created.

"Citrus College was a fine place to work," recalled music instructor Frank Magliocco. "The students were just fine, and the administration and faculty were very supportive of each other."

Among other things, the 1960's brought the introduction of shared governance to Citrus College. In fact, the role of faculty in institutional decision making could be seen in the college's philosophy statement of 1961.

"Citrus College is committed to the principles of democracy," the statement read. "The faculty and Board of Trustees believe in the dignity and worth of every individual."

In the 1970s, Citrus College saw the expansion of vocational education and the development of student services. While curriculum evolved, the quality of the faculty members remained consistently high.

"Most of us [taught] our classes just as we would in a university setting," said Dr. Dale Salwak, language arts instructor. "Our standards [were] high, but not impossible to meet."

By the 1980s, Citrus College had more than 140 staff members, 83 percent of which had advanced degrees.

"The Citrus College faculty actively participates in a number of local, state, and national organizations," a 1985 college publication stated. "There are many quality instructors who give students the opportunity to get the best education possible."

What was true years ago remains true today. Now numbering 155 full-time instructors and more than 280 adjunct instructors, the faculty of Citrus College continues to change lives.

"I have tried to be the type of instructor who makes a difference in his students' lives and careers," said Mohammed Trad, a Citrus College alumnus and a member of the college's mathematics faculty since 2001.

The Citrus College Distinguished Faculty Award

Since 2004, the Citrus College Faculty Learning Institute has honored faculty members for "meritorious service to students, the college, and the community."

- 2004** Linda (Lin) Humphrey, English
- 2005** Marilyn Eng, Counseling
- 2006** Beverly Van Citters, Reading
- 2007** Margaret O'Neil, Journalism
- 2008** Michael Hillman, Ceramics
- 2009** Carolyn Perry, Human Development
- 2010** John Vaughan, Dance
- 2011** James Zaharek, Administration of Justice
- 2012** Linda Holly Colville, Spanish
- 2013** Bruce Solheim, History
- 2014** David Kary, Astronomy



Citrus College's 2014 tenured faculty (l. to rt.) Raul Sanchez, Lanette Granger, Sarah Bosler and (far rt.) Maria Morrish receive congratulations from Trustee Patricia A. Rasmussen and Superintendent/President Geraldine M. Perri.

Attending Citrus College: 100 Years of Classes and Programs

By Stacy Armstrong

Global competition, changing technology, and the need for a skilled workforce were among those challenges facing the United States at the turn of the 20th century. With only one-third of high school graduates choosing to pursue higher education, national and local leaders searched for innovative ways to meet the country's needs.

From those forward-thinking times, the community college movement emerged. In 1914, Dr. Floyd S. Hayden, principal of Citrus Union High School, decided to bring this movement to the San Gabriel Valley.

Initially, Citrus College classes were considered extensions of traditional high school coursework. And, while there were only seven classes offered by the college during its first year, this number steadily increased. Evening classes were introduced, basic general education curriculum was expanded, and "practical subjects" such as book-keeping, typing, millinery and cabinet-making were added.

According to one college catalog from the 1930s, Citrus College offered "any subjects for which there [was] adequate enrollment." This included everything from the state-mandated physical education requirements to an aviation program that existed for a brief period of time to help in the war effort.

Despite the curriculum changes, the college continued to share facilities and faculty with Citrus Union High School. However, this would soon change.

After World War II, enrollment numbers quickly began to rise thanks to the GI Bill. In response, Citrus College began introducing new curriculum and providing new services. Although the high school and college continued to share resources, a clear distinction was soon seen between the two entities. This became especially evident in 1945 when Citrus College hired its first full-time administrator, Dr. Glenn G. Vaniman, who became the college's second superintendent/president.

By the late 1940s, guidelines for transfer and graduation from Citrus College were outlined for students. Suddenly, there were departments of instruction for more than 10 disciplines, matriculation pathways for areas such as pre-law and pre-med had been created, and a variety of majors had been defined.

In 1953, Citrus College received accreditation from the Western Association of Schools and Colleges for the first time. And, in 1958, the separation of Citrus Union High School and Citrus College became complete when the high school closed its doors.



“ I felt very adequately trained when I [transferred] because we had a well-rounded curriculum. Many of the kids I knew went on to [universities such as] Stanford, Cal, and Pomona College. You don't go on to those schools if you don't have a good background. ”

– Mildred "Skeeter" McCaskill Kobzeff
Citrus College Class of 1937

College coursework remained fairly constant until the late 1950s, when the Soviet Union launched the first artificial Earth satellite into space. The launch of Sputnik brought America into the space race and led to a new emphasis on science and technology in higher education. At the same time, the critical need for vocational curriculum rose to new heights.

In response, Citrus College named "occupational education" a major objective. This commitment was intensified when The Vocational Education Act of 1963 committed the federal government to the support of "trade" education.

Soon, Citrus College would be on the path to creating one of the strongest vocational education programs around.

The next several years would mark a great turning point in Citrus College history. The college expanded its own campus, the Citrus Community College District was created,

and the cities of Claremont, Duarte, and Monrovia were incorporated into the college's service area. The college also underwent great curriculum changes as the afternoon, evening and Saturday class offerings were expanded, while new programs such as cosmetology, vocational nursing, and dental assisting were introduced.

As enrollment increased and academic programs evolved, the need for support services intensified. By the mid-1970s, students were requesting services that included financial aid assistance, remedial instruction, and academic counseling. It was at this time that departments such as the Career/Transfer Center, Learning Center, and Extended Opportunities Programs and Services were introduced.

The 1980s also brought the introduction of the Noncredit Program and the advent of the computer. By the end of the decade, the campus had entered the "Information Age." As former college superintendent/president Dan Angel said, "computers [would] change the way we live, work, and learn."

When Citrus College first opened its doors in 1915, its primary goal was to prepare students to continue their studies at a four-year college or university. By the 1990s, the college's priorities also included general education, lifelong learning, learning assistance, and occupational education.

Curriculum began to evolve in accordance with the times. New certificates were offered in areas such as computer engineering and entertainment technology. The nature of many popular majors also changed. For example, graphic arts became computer graphics.

By 1997, Citrus College was offering distance education classes which provided students with the opportunity to "participate in lectures, communicate with instructors and students, and complete assignments via the Internet." Academic offerings would further evolve to include honors courses, basic skills coursework, personal enrichment classes and career/technical education.

The new millennium brought innovative new programs. The registered nursing program was established, and a special course to aid veterans in their transition back to civilian life made national headlines.

In 2010, Citrus College received a six-year reaffirmation of accreditation from the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges. Since then, Citrus College has become a leader in providing new associate degrees for transfer; developed an award-winning STEM (science, technology, engineering, and mathematics) program; established itself as a College of Completion; and has enhanced the way counseling services are provided to students.



“Citrus College provides each student with the necessary resources to prepare for success, whether it is transferring to a four-year school or finding better employment. If every student chose to take advantage of what the college offers, then I believe that they, too, could accomplish their goals.”

– Adrienne Vestal
Citrus College Class of 2008

Record-breaking graduation rates and consistent recognition as one of the top degree-producing institutions in the nation has affirmed Citrus College's commitment to student success.

“Citrus College's legacy is one of achievement and completion,” said Dr. Geraldine M. Perri, superintendent/president. “Throughout its history, the college has offered courses of study that prepared students to build productive lives. It is a tremendous source of pride to know that a century of Citrus College students have been guided by dedicated faculty and staff, who have ensured their success in the classroom, the workplace and the community.”

More than one hundred years ago, the community college movement was born at a time when global competition was fierce and a skilled workforce was desperately needed. Today, our nation is facing similar challenges, and Citrus College has emerged as a leader in meeting them. With a proud history of academic excellence and an innovative vision guiding it toward the future, Citrus College's next 100 years are sure to be just as exciting.

Students

Performing Arts: Combining Innovative Instruction with Practical Application



Performing Arts students present several musical programs each year.

In March 2014, hundreds of high school students visited the annual Citrus College Fine and Performing Arts Department Open House. They attended workshops, enjoyed performances, and listened to the first-hand experiences of successful alumni.

While the event's goal is to give participants the opportunity to explore their creative passions, it is not surprising that many students later return to Citrus College to pursue their interests further. After all, the college's fine and performing arts programs have been attracting aspiring artists for several decades.

Citrus College's fine arts disciplines have gained acclaim in their own right. However, it is the extensive performing arts program that has served as the foundation of the division's legacy of excellence. Beginning with music nearly 100 years ago, the program has gradually expanded to also include theater arts, dance, and recording technology.

Music

In October 2014, Citrus College graduate Shawna Hamic made her Broadway debut. A former member of the internationally-renowned Citrus Singers, Hamic performed in "The Last Ship," a new musical written by 16-time Grammy Award winner Sting. Hamic is one of the many student success stories that have emerged from the Citrus College music program. With roots stretching as far back as the early 1900s, vocal and instrumental music have always been part of the institutional tradition.

Margaret Hayden Rector, daughter of Citrus College founder Dr. Floyd S. Hayden, remembers in the book *Citrus Speaks*, "My father insisted on excellent choral and music directors, and Citrus had a Valley-wide reputation for its bands, orchestras and choruses."

Today, Citrus College's music program is a recognized leader in education and performance. The vocal, instrumental, theory and history, and musical theatre disciplines stress classical training, solid fundamentals, and practical experience. Examples of this are the visionary and exciting ensembles, such as the Citrus Singers and the Blue Note Swing Orchestra.

Theatre Arts

In March 2013, a Citrus College Theatre Arts production earned top honors from the Kennedy Center's American College Theater Festival. The Citrus College play, *The Bronze Star*, received a "Distinguished Performance and Production Ensemble Award" from the national program.

Much like the college's music program, the Theatre Arts Program has a long history of student success. Similarly, it also dates back to the college's early years.

However, much has changed since the program's humble beginnings in the 1920s. Today, it offers a creative learning approach aimed at developing acting, directing, and technical skills necessary for transfer to a four-year university or to a professional training school. In addition, the college offers a one-year certificate in Emerging Theatre Technologies. This program enables students to become technicians for concerts, television and theater.

Dance

In 2006, members of the Citrus Dance Company performed a piece entitled "High Flight" at the American College Dance Festival Association spring conference. This annual event is the largest of its kind in the nation and allowed

the student dancers to have their performance and choreography critiqued by a professional dance panel.

This amazing opportunity speaks volumes about the quality of instruction provided by the Citrus College Dance Program. Many who have had the privilege of attending one of the college's dance concerts would be surprised to learn that the discipline is relatively new to the Performing Arts Program's repertoire. Originally listed as part of the physical education curriculum, dance was moved under the performing arts umbrella in the late 1990s.

Since that time, dance at Citrus College has flourished. Students can now study a variety of styles, including jazz, classical ballet, tap, and modern dance. In addition, they can enroll in several class levels, from beginning to experienced dancer. By enrolling in this stellar program, students can seek to transfer to a four-year college or university, pursue a dance career, or earn a commercial dance certificate.

Recording Technology

Graduates of the Citrus College Recording Technology Program are working in major studios throughout the nation. In Los Angeles County alone, alumni can be found at Sony Pictures, Enterprise Studios, Studio 56, the National Academy for Recording Arts and Sciences, and others. In fact, approximately 40 percent of the program's graduates now work in the industry.

It took a short period of time to develop this level of success. Recording Technology began only 16 years ago as a two-year certificate program focused on audio technology and recording, post-production, live sound reinforcement, and the music business.

Today, Recording Technology is an extremely popular program at Citrus College, and enrollment is highly competitive. After students successfully complete their prerequisites, they must undergo an interview process and a skills evaluation. Only a select few are admitted every semester.

The Performing Arts Legacy

In the book *Citrus Speaks*, alumna Lois Matthews Main remembered her time as a performing arts student more than 80 years ago. "My love was music, and we had an excellent department," she recalled. "The skill and encouragement of [my teachers] was probably the reason I decided to major in music and education at Occidental College."

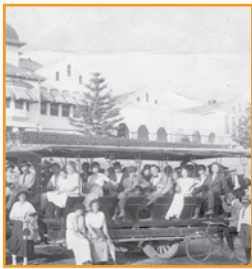


Citrus College offers both an associate degree and a certificate in dance.

Lois Matthews Main is just one of hundreds – possibly thousands – of former students who are the true legacy of the Citrus College Performing Arts Program. Much like the high schoolers who attend the program's Open House every spring, these graduates initially enrolled in Citrus College performing arts classes to explore their interests. However, many leave the program as experienced professionals ready to pursue impressive careers.

A CENTURY OF PROGRESS

Citrus College's 100-year legacy of excellence has been defined by its triumphs and successes. This timeline highlights some of the college's significant achievements.

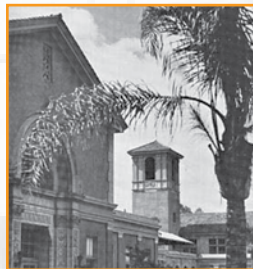


- Citrus Junior College was founded on June 5, 1915.
- Classes and facilities were shared with Citrus Union High School.
- Transfer was a key academic goal.

1915



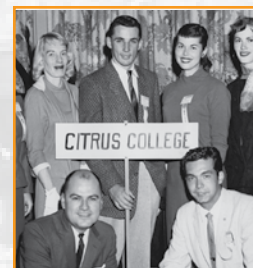
- Post-World War I enrollment increased, reaching 100 students in 1925.
- Night classes and college orientation were introduced.
- The college's first swimming pool was built.



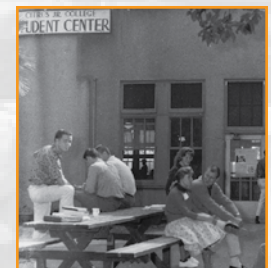
- The college had established traditions and developed a distinct culture.
- The Great Depression caused students to leave the college in order to work.
- Hayden Hall was dedicated.



- Due to the wartime enrollment drop, the Class of 1945 comprised six women.
- The college was one of the top schools in the state for transfers.
- Enrollment flourished as World War II veterans took advantage of the new G.I. Bill.



- Population growth demanded facilities expansion.
- The college's physical size increased to its current 104 acres.
- Citrus Union High School closed in 1958.



- California's Master Plan for Higher Education called for new programs and services.
- Claremont, Duarte, and Monrovia were added to the college's service area.
- The Vocational Education Act of 1963 initiated career/technical educational programs

1920s

1930s

1940s

1950s

1960s

1970s

- The Citrus Community College District was established.
- The Haugh Performing Arts Center was completed.
- Budgets were impacted by the passage of Proposition 13.



1980s

- Student demographics reflected more diversity.
- The cost of attendance for a full-time student was \$82 per semester.
- Computer technology was introduced.



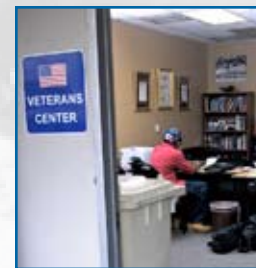
1990s

- The college celebrated its 75th anniversary in 1990.
- One-third of the students aspired to earn an associate degree and transfer.
- The Distance Education Program began.



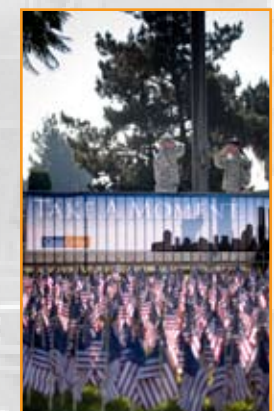
2000s

- Measure G, a \$121 million facilities bond, was passed in 2004.
- The country's first transitional course for student veterans was established at the college.
- Federal grants funded the STEM (science, technology, engineering, and mathematics) and College Success programs.



2010s

- Citrus College ranked third in the state in granting Associate Degrees for Transfer.
- The college maintained a consistent ranking on *Community College Week's* and *The Hispanic Outlook in Higher Education's* top associate degree producers' lists and *G.I. Jobs' Military Friendly Schools®* lists.
- In 2012, the college adopted the national college completion initiative and became known as a "College of Completion."
- The number of associate degrees conferred at Commencement increased each year.



Alumni News

A Centennial Salute to Citrus College's Distinguished Alumni

For more than 50 years, the Citrus Alumni and Friends Association has selected former Citrus College students who have “achieved a high level of accomplishment and recognition in his or her chosen professional career,” made significant contributions to the well-being of their communities, and demonstrated high moral and ethical principles.

In observance of its Centennial, Citrus College is proud to acknowledge the 76 men and women who have been honored as Distinguished Alumni.

1963

Sheldon Hayden
Byron Turnbull

1964

C. Harper Brubaker
Walter H. Downs

1965

Louise Meier Tester

1966

Merrill West

1967

Maurice L. Van Vilet

1968

Gordon L. Hough

1969

Edmund O. Smyth

1970

Harry S. Sellers

1971

Bill May

1972

Mary E. La Fetra

1973

Daniel Toledo

1975

Bill Kilmer

1976

Jesun Paik

1977

Roland E. Knapp

1978

Jeanne Westmore

1979

Everett W. Hughes

1980

Ben D. Bollinger

1981

Ward R. Munson

1982

Robert Bartlett

1983

Bernice I. Durrell
Lorne Ward

1984

Robert B. Gray
Margaret H. Rector

1985

Betty Holt May

1986

Betty Andrews

1987

John Bianci
Leo C. Nasser
Clinton Wells

1988

William L. Hastie
Sharon C. Lewis

1989

Michael Hurtado
James Vincent

1990

Loveta A. Hibschi
Mildred A. Kobzeff

1991

Bonnie J. Dearing
Edwin O. Williams

1992

Joyce Dill
Minoru Nakada

1993

Diane Healy
Donald H. Pflueger

1994

Robert B. Ferguson
Edward L. Romero

1996

Lurece Hunter
Richard Tarble

1997

Marjorie P. Hunter
Delilah Patterson

1998

Robert D. Cardona
Dorothy Magallon

1999

Margaret M. Lindemood
Arnold A. Moline

2000

Peggy B. Harding
William G. Harding

2001

Wendell L. Nichols

2002

Bobby Kuhn Bruce
Wanda Sue Parrot

2003

Larry E. Nugent

2004

Michael D. Flippin

2005

James B. Jamieson

2006

Marie A. Philleo

2007

Thomas W. Gerfen

2008

Mark Ferrari

2009

Joseph Gallo

2010

L. Eugene Dudley

2011

Ivan Misner
Daniel Parke

2012

Cynthia Cervantes McGuire
Bobby Pedroza
Christopher B. Shevlin

2013

Bernard D. Bollinger
Laura J. Bollinger
Phyllis Fritz

2014

Joyce “Tickie” Moline
Richard Schmidt
Stan Stokes

Note: There were no awards granted in 1974 and 1995.

Alumni Achiever

Former Student Receives the California Community College Distinguished Alumni Award



Dr. Ivan Misner

Dr. Ivan Misner is the founder and chairman of the largest business networking organization in the world. Through hard work and commitment, he has created Business Network International (BNI) – a global enterprise with operations in nearly 60 countries.

Misner describes this professional success as a “journey” that began at Citrus College.

“The quality of the education that I received at Citrus College was excellent,” he remembers. “I went on to get a bachelor’s degree at a state university and a master’s degree and doctorate at the University of Southern California. Yet, one of the best professors I ever had in all the years of higher education was one from Citrus College.”

This fall, Misner received one of four 2014 California Community College Distinguished Alumni Awards. Sponsored by the Community College League of California, this award recognizes alumni who serve their community and whose attendance at a California community college helped them achieve their professional goals.

For Misner, these goals were extensive. He is a *New York Times* bestselling author who has written 19 books, a columnist for Entrepreneur.com and Fox Business News, and has taught business management at several universities throughout the United States. In addition, he is considered to be one of the world’s leading experts on business networking and has been a keynote speaker for major corporations and associations throughout the world.

His company, BNI, has generated 6.5 million referrals that have resulted in \$2.8 billion of business for its members.

Misner’s success has not been limited to business. He is a member of the University of La Verne Board of Trustees and the founder of the BNI-Misner Charitable Foundation. In fact, his considerable community service was one of the many reasons Citrus College presented him with a 2011 Alumni Lifetime Achievement Award.

According to Misner, the college served as the foundation for his professional and philanthropic accomplishments.

“This institution taught me the value of critical thinking,” he said. “It laid the groundwork for immersing and engaging in a life-long culture of learning.”

Misner believes that current Citrus College students can follow his lead by taking advantage of the college’s outstanding programs and services.

“Citrus College offers quality education without breaking the bank,” he said. “In an era where higher education is becoming more and more expensive, the college allows young people the opportunity to get a quality education that is affordable.”

“Education is the great equalizer in the world,” he added. “Anyone can come from modest means and, through a quality education, they can achieve whatever they set out to do.”

Foundation

Ahmanson Foundation Grant Supports Student Veterans

Supporting student veterans has been among Citrus College's top priorities since its founding.

From the post-World War I message to students urging them to "Serve Your Country by Securing an Education" to the present-day academic support and student services provided by the Veterans Success Center, Citrus College has created a welcoming culture for the nation's military veterans as they pursue their educational goals and readjust to civilian life.

Since its inception during the 2007-2008 academic year, the Veterans Success Center has assisted a growing number of student veterans in their efforts to complete their educational goals. In June 2014, 64 student veterans earned associate degrees and participated in Commencement.

The college's outstanding reputation for its services to student veterans continues to garner public recognition and donor support. In June 2014, the Ahmanson Foundation awarded a \$25,000 "one-time, general support" grant to the Citrus College Foundation for the college's Veterans Success Center.

"Citrus College is grateful for the Ahmanson Foundation's generous gift," said Superintendent/President Geraldine M. Perri, Ph.D. "The donation will further the college's success in sustaining the nationally recognized Veterans Program, and it will greatly benefit student veterans as they continue on their pathway to college completion."



Ahmanson Foundation President Bill Ahmanson (2nd from l.), tours the Veterans Success Center with (l. to rt.) Superintendent/President Geraldine M. Perri; Interim Executive Dean Martha Mc Donald; Veterans Success Center Director Monica Christianson, and Citrus College Foundation Director Christina M. Garcia.

One of Southern California's most venerable charities, the Ahmanson Foundation was established in 1952 by the late financier Howard F. Ahmanson and his wife, Dorothy Grannis Ahmanson. Its purpose is to "administer funds for charitable, scientific, educational, literary, and religious purposes, all for the public welfare."

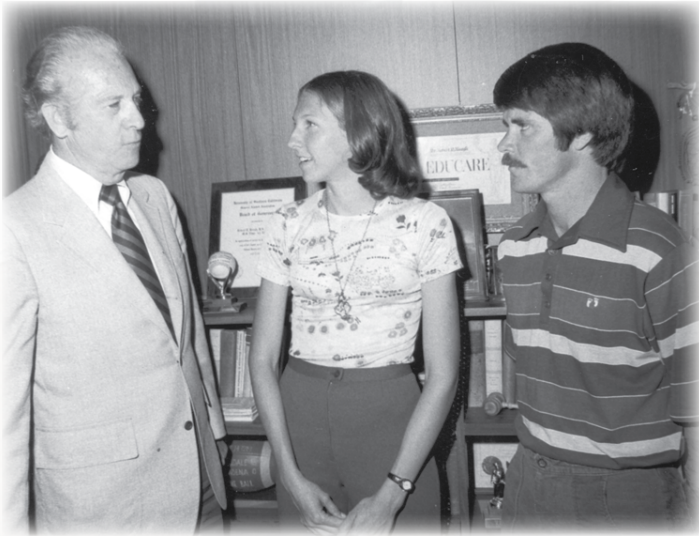
In response to the grant proposal from the Citrus College Foundation, William H. "Bill" Ahmanson, president of the Ahmanson Foundation, visited Citrus College for a tour of the Veterans Success Center. Accompanied by Superintendent/President Perri and Citrus College Foundation Director Christina M. Garcia, Ahmanson met and spoke with several student veterans who shared their experiences at Citrus College.



Where In The World is the Centennial Logo?

Citrus College has launched a "Logo Selfie" campaign, in which you can win Centennial prizes! All you have to do is snap a picture of this logo at your favorite place, post it on your Facebook page and tag "Citrus Alumni-Friends." The photos with the most "likes" will win special Centennial prizes. Be creative! Be fun! Celebrate Citrus! Celebrate the Centennial!

The Haugh Scholars Program: Honoring a Legacy and Securing the Future



Dr. Robert D. Haugh with Citrus College students in 1975.

This fall, 25 Citrus College freshmen began a mentoring program that will facilitate their transition from high school to college. This special opportunity will provide them with the information and tools they need to complete their educational goals—thanks to Judy Haugh, Citrus College alumna and daughter of the late Dr. Robert D. Haugh.

The Haugh Scholars Program was established in honor of Citrus College’s third superintendent/president, who served the college and the community from 1967-1981. Under Haugh’s leadership, the present-day Citrus Community College District was established, student enrollment increased in number and diversity, and the college expanded its academic programs. New facilities were built, including the performing arts center that bears Dr. Haugh’s name.

“The Citrus College Foundation is grateful to the Haugh family for their generosity and their insight in establishing the Haugh Scholars Program,” said Brian Bowcock, president of the Citrus College Foundation. “This College of Completion gift provides opportunities for a new generation of college students to complete their education.”

The Haugh Scholars Program has been established for Citrus College freshmen from Monrovia, where Dr. Haugh and his family were longtime residents.

Throughout the semester-long program, the Haugh Scholars will attend seminars designed to facilitate in-depth communication and foster a sense of community among themselves. The seminars cover student success topics such as developing educational and career goals; applying for financial aid; accessing Citrus College’s educational resources; and transferring to a four-year institution.

The Haugh Scholars Program reflects both family pride and professional expertise. Judy Haugh, in honoring her father, provided significant input into the structure of the program. She is a longtime community college educator who recently retired as articulation officer and associate professor of counseling for Riverside City College.

“Judy brings extensive knowledge of the challenges many community college students face in completing their education,” noted Citrus College Superintendent/President Geraldine M. Perri, Ph.D. “Most important of all, she knows what it takes to help students succeed.”

Citrus College’s history credits Dr. Robert Haugh as a consensus-builder and communicator who was always focused on students. His legacy ensures that opportunities for college completion will be available to a new generation of Citrus College students.



Haugh Scholars attend a financial aid workshop conducted by Financial Aid Director Carol Thomas.

Athletics

From Physical Education to Kinesiology: Moving into the Future

By Paula Green

Citrus College's physical education curriculum is nearly as old as the college itself.

In fact, just as the establishment of Citrus College was inspired by the two-year college movement in the United States, the early implementation of its required physical education classes is the result of a wartime discovery. During World War I, military leaders were surprised to observe that many American recruits were not physically fit for service. This ignited a national physical fitness movement where physical education class requirements were adopted at nearly all educational levels. In 1917, two years after Citrus College was founded, the California State Legislature passed a law requiring physical education in the state's public schools.

Throughout the decades, Citrus College students enrolled in physical education classes to fulfill their matriculation requirements. The post-World War II and Korean War years, however, spurred a renewed interest in physical education. Once again, the United States military discovered that recruits were coming up short in their fitness levels. In response, the nation's educational institutions implemented more rigorous physical education requirements that called for better-trained teachers. Citrus College embraced the opportunity to educate a new generation of physical education teachers and coaches.

As an institution known for its success in preparing students for transfer, Citrus College

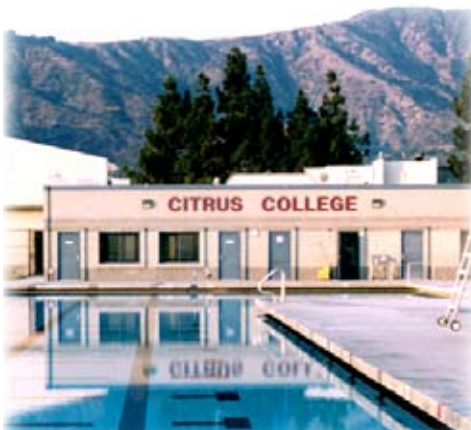


Physical fitness is just one of the areas taught in kinesiology.

students aspired to teach physical education and serve as coaches. This, reflected a national trend. According to the website faqs.org, by 1950 more than 400 U.S. colleges and universities offered physical education majors, and "there was increasing recognition of the scientific foundation of physical education." In 1954, Citrus College introduced a "Coaching, Secondary Credential" course of study for transfer students that was offered until 1970. The required classes included education, coaching theory, anatomy and sociology.

The public interest in physical fitness heightened during the 1980s and 1990s and was reflected by the dramatic increase in health clubs and fitness programs. Citrus College's physical education curriculum continued to evolve and an associate in science degree was offered. Over time, advances in science, medicine, and technology fostered the development of an enhanced academic discipline—kinesiology.

Kinesiology facilitated a transition from a traditional, sports- and health-oriented curriculum to one that reflected



the needs, challenges and opportunities of the 21st century. Kinesiology provided new academic and professional opportunities for thousands of students.

Citrus College changed the name of its physical education program of study to kinesiology and its department name to Kinesiology, Health and Athletics in fall 2011. "Physical education implied focusing on teacher preparation, where kinesiology is the academic discipline concerned with the art and science of human movement," explained Citrus College Assistant Athletic Director Mary Brawner. "The name change more closely described what our profession is about."

According to Brawner, kinesiology defines changing practices throughout California and "better reflects the academic study of movement that underlies the discipline." Several California community colleges and most of the universities in the California State University system (CSU) have also changed their program and department names to kinesiology.

Citrus College students now have the opportunity to transfer to a CSU with junior status and earn a bachelor's degree in kinesiology. In 2013, the college introduced the Associate in Science Degree for Transfer in kinesiology, which provides a pathway for transfer to a CSU.

The kinesiology major at Citrus College is not our grandparents' physical education class. The new academic discipline, in addition to sports and fitness classes, also requires course work in the sciences and mathematics, which leads to more career opportunities.

"Our department prepares students for work in fitness and health promotion, cardiac rehabilitation, physical therapy, education, and a variety of health care professions," Brawner said.

Kinesiology Program Boasts State of the Art Facilities

Over the past 25 years, Citrus College has added and upgraded several athletics facilities. The additions and upgrades listed allow Kinesiology, Health and Athletics to provide an excellent academic program that prepares students for transfer and careers.

- Fitness Center
- Pool
- Driving Range
- Softball Fields
- Football and Soccer Practice Fields
- Stadium Upgrades: field turf, all-weather track
- Field House and Concession Area

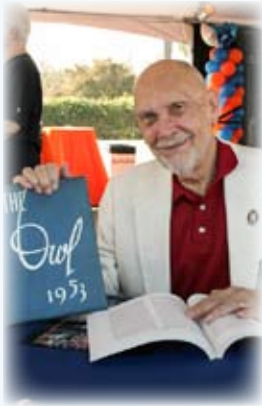


Citrus College's Centennial Celebration: Friends, Food, Football and Fun!

On Saturday, October 11, 2014, Citrus College alumni, friends, supporters, and well-wishers joined students, faculty, and staff to commemorate the college's Centennial.

The celebration began with the All-Class Reunion, which drew more than 200 Citrus High School and Citrus College alumni. Other activities included a car show, history exhibit, face painting, food trucks, and more. That evening, Owl football fans gathered for the Homecoming Game that featured a patriotic half time show honoring students and alumni who served in the military.





Campus



World War II-Era Students Receive Honorary Degrees

On October 21, 2014, Citrus College held an Honorary Degree Ceremony to confer associate degrees to Toshio Asano and the late Masako Mukai Kusumoto. Asano and Kusumoto were Citrus Junior College students whose education was disrupted during the 1941-1942 academic year as a result of President Franklin D. Roosevelt's signing of Executive Order 9066. This mandate resulted in the internment of Japanese Americans during World War II.

Asano, a Monrovia High School graduate, attended Citrus Junior College for one year and excelled in football, basketball and track. He served in the U.S. Army as an interpreter and played softball in the Army Olympics. After his discharge from the Army, Asano returned to Monrovia where he raised a family. Kusumoto, who grew up in Maui, attended both Citrus Union High School and Citrus Junior College. She later attended Iowa State Teachers College (now the University of Northern Iowa) and later returned to Maui where she taught elementary school in the neighborhood where she grew up. She passed away in 1980.

The Honorary Degree Ceremony is an initiative of the California Nisei College Diploma Project, a statewide effort in which the University of California, California State University and California Community Colleges locate individuals who were affected by Executive Order 9066 and then confer their degrees.



College Achieves National Ranking for Alumni Salaries

PayScale, Inc. recently named Citrus College as one of the nation's top 10 public two-year colleges based on alumni earning potential. The college ranked fifth among California's 112 community colleges. The report reflected data collected from 349 public and private institutions and included early-career and mid-career median salaries for alumni who earned associate degrees. Overall, public community colleges outperformed private career colleges in terms of associate degree-only alumni salaries.

"The PayScale report affirms the expertise and commitment of our faculty and staff, who dedicate themselves to preparing Citrus College graduates with practical and relevant skills for today's marketplace," said Superintendent/President Geraldine M. Perri, Ph.D.



Fall Enrollment Reflects Increases and Schedule Enhancements

Nearly 13,000 students enrolled at Citrus College for Fall Semester 2014. Statistics show that 77 percent of Citrus College students are continuing their education at the college. These students have the opportunity to earn an associate degree, receive a career/technical certificate, or transfer to a four-year institution, facilitated by the addition of more than 60 class sections. In addition, 41 classes are now offered on Fridays and Saturdays to accommodate students' diverse schedules.

"It is an amazing time to be at Citrus College," said Superintendent/President Geraldine M. Perri, Ph.D. "I am very pleased that the college is offering additional class sections and flexibility in the academic schedule," Dr. Perri said. "We take great pride in being a College of Completion, and I commend the faculty and staff whose diligent and creative efforts are allowing students to achieve their educational goals."



Faculty Member Honored for Military Service

Jesus Gutierrez, a Citrus College mathematics instructor, was one of four military veterans recognized for their service during the college's ninth annual Saluting Our Veterans event. Gutierrez served in the United States Marine Corps from 1995 through 1999 and was deployed to the Persian Gulf twice. His participation in Operation Desert Thunder earned him the Navy and Marine Corps Achievement medal and a promotion to the rank of Sergeant. Gutierrez, a graduate of Rio Hondo College and UCLA, joined Citrus College as a full-time faculty member in 2008.

Since 2010, military veterans from Citrus College, Azusa Pacific University, the City of Azusa and the City of Glendora have been honored at the annual Saluting Our Veterans event. Citrus College faculty and staff members Thomas W. Gerfen, Arthur Briones, James Woolum and Rose Sayre were previous honorees.



Dental Assisting Instructor Lectures in China

Claudia Pohl, Registered Dental Assisting Program instructor and past president of the American Dental Assistants Association (ADAA), recently visited China as a guest of the Guangdong and Zhejiang Dental Societies. Pohl, who traveled with an ADAA colleague, met with dental health professionals, discussed common practices, and toured dental hospitals and clinics. They also lectured to a class of more than 90 dental assistants and conducted hands-on clinics.

According to Pohl, the trip was extremely successful. "It is an exciting time as we developed new relationships and had the opportunity to share our knowledge," she said. "Knowledge provides the opportunity to affect change. In this case, it has the potential to advance and enhance dental assisting in another country."

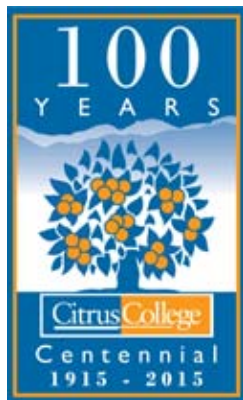


Campus Safety Officer Honored for Heroism

Citrus College Campus Safety Officer Todd Dickson was honored by the Citrus Community College Board of Trustees and the Glendora Community Coordinating Council (GCCC) for rescuing an accident victim from a burning car.

In August 2014, Dickson responded to a two-vehicle collision at the corner of Foothill Boulevard and Citrus Avenue, near the west entrance of the Citrus College campus. At the scene of the accident, he discovered a burning vehicle with a passenger trapped inside. Dickson removed her from the car before it became engulfed in flames.

The Citrus College Board of Trustees presented Dickson with a certificate of recognition commending him for acting "quickly and selflessly to protect life and ensure public safety," actions that "upheld the mission, vision, and values of Citrus College." During the GCCC's September meeting, Citrus College Board President Patricia A. Rasmussen introduced Dickson as the council's Humanitarian Service Award recipient for September.



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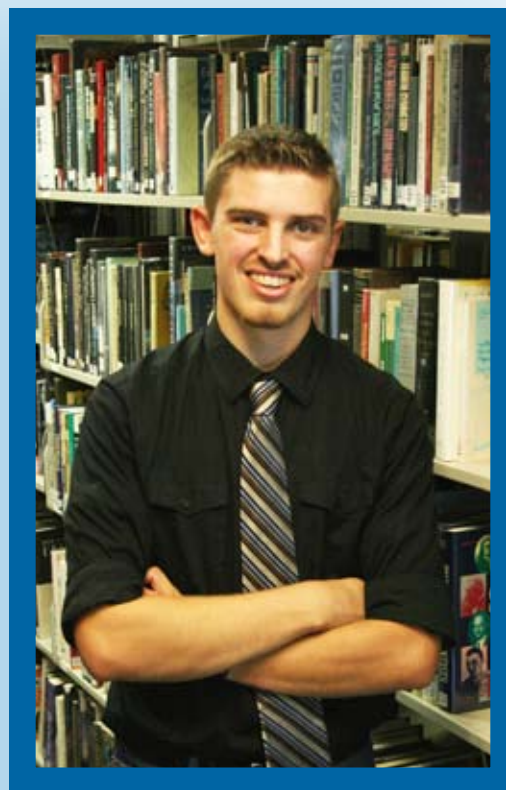
First, Citrus College Next, UCLA

Kevin Belcher

I was a daydreamer during my high school years. I dreamed of attending a major university, achieving my ambitions, and helping others to realize their potential. In reality, my dreams seemed both impractical and unreachable. I didn't have much hope until I enrolled at Citrus College.

When I took my first English courses at Citrus, I encountered faculty who believed in my potential to achieve great things. I became a Supplemental Instruction leader for English classes, which was an opportunity to learn from some great instructors and help other students succeed.

I graduated from Citrus College with honors and transferred to UCLA to pursue my passion for literature and teaching. Thank you, Citrus College, for providing a place in the world where people can learn how to change it.



Kevin Belcher
Class of 2014



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