

## Standard II: Student Learning Programs and Services

*The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

### II A. Instructional Programs

**The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

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**II.A.1.** The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

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### DESCRIPTIVE SUMMARY

Citrus College enjoys a diverse student population and offers a wide variety of courses and programs to meet a variety of student needs. Consistent with the mission, the college meets a variety of needs in the community. Transfer needs are met through integrated instruction and student services efforts. Transfer courses are scheduled to minimize time to degree in each major. The Transfer Center provides counseling and advisement regarding course selection and application processes while the articulation officer maintains current articulation agreements and works to complete new agreements as courses are developed. **(IIA-1)**

Curriculum is the purview of the faculty at Citrus College. Their leadership in course development is balanced by responsibility for quality, accessibility, and accountability. Course development begins at the department level, where delivery systems are discussed in relationship to course objectives. The college adopted a computerized curriculum management system, CurricUNET, in 2007. While there is no formal college structure for division or department curriculum meetings, CurricUNET provides

a mechanism for discussion which has significantly increased input and scrutiny at the department level. **(IIA-5)**

The Curriculum Committee confirms that courses are of sufficient quality. The Technical Review Committee, a subcommittee of Curriculum Committee, provides editing, crafting recommendations, and resources to faculty originators, designed to achieve coherent, unified curriculum while minimizing time required to introduce new curriculum. Following consultation with the articulation officer, recommendations from Technical Review, and approval from Curriculum Committee, courses may then be approved to meet the following distinctions: course-to-course agreements, lower division major preparation, or transferable course lists. **(IIA-2)**

The Educational Program Committee (EPC) meets regularly to evaluate the scope of the instructional program as related to the institution's mission through review of program review documents. The program review process further addresses whether programs are consistent with district and Title 5 standards, whether there are adequate campus resources available, and whether all regulations are satisfied. Curriculum and Technical Review committee members discuss the needs for a class, how it fits into the transfer pattern, etc. **(IIA-3, IIA-4, IIA-6)**

The College Success Program (Basic Skills Initiative), facilitated by the college success director and led by a cross-discipline faculty committee, addresses the needs of underprepared students by providing courses and a variety of student support services. Faculty leads take responsibility for coordination of student learning outcomes at each course level. Working with full and part-time faculty leads, they increase consistency within course levels and assess alignment between curricular levels. A successful early academic alert program, coordinated by a full-time counselor with release time, is now integrated into the Citrus College enterprise resource planning system, Banner/WingSpan. More faculty participation yields greater support for at-risk students. **(IIA-7a, IIA-7b, IIA-8a, IIA-8b, IIA-9, IIA-14)**

Scheduling patterns have been modified to maximize student engagement. Learning communities were initiated three years ago with faculty leadership and connection to the College Success Program effort. Designed to offer new students entry into a year-long cohort program, English and math classes are typically linked to counseling or reading courses; developmental reading and English courses are also linked together. Teachers and counselors stay with the cohort for the entire year. The program is growing slowly, assessing results, and making changes as indicated. A Fast Track program grew from this paradigm; students enroll in paired English and reading classes and/or mathematics classes for consecutive eight-week sessions. If successful, they complete two levels of basic skills English, reading or math in one semester, supporting movement into courses within their area of interest. Success and persistence rates are higher than in traditional classes. **(IIA-7a, IIA-7b, IIA-8a, IIA-8b, IIA-14)**

Based on student need and diversity, a variety of learning communities have been established. The Umoja (Kaswahili for unity) learning community, a student achievement program for African American students, is planning its second year. Integrating instruction and student services, students who enroll in a linked cohort of classes are assigned a program counselor, and have an on-campus mentor. While our student demographics indicate African Americans are proportionally represented on campus, the college is working to proactively address the national trend of depressed success and completion rates among African American students. **(IIA-15)**

Acknowledging the importance of student engagement, the Honors Program piloted use of a theme across all courses, designed to facilitate discussion and create a sense of belonging among students. Athletics initiated a Scholar Baller program, providing academic and counseling support for athletes and honoring those who maintain strong academic records. **(IIA-10, IIA-11)**

Career Technical Education (CTE) departments consistently survey the community and evaluate job market data. Regular meetings of advisory committees provide high quality local feedback. Programs are assessed, expanded, or redirected based on assessment outcomes. **(IIA-17)**

Citrus College is completing the facilities build-out of the 2001 *Educational Master Plan*. While this document served the college well, it is appropriate that a new educational master planning process occurred and was completed in June 2009. During the intervening years, a six-year program review process was

in place. Using data provided by Technical Services (TeCS), program faculty reviewed, assessed, and recommended changes. After two years of consultation between instruction, Academic Senate, and institutional research, an annual program review process has been implemented as of fall 2008, creating a direct link between planning and budget that is systematically updated each year. **(IIA-12)**

Program student learning outcomes (SLOs) are a mandated element of every six-year program review along with a timeline for completion of course level SLOs. During the past two years, programs began developing a matrix, documenting the connection between program level SLOs and course level SLOs. In addition, instruction and the Financial Resources Committee scrutinized all program reviews completed since 2004, identifying all facilities and fiscal requests. It was determined that 95 percent of recommendations documented in program review had been met, demonstrating a strong link between budget and planning that emanates from program level needs. **(IIA-13)**

Citrus supports student learning outcome assessments (SLOAs) with a 60 percent reassigned faculty member, as recommended by the Academic Senate and approved by the superintendent/president. The SLOA coordinator championed faculty training and writing of SLOs, followed by initiation of assessment cycles. Supported by a task force, "HotShots," the institution provides campus-wide support, spanning research, TeCS, instruction, and student services. The SLOA cycle is frequently agendaized at Steering Committee, academic deans and directors meetings, Academic Senate and division meetings, maintaining constant awareness.

While the college believes it is assessing student needs and working to meet them, it recognizes the need to systematically survey students and directly gather evidence. The Community College Survey of Student Engagement (CCSSE) was first administered in 2006. Dialogue focused on results was agendaized at Academic Senate, academic deans and directors, student services, Steering Committee, and cabinet meetings. Results of the first survey demonstrated the need to systematize and expand assessment and supported the decision to survey faculty and staff satisfaction in 2007 and readminister the CCSSE in 2008. Results from the most current CCSSE indicate improvement in the majority of targeted areas. **(IIA-16)**

## SELF EVALUATION

The college meets the standard. Citrus College is diligent in evaluating programs to ensure quality. The Curriculum Committee adopted a curriculum management system that increased discipline and divisional faculty involvement in curriculum development and established a Technical Review Committee to assure high quality support and review of SLOAs. The Office of Institutional Research and Planning provides high quality student success and student equity data to all departments for use in annual program reviews. Student success is also tracked in new programs, such as learning communities and fast track cohorts. Results are provided to leadership teams, infusing data into decision making.

## PLANNING AGENDA

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

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**II.A.1.a.** The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

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## DESCRIPTIVE SUMMARY

Citrus College offers a full range of educational programs consistent with its institutional mission to serve a broad and diverse community of individuals. Instructional programs are designed to foster development of students' personal, social, and intellectual qualities and capabilities. To this end, the college provides:

- Transfer courses equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education at baccalaureate institutions. **(IIA-27, IIA-28)**
- Career and technical education to provide skills and knowledge for beginning employment, retraining and advancement, and to respond to local business and industry economic and workforce development directions. **(IIA-27, IIA-28)**
- General education courses to broaden knowledge, skills, attitudes and values, to develop analytical ability and critical thinking and to foster interest in lifelong learning. **(IIA-27, IIA-28)**

- The College Success Program offers developmental courses in English, reading, English as a Second Language, mathematics and personal development. In addition, the program offers learning communities; faculty leads support curriculum of courses and assist and train adjunct faculty; success centers for reading, English, and math provide learning assistance to support coursework; a full-time college success counselor is trained to support developmental education students; and college success workshops are designed to address affective needs of students which impede success. The program is provided oversight by the director of college success and the College Success Advisory Committee. **(IIA-24, IIA-27, IIA-28)**

- Continuing education and community services to provide for the special educational and training needs of the local community. **(IIA-25, IIA-26)**

Citrus College identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies closely on research and analysis to assess student demographics, plan, and make decisions about academic programs and services. A key resource used to assess demographics is the *Citrus College Fact Book*, produced by the Office of Institutional Research and available on the college website. The printed *Fact Book* is widely dispersed on campus to facilitate awareness of its value and is updated annually. **(IIA-29)**

Quantitative data are used to evaluate the demographic makeup of the student population at Citrus College and to make decisions about academic programs and services. College academic and student services programs and departments undergo full institutional program reviews every six years and complete annual reviews, updating areas needs, assessing strengths and weaknesses, and documenting programmatic changes. Program reviews make use of extensive data analyses, provided by the Office of Institutional Research, and include surveys which solicit student ideas and opinions. **(IIA-4)**

In addition to recursive major data reports, research studies, and program review information, the Office of Institutional Research also provides other types of studies to support program development and evaluation. Treatment studies are produced on request by administrators or faculty to examine the efficacy of a teaching method, a new program, prerequisite course effectiveness for improving student success,

and other similar questions. Examples include studies produced for student success programs, fast track, learning communities, math course progression, and distance education. **(IIA-8a, IIA-8b, IIA-21, IIA-22, IIA-24, IIA-30)**

In order to accommodate the diversity of its students, Citrus College offers 31 associate degrees, 46 certificates, and 13 skill awards. Student outcomes include meeting lower division transfer requirements, obtaining or upgrading vocational skills, and improving basic skills in math, English, reading, and English as a Second Language. To meet student needs, an innovative certificate in public works/landscape management was developed in partnership with Mt. San Antonio College. Students attend courses at Citrus College and Mt. San Antonio College, meeting their educational goals with no duplication of program at the colleges. In addition, our non-credit area serves the community by providing courses in the nine designated non-credit areas approved by the state Chancellor's Office. A wide range of fee-based courses is also offered as learning opportunities for the general community. **(IIA-25, IIA-27, IIA-32)**

**Programs of Study Leading to an Associate in Arts Degree**

Child Development\*  
 Dance\*  
 Fine and Performing Arts  
 Language Arts  
 Liberal Arts with areas of emphasis\*  
 Music\*  
 Recording Arts Technology\*  
 Social and Behavioral Sciences  
 Theatre Arts\*  
 Theatre Arts – Acting Emphasis\*  
 Theatre Arts – Technical Theatre Emphasis\*

**Programs of Study Leading to an Associate in Science Degree**

Administration of Justice  
 Automotive Technology – Master Technician  
 Biological and Physical Science (and Mathematics)  
 Biological Sciences \*  
 Business  
 Cosmetology  
 Dental Assisting  
 Digital Design  
 Drafting Technology  
 Emergency Management and Homeland Security  
 Energy Systems Technology\*  
 Library Technology  
 Mathematics  
 Medium & Heavy Truck Technology  
 Photography

Physical Education  
 Public Works  
 Registered Nursing  
 Vocational Nursing  
 Water Technology

**Programs of Study Leading to a Certificate of Achievement**

Administration of Justice  
 Audio Recording Technology  
 Automotive Technology  
     Automotive Service, Diagnosis and Repair-Master Technician  
     Automotive Service, Diagnosis and Repair-Toyota/Lexus/Scion Technician  
     Automotive Service, Diagnosis and Repair-Undercar Drivetrain Specialist  
     Automotive Service, Diagnosis and Repair-Underhood Specialist  
 High Performance Institute  
 Business  
     Accounting  
     Administrative Office Manager  
     Management  
     Marketing  
     Office Occupations  
     Secretarial  
     Word Processing  
 Ceramics – One Year  
 Child Development Master Teacher  
 Child Development Master Teacher - Early Intervention  
 Child Development Teacher  
 Commercial Dance  
 Cosmetology  
 Dental Assisting  
 Drafting  
     Drafting Technology – CAD  
     Advanced Drafting Technology – CAD  
     Architectural Design  
     Architectural Drafting – CAD  
     Computer Generated Imagery  
 Electronics Technician  
 Emergency Management  
 Emerging Theatre Technology  
     Building Systems Design Technology\*  
     Building Systems Maintenance and Operations Technology\*  
 Esthetician  
 Forestry  
 Heating and Air Conditioning  
 Information Technology  
 Library Technology  
 Medium and Heavy Diesel Truck Technology  
 Motorcycle Service, Diagnosis, and Repair Technician\*  
 Photography

Public Works I  
Public Works II  
Public Works/Landscape Management  
Theater  
    Emerging Theatre Technologies  
Vocational Nursing  
Water Technology  
Web Design  
    Advanced Digital and Web Design  
    Digital and Web Design

### **Programs of Study Leading to a Skill Award**

Activity and Social Service Documentation  
Activity Coordinator  
Child Development Associate Teacher  
Diesel Technician  
Drugs and Solutions (Nursing)  
Emergency Medical Technician  
Engine Rebuilding and Machining  
Home Health Aide  
Hospital Unit Clerk  
Infant and Child Development Associate Teacher  
Medical Terminology  
Nurse Assistant  
Sub-Acute/Pediatrics Activity Leader

\*Pending Chancellor's Office Approval

Recognizing a diverse student population, Citrus College provides cohort-type studies and support for students through learning communities. Learning communities are uniquely scheduled sequential courses, typically two or more classes, often in different departments, designed to be taken together by the same group of students. They are designed to connect students to each other, to their instructors, to the college, and to student learning. Among the learning communities at Citrus are the following:

**Learning Communities Program** offers cohorts for first time freshman and second year students. Freshmen enter cohorts of linked basic skills and counseling courses. Second year students join cohorts of themed pairs of courses. **(IIA-33)**

**Umoja Program** is a component of learning communities designed to offer support for African American students. It enhances the basic learning community model with the addition of campus mentors for each student. **(IIA-15)**

**Fast Track Program** schedules courses spanning basic skills to calculus in eight-week blocks, providing opportunity for students to complete two levels of English, reading, or math each semester. This significantly reduces time-to-degree. **(IIA-114)**

**Honors Program** provides enhanced educational and transfer opportunities by providing special honors sections of regular courses, seminars, and a designated counselor. **(IIA-10)**

**Scholar Baller**, a program designed to promote academic excellence among student athletes, is supported by a designated counselor and all coaches. Athletes meeting criteria wear a special patch on their jersey, acknowledging their achievement. **(IIA-11)**

A variety of data are gathered to demonstrate efforts to assess student learning needs, including assessments for placement in English, reading and math, prerequisites, CCSSE data, data on persistence, retention and success, learning community and fast track data, early decision, and placement test results. Also gathered are Accountability Reporting for the Community Colleges (ARCC) data on progress and achievement. The Resource Team Report on Basic Skills (March 2006) and Basic Skills Initiative Assessment Tool (April 2008) were used to plan future components of basic skills. **(IIA-18, IIA-20, IIA-21, IIA-22, IIA31)**

Assessment data are used to plan program components, classes, and services to meet student needs. Also, data are used in promoting new programs, such as the College Success Program (BSI). Based on the results of the Resource Team Report on Basic Skills (March 2006), a basic skills director was hired to unify efforts already made on campus as well as to develop new activities. That effort is now united under the College Success Program, offering a variety of activities that integrate instruction and student services to provide adequate resources to under-prepared students. Program activities are based on both the Resource Team Report and the Basic Skills Initiative Assessment Tool (April 2008). Student learning outcomes for each component of college success are being assessed and changes made to components based on data results. For example, additional fast track and learning community courses were offered fall 2008 based on increased success and retention rates as reported by the Office of Institutional Research. Qualitative data used by College Success include student and faculty surveys. **(IIA-21, IIA-28, IIA-31)**

Citrus has implemented a student learning outcomes assessment cycle. The student learning outcomes and assessment leadership team – the HotShots Committee – held a campus-wide SLO day and designated the 2008/2009 academic year as "The Year of Assessment." The committee meets monthly and works with departments on campus to implement

SLO assessment. An annual report on the progression of SLOs is prepared for deans to share with faculty. (IIA-19, IIA-20, IIA-22)

The math department created a website for SLOs and SLO assessment. Based on results, a Math Success Center was established, using science, technology, engineering, and math (STEM) grant funds. Curriculum is being reviewed for all courses below college level. (IIA-23)

Research is conducted to determine if SLOs are being achieved, including the assessment of the SLO cycle. Departments are designing assessment instruments, such as pre-assessment and post-assessment tools, and analyzing results. The progression of the SLO cycle is maintained by HotShots and is available to the college community. (IIA-20, IIA-22)

## SELF EVALUATION

The college meets this standard. Research, analysis and dialogue occur related to identification of student demographics, curriculum development, and program review. The focus is to match student needs with academic programs. It is noteworthy that the Academic Senate and the vice president of instruction jointly developed the annual program review template, working with the Office of Institutional Research to identify and display data for faculty use. While Banner implementation slowed the development process, implementation was jointly supported by faculty and administration. (IIA-51)

## PLANNING AGENDA

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

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**IIA.1.b.** The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

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## DESCRIPTIVE SUMMARY:

Citrus College utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The majority of courses are offered in the traditional classroom setting, with lecture and discussion being the most common methods of instruction. Collaborative learning techniques are incorporated into many courses, and computer lab components are found in many areas, including English, English as a Second Language, mathematics and the sciences. With implementation of a Title V His-

panic Serving Institution grant and Basic Skills Initiative funding, special emphasis has been placed on developing learning communities. Increasingly, courses are linked to increase student success and retention. (IIA-33)

The integration of technology into instruction is now the standard. We have 96 classrooms and labs with projection systems to accommodate technology integration. A particularly dynamic aspect of the college's instructional program has been the growing popularity of online instruction. The institution has developed a quality program of online instructional offerings. Degrees can be earned in administration of justice, business, liberal arts, and social/behavioral sciences. General education courses for all degrees can be completed online, and support services including online applications, counseling services and library resources are available. Prior to taking online courses, students are asked to complete an orientation, either on campus or online. Participation is directly related to student success and retention. In addition, through a College Cost Reduction and Access Act (CCRAA) Science, Technology, Engineering, and Math (STEM) grant, the new STEM Math and Science Resource Center will pilot online tutoring, increasing access for all students. Once satisfactorily tested, capacity for online tutoring will be added to all four student success centers: Learning Center (all subjects), College Success Center (English and reading), Math Center, and STEM Center (science, technology, engineering and math). (IIA-34, IIA-35, IIA-38, IIA-39)

In career and technical programs, demonstration and hands-on experiences are commonplace. Labs are continually upgraded and faculty consult with discipline-specific advisory committees for identification of emerging technologies and employment trends. Work experience opportunities are offered for students in child development and automotive programs. (IIA-37)

To best meet students' needs, Citrus College schedules classes in a number of formats including morning, afternoon, evening, blended and online. Classes are offered in a variety of time blocks, such as one, two, three, and four days per week, as well as sixteen and eight week sessions during a semester, a six week winter intersession, and an eight week summer session. The college also offers a number of courses off-campus at a variety of sites, including high schools in Claremont, Glendora, Azusa, Duarte and Monrovia. In addition to the credit curriculum, Citrus College offers approximately 50 non-credit courses per year across the nine non-credit categories. (IIA-28, IIA-39)

Regular faculty meetings offer opportunities for dialogue on course effectiveness, enhanced by data from SLO assessment of instructional delivery methods. One example is College Success, where delivery methods in basic skills credit courses are regularly evaluated by faculty leads who meet monthly to discuss effectiveness of courses. Success and retention data are shared at meetings, as are results of student and faculty surveys. As a result of these discussions and review of data, new initiatives are piloted and, in turn, assessed. For example, directed learning materials were developed for the College Success Center and additional sections of fast track and learning communities were scheduled. A reading course is now offered online. There is current dialogue about piloting other basic skills classes online. A decision will be made at faculty leads meetings based on faculty input and success data of the pilot courses, provided by the Office of Institutional Research. **(IIA-24)**

### **SELF EVALUATION**

The college meets this standard. The college offers credit, non-credit and fee-based courses to meet the educational needs of its diverse students, and instructors use a variety of delivery systems and modes of instruction. The college has expanded the number of online courses to better meet the demand for this delivery mode and provides support for instructors and students who teach and learn in online formats. Development of the Educational Master Plan provided depth and breadth of information that will continue to stimulate dialogue on student and community educational needs. **(IIA-25, IIA-26, IIA-28, IIA-36)**

### **PLANNING AGENDA**

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

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**II.A.1.c.** The institution identifies student learning outcomes for courses programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

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### **DESCRIPTIVE SUMMARY**

Citrus College is in the process of completing student learning outcomes for courses, programs, certificates and degrees; assessing student achievement of those outcomes; and using results to make improvements. In 2004, at the direction of the Academic Senate, the Curriculum Committee established a timeline for integration of student learn-

ing outcomes and assessments (SLOAs) into all course outlines. The decision to begin with SLOAs at the course level focused faculty discussion on development of course-level outcomes and assessments, challenging them to think beyond conventional grading. **(IIA-2, IIA-22, IIA-43, IIA-51)**

To establish the infrastructure necessary to design and facilitate the many facets of SLOA development, the Academic Senate recommended establishment of a SLOA coordinator. Supported by the college president, a student learning outcomes and assessment coordinator was named and provided 60 percent release time and clerical assistance to lead the campus-wide SLOA effort. She has developed and conducted regular training for faculty and administrators. To increase interest and promote participation, two SLO Extravaganzas were conducted, with training, mentors, food and prizes encouraging faculty to collaborate and complete a difficult but important process. At the invitation of faculty and/or deans, the coordinator attends department and division meetings, providing customized mentoring for all groups. **(IIA-22, IIA-43, IIA-45)**

A SLOA workgroup, affectionately named the Hot-Shots, provides technical expertise, research design and analysis, and strategies for engaging the entire campus in this movement. At the insistence of the SLOA coordinator, an oversight committee, which includes the president, vice president of instruction, Academic Senate president and researcher, was established to document progress and provide accountability. **(IIA-22)**

In addition to student learning outcomes, all courses with prerequisites, such as English, must include "entrance skills" in the official course outlines. This provides faculty and students with necessary information to determine requirements for success based on skills needed to enter a course. SLOs articulate what they are expected to know upon exiting a course. **(IIA-44)**

A core set of student learning outcomes are developed for general education. These are listed and described in the college catalog. Program level outcomes are established within the regular six-year instructional program review cycle and linked to course level SLOs. Many programs have successfully created matrices that demonstrate the connection between course SLOs and program SLOs. As subsequent six-year program reviews are completed, this strategy will be the standard display of their work. Program level outcomes are based on programmatic goals driven by academic master planning. The program review coordinator, an appointee of the Aca-

democratic Senate, and the Academic Senate president, annually train faculty on the program review process and, specifically, development of linked program and course SLOs. (IIA-51)

## SELF EVALUATION

Citrus College is on track to meet this standard. Student learning outcomes have been written for 79 percent of credit courses, and assessments have been identified for these courses as well. Cycles of assessment have been completed in many instructional areas, notably in the areas of biology, math, dental assisting, English, English as a Second Language, and dance.

The college is in the process of developing a centralized repository for the collection and reporting of learning outcomes assessment and analysis. In the meantime, faculty and deans are to be surveyed to collect current assessment information which will be reported in the accrediting commission annual report. (IIA-46)

The college has also made significant progress in highlighting the centrality of student learning outcomes at program, course and institutional levels. This has been accomplished in great part by providing ongoing training for student learning outcomes development to faculty and staff and by designing and implementing curriculum procedures that require SLO review and approval. Program SLOs are a required component of all six-year program reviews. In short, institutional structures exist for identifying, incorporating and approving SLOs in both programs and courses, primarily through faculty-led processes. (IIA-2, IIA-6, IIA-44, IIA-45, IIA-46, IIA-51)

A central feature of the college SLO model is the emphasis on simultaneously identifying assessment evaluation methods for all courses. The college's internal process calls for linking learning outcomes with specific assessment measures. This has laid the foundation for follow-up evaluation, assessment, and revision—namely continuous improvement. The college has initiated dialogue to implement systematic assessment activities, as evidenced by numerous discussions that have taken place in departments such as biology, ESL, math, and all departments in student services, and at Academic Senate, Educational Programs Committee, and Steering Committee. (IIA-6, IIA-22, IIA-41, IIA-42)

## PLANNING AGENDA

The college's ongoing commitment to improvement in this area is expressed in institutional planning agenda item number one. In order to fully achieve

the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, the college has developed a comprehensive timeline for SLOs in the areas of courses, programs, degrees and certificates, as well as instructional support programs, student services programs, and institutional support services.

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**II.A.2.** The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

**II.A.2.a.** The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

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## DESCRIPTIVE SUMMARY

Citrus College uses established procedures to design curriculum, identify student learning outcomes, approve, administer, deliver, and evaluate courses and programs. The quality and improvement of the college's curricula depends upon collaboration between the faculty and the Curriculum Committee, which consists of representatives from every division, the campus articulation officer, the dean responsible for distance education, and the vice president of instruction. A Technical Review Committee, consisting of the Curriculum Committee chair, three faculty members, the dean of distance education, and the vice president of instruction, provides additional support and scrutiny to course proposals and revisions prior to full committee review. The curriculum assistant, located in the Office of Instruction, takes notes for all meetings, posts them on the website, and assists faculty with the CurricUNET program. (IIA-50, IIA-55)

Full-time faculty in individual departments are responsible for establishing quality and improving instructional courses and programs. All new courses and programs, as well as those that need to be revised, including non-credit courses, must go to the Curriculum Committee for review and approval. A major resource used to ensure the quality and improvement of all instructional courses and programs is the *Curriculum Committee Handbook*, updated and approved spring 2009. At the beginning of each

year, members of the Curriculum Committee are trained on the internal process and procedures for approving courses, applicable statewide rules and regulations, the CurricUNET system, and construction of student learning outcomes and assessments. **(IIA-48, IIA-55)**

As per the established process, faculty members initiate curriculum proposals for new and modified courses, programs and certificates. To design and identify the learning outcomes, faculty members work closely with their division curriculum representative, who has expertise in developing student learning outcomes and assessments. Members of the Technical Review Committee, the Curriculum Committee chair, and the area deans are also available to provide assistance. **(IIA-49)**

Once a curriculum proposal is complete, it is entered by the faculty initiator into CurricUNET and launched. This provides opportunity for review by all faculty members in the division, the articulation officer, and the division dean. During this process, attention is paid to content, textbook choice, reading and writing requirements, and whether SLOs are appropriate for level of the class. The Technical Review Committee evaluates course outlines for completeness, including reviewing proposed student learning outcomes and assessments. The Technical Review Committee has increased the quality of course outlines that are reviewed by the full Curriculum Committee and allowed the full committee to work more efficiently. Faculty members are encouraged to attend both Technical Review and Curriculum Committee meetings in order to respond to questions that may come from committee members and address minor changes prior to course approval. Courses are approved by a majority vote from the committee faculty members. Faculty are subsequently responsible for maintaining the integrity of each course, program and certificate. **(IIA-47, IIA-52, IIA-55)**

If a course is proposed as hybrid (a course offered half online and half on campus) or distance education, a completed distance learning form that addresses academic rigor, method of communication with students, and technology to be employed in the course must accompany the course proposal. This ensures rigor and quality of courses offered online or via hybrid format. The increased use of online teaching has necessitated increased training and support for faculty in the development of online courses and instructional practice. One full-time classified employee was recently added to the staff in the distance education office. This person provides additional support for faculty who are developing and teaching distance education courses. The staff

also assists students enrolled in distance education courses. **(IIA-35, IIA-47, IIA-55)**

Courses with prerequisites or co-requisites also include validated entrance skills to ensure that students acquire appropriate skill mastery and concept attainment. Official course outlines delineate appropriate methods of evaluation. Every instructor is expected to use the official course outline in developing his or her syllabus. Syllabi are submitted to division deans each semester for review and potential feedback. They are maintained on file by the division dean. **(IIA-47)**

Program review is also driven by faculty. This process enables faculty to review and recommend updates to courses and programs. The process is cyclical in nature, allowing programs to look at past recommendations and to initiate improvement based on data analysis and faculty observations of needs within individual programs. Annual program review now supports ongoing evaluation. The Office of Institutional Research provides student success and student equity data for each department. Recommendations are prioritized by each division, then incorporated into budget planning for the following year. Annual program reviews are compiled into the six-year review, which is submitted to Educational Programs Committee, Steering Committee, and the board of trustees for review and approval. **(IIA-3, IIA-51)**

Career and Technical Education (CTE) courses undergo a review process every two years to respond to community training needs as identified by advisory groups and councils. Advisory groups meet with CTE program faculty a minimum of once per year to exchange information about the program and current labor market training needs. Advisory members provide input for campus faculty regarding market opportunities and updates on skills necessary to prepare students for entrance into the labor market. This provides program faculty with information necessary to improve and update CTE curriculum and student success. **(IIA-17, IIA-52, IIA-53)**

## **SELF EVALUATION**

The college meets the standard. Faculty are involved at all stages of course and program design, approval, delivery, and evaluation. The program review process provides a systematic structure for review of programs and creates opportunities for strategic planning for the future.

The curriculum development and review process has successfully addressed several challenges in the past two years. Two years ago, the appointed chair be-

came ill and was unable to continue with the assignment. A new chair was appointed and has championed stability and deliberate systematic review of the process. He led the successful implementation of CurricUNET, regularly sitting with faculty and providing individual coaching. CurricUNET has increased internal department and division communication and dialogue regarding course proposal and revisions.

## PLANNING AGENDA

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

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**II.A.2.b.** The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education and degrees. The institution regularly assesses student progress towards achieving those outcomes.

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## DESCRIPTIVE SUMMARY

Faculty are responsible for maintaining the integrity of each course, program and certificate. Faculty, through the curriculum process, take the lead in developing and updating all course outlines and devising student learning outcomes (SLOs) to reflect student competency. A student learning outcomes assessment cycle (SLOA) has been instituted to assist faculty in assessment, assessment strategies and documentation, and analytical evaluation of student progress. (IIA-20, IIA-43)

To further enable this process, each career and technical education (CTE) certificate program has an advisory committee. In all CTE programs, the advisory committee participates in a biennial professional program accreditation. Advisory committee members include, but are not limited to, departmental faculty and administrators, students, and professional representatives of the discipline. These committees meet a minimum of once a year to hear information about the program and give constructive feedback to improve curriculum, enrollment and student success. These committees also provide input about current labor market opportunities, as well as updates on skills and knowledge needed to keep the program current and prepare students for the labor market and/or transfer.

An example from the CTE division is the advisory committee of the automotive technology depart-

ment which meets each semester. The members include the faculty and administrator of the automotive department, service managers of auto dealerships, managers of independent repair shops, students, district high school automotive instructors, and a representative from Toyota, our industry partner. Input is utilized to improve the program, to keep curriculum current with industry needs, and to improve student success and ensure that students meet college and industry expectations. As a result of the professional involvement with the committee, Citrus students who complete this program are sought after for employment opportunities, often with employment interviews held at the completion of the advisory meeting. (IIA-56)

As another example, the Water Technology Advisory Committee meets each semester. Members include the workforce development director and faculty, students from the program, professionals from the local community and other educational and training institutions. As in all advisory committees, input is utilized to improve the program and keep curriculum and certificate requirements current with industry needs to ensure students meet industry expectations. In addition, the Water Technology Advisory Committee also has its employer education support subcommittee which identifies effective employer practices that support a stronger workforce for students in the program who are already employees in the field. (IIA-57)

## SELF EVALUATION:

The college meets the standard and will continue efforts that support meeting the standard. Defined student learning outcomes and assessment, combined with input from advisory committees, have ensured that student completers meet both college and industry expectations and standards, and are, therefore, prepared for transfer or entry into the job market.

## PLANNING AGENDA:

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

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**II.A.2.c.** High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

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## DESCRIPTIVE SUMMARY:

Citrus College ensures high-quality instruction and appropriate breadth, depth, rigor, sequencing, time

to completion and synthesis of learning through academic master planning, curriculum approval, and program review processes. Instructional scheduling procedures support program implementation. Each of these processes contributes to the quality of the college's degree and certificate programs.

Program review and curriculum approval processes ensure that degree and certificate programs have a coherent design and are characterized by appropriate length, depth, breadth, and sequencing of courses. These processes also ensure that the use of information and learning resources is integrated throughout the curriculum. Consistent with California Education Code (Title 5), any degree program of greater than 18 units is submitted to the California Community College Chancellor's Office and ACCJC for review and final approval. Similarly, certificates of achievement requiring completion of 12 units or more are submitted to the Chancellor's Office for review and approval, thereby allowing the certificate of achievement to be transcribed. **(IIA-2, IIA-55)**

Citrus College ensures breadth and depth of instruction at the degree and certificate level by offering coursework in a wide range of knowledge and skills including languages, humanities, computation and critical thinking. On a departmental level, ensuring breadth and depth of instruction is done in myriad ways. Advisory committees, the program review process, adherence to state and/or national standards, and approval of curriculum according to transfer agreements and California State University (CSU)/University of California (UC) requirements all help to determine adequate breadth and depth of instruction. **(IIA-2, IIA-27, IIA-28, IIA-55)**

Rigor is a crucial part of evaluating student learning and creating courses at Citrus College. Through program review, all course outlines are updated every six years, ensuring that course offerings are current and of high quality. Departments determine recommended and required co- and pre-requisites prior to their presentation to the Curriculum Committee. Assessment testing for the purpose of placement plays a critical role, as the rigor of the course is inevitably tied to an accurate placement system. **(IIA-3, IIA-59)**

Course sequencing is determined by faculty and their knowledge of what skills students need prior to taking each course in the department. Departments have created their programs in close articulation with CSU and UC requirements for transferability and the sequencing in programs such as biology, chemistry, and art reflect the sequencing indicated at four-year universities. Participation in California Partnership for Achieving Student Success (CalPASS) discussions in-

forms departments on how best to accommodate growth and change. CalPASS is a strategic partnership designed to improve student achievement by identifying and reducing barriers and to support successful student transition from kindergarten to college. While these discussions are expected to standardize course sequencing, the predominant factor remains transferability. **(IIA-58, IIA-60)**

Vocational programs use their state and industry standards to inform sequencing and pathways to certification. Some courses require prerequisites of a skill set best obtained through specific prior coursework.

Courses are offered to provide students the opportunity to complete an associate degree in two years. As the schedule is developed, deans establish a usual pattern of offering courses. If there is sufficient demand, courses may be offered each semester. If there is less demand, a schedule is developed to ensure courses are offered at least once every two years. If enrollment management decisions result in a course having to be cancelled and students in the course are trying to finalize degree requirements, the dean works with faculty in the department to identify substitutions and create options in order for students to satisfy degree requirements. **(IIA-27, IIA-28)**

Many programs indicate that the current focus on student learning outcomes helps to refine the process of assuring synthesis of learning and that their processes are being affected by the development of such outcomes. **(IIA-43)**

## **SELF EVALUATION**

The college meets the standard. The combined work of the Office of Institutional Research, the Technical Review Committee, the Curriculum Committee, program review, the Educational Programs Committee (EPC) and the Steering Committee provides comprehensive evaluation of breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The articulation officer and the Technical Review Committee also work together during the course approval process which includes course-to-course agreements, lower division requirements, major preparation, and publication of transferable course lists.

## **PLANNING AGENDA**

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

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**II.A.2.d.** The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

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### **DESCRIPTIVE SUMMARY**

Citrus College addresses the diverse needs and learning styles of its students by providing a variety of delivery modes, teaching methodologies and support services that address the learning needs of its students. Instruction is offered in semester-length lecture/lab courses, eight week courses, six week winter intersession, eight week summer session, off-campus courses, hybrid courses (technology-mediated and on-campus), and online instruction. **(IIA-28)**

Citrus College provides cohort-type studies and support for students through learning communities designed to connect students to each other, to their instructors, to the college, and to student learning. **(IIA-33)**

Teaching methodologies are selected by faculty based on the appropriateness of course content and the diversity of student learning styles (visual, aural and kinesthetic). Instruction is offered across the curriculum to address these three basic modalities. Teaching methods employed by instructors at the college include demonstrations, experiments, field trips, guest speakers, hands-on learning, Internet enhancement, lectures and group discussions, tutors, portfolios, practicum/internships, research, service learning, student participation, student reports and projects, web research, collaborative learning, real-world experience, and problem-based learning. This list is far from exhaustive.

The Curriculum Committee course outline of record requires instructors to identify the teaching methodologies employed in a course and how learning will be evaluated. This process allows the Curriculum Committee to review identified delivery methods and provide feedback to ensure instruction is appropriate to student learning objectives. Teaching effectiveness is evaluated as part of the peer evaluation observation, where methods of instruction are examined and recommendations for improvement are made. **(IIA-2, IIA-65)**

Disabled Students Program and Services offers supportive education services to students with various disabilities. Students are provided with the opportunity to experience a safe beginning or re-entry to college through attendance in specially designed courses. These courses include:

### **DSPS 075 Individualized Assessment of Learning Strengths and Weaknesses**

This course is designed for the student with special learning needs who may have a specific learning disability. Individual assessment of learning strengths and weaknesses will be completed to determine eligibility for services and to assist with early intervention in basic skills, learning strategies, study skills and educational planning. **(IIA-27)**

### **DSPS 085**

The course is designed to teach students with text disabilities to access and effectively utilize electronic text. **(IIA-27)**

### **DSPS 090 Empowerment**

This course is designed to assist students with disabilities in transitioning to college. This course will help prepare these students to effectively discuss their needs, make decisions and understand their disability in relation to their educational goals. **(IIA-27)**

### **DSPS 103 Technical Assistance Lab**

This course provides specialized instruction designed for students with disabilities who require adaptive technologies to effectively access the computer. Using individualized learning materials, adaptive computer technologies and compensatory strategies will facilitate greater college success by lessening the impact of disability. **(IIA-27)**

DSP&S provides support to students who have a verifiable disability that limits one or more major life activities. Students with a physical disability, visual impairment, auditory impairment, psychological disability, permanent or temporary health concerns or a learning disability can receive assistance from specialized personnel. Adaptive technology helps meet the needs of those students with motor or sensory deficits. In accordance with federal legislation, Citrus provides reasonable academic adjustments to students with verified disabilities in order to create an educational environment where they have equal access to instruction. **(IIA-28, IIA-68)**

The Learning Center offers easy access to a wide selection of resources to provide students with strategies and techniques designed to promote their academic success. Resources provided by the Learning Center include: tutorial services, ESL conversation groups, ESL writing lab, language lab, Testing Center and Success Center. Tutorial services are offered as drop-in, online, or by appointment and provide free individual and/or group tutoring with

trained peer tutors. Assistance is offered in many subjects, including math, sciences, history, English, writing, ESL, and foreign languages with focus on helping students become independent learners. Tutors are Citrus College students who have completed on-going tutor training, and have been recommended by their instructors, and who have successfully completed the course(s) they tutor with a grade of A or B. **(IIA-67)**

Through the College Success Program, there are two success centers—one for English and reading, located in the Learning Center, and one for mathematics, located in the math building. The College Success Center offers online curriculum support through the PLATO tutoring software system, tutoring, student study groups, learning materials which support curriculum, and workshops to support affective issues that are not adequately addressed in class, including: goal setting, test taking, memory techniques, stress management, math anxiety, note taking, study skills, time management and learning styles. These workshops are provided throughout the semester by counseling faculty. The Math Success Center, piloted in fall 2008, provides peer tutoring by specially trained tutors who interact with faculty and sit in math classes, as well as a study site for math students. In connection with the new CCCRA STEM grant, a Math and Science Resource Center opened spring 2009, providing both peer and online tutoring and math and science resources and activities. **(IIA-62, IIA-66)**

As of spring 2009, the college offers 112 classes online and three classes in a hybrid format that combine face-to-face instruction with online instruction (51 percent or more of traditional classroom time, and the remaining instructional time using the online delivery mode). Growth in the online delivery format has been initiated by faculty, supported by instructional departments, and is monitored for appropriateness by instructional deans and the vice president of instruction. In an effort to ensure access for all students, online and traditional, the college does not generally offer courses solely online. Rather, courses are rotated between regular and online delivery methods or, if multiple sections of a single course are offered, a proportion of them are offered online. **(IIA-64)**

The college values innovation in instruction, and the college's Title V (HSI) project has offered stipends to support innovation in course delivery modes. Various stipend projects have been funded to support evaluation and development of strategies to enhance student success in diverse instructional formats such as learning communities and fast track patterns. The

importance of ongoing professional development is evident in the reemergence of a common flex day, the day prior to start of spring semester. Faculty gather for a keynote address or common activity and then break into self-selected workshops. Topics include new instructional techniques, (i.e. collaborative learning, learning communities, paired activities), classroom management techniques, emergency response training, and integration of technology into instruction. **(IIA-61, IIA-63)**

## **SELF EVALUATION**

The college meets the standard. The college offers a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. All courses are scheduled appropriately based on modes and methodologies. Regular staff development training is provided to faculty on new instructional techniques that may enhance their ability to help students meet student learning outcomes. The Title V project has allowed the college to provide stipends to faculty to support innovation in their teaching and methodologies.

## **PLANNING AGENDA**

The standard is met, and the college will continue efforts that support meeting the standard.

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**II.A.2.e.** The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

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## **DESCRIPTIVE SUMMARY**

Citrus College evaluates all courses and programs through a systematic review of learning outcomes, currency, and future needs and plans. All academic programs are comprehensively reviewed on a six-year cycle, with annual updates reflecting changes in program need or direction. Faculty from the program complete the report, following the program review template and supported by the Academic Senate's *Program Review Handbook*. Program reviews are reviewed and approved by EPC, Steering Committee, and the board of trustees, the five-member elected governing board. **(IIA-3, IIA-6, IIA-69)**

Career and technical courses have additional standards for biennial program and curriculum review. The process consists of research and analysis to assess student needs and effectiveness of programs. The reports include labor market demand, comparison to other regional programs, employment and completion statistics, and recommendations. Biennial

program reviews are submitted to the board of trustees and provide key assessment data used to meet the needs of the community. **(IIA-6)**

Active advisory boards with respective industry partners are utilized during review. Close ties with respective industries assist programs with the challenge of keeping abreast of competency changes, and ensure that programs and course offerings reflect current industry technology and procedures for an educated and trained workforce. During advisory meetings, industry representatives review curriculum, ancillary materials, and identify areas that need to be changed or updated to maintain currency in the field and quality instruction. Students are certified either through program completion or by outside agency licensing. Examples include:

- Cosmetology License Board of Barbering and Cosmetology—Department of Consumer Affairs
- Automotive Certification Automotive Service Excellence (ASE) Certification (A1-A8 and L1)
- Water Technology Treatment Operator Certification, T-1 through T-5, and Distribution Operator Certification, D-1 through D-5, given by the State of California Department of Health
- Dental California licensing examination (RDA) from the Dental Board of California and the National Certification Exam (CDA)  
**(IIA-5, IIA-70)**

Core indicator data are reviewed for all vocational programs at Citrus College. Leads requesting funding from the Carl D. Perkins Vocational Technical Education Act (VTEA) must analyze core indicators for their programs and state how the requested funding will improve the success of students as indicated by: skill attainment, completions, persistence and transfer, employment, and nontraditional participation and completions. The local planning team, which includes faculty, students, business and industry members, scores these proposals and makes recommendations for funding. Progress on funded programs is presented to Workforce Council during the year. **(IIA-54, IIA-71, IIA-72)**

Since fall of 2004, the college has been actively involved in the student learning outcomes assessment cycle (SLOAC) initiative to improve student learning. Citrus College began with development of student learning outcomes at the course level. Under the leadership of the chair, the Curriculum Committee revised the official course outline of record to include student learning outcomes. Curriculum Committee then adopted a course outline that requires

inclusion of student learning outcomes at the time of development or revision of curriculum. All programs undergoing program review must also include program student learning outcomes. All course outlines are to be updated with student learning outcomes by 2012. **(IIA-3, IIA-5, IIA-22)**

## SELF EVALUATION

The college meets this standard. Departments review curriculum regularly for the purpose of updating for currency, articulation, and relevance. Citrus College faculty are committed to teaching and learning, and Curriculum Committee members evaluate courses and programs in a committed professional manner. Institutional planning agenda item 1 calls for achieving proficiency as identified on the ACCJC rubric on student learning outcomes by 2012.

## PLANNING AGENDA

The standard is met, and the college will continue efforts that support meeting the standard.

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**II.A.2.f.** The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

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## DESCRIPTIVE SUMMARY

Citrus College engages in a regular cycle of evaluation and planning to assure currency and measure achievement of student learning outcomes. As described above, through the established program review process, the Educational Programs Committee (EPC) reviews all six-year program reviews prior to sending them forward to Steering and the board of trustees. **(IIA-51)**

Citrus College is proud of its integrated planning processes which have been collaboratively developed and implemented beginning in fall 2006. Designed by the Academic Senate, the Office of Institutional Research, and the vice president of instruction, the annual program review now provides a systematic means for department planning that is directly related to budget requests and allocation. This ensures that results of program evaluation drive academic planning and ultimately budget resource allocation. **(IIA-51, IIA-74, IIA-75)**

Each fall, the Office of Institutional Research distributes program data for use in the annual program review. Department faculty evaluate trends, reassess needs, and affirm or develop needs and recommendations to augment the six-year program review. Divisions prioritize budget requests, including personnel, facilities, and supplies, which are then sent to the vice president of instruction. The deans participate in the final prioritization using a criteria-based ranking system for department activities, placing special importance on activities based on program review recommendations. Results are then shared with Financial Resources and Physical Resources Committees for use in building budgets and plans for the coming year. **(IIA-51, IIA-74)**

To assure achievement of stated student learning outcomes for courses, certificates, and degree programs, including general and career and technical education, the Curriculum Committee and program review committees began the process of integrating SLOs into the curriculum at both the course and program levels in fall 2004. This was the first of a six-year cycle in which programs were reviewed for SLOs. In October 2005, the Curriculum Committee process was supplemented with the formation of a Technical Review Committee. The purpose of this subcommittee is to review course outlines for SLOs prior to Curriculum Committee review and approval. The Technical Review Committee consists of the Curriculum chair, three faculty members, an instructional division dean, and the vice president of instruction.

Core competencies were adopted by the Academic Senate in fall 2004. In combination with general education competencies adopted in 2008, they serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies. Any student transferring or completing a degree or certificate from Citrus College must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies. All general education courses incorporate selected outcomes in the following areas: 1) communication, 2) computation, 3) creative, critical, and analytical thinking, information competency, 4) community/global consciousness and responsibility, 5) technology, and 6) discipline/subject area specific content material. **(IIA-5, IIA-73)**

Approved course outlines of record specify the expected learning outcomes and content that a student must master in order to be awarded credit. Representative assignments and assessments are identified. Faculty provide students with a syllabus

to ensure that students are aware of expected requirements and evaluation methods. **(IIA-5, IIA-76)**

The college intends to continue development of assessment activities, and workshops are planned to provide tools for this effort. Already, several departments have designed assessment projects to assess curriculum design and instructional formats and methods that enhance student learning outcome achievement. Strong examples are found in biology, math, ESL, English, dental assisting and across student services. **(IIA-51)**

## SELF EVALUATION

The college meets this standard. College processes ensure that results of program review and evaluation are integrated into the budget development processes. Evidence for this is demonstrated in the program review process. Additionally, emphasis is placed on student learning outcome implementation. In fall 2004 the Curriculum Committee began the process of integrating student learning outcomes into the curriculum at the course and program levels. Core competencies for general education were approved in fall 2004 and have guided the college implementation of student learning outcomes and assessment.

## PLANNING AGENDA

The standard is met, and the college will continue efforts that support meeting the standard.

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**II.A.2.g.** If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

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## DESCRIPTIVE SUMMARY

The English department gives departmental exams for all developmental courses and English 101. English 101 students are given a timed essay as a final exam which is graded by the instructor and at least one other English faculty member. If there is no agreement, a third reader is brought in. The same procedure is used for all developmental (basic skills) English courses.

The math department has recently implemented a common, online final for all Math 29 students. This exam ensures all students have mastered the stated learning outcomes for that course.

No other departments currently use departmental exams. **(IIA-77)**

## SELF EVALUATION

The college meets this standard. The English department and the math department use departmental exams. Both departments individually meet to review scores and make revisions as necessary.

## PLANNING AGENDA

The standard is met, and the college will continue efforts that support meeting the standard.

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**II.A.2.h.** The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

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## DESCRIPTIVE SUMMARY

Citrus College awards credit based on student achievement of the course's stated learning outcomes. Units of credit are based on the Carnegie Unit System. The Carnegie Unit System of credit is one unit per one lecture hour of class and one unit per three laboratory hours of class per week, based on an eighteen-week semester. The Carnegie Unit System conforms to the universal academic practice in American colleges and universities and the appropriate provisions of California Education Code and Title 5. The Citrus College catalog contains the guidelines for awarding grades of A, B, C, D, WF, F, W, pass (P), no pass (NP), incomplete (I), and in-progress (IP), as well as qualifications for honors, academic standards, policy on prerequisites, and the procedure and source for appeal and question of these policies. (IIA-27, IIA-28)

Criteria for evaluation of student learning outcomes and the award of credit are stated in the Citrus College catalog and in official course outlines. Information on the evaluation of student performance for a specific course appears in course syllabi distributed by instructors during their first class meeting. Course syllabi are updated each semester to reflect the course's student learning outcomes and methods of evaluation. Course syllabi vary in format and form from instructor to instructor but all contain specific information on grading criteria, student learning outcomes, and methods of evaluation. The Office of Instruction publishes the *Instructor Handbook*. This guide, available to all full-time and adjunct faculty, shows the items to be included in a syllabus and suggestions for format. The instructional deans' offices maintain copies of all current syllabi. (IIA-5, IIA-27, IIA-43, IIA-76)

## SELF EVALUATION

The college meets this standard. Citrus College awards credit based on student achievement of a course's stated learning outcomes, and guidelines for the awarding of credit are stated in the catalog. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

## PLANNING AGENDA

The standard is met, and the college will continue efforts that support meeting the standard.

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**II.A.2.i.** The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

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## DESCRIPTIVE SUMMARY

Citrus College awards degrees and certificates based on student achievement of the program's stated student learning outcomes as set forth by the faculty. Students must complete the prescribed courses of study for each degree or certificate. These are delineated in the college catalog. Modifications of major requirements are available in certain circumstances, and must be approved by program faculty and the division dean. All degree and certificate programs are approved by the Curriculum Committee, and those consisting of greater than 18 units are also submitted for review and approval by the California Community College Chancellor's Office and ACCJC. (IIA-27, IIA-79)

Citrus College is in the process of implementing the SLOA cycle. Program SLOs are incorporated in six-year program reviews and course level SLOs are above 79 percent completion. As this occurs, programs are mapping the linkage between course SLOs and program SLOs, as exemplified in the program reviews of biology and dental assisting. (IIA-43, IIA-51)

## SELF EVALUATION

The college meets this standard. Faculty prescribe the courses of study, and those courses of study are approved by the college's Curriculum Committee, the Chancellor's Office, and ACCJC when necessary. In order to successfully achieve a degree or certificate, students must complete the prescribed courses of study as outlined in the college catalog.

## PLANNING AGENDA

The college's ongoing commitment to improvement in this area is expressed in institutional planning

agenda item number one. In order to fully achieve the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, the college has developed a comprehensive timeline for SLOs in the areas of courses, programs, degrees and certificates, as well as instructional support programs, student services programs and institutional support services.

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**II.A.3.** The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

**II.A.3.a.** An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

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## DESCRIPTIVE SUMMARY

Citrus College believes general education is central to an associate degree, and general education is therefore designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding. (IIA-27, IIA-73)

Faculty who teach general education courses are responsible for developing student learning outcomes. Faculty meet to develop the outcomes, create an assessment, evaluate the outcomes based on assessment, and then make changes to courses based on the findings. The findings are discussed in the Educational Programs Committee. A general education philosophy was adopted by the Curriculum Committee March 26, 2009 and is included in Board Policy 4025. The rationale for general education was discussed in the Academic Senate. Senators represent each department/division and take these discussions

back to faculty in their area, distributing the information and providing opportunity for input. The approved policy was forwarded to EPC, Steering, and the board of trustees for review and adoption. (IIA-73, IIA-80, IIA-81, IIA-82, IIA-83)

In order to determine basic content and methodology within the major areas of knowledge, faculty who instruct within the specific areas of knowledge draft course outlines. The Curriculum Committee reviews all course outlines to ensure that the courses contain necessary content, methodology and SLOs. Representatives from the major areas of knowledge (each division) are members of the Curriculum Committee. All department faculty are provided with information, via CurricUNET, regarding proposed course outlines in their department and given the opportunity to express concerns or support regarding a proposed course outline. (IIA-5)

General education requirements at Citrus College include comprehensive student learning outcomes adopted in 2008. Learning outcomes include basic content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences, and the social sciences. Students develop a breadth of knowledge that encourages critical thinking, promotes diversity, and prepares students to recognize, understand, and act upon the complex personal, social, political, and environmental issues of the modern world through a comprehensive general education component of all associate degree programs. (IIA-27, IIA-73)

All associate degree programs require a minimum of 22 semester units of general education, including one activity class in exercise science. General education requirements include courses in: 1) language, critical thinking, and mathematics (English composition, communication and analytical thinking, and mathematics), 2) natural sciences (biological sciences and physical sciences), 3) arts and humanities, 4) social and behavioral sciences (history and political science and behavioral science), and 5) physical education.

The Academic Senate, through the Curriculum Committee, requires all courses certified for general education to identify how they address the general education core competencies. (IIA-27, IIA-73)

## SELF EVALUATION

The college meets this standard. All associate degree programs require a minimum of 22 semester units of general education. General education core competencies were established in 2004 and reaffirmed in fall 2008. They include: 1) communication, 2) com-

putation, 3) creative, critical, and analytical thinking, information technology, 4) community/global consciousness and responsibility, 5) technology, and 6) discipline/subject are specific content material. Student learning outcomes are written in selected areas of competency at the course level (course outlines of record), program level (program review reports) and degree and certificate levels. Learning outcomes are mapped to show the relationships between and among the levels. General education learning outcomes are to be assessed through systematic analysis of course and program level assessment results. (IIA-27)

### PLANNING AGENDA

The standard is met, and the college will continue efforts that support meeting the standard.

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**II.A.3.b.** A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

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### DESCRIPTIVE SUMMARY

The general education component of Citrus College's degree requirement is designed to develop the student's ability to be a productive individual and lifelong learner. Skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. Students must also demonstrate competency in writing, mathematics and reading. Enforcement of course prerequisites was attained with implementation of the Banner system, effectively connecting assessment and placement. Courses in area A (language, critical thinking and mathematics) and area B (natural sciences) address this area of knowledge. (IIA-27, IIA-84)

In 2004, the Academic Senate adopted our general education core competencies which address all of the above areas. In addition, SLOs at course level and program level address these areas of competencies. The college is in the process of connecting all of this to the general education pattern. All general education components of programs adhere to curriculum standards that include clear student learning outcomes and measurements of evaluation for those outcomes. (IIA-41, IIA-51)

### SELF EVALUATION

The college meets this standard. All general education components of programs are approved by the Curriculum Committee and include student learning outcomes that are measurable.

### PLANNING AGENDA

The standard is met, and the college will continue efforts that support meeting the standard.

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**II.A.3.c.** A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

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### DESCRIPTIVE SUMMARY

Citrus College's general education requirements for all associate degree programs include six components that enhance a student's ability to be an effective citizen, appreciate ethical principles, develop civility and interpersonal skills, respect, and a willingness to assume civic, political, and social responsibilities on a local, national and global basis. The six components include 1) communication, 2) computation, 3) creative, critical, and analytical thinking, information competency, 4) community/global consciousness and responsibility, 5) technology, and 6) discipline/subject specific content material. Courses from area C (arts and humanities) and area D (social and behavioral sciences) are designed to address these issues. (IIA-27, IIA-73)

### SELF EVALUATION

The college meets this standard.

### PLANNING AGENDA

The standard is met, and the college will continue efforts that support meeting the standard.

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**II.A.4.** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

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### DESCRIPTIVE SUMMARY

Citrus College offers both associate in arts and associate in science degrees. Each program leads to a degree and includes one area of focused study or interdisciplinary core.

### **Programs of Study Leading to an Associate in Arts Degree**

Child Development\*  
Dance\*  
Fine and Performing Arts  
Language Arts  
Liberal Arts with areas of emphasis\*  
Music\*  
Recording Arts Technology\*  
Social and Behavioral Sciences  
Theatre Arts\*  
Theatre Arts – Acting Emphasis\*  
Theatre Arts – Technical Theatre Emphasis\*

### **Programs of Study Leading to an Associate in Science Degree**

Administration of Justice  
Automotive Technology – Master Technician  
Biological and Physical Science (and Mathematics)  
Biological Sciences \*  
Business  
Cosmetology  
Dental Assisting  
Digital Design  
Drafting Technology  
Emergency Management and Homeland Security  
Energy Systems Technology\*  
Library Technology  
Mathematics  
Medium & Heavy Truck Technology  
Photography  
Physical Education  
Public Works  
Registered Nursing  
Vocational Nursing  
Water Technology

\*Pending Chancellor's Office Approval

A minimum of 18 units must be completed in the discipline or related disciplines with a grade of "C" or above in the program courses, combined with general education and proficiency requirements. Students must maintain at least a 2.0 grade-point average in all lower division college units attempted and complete a total of 30 units in residence or their final 12 units in residence at the time of qualification for graduation. **(IIA-27, IIA-80, IIA-85)**

### **SELF EVALUATION**

The college meets this standard. Citrus College offers both associate in arts and associate in science degrees. Each program leads to a degree and includes a focused study in at least one area of inquiry or in an established interdisciplinary core.

The Curriculum Committee is currently expanding the college degree program options which will include more specific, singularized selections under

the associate in arts majors. For example, there are 10 separate disciplines under the social and behavioral science major. In the future, students will have an option to declare a specific major, such as sociology or history. **(IIA-2)**

### **PLANNING AGENDA**

The standard is met, and the college will continue efforts that support meeting the standard.

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**II.A.5.** Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

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### **DESCRIPTIVE SUMMARY**

Students completing career and technical education (CTE) certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. Assessment of technical and professional competencies achievement is conducted through feedback and recommendations from the CTE advisory committees. **(IIA-17, IIA-27, IIA-86)**

Advisory committees recommend equipment and curriculum changes for the program. This ensures that student learning outcomes include competency in the most recent technology and standards with the use of state-of-the-art equipment appropriate for the field of employment. Program accreditation through the National Institute for Automotive Service Excellence (ASE) and National Automotive Technical Education Foundation (NATEF) in automotive technology assists in ensuring the professional competence of students completing the programs. **(IIA-86)**

Advisory committees participate in the program review process, which includes a systematic analysis of specific job requirements and job relevance for each course. As part of the curriculum review process, the advisory committee makes recommendations to the program faculty, director, and/or dean regarding the development of new curriculum and modification of existing curriculum. When new courses are submitted to the Curriculum Committee for approval, the committee verifies that the course outlines include appropriate evaluative measurements of student learning outcomes. **(IIA-5, IIA70)**

A biennial review of CTE programs is prepared by program faculty and coordinated by directors and deans in the area. Reports include descriptions of programs, current labor market demand, comparison

to other similar regional programs, and statistics related to program completion and employment of students who complete the programs. The review is essential to ensuring Citrus College CTE programs meet needs of the local community and region. Curriculum is reviewed and revised as necessary as the result of program review, biannual review of CTE programs, and recommendations from advisory committees. **(IIA-51)**

## SELF EVALUATION

The college meets this standard. CTE programs that require external licensure demonstrate consistently high pass rates. Employment rates are high in all CTE programs. Feedback and recommendations from the CTE advisory committees ensure that student learning outcomes are established and incorporate state-of-the-art equipment, technology, and theory that are appropriate for the fields of employment.

## PLANNING AGENDA

The standard is met, and the college will continue efforts that support meeting the standard.

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**II.A.6.** The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

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## DESCRIPTIVE SUMMARY

Citrus College provides current and prospective students with clear and accurate information regarding its educational courses, programs and transfer policies. The college provides this information through the Citrus College catalog, schedule of classes, the Transfer Center planning guide and other publications and brochures. Citrus College educational advisors meet regularly with prospective students at district high schools. Counselors meet with current students to help them with individual educational plans designed for degree, certificate and transfer goals. Educational advisors provide individualized advising for students while also providing catalogs, schedules and print program information. Most print information is also available electronically on the Citrus College website. The college reviews the accuracy of print and electronic information on a regular basis, mainly through coordination among external

relations, technology and computer services (TeCS) and the college's various programs. **(IIA-27, IIA-87, IIA-90)**

Citrus College verifies that individual courses have learning objectives and is in the process of implementing student learning outcomes in all its educational courses and programs. The college does this through several methods. **(IIA-43)**

The Citrus College Curriculum Committee requires all new and updated course outlines to have student learning outcomes. Faculty use CurricUNET which provides a course outline template that includes SLOAs. Faculty can also review approved course outlines on the Citrus College curriculum page. Individual course outlines are reviewed by the Citrus College Technical Review Committee and the Curriculum Committee. Assistance is provided by the committees to the outline's originator. Since 2004, the *Instructional Program Review Handbook* requires all programs in the program review process to develop program level student learning outcomes. The Educational Programs Committee verifies this has been done when it reviews and approves program review reports. As degrees and certificates are developed and approved through the curriculum process, appropriate student learning outcomes are included. **(IIA-5, IIA-43, IIA-88, IIA-91)**

Faculty leads in basic skills courses in mathematics, language arts, and biology also work with faculty in those areas to ensure appropriate course sequencing. The faculty leads assist in making sure that students are successful in the appropriate student learning outcomes before progressing to the next course in the basic skills sequence. **(IIA-24, IIA-89)**

Course syllabi are given to students during the first days of instruction. Syllabi are expected to provide core information for that specific course, including required materials, grade, attendance and plagiarism policies, a DSP&S statement, among other information. Area deans help to ensure that students in each class section receive a course syllabus with appropriate information and learning objectives. Area deans collect faculty syllabi and provide sample syllabi for new and part-time faculty who might need assistance in meeting standards. Syllabi are also collected during the faculty review process and are reviewed by deans and discipline-expert tenured faculty. **(IIA-43, IIA-76, IIA-89)**

The student learning outcomes and assessment coordinator provides workshops and individual assistance in writing and implementing SLOAs to faculty. Special breakout sessions for assisting faculty in SLOA

implementation are also organized by the coordinator and are held several times during a semester. In addition to the coordinator and the breakout sessions, Citrus College has a student learning outcomes and assessment web page that provides resources for faculty to increase understanding and ease implementation of SLOs. **(IIA-43)**

## SELF EVALUATION

The standard is met, and the college will continue efforts that support meeting the standard.

## PLANNING AGENDA

None

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**II.A.6.a.** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

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## DESCRIPTIVE SUMMARY

Citrus College has clearly stated transfer-of-credit policies available to its students. Requirements for transfer to the UC and CSU systems are detailed and made available to students in the Citrus College catalog and schedule of classes. The Career and Transfer Center publishes numerous specialized handouts, including the *Transfer Planning Guide*. **(IIA-27, IIA-51, IIA-90, IIA-93)**

Students attending Citrus College can use units from an accredited institution in meeting associate degree requirements. Official college transcripts are required of new students who were previously enrolled in a college or university. **(IIA-27)**

Citrus College also offers credit by examination. A student in satisfactory scholastic standing who has completed at least 12 units at Citrus College may petition to receive credit by examination for coursework offered by the college and/or the advanced placement examinations of the College Entrance Examination Board, College Level Examination Program (CLEP), or the International Baccalaureate. **(IIA-27)**

All of these policies and procedures are available to students from the Office of Admissions and Records,

as well as from counselors. The policies and procedures are available in the catalog which is available in hard copy and electronic format. **(IIA-27)**

The articulation officer is responsible for articulation agreements with four-year colleges and universities. Articulation agreements can be referred to as bilateral course transferability between regionally accredited institutions. Both parties of the agreement agree to accept the course identified as being “comparable to” or “accepted in lieu of” their course. The campus has articulation agreements in place with UCs, CSUs and private institutions. Courses which have been accepted for transfer to the UC and/or CSU systems are indicated in the catalog, schedule of classes, and respective course outlines. **(IIA-27, IIA-58, IIA-92, IIA-94)**

The articulation community works with many other associations around the state to accomplish the mission of facilitating student transfer between institutions. Matriculation works closely with the curriculum development process through the Curriculum Committee. Matriculation information is online and in the printed catalog. **(IIA-27, IIA-92)**

Counselors aid in evaluating student transcripts to determine acceptance of units to further assist students who transfer to Citrus College from other institutions. Counselors use information from course descriptions and notations on transcripts to aid their evaluations. Courses are often sent to faculty in a given discipline to help make a determination on a course to see if it is comparable in scope and content. Implicit in the articulation process is involvement, communication and cooperation between respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses. **(IIA-92)**

Students and campus personnel utilize ASSIST, the official repository of articulation for California’s colleges and universities, which provides the most accurate and current information available about student transfer in California. Articulation officers at each campus maintain this data base. **(IIA-94)**

## SELF EVALUATION

The standard is met, and the college will continue efforts that support meeting the standard.

## PLANNING AGENDA

None

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**II.A.6.b.** When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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## DESCRIPTIVE SUMMARY

Citrus College's program discontinuation policy is defined in the college *Program Review Handbook* and reflects Board Policy 6009. The policy affirms the board's collegial consultation with the Academic Senate and primary reliance on the expertise of faculty in making recommendations in these academic areas. **(IIA-3, IIA-95)**

Citrus College established its program discontinuance policy in accordance with Title 5, Section 51022. This policy is not intended to target programs for discontinuance, but rather to establish criteria and guidelines for the decision-making process.

Program review, the *Educational and Facilities Master Plan*, and other strategic planning activities are referenced and considered among sources of data for direction within the process. Program discontinuance is considered only if, after most serious deliberation, and after all recommended intervention strategies have been implemented, a program continues to fall short of the college's mission and master plan as well as the department's goals and objectives. The policy is not construed as an inducement to look for programs to discontinue, or as a threat to honest participation in an academic process such as program review. **(IIA-3)**

The Academic Senate and its committees, including the Curriculum Committee, have a fundamental and integral role in any discussion of program discontinuance, recognizing the district's policy to rely primarily on the Academic Senate's advice in academic matters. **(IIA-3, IIA-95)**

Discussion of program discontinuance must include all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing businesses and industries, and the community. Extraordinary efforts must be employed, if necessary, to ensure that the student and community voice is heard. Discussion of program discontinuance will be conducted in public, open meetings organized and presided over by the Academic Senate. The dates, times and locations of these meetings are published using all reasonable means of college communications including print, e-mail, and voice-

mail. A written record of all discussions is kept in a central location for review by the public. The Academic Senate Office is recommended as that neutral site, with a copy kept by the Office of Instruction. **(IIA-3, IIA-95)**

If, after serious consideration, a program is recommended for discontinuance, the policy requires a detailed plan and timeline designed to minimize impact on students. Mechanisms will be established which allow enrolled students to complete their programs of study. Catalog rights will be maintained and accounted for in allowing students to finish their program.

There have been no program discontinuations in the last three years. If this were to occur, sufficient time would be allowed for students to complete necessary course sequences to meet their educational goals. **(IIA-3, IIA-95)**

## SELF EVALUATION

The district has a clearly defined policy to review programs that need improvement or discontinuance. The college adheres to board policy when considering the viability of a given program. In the case of program discontinuance, the college will make arrangements for enrolled students to complete their education in a timely manner with a minimum of disruption.

## PLANNING AGENDA

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

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**II.A.6.c.** The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

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## DESCRIPTIVE SUMMARY

The college is committed to represent itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel. The institution conducts regular reviews of its policies and practices regarding publications to ensure integrity and to allow shared governance which includes faculty, deans, program coordinators, student groups, external relations and TeCS. **(IIA-96)**

Most campus programs have brochures, pamphlets and other print information that are available to current students, prospective students through educational advisors' weekly visits to high schools, and electronically on the campus website. **(IIA-96, IIA-97)**

Copies of the president's annual reports are sent to community members including foundation donors, district superintendents and board members, and local businesses. Each trustee receives copies of the report that features data specific to their district. The reports are available on the Citrus College website. **(IIA-103)**

Other campus publications include the schedules of classes which have been traditionally mailed to each district household as well as to continuing students three times a year and are also posted on the website. The college is moving away from the traditional printed schedule to reliance on an online format. Summer 2009 is the first session when the college relies primarily on a web-based schedule of classes. A work group, with membership from instruction, TeCS, admissions and records, and external relations, has met weekly to prepare for the transition. Deans and their assistants meet monthly to specifically review the details of new processes. Because the web-based schedule can be refreshed daily, accuracy of the schedule will increase while costs will decrease. The dean of language arts serves as chair of this work group and also chairs the Enrollment Management Committee. This provides a direct link between development of the web-based schedule of classes and implementation of the new enrollment management software. Students who prefer a paper schedule may request a paper schedule be mailed to their home. *Weekly Bulletin* and board of trustee meeting updates are also available via the web and the campus mail system. **(IIA-28, IIA-99, IIA-100)**

Information on student achievement is made available to the public via the president's annual report and honor roll announcements sent to local chamber of commerce offices and newspapers. External Relations distributes frequent press releases that feature student success; the Transfer Center distributes a newsletter and planning guide that highlight student transfer achievements. **(IIA-90, IIA-101, IIA-103)**

Citrus College regularly reviews information for accuracy. Most program pamphlets and brochures are updated on a yearly basis, with the schedule of classes produced three times a year. Verification of accuracy is inclusive of faculty involvement. Division deans and directors are contacted by the Office of

External Relations through e-mail with each update to check for accuracy of information. Each office has the ability to manage and update its own area in electronic format. The student services office, athletics, library, etc. can add new dates. This allows for frequent updates and accurate information.

Instructional services recently developed a new format for display of accurate course availability information on the web, a welcomed improvement, and the first step towards the web-based schedule. The Office of External Relations and TeCS participate in the TeCS usage committee that is working on establishing policies to better ensure procedures for reviewing electronic information. **(IIA-28, IIA-96, IIA-102)**

While the college works to ensure accuracy in information, it also acknowledges that occasionally a situation may occur that leads to inaccuracies. Publications, such as the schedule of classes, feature a disclaimer to caution readers regarding the possibility of change and refer them to web versions for the most accurate information. If an inaccuracy does occur, the college does what is reasonably possible to correct the problem. One example of this took place in 2008 when health fees were increased by \$1 more than what was printed in the schedule of classes. The schedule had already been mailed, but the new fee was updated and reflected in the college's electronic schedule on the website. **(IIA-28, IIA-96)**

## SELF EVALUATION

The college meets the standard, and the college will continue efforts that support meeting the standard, including development of "best practices" for reviewing electronic information in its TeCS Usage Committee.

## PLANNING AGENDA

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

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**II.A.7.** In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

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**II.A.7.a.** Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

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### **DESCRIPTIVE SUMMARY**

Faculty at Citrus College distinguish between personal conviction and professionally accepted views in their disciplines. Faculty are informed about the privileges and responsibilities of academic freedom in a variety of ways. The faculty contract, provided to all faculty, provides safeguards for academic freedom. It states that faculty "shall have academic freedom to seek the truth and guarantee freedom of learning to the students." The board has approved Board Policy 4030, Academic Freedom, which defines academic freedom and responsibility and states the need to present data and information fairly and objectively. The board has adopted Board Policy 5500, Standards of Conduct, that addresses student academic honesty, including "cheating, plagiarism, or engaging in other academic dishonesty." (IIA-104, IIA-105, IIA-109)

In addition, all new faculty participate in an extended orientation, led by the Academic Senate president and the vice president of instruction, which spans the first year of employment. Among the many items discussed during the year, academic freedom, pedagogy, personal opinion, and diversity of ideas are integrated throughout. (IIA-108)

Faculty evaluation is a valued process at Citrus College. Full-time and adjunct faculty are evaluated on a regular schedule by peers, administrators, and students. Feedback is provided, supporting growth and development. This evaluation process can also be used to address willingness to consider multiple viewpoints. (IIA-104)

Board Policy 2510 and Administrative Regulation 2510 identify faculty as primarily responsible for determination of practices related to academic freedom and professional matters. Academic Senate discussions of the importance of understanding these responsibilities are regularly scheduled. (IIA-106, IIA-107)

### **SELF EVALUATION**

The college meets the standard and will continue efforts that support meeting the standard.

### **PLANNING AGENDA**

None

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**II.A.7.b.** The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

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### **DESCRIPTIVE SUMMARY**

Citrus College establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty. The expectations are presented to faculty during the new faculty orientation described above in section A.7.a and in the student conduct disciplinary brochure. These expectations are also presented to the students in course syllabi, Board Policy 5500 as well as the 2008-2009 college catalog on page 200, and the on the college website under board policies. (IIA-27, IIA-108, IIA-109, IIA-110, IIA-111)

Standard protocol for an instructor to proceed with a disciplinary action after student academic dishonestly is reflected in Board Policy and Administrative Procedure 5500.

All documentation is available online on the Citrus College website, located on the student life web page. Brochures are located in the Student Affairs Office explaining procedures, possible consequences, and the disciplinary process. Student and faculty brochures were updated fall 2008 and approved by the board of trustees. (IIA-109, IIA-110)

### **SELF EVALUATION**

The college meets the standard and will continue efforts that support meeting the standard.

### **PLANNING AGENDA**

None

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**II.A.7.c.** Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

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### **DESCRIPTIVE SUMMARY**

Citrus College has a Student Code of Conduct, available to students via many course syllabi, printed in the college catalog and schedule of classes, and available online on the Citrus College website. The information is presented to new faculty at the new faculty orientation by the vice president of student services and printed in the Student Conduct Disciplinary Brochure that is distributed. (IIA-27, IIA-108)

The Academic Senate endorsed Board Policy 2715 and Administrative Procedure 2715 Code of Ethics/Standards of Practice and provided training to review the information during the 2007/2008 academic year. **(IIA-113)**

Citrus College does not seek to instill specific beliefs or worldviews and does encourage respect for diversity and other worldviews. **(IIA-112)**

### **SELF EVALUATION**

The college meets the standard and will continue efforts that support meeting the standard.

### **PLANNING AGENDA**

None

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**II.A.8.** Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

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### **DESCRIPTIVE SUMMARY**

Citrus College does not offer curricula in foreign locations to students other than U.S. nationals.

### **SELF EVALUATION**

Citrus College does not offer curricula in foreign locations to students other than U.S. nationals.

### **PLANNING AGENDA**

None

## IIA EVIDENCE

- IIA-1 Mission Statement  
<http://www.citruscollege.edu/admin/mission>
- IIA-2 Curriculum Committee Website  
<http://www.citruscollege.edu/curriculum>
- IIA-3 Program Review Handbook  
<http://www.citruscollege.edu/as/programreview>
- IIA-4 Program Review Templates  
<http://www.citruscollege.edu/as/programreview>
- IIA-5 CurricUNET  
<http://www.citruscollege.edu/curriculum>
- IIA-6 Educational Programs Committee  
<http://www.citruscollege.edu/admin/president/steering/epc>
- IIA-7 Learning Communities  
a. Flyers and Program Schedule: <http://www.citruscollege.edu/success>  
b. Student Success Data: <http://www.citruscollege.edu/success/data>
- IIA-8 Fast Track  
a. Flyers and Program Schedule: <http://www.citruscollege.edu/success>  
b. Student Success Data: <http://www.citruscollege.edu/success/data>
- IIA-9 Faculty Development  
<http://www.citruscollege.edu/success/data>
- IIA-10 Honors Program  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-11 Scholar Baller  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-12 Educational Master Plan 2009-2014  
<http://www.citruscollege.edu/info/reports>
- IIA-13 Program Review/Facilities/Fiscal Comparison  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-14 College Success Advisory Committee  
<http://www.citruscollege.edu/success/data>
- IIA-15 Umoja Website  
<http://www.citruscollege.edu/stdntsr/umoja>
- IIA-16 Community College Survey of Student Engagement (CCSSE)  
[http://www.citruscol\\_admin/research/Pages/CCSSE.aspx](http://www.citruscol_admin/research/Pages/CCSSE.aspx)
- IIA-17 Career/Technical Advisory Committee Matrix  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-18 Accountability Reporting for the Community Colleges (ARCC)  
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>
- IIA-19 Student Learning Outcomes (SLO) Annual Report  
<http://www.citruscollege.edu/sloa>
- IIA-20 Student Learning Outcomes (SLO) Assessment Cycle  
<http://www.citruscollege.edu/sloa>
- IIA-21 College Success Data  
<http://www.citruscollege.edu/success/data>
- IIA-22 HotShots  
<http://www.citruscollege.edu/sloa>
- IIA-23 Math Blackboard Site  
[http://citruscollege.blackboard.com/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course\\_id=763\\_1](http://citruscollege.blackboard.com/webapps/portal/frameset.jsp?tab=courses&url=/bin/common/course.pl?course_id=763_1)  
username: mathquest  
password: citrus
- IIA-24 College Success Website  
<http://www.citruscollege.edu/success>
- IIA-25 Community Education/Fee-Based Classes  
<http://www.citruscollege.edu/ce>
- IIA-26 Non Credit Website  
<http://www.citruscollege.edu/ce>
- IIA-27 College Catalog  
<http://www.citruscollege.edu/schedule/Pages/Catalog.aspx>
- IIA-28 Schedule of Classes  
<http://www.citruscollege.edu/schedule>
- IIA-29 Citrus College Fact Book  
<http://www.citruscollege.edu/admin/research/Pages/FactBook.aspx>
- IIA-30 Distance Education Student Success Data  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-31 Resource Team Report on Basic Skills, March 2006  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-32 Public Works/Landscape Management Certificate  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>

- IIA-33 Learning Communities Flyer and Website  
<http://www.citruscollege.edu/success/Pages/LearningCommunities.aspx>
- IIA-34 Distance Education Student Orientation  
<http://www.citruscollege.edu/de>
- IIA-35 Distance Education Faculty Training  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-36 Educational Master Plan  
<http://www.citruscollege.edu/info/reports>
- IIA-37 Computer and Podium Lab Chart  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-38 STEM Grant Information  
<http://www.citruscollege.edu/stem/Documents/Grant>
- IIA-39 Online Resources  
<http://www.citruscollege.edu/de/Pages/CampusResources>
- IIA-40 Compressed Calendar  
<http://www.citruscollege.edu/ar/Pages/AcademicCalendar.aspx>
- IIA-41 Academic Senate Minutes  
<http://www.citruscollege.edu/as/Pages/LibraryofAgendasandMinutes.aspx>
- IIA-42 Steering Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/Documents/Forms/AllItems.aspx>
- IIA-43 Student Learning Outcomes (SLOA) Website  
<http://www.citruscollege.edu/sloa>
- IIA-44 CurricUNET Course Outline of Record Template  
<http://www.citruscollege.edu/curriculum>
- IIA-45 SLO Extravaganza  
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- IIA-46 SLO Report to ACCJC  
<http://www.citruscollege.edu/sloa>
- IIA-47 Course Outlines Samples  
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- IIA-48 Interview Notes Dave Kary, June 20, 2008  
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- IIA-49 Interview Notes Roberta Eisel, June 30, 2008  
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- IIA-50 Technical Review Agenda, October 30, 2008  
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- IIA-51 Program Review  
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- IIA-52 List of Assigned Faculty in Program Review  
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- IIA-53 Advisory Committee  
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- IIA-54 Career/Technical Education (CTE) Two-Year Program Review  
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- IIA-55 Curriculum Handbook  
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- IIA-56 Automotive Technology Department Advisory Committee Minutes  
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- IIA-57 Water Technology Program Advisory Committee Minutes  
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- IIA-58 Articulation Website  
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- IIA-59 Placement Data  
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- IIA-60 Cal-PASS Website  
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- IIA-61 Title V HSI Solo Grant  
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- IIA-62 CCRA HSI STEM Grant  
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- IIA-63 Flex Day Flyers  
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- IIA-64 Distance Education Program Review  
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- IIA-65 Faculty Association Review and Evaluation Process  
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- IIA-66 College Success Program Success Centers  
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- IIA-67 Learning Center  
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- IIA-69 Board of Trustees Minutes-Course Approval-Program Review Approval  
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- IIA-70 Tech Ed Advisory Committees  
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- IIA-71 Vocational Technical Education Act (VTEA) Application  
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- IIA-72 Workforce Council Minutes  
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- IIA-73 Core Competencies and General Education Core Competencies  
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- IIA-74 Budget Development Template  
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- IIA-75 Program Evaluation Flowchart  
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- IIA-76 *Instructor Handbook*  
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- IIA-77 Interview Notes–Carsten Dau April 30, 2008  
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- IIA-78 Interview Notes–Jim McClain November 20, 2008  
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- IIA-79 Modification of Major Form  
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- IIA-80 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education  
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- IIA-81 Curriculum Committee Meeting Minutes May 26, 2009  
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- IIA-82 Academic Senate Minutes May 25, 2009  
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- IIA-83 Educational Programs Committee (EPC) Minutes, March 30, 2009  
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- IIA-84 Meeting to Discuss Core Competencies, January 16, 2008  
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- IIA-85 Degree and Certificate Requirements  
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- IIA-86 Licensure Results – Automotive, Cosmetology, Esthetician, LVN, RN, Dental, EMT, Public Services  
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- IIA-87 College Website  
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- IIA-88 Citrus College Curriculum Website  
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- IIA-89 Interview Notes – Dean of Language Arts, Dean of Social & Behavior Sciences  
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- IIA-90 Transfer Center Planning Guide/Program Publications and Brochures  
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- IIA-91 E-mail from Roberta Eisel, SLOA Coordinator  
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- IIA-92 Interview with Michelle Plug, Citrus College Articulation Officer  
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- IIA-93 Transfer Center Website  
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- IIA-95 Board Policy 6009 Program Discontinuance  
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- IIA-96 Interview with Paula Green, Director of Communication, May 16, 2008  
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- IIA-97 Program Brochures  
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- IIA-98 N/A
- IIA-99 *Weekly Bulletins*  
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- IIA-100 *Board Highlights*  
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- IIA-102 Interview with Linda Welz, May 28, 2008  
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- I/A-105 Board Policy 4030 Academic Freedom  
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- I/A-106 Administrative Procedure 2510 Participation in Local Decision Making  
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