

## Standard I B: Institutional Effectiveness

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

---

**I.B.1** The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. Standard I B: Institutional Effectiveness

---

### DESCRIPTIVE SUMMARY

Citrus College has a variety of formal and informal mechanisms to ensure regular dialogue aimed at improving student learning and institutional processes that foster effective learning. There are regularly scheduled meetings involving various pairings of the college president, senior management, deans, faculty, instruction, student services, finance and administrative services, technology services, institutional research, external relations, associated students, and others. Ongoing, collegial and self-reflective dialogue occurs in, but is not limited to, the following committees: Academic Senate, Steering Committee, Educational Programs Committee (EPC), Student Services Committee, Physical Resources Committee, Financial Resources Committee, Human Resources Committee, Campus Information and Technology Committee (CITC), Institutional Research and Planning Committee (IRPC), External Relations, Associated Students, Classified, Supervisor/Confidential, the Student Learning Outcomes and Assessment (HotShots) Committee, and the *Educational Master Plan* Task Force. (IB-1, IB-2, IB-3, IB-4, IB-5, IB-6, IB-7, IB-8, IB-9, IB-25)

A college-wide All-Employee Survey was administered by the Office of Institutional Research in March 2007. Survey questions were framed around the six accreditation themes: 1) institutional commitment, 2) dialogue, 3) evaluation, planning and improvement, 4) institutional integrity, 5) organization, and 6) student learning outcomes. The survey provided important baseline data for ensuring dialogue

on student learning. Before the re-establishment of the Office of Institutional Research, there had been frequent dialogue regarding student learning at different levels throughout the college; however, the college-wide all-staff retreat in May 2007 started a more formal process for dialogue about strategic planning and student learning. Sub-committees were formed to address each of the four strategic planning goals developed in 2007-08. In 2008-09, existing shared governance committees were assigned responsibility for the strategic planning goals and completed two cycles of evaluating and updating the goals. For example, Educational Programs and Student Services are the action committees for the first strategic goal, student success; the HotShots Committee took responsibility for the second goal, student learning outcomes; Financial Resources Committee is responsible for the third, fiscal transparency; and the Steering Committee is responsible for the fourth, communication.

The Educational Programs Committee is the major committee that facilitates ongoing and self-reflective dialogue on educational programs and student learning. The committee engages in review and approval of all instructional six-year program reviews, striving to ensure that data are discussed in depth to provide the foundation for comparisons, goal-setting, accountability measures and planning efforts. Also, EPC evaluates two-year career/technical program reviews. The committee responds to accreditation recommendations, implementing changes as necessary. EPC reviews policies and procedures for enrollment management, major general education and graduation requirements, and program implementation/discontinuance. Additionally, EPC reviews Career/Technical Education (CTE) program applications prior to regional approval, oversees the inventory of approved programs, and assures that certificates of achievement are in compliance with state requirements. The committee supports the College Success Program, including the implementation of the Basic Skills Initiative. In addition, the EPC strives to promote communication and collaboration regarding educational programs among instruction, student services and students.

During the 2008-2009 academic year, a committee developed the *Organization and Governance Handbook* to bring existing campus governance, organizational charts, goals, board policies, committee structures, and related information together into a central source. The handbook was published in summer 2009, and a summary document will be shared with all staff at the fall 2009 convocation. Available in print form and online, the handbook is expected to be a valuable reference guide to college faculty

and staff, and will be included with new faculty and staff orientation materials.

The superintendent/president sends out frequent electronic memos through the e-mail system, informing the college about critical issues such as the state budget, emergency preparedness, campus parking, and progress on college annual priorities. The student newspaper, *The Clarion*, is a forum for students to express their opinions and serves to update the college on current happenings. **(IB-10, IB-11)**

There are weekly meetings between the president and her cabinet which includes the vice presidents of instruction, student services, finance and administrative services, and the director of human resources. Academic and student services deans generally have monthly or weekly meetings with their departments where information exchange is more informal. An example of the communication that occurs in these meetings is the budget process. First, deans share information with faculty about the availability of resources. After discussion and completion of annual program reviews, the deans communicate funding priorities to the vice presidents of instruction and student services. The requests are then forwarded to the vice president of finance and administrative services, who takes the information to the Financial Resources Committee for budget consideration. Another example is the mentoring program for full-time faculty. This process was revised three years ago and has been an important support mechanism for the new faculty. In fall 2008, the college initiated a mandatory orientation for adjunct faculty who teach basic skills classes. All adjunct faculty are invited to attend either the adjunct orientation or the department Flex Day activities. All of the activities provide a platform for informative discussions on student learning and institutional processes. **(IB-13)**

Dialogue about improvement of student learning led to the creation of the Student Learning Outcomes and Assessment team, known as the HotShots. With leadership from the Academic Senate, especially the Curriculum Committee and the Office of Instruction, Citrus College has conducted workshops on SLOs, including two daylong events to lead faculty through the development process and to showcase successful efforts. Participation in other workshops has been supported by the Office of Instruction, the Staff Development Committee, and the Office of Institutional Research. **(IB-14)**

In 2007, when the college adopted the 16-week compressed calendar, a daily college hour was scheduled during a time with minimal instruction, providing faculty increased opportunity for participation in college dialogue on student learning and institutional processes. **(IB-15)**

## SELF EVALUATION

Citrus College meets the standard. The 2003 accreditation report recommended that “the governing board, college administration and college constituency groups find ways of defining and clarifying governance decision-making and communication so that all have a clear understanding of their roles and responsibilities.” Since that time there have been reorganizations of the management structure, clarification of program review (*Program Review Handbook*), and clarification of the evaluation process for faculty (*ETOC Handbook, CCFA contract*). The philosophy of the college is one that embraces communication and clarity, and the college’s efforts in this area are ongoing. **(IB-13, IB-33, IB-34, IB-35)**

The All-Employee Survey supports what has been documented by various meeting agendas and minutes. These documents clearly show an ongoing, professional dialogue supporting improvement of student learning and institutional processes. Questions regarding dialogue in the All-Employee Survey were overwhelmingly positive. For example, 84.7 percent of respondents agreed that “Citrus College provides a positive work environment;” 83.2 percent agreed with “I am comfortable discussing concerns with my direct supervisor/dean;” 82.6 percent agreed with “effective communication between coworkers is encouraged in my area.” Responses involving “evaluation, planning and improvement” were also strongly positive although there were more people responding with “not applicable/don’t know.” For example, 34.4 percent agreed that “college budget decisions are based on input from all college constituencies.” However, 36.9 percent responded “not applicable/don’t know.” This survey indicates that more communication is in order regarding the budget process through such mechanisms as shared governance committees and college open forums. Since the administration of the All-Employee Survey, several key initiatives have taken place including the development and implementation of the Strategic Plan and the creation of the *Citrus College Organization and Governance Handbook*. The college-wide All-Employee Survey will be administered again in spring 2010. **(IB-16)**

## PLANNING AGENDA

Standard is met. The college will continue efforts to support meeting the standard.

---

**I.B.2.** The Institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

---

## DESCRIPTIVE SUMMARY

Through the strategic planning process, Citrus College articulates its goals and objectives. Developed within the context of the college mission, the 2007-08 strategic planning goals identified four major goals for the college: student success, student learning outcomes and assessment, fiscal transparency, and communication. There were four sub-committees formed with each addressing one of the goals. These sub-committees reported back to the Steering Committee. **(IB-17)**

A college-wide strategic planning retreat was held in May 2007 to review and discuss the results collected from three sources: 1) the All-Employee Survey conducted in March 2007; 2) the Community College Survey of Student Engagement (CCSSE); and 3) the Accountability Report for California Community Colleges (ARCC). This initiated the college-wide dialogue and planning among faculty, staff, students and administrators culminating in the current *Strategic Plan* with four institutional goals. **(IB-18, IB-19, IB-20)**

In addition to the college strategic planning process, the board of trustees sets goals every year that serve to guide all the functional areas of the college. The 2008-09 board goals were developed in the framework of the four strategic planning goals. The superintendent/president takes responsibility for working with the college to meet the goals. The instruction area has an annual planning cycle where deans and directors, working closely with faculty, set divisional goals for the coming year. Student services conducts an annual planning retreat where programs report on what was accomplished toward meeting last year's goals and share new goals for the coming year. All department heads attend and hear others' reports, resulting in discovery of many shared goals. **(IB-21)**

The program review process for instructional, student services and administrative programs describes and quantifies ongoing changes. Student learning outcomes are an essential part of all program review. Part of this process is to recommend future goals

with respect to student success and program quality. As part of the ongoing review cycle, the degree to which past recommendations have been achieved is described and discussed within the department or division and then within EPC. These findings are put forward for budget consideration as appropriate, and then ultimately are presented to the board.

Not only are goals set at board, president's cabinet, and vice president levels, goals are also initiated by the Academic Senate and faculty subcommittees. The Academic Senate adopts goals such as increasing transfer, improving program quality through improved SLOs and SLO evaluation, and increasing faculty participation in governance. The Academic Senate recognizes the value of making achievement of these goals measurable. **(IB-7)**

Improved student success is described in measurable terms in several cases. The Hispanic Serving Institution (HSI) grants establish growth in the programs in terms of the numbers of students reaching specific benchmarks; math and science deans work with area schools to increase the number of college prepared students, and academic success statistics are reported to various stakeholders. **(IB-22)**

## SELF EVALUATION

The college meets the standard. The institution's goal-setting process is working well, and the college faculty and staff work collaboratively toward their achievement. According to the All-Employee Survey, 59.4 percent of all respondents indicate that they are satisfied with the opportunity they had to participate in college-wide planning. A total of 60.3 percent agree that constituent groups work collaboratively toward the achievement of college goals. Nearly half (49.8 percent) agree that Citrus encourages all employees to participate in the decision-making process, although this is one of the questions with higher disagreement proportions (34.4 percent disagree). Finally, 67.9 percent of all the survey participants agree that achievement of college goals is regularly shared with campus constituencies, and 59.7 percent believe that there is sufficient data available to assess the quality and effectiveness of programs. Significantly, after the All-Employee Survey, the college has moved forward in implementing the annual planning process. **(IB-16)**

## PLANNING AGENDA

The standard is met. The college will continue efforts to support meeting the standard.

---

**I.B.3** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

---

## DESCRIPTIVE SUMMARY

The institution uses comprehensive evaluation processes and mechanisms to assess progress in achieving stated goals. Following the all-campus retreat of May 2007, a document titled *Strategic Planning Goals 2007-2008* was presented to the college community. This plan was designed to “systematically develop methods of enhancing the quality of instructional and student services.” The plan defines and describes the execution of goals in the following four areas: student success, student learning outcomes and assessment, fiscal transparency and communication. **(IB-17)**

The program review process serves as the most comprehensive and fundamental evaluation mechanism for the college, and faculty from each department play the key role in this process. To complement the six-year cycle of program review, an annual program review process has been adopted. Effective fall 2008, institutional research supplies each program with six years of longitudinal data on multiple performance indicators including:

- program access (number of courses offered, number of sections offered, enrollment, weekly student contact hours, full-time equivalent students)
- program resources (full-time equivalent faculty, credit reimbursement rate)
- program operation (WSCH/FTEF, FTES/FTEF, fill rate at census)
- program success (course retention, course success)
- student demographic data (headcount by gender, age, ethnicity, and educational goal)
- program resources (revenue, total budget, support personnel, supplies, cost, total FTES for the year, cost per FTES)
- program success (degrees, certificates, skill awards, and licenses)

The Office of Institutional Research is committed to continue supplying these data for the program review process. Further, to facilitate a meaningful program review process, the Office of Institutional Research provides assistance in data interpretation and also facilitates requests for additional programmatic data.

The superintendent/president meets with cabinet members on a regular basis and evaluates the achievement of goals. The replacement of the college’s legacy information system for maintaining student records with “Banner/WingSpan” and the re-establishment of the Office of Institutional Research have greatly improved the precision and accuracy of quantitative data and have enhanced the college’s ability to collect qualitative data. There is a bi-directional flow of information at deans’ meetings that often initiates data collection for use in future planning and resource allocation.

The Academic Senate represents the faculty perspective on college-wide issues related to improvement of institutional effectiveness. The senate is an active participant in the review of quantitative and qualitative data related to student learning. The recent accessibility of data on curriculum and SLOs with CurricUNET and Banner/WingSpan allows the college community direct access to information, improving the college’s instructional effectiveness. The Citrus College Student Learning Outcomes and Assessment Oversight Committee (the HotShots) was formed to ensure that the college achieves its goals for student learning and institutional effectiveness. **(IB-7, IB-9)**

Other areas of the college such as student services, Technology and Computer Services (TeCS), and the Office of External Relations conduct surveys through various venues in order to improve their effectiveness, allocate resources more efficiently, and plan for future needs. External relations, in particular, continues to test, implement, and evaluate methods of communicating with the changing student body. In 2006 and 2008, external relations participated in Interact Communications’ Media Preference Survey, a voluntary online survey where students answer questions describing their media usage habits and their preferences for contact with the college. In addition, external relations was involved in the students’ focus group study that supported the implementation of an online schedule. **(IB-27, IB-28)**

## SELF EVALUATION

The standard is met. In recent years, Citrus College has greatly improved its ability to evaluate quantitative and qualitative data and has utilized an ongoing cycle of evaluation, planning, resource allocation, implementation and re-evaluation.

The 2007 Citrus College All-Employee Survey asked if “there is sufficient data and information available to assess the quality and effectiveness of my program.” Sixty percent agreed with that statement. When asked if “the program review process helps me promote positive change on campus,” 60.6 per-

cent agreed. With regard to SLOs specifically, the statement “Citrus has made student learning outcomes and assessment a focus for the college” had 70 percent agreement, and the statement “Citrus is taking a positive approach toward implementing student learning outcomes and assessment” had 65.6 percent agreement. **(IB-16)**

## PLANNING AGENDA

The standard is met. The college will continue efforts to support meeting the standard.

---

**I.B.4.** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

---

## DESCRIPTIVE SUMMARY

The Citrus College Strategic Planning Goals serve as one of the main planning documents of the college, together with its companion pieces, the 2007- 2008 Final Plan and the 2008-2009 Implementation Plan. The final plan outlines the progress made in the past year towards achieving the goals and objectives established in the *Strategic Plan*, and the annual implementation plan delineates specific activities for the coming year. The college’s *Strategic Plan* was developed through an extensive process that involved all constituency groups, starting with the May 2007 all-college retreat, to the development of four comprehensive goals, to their assignment to standing committees for implementation.

Another major planning endeavor is the development of the *Educational Master Plan* with representatives from all constituency groups. With the many changes on the horizon in terms of the economy, technology, student demographics, and educational delivery, the educational programs and services needed by current and future students were reevaluated in order to inform the type and size of facilities and equipment the college will need. The findings from the *Educational Master Plan* regarding student learning and institutional effectiveness will be used for institutional planning and resources allocation. **(IB-26)**

The task force that developed the *Educational Master Plan* first reviewed the external and internal data for the college and the local service area found in the *Citrus College Fact Book* prepared by the Office of Institutional Research. A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis was then

conducted, summarizing some of the college’s strengths, constraints and problems. In addition, all college documents and reports were analyzed and reviewed (e.g., departmental and student services program reviews, SLOs, etc.), and a list of strategies and priorities were identified. More than 300 faculty members, staff, and managers participated in a staff development planning retreat. In an interactive process, those present confirmed the college’s mission, and voted for a vision statement and top values that the college embraces. An extensive community survey was conducted in spring 2009, and members of the business, industry and educational communities throughout the college’s service area were contacted for their input in the development of *Citrus College’s Educational Master Plan*. **(IB-31)**

College divisions and departments create their own more detailed plans related to how their specific areas will address campus goals. For example, other planning processes result in the creation of an instruction annual plan, a student services annual plan, a facilities master plan, a technology plan, and a budget plan. The existence of these planning groups ensures the inclusion of creative ideas from all segments of the college community. The charge and composition of each planning group are outlined in the *Organization and Governance Handbook*. Constituency groups represented on the various committees provide input through well-defined channels of communication. Dialogue from all constituency groups within the college governance structure is considered in the final planning decisions of the college. **(IB-10)**

Citrus College is committed to shared and participatory governance principles, designed to guide wise decision-making in support of the college’s mission and strategic goals. This philosophy is also embraced and practiced in the planning process. The board of trustees has participated in major planning activities, such as the spring 2007 all-college retreat, as well as some divisional planning meetings. The external community is invited to provide input during the public session at the board of trustees meetings. Community members serve on advisory committees for vocational programs, the college foundation and the Bond Oversight Committee.

## SELF EVALUATION

The college meets the standard. Data gathered from the All-Employee Survey show that there is general agreement on broad-based participation in the planning process, but at the same time, some staff show a lack of knowledge about the process according to the survey administered in 2007.

Over 60 percent of the participants agreed that constituency groups work collaboratively toward the achievement of college goals. Over 60 percent agreed that the program review process helps to promote positive change on campus. Close to 60 percent stated that they are satisfied with the opportunity to participate in college-wide planning. Half agreed that Citrus encourages all employees to participate in the decision-making process, with about one-third disagreeing. The two questions that address financial plans and budget decisions had the lowest agreement among all planning questions: 38 percent of the participants agree that employees have adequate opportunities to participate in the development of financial plans and budgets with 34.3 percent disagreeing and 27.7 percent stating “don’t know” or “not applicable.” Thirty-four percent of the participants agree that college budget decisions are based upon input from all college constituencies with 28.8 percent disagreeing and 36.9 percent stating “don’t know” or “not applicable.” **(IB-23)**

In response to the employee survey, communication and fiscal transparency were identified as two of the four strategic planning goals. The college has thus demonstrated a commitment to improve communication about the planning and budgeting process. **(IB-12)**

## PLANNING AGENDA

The standard is met. The college will continue efforts to support meeting the standard.

---

**I.B.5** The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

---

## DESCRIPTIVE SUMMARY

Citrus College collects and analyzes a wide variety of data in order to inform both the college and the wider community of its activities. The Office of Institutional Research, together with the Office of Admissions and Records and the Office of Instruction, assure that data are accessible to the campus community. Examples of assessment reports include:

1. Program review performance indicator reports: On an annual basis, each program is provided with an updated six-page, six-year longitudinal trend data table including performance indicators like course offerings, weekly student contact hours (WSCH), full time equivalent students (FTES), full time equivalent faculty (FTEF), success/retention, student demographics, degrees awarded, etc. **(IB-24)**

2. *Citrus College Fact Book*: The research office has created a comprehensive fact book of the college. The fact book provides demographic and socio-economic data about the community and service area of Citrus College, performance and enrollment of the feeder school districts, longitudinal student enrollment data, and longitudinal student success data. **(IB-29)**

3. Online Analytical Processing (OLAP): The Office of Institutional Research has developed an online interactive data query system called OLAP cubes. The data cubes provide detailed information for each program on course, students, success/retention, course fill rate at census for the fall, spring, winter, and summer terms during the last six years. Both program and course level data are available. **(IB-30)**

4. Enrollment data and reports with various formats: With help from TeCS, the Admissions and Records Office, the Office of Instruction, and the Office of Institutional Research generate enrollment reports for various purposes.

5. Customized research studies are provided on request to college faculty, administrators, departments and programs. For example, the office provided data reports on basic skills courses to the HSI grant.

In addition, the college has reviewed and discussed the 2006 and 2008 CCSSE data, and the annual ARCC reports have been presented to the board of trustees for three consecutive years. Student surveys of faculty are also analyzed for evaluation and improvement.

Our newly implemented WingSpan system allows real-time access to information on class size and student retention. CurricUNET is another online tool that the entire Citrus community uses to collect data, particularly on our efforts towards SLO compliance and effectiveness. Placement data from the College Board’s Accuplacer assessment instrument are available to review and to adjust placement scores and to establish and validate prerequisites. The results of Accuplacer are also shared with feeder high schools to inform them about student performance and to better align our respective curricula. The college participates in the California Partnership for Achieving Student Success (Cal-PASS), a regional initiative that collects, analyzes and shares student data in order to track performance and improve student success throughout the educational pathway.

Information is shared through the regular board of trustees meeting minutes, outreach activities, convocation addresses, and publications from the Office of External Relations.

## SELF EVALUATION

The standard is met. Citrus College has modernized data collection and distribution and re-established the Office of Institutional Research. Such areas as academic performance and resource utilization are carefully tracked. This information is used internally for program improvement, and is disseminated to governing bodies per state regulation, as well as to the local community for public relations and student recruitment.

The spring 2007 All-Employee Survey data support that the college meets this standard. For example, the survey statement "Achievement of college goals is regularly shared with campus constituencies" had 67.9 percent of respondents agree and 19 percent disagree. The statement "I am informed of matters that affect me" had 76.8 percent agreement and 22 percent disagreement. The statement "There is sufficient data and information available to assess the quality and effectiveness of my program" had 59.7 percent agreement and 21.1 percent disagreement.

## PLANNING AGENDA

The standard is met. The college will continue efforts to support meeting the standard.

---

**I.B.6.** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

---

## DESCRIPTIVE SUMMARY

Program reviews of individual programs and courses drive the allocation of resources. Since the last accreditation visit, dramatic improvements have been made in both the development of and use of program review data. Formal program reviews have traditionally been completed on a six-year cycle. Supplementing this cycle, the Office of Institutional Research has begun providing each instructional department with updated information on an annual basis in response to the needs identified by the Academic Senate and the Office of Instruction. This provides yearly snapshots of progress and allows immediate corrections to be made as they are recognized.

The Office of Institutional Research generates data related to FTEs, retention, completion and fill rates for each department for their program review process. Faculty are therefore able to generate data-based recommendations that lead to decisions in the allocation of resources. These resource allocations include faculty, classified personnel, equipment, materials, need for space and scheduling issues.

The completed program review document is forwarded to the Educational Program Committee for input and approval. Should the document indicate a need for a new faculty member, this request is discussed in the Faculty Needs Identification Committee.

The program review process creates recommendations for personnel and equipment. All requests for equipment, services and contracts are submitted by departments to their deans for approval. They are then forwarded to the vice president of instruction or the vice president of student services, who forwards them for budget review.

Once approvals are granted or denied, based on college-wide priorities, a baseline budget is created. This system utilizes the budget as a planning tool and accounting systems as the implementation tool. A cost center's ability to live within its means is also an indicator of appropriate planning, implementation and assessment of the allocation of resources. Continual communication between the cost centers and the fiscal department is the tool used to make sure that all parties are living within the guidelines of the budget and that the needs of the college are being met to the extent possible.

The results of work accomplished by the committees are widely disseminated among the college's constituencies, allowing a mechanism for feedback and modification through constituency representatives on the various groups, such as the Steering Committee and its standing committees.

Specific institutional research projects may be initiated at the request of the committees or on an as-needed basis, in addition to the reports and information that are generated by the Office of Institutional Research.

## SELF EVALUATION

The college meets the standard. All parts of the cycle, from program review data collection to resource allocation, are reviewed through clearly defined organizational and governance structures and processes. Data from the All-Employee Survey show that 59.7 percent of all respondents agree that

“there is sufficient data and information available to assess the quality and effectiveness of my program.” To further improve, the college also plans to administer the All-Employee Survey every three years – again in spring 2010. The survey results will provide insight for the college regarding the effectiveness of the ongoing planning and resource allocation.

## PLANNING AGENDA

The college’s ongoing commitment to improvement in this area is expressed in the institutional planning agenda item number five. The college will demonstrate its commitment to continuous quality improvement through updating and review of the effectiveness of major planning documents and being deliberate in showing their linkage to budget, including:

- Mission statement
- *Strategic Plan*
- *Educational Master Plan*
- *Technology Master Plan*
- Program review

The superintendent/president will develop guidelines for the updating and review of major planning documents on a regular cycle. Appropriate college constituencies will participate in an ongoing evaluation of the effectiveness of the planning documents, processes, and linkages to budget.

This planning agenda will improve student learning and foster institutional improvement through dialogue about how the various planning processes and documents work together to achieve the college mission and improve student learning. This dialogue will result in a more coordinated approach to college priorities and better use of limited resources.

---

**I.B.7** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

---

## DESCRIPTIVE SUMMARY

The college aggressively evaluates all instructional and non-instructional programs through the cyclical program review process. Program review committees include a broad spectrum of representatives defining the program description, goals, objectives, and student learning outcomes and assessment. An objective analysis across five measures (mission, need, quality, feasibility and compliance) is used to document performance on past recommendations

and to construct recommendations necessary for planning program improvement. In addition to the six-year program review cycle, an annual program review process has been developed in the last three years. Longitudinal data are provided by the Office of Institutional Research with quantitative and qualitative analysis.

The Educational Programs Committee and the Student Services Committee are subcommittees of the Steering Committee representing instruction and student services respectively. The Steering Committee is the primary campus committee for shared governance. Steering and its standing committees include representatives from all campus constituencies. Upon Steering Committee approval, program reviews are forwarded to the board of trustees for information. Participation and leadership is strong among constituent groups recognizing that program review is the basis for allocation of resources and strategic/long-range planning and the achievement of outcomes.

Instructional and non-instructional program reviews evaluate all academic and career technical programs and services, including the library. Program reviews place an emphasis on annual data that typically represent the preceding six years, allowing trends to be quantified. Recent improvements have standardized the document to facilitate informed decision-making, i.e., important metrics and trends are shared in a manner that is readily understandable. The instructional program review is submitted to the Education Programs Committee for evaluation and recommendation in context with the strategic goals of the college. Student services program reviews evaluate all support programs on a six-year basis using a process parallel to instructional programs. Student services program reviews are submitted to the Student Services Committee. Additionally, institutional support areas conduct program review on a six-year cycle.

During the 2008-09 academic year, the college evaluated the existing process and format for non-instructional program reviews and made comprehensive improvements to the process. This change was made in collaboration with the Academic Senate, and includes instructional support areas (library, Learning Center, study abroad, etc.).

**(IB-32)**

## SELF EVALUATION

Citrus College meets the standard. Instructional programs as well as student services areas participate in program review and planning processes on a cyclical basis. Decisions to modify programs are data driven,

and the effects of changes are quantified after they have been put in place. According to the All-Employee Survey, the college's processes are effective. Responses to the statement "achievement of college goals is regularly shared with campus constituencies," showed 76.9 percent in agreement, with 19 percent disagreeing. Close to 61 percent agreed with "the program review process helps to promote positive change on campus," while 13.6 percent disagreed.

### **PLANNING AGENDA**

The standard is met. The college will continue efforts to support meeting the standard.

## IB EVIDENCE

- IB-1 Steering Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering>
- IB-2 Educational Programs Committee (EPC) Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/epc>
- IB-3 Student Services Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/ssc>
- IB-4 Physical Resources Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/prc>
- IB-5 Financial Resources Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/frc>
- IB-6 Campus Information and Technology Committee (CITC) Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/citc>
- IB-7 Academic Senate Website  
<http://www.citruscollege.edu/as>
- IB-8 Associated Students of Citrus College (ASCC) Meeting Minutes  
<http://www.citruscollege.edu/sloa>
- IB-9 The Student Learning Outcomes and Assessment (SLOA) (HotShots) Committee Meeting Minutes  
<http://www.citruscollege.edu/sloa>
- IB-10 *Organization and Governance Handbook*  
<http://www.citruscollege.edu/governance/Documents/GovernanceHandbook.pdf>
- IB-11 *Clarion*  
<http://www.citruscollege.edu/stdntrs/clarion>
- IB-12 Dr. Perri's eMemos to Campus  
<http://www.citruscollege.edu/admin/president/Documents/eMemos>
- IB-13 Adjunct Faculty Orientation Material and Evaluation  
<http://www.citruscollege.edu/success/data/Documents/Forms/AllItems.aspx>
- IB-14 Minutes and Notes from the Student Learning Outcomes (SLO) Extravaganza Events  
<http://www.citruscollege.edu/sloa>
- IB-15 Compressed Calendar  
<http://www.citruscollege.edu/ar/Pages/AcademicCalendar.aspx>
- IB-16 All Employee Survey Report, Spring 2007  
<http://www.citruscollege.edu/admin/planning/Documents/Forms/AllItems.aspx>
- IB-17 Strategic Planning Goals 2007-2008  
<http://www.citruscollege.edu/admin/planning>
- IB-18 Strategic Planning Meeting Minutes, Fall 2007  
<http://www.citruscollege.edu/admin/planning/Documents/Forms/AllItems.aspx>
- IB-19 Accountability Reporting for the Community College (ARCC) 2007, 2008, 2009 Reports  
<http://www.citruscollege.edu/admin/research/Pages/ARCC.aspx>
- IB-20 Community College Survey of Student Engagement (CCSSE) 2006, 2008 Results  
<http://www.citruscollege.edu/admin/research/Documents/Forms/AllItems.aspx?RootFolder=/admin/research/Documents/CCSSE>
- IB-21 Board Goals 2006,2007,2008  
<http://www.citruscollege.edu/admin/bot/Documents/Annual%20Board%20Goals>
- IB-22 Hispanic Serving Institution (HSI) Grant Proposal and Annual Performance Reports  
<http://www.citruscollege.edu/stem/Documents/Grant>
- IB-23 Annual Financial and Budget Report (CCFS-311)  
<http://www.cccco.edu/ChancellorsOffice/Divisions/FinanceFacilities/FiscalServices/CCFS311PDFFiles/tabid/334/Default.aspx>
- IB-24 Instructional Program Review Datasheets  
<http://www.citruscollege.edu/as/programreview>
- IB-25 Educational Master Plan Task Force Meeting Minutes  
<http://www.citruscollege.edu/academics/emp>
- IB-26 *Educational Master Plan 2009*  
<http://www.citruscollege.edu/info/reports>
- IB-27 Students Media Survey  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20B>
- IB-28 Student Focus Group Research on Schedule of Classes  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20B>
- IB-29 Citrus College Fact Book 2009  
<http://www.citruscollege.edu/admin/research/Pages/FactBook.aspx>
- IB-30 Program Review-Online Analytical Processing (OLAP) cubes: Login Required  
<http://mahogany/sv/home>
- IB-31 Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis Chart as Found in Educational Master Plan 2009  
<http://www.citruscollege.edu/info/reports>
- IB-32 Non Instructional Program Review  
<http://www.citruscollege.edu/pr/student>
- IB-33 Evaluation and Tenure Oversight Committee (ETOC)  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20B>
- IB-34 Program Review Handbook  
<http://www.citruscollege.edu/as/programreview>
- IB-35 Citrus College Faculty Association Contract  
<http://www.citruscollege.edu/hr/Documents/Union%20Contracts>