

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the chief administrator.

IV.A Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the organization to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

Citrus College faculty, staff, administrators and students are all empowered to be active participants in campus decision making and in charting the course of the institution. Shared governance is more than just a concept at Citrus; significant efforts are continuously in process to ensure that new ideas have a forum for expression, that contemplated actions are vetted from multiple perspectives, and that institutional progress and growth are consistent with the college's mission. Citrus takes great pride in the collegial workplace environment on campus and encourages active involvement across department lines to identify core values, plan and achieve goals, and continuously refine and improve the institution's ability to both learn and teach.

Governance of Citrus College is shared by students, faculty, staff, and administration. Students are represented by the Associated Students of Citrus College (ASCC); faculty by the Academic Senate; staff by the California Schools Employee Association (CSEA); and administrators by the management team and the supervisors and confidential group. Representation from each of these constituencies is sought on virtually every college standing committee and project-focused team.

Institutional decision making at Citrus College is a process that seeks to include all campus constituencies through actively sought input, feedback, consultation, clarification, and collaboration between standing committees. Overseeing this activity, the Steering Committee is the major college shared governance body that formally recommends action to the board of trustees via the superintendent/president. The Steering Committee's purpose, as stated in its constitution, is to provide a participatory governance body to carry out the mission objectives, address the annual goals, and focus on the *Strategic Plan* of the college. Steering Committee membership is composed of all college constituency groups, including the superintendent/president, the chairs of standing committees, and representatives from the classified staff, supervisors/confidential group, management, faculty, and the student body. The Steering constitution provides that a majority of Steering Committee members shall be Academic Senate representatives, which is consistent with the college's commitment to empowering faculty with a leadership role in the institution. Decisions, policies, proposals, and recommendations are developed by college committees and focus groups. They are formally reviewed by each of the four primary work force constituencies, and ultimately pass through the Steering Committee for comment, discussion, and/or approval prior to implementation and formal approval by the board of trustees. It is common for the Steering Committee to solicit additional feedback from the Academic Senate, managers, the classified staff, and/or the students prior to action. Formal meeting minutes are distributed to the committee membership and are publicly available on the college's website. **(IVA-1, IVA-2)**

The Academic Senate exists to ensure "democratic participation of the faculty in shared governance..." (in accordance with California AB 1725 and Board Policy and Administrative Procedure 2510), "...in the development of policies and procedures of the college, and to foster the long-range interests and well being of the college ... [and] ... is established for the purpose of participation in the formation of educational and professional policy." It also has "the right to lay directly before the governing board its views on any matter pertaining to the conduct and welfare

of the college after advising the college president of such intent." Formal minutes of the semi-weekly meetings are distributed to the committee membership and are publicly available on the college's website. **(IVA-3, IVA-4, IVA-5)**

All campus constituency groups have participatory roles on college committees that focus on specific aspects of fulfilling the college's mission. Examples include the Academic Calendar Committee, the Information Technology Committee, the Educational Programs Committee, the Student Services Committee, the Human Resources Committee, the Institutional Research Committee, the Financial Resources Committee, and Physical Resources Committee, all of which report to Steering. An especially active example is the HotShots committee, created by the Steering Committee in 2006 specifically to focus efforts to write and implement SLOs throughout the institution, with representation from students, faculty, and instructional and support services deans and directors. In addition, the Academic Senate relies on a variety of committees for input to the Academic Senate Council. A list of the Steering Committee and Academic Senate standing committees, membership, meeting schedules, and constituency representation is maintained by the superintendent/president's office and an annually updated copy is included in the college's *Organization and Governance Handbook*. **(IVA-6, IVA-7, IVA-57, IVA-58)**

Beginning with data gathered from the 2006 CCSSE survey and Accountability Reporting for the Community Colleges (ARCC) report, during the 2007-2008 academic year the college began a campus-wide project to develop focused strategic goals in preparation for formally revising the college's *Strategic Plan*. The Office of Institutional Research developed and administered an All-Employee Survey in spring 2007. The results of the survey were shared with more than 150 attendees from all college constituencies at an all-campus open meeting, who then participated in spirited assessments of the data. Out of that meeting, the college identified four key themes to address in the planning process: *student success, student learning outcomes and assessment, fiscal transparency, and communication*. Subsequent committee efforts, with all represented groups participating, resulted in detailed and focused strategic planning goals that were published and distributed campus-wide in spring 2008. During the 2008-2009 academic year, led by the OIR, the college has created and begun implementation of a three-year action plan for each goal, including target outcomes, implementation activities, timelines, key responsible person(s), and measurements of outcomes. **(IVA-8, IVA-9, IVA-10, IVA-11, IVA-12)**

When major campus initiatives and/or needs are identified, and additional committees are formed to address issues, care is taken to ensure that committee membership is inclusive of all campus constituencies and embraces shared governance principles. This participatory approach to campus governance not only complies with Board Policy, Title 5 and Ed Code, but also reflects college leadership's trust in Warren Bennis's assertion that "None of us is as smart as all of us." Examples of such focused committee efforts have resulted in passage of a \$121 million bond, a complete revision of the campus instructional calendar, and a campus website that is managed and updated by stakeholder departments.

Finally, in equally important although less formal ways, multiple opportunities exist for all members of the Citrus College family to stay in touch with decisions coming, under consideration, and adopted. *The Clarion*, published semi-weekly, does an award-winning job of covering campus events and offering editorial opportunities for comment. The *Weekly Bulletin* is delivered electronically each week. Board agendas and minutes are widely distributed. A faculty newsletter, with both senate and faculty association articles, is printed and distributed twice each semester to all full and part-time faculty. Academic Senate and Steering Committee minutes are available on the college website, and the college intranet serves as the archive for minutes from many other committees. The superintendent/president has initiated a series of campus-wide forums on a variety of topics affecting the future direction of Citrus College, inviting frank input and opportunity for informal discussion. **(IVA-13, IVA-14, IVA-15, IVA-5, IVA-2, IVA-20)**

SELF EVALUATION

The college meets the standard. College committee membership is diverse, and care is taken to ensure that membership of major committees includes representation from management, faculty, classified staff and students. The resulting diverse points-of-view, coupled with the collegial work environment, provide a forum for brainstorming, dialogue, problem solving, and decision making that promotes ownership by the represented campus populations. Evidence of the attention given to ensuring that campus constituency voices are heard may be found in official documents which become part of the college's archives following board of trustees approval: program reviews, board policies and procedures, planning documents, the *Annual Report to Communities*, and other major reports which all clearly indicate endorsement and review dates by campus constituents. The Steering Committee, as the body that advises and recommends action to the superintendent/presi-

dent, both solicits input and ensures that work products include multiple opportunities for participation and leadership from all campus populations. Since a majority of the Steering Committee is from the faculty community, student support and success is an embedded value in the decision-making process, consistent with the college mission. (IVA-16, IVA-4, IVA-17)

Further evidence of this focus on students and a commitment to encouraging leadership from across the campus may be found in Citrus's utilization of faculty leadership and participation in such committees as the Educational Master Plan Committee, the Curriculum Committee, Educational Programs Committee, Enrollment Management Committee, College Success Committee, Matriculation Committee, Financial Resources Committee, and Faculty Needs Identification Committee (FNIC). Two recent challenges faced by Citrus provide noteworthy examples of how the college faced major challenges and met them with widespread campus involvement. In the first, when declining enrollment during the 2005-06 and 2006-07 academic years threatened financial stability and student opportunities available at Citrus College, all campus constituents were part of a process which examined the problem and ultimately recommended and implemented a late-start, 16-week academic calendar. Virtually every department, and certainly every instructor, manager, staff member, and student on campus was affected by and participated in this significant schedule change, which successfully reversed the enrollment decline in a very short time. A change this rapid would not have been possible without the buy-in and cooperative effort that come from understanding the problem, the options available, and the steps toward implementation.

Nearly simultaneously, Citrus's aging computer systems and in-house software programs were identified as a problem hampering recruitment, student record keeping, implementation of web registration, and accurate accumulation and tracking of data vital to successful short- and long-range institutional planning. As the critical need to replace the aging Enterprise system became apparent, administrators and faculty took leadership roles in identifying the college's critical information technology needs, and enlisted all campus constituencies in the search for solutions. The college ultimately made the decision to abandon existing in-house software and purchase an enterprise resource program (Banner) to vastly increase the college's data accumulation and analysis capabilities, as well as streamline and improve student and faculty interfaces. For example, Banner and Blackboard, the college's web-based instructional support platform, are linked to allow 24/7 up-to-date enroll-

ment and grade information to enrolled students. When the decision to migrate to the new Banner system and integrate CurricuNET (which links evolving curriculum changes to enrollment and catalog functions) necessitated long hours from all departments to meet short implementation time lines, campuswide understanding of the importance of the task allowed the college to mobilize the necessary resources to put the new systems successfully in place.

Neither of these projects would have been implemented as fast or as successfully without a staff energized and empowered by a pride in their work and an awareness that they are critical to the success of the institution. Data gathered from committee members responsible for crafting the college response to Standard IVA confirms this assertion. An Academic Senate member cited numerous instances of wide involvement in campus initiatives and cited the multiple shared governance committees allowing opportunities for faculty involvement. An art faculty member cited several examples of innovative projects he had been encouraged to attempt, and others he had witnessed – leading to increases in art department student enrollment. A classified employee noted supervisory encouragement to take ownership of her position to improve the efficiency of the institution when appropriate. Although anecdotal, stories such as these are found throughout the college community.

Evidence supporting the college's belief that the campus environment does indeed encourage empowerment and institutional excellence may be found in the spring 2007 results from the All-Employee Survey. The survey found that 93.3 percent of respondents indicated awareness of and support for the college mission, and believe that the college is actively working toward fulfilling its vision and mission; 87.4 percent of respondents believe that Citrus provides a high-quality learning environment for students; and 86.6 percent of respondents believe they are treated fairly and ethically.

Despite very high job-satisfaction levels and pride in their college, the survey also found unexpected dissatisfaction levels of responders' perceived opportunities to participate in the development of financial plans and budgets. Only 65.7 percent were satisfied with their level of involvement, and 26.6 percent of responders disagreed or strongly disagreed with the statement "Employees opinions are given appropriate weight." A similar number of respondents indicated dissatisfaction with employee participation in the decision-making process. Although a majority of responders indicated satisfaction, the unexpected percentage of negative ratings was directly responsi-

ble for two of the four subsequently identified strategic planning goals: fiscal transparency and communication. **(IVA-18)**

Despite the fact that more than a quarter of the campus population surveyed indicated dissatisfaction with their levels of involvement in the budget development process, Citrus has made significant progress in recent years toward developing annual budgets that are data-driven. In the program review process that utilizes data provided by the OIR, faculty and staff, aided by administrators, work collaboratively to formally evaluate individual programs. One function of this process is to identify current and anticipated fiscal and facility needs of the programs. Using this program review data, developed at the department level and collected by the institutional research office, vice-presidents and deans work together. The diverse needs identified by campus constituents are incorporated into a program needs assessment document that serves as the college's standard for prioritizing and allocating budget resources. In addition, beginning in 2004 when student learning outcomes (SLOs) were incorporated first at the course and subsequently at the program levels, student success indicators have proven to be a valuable source of prioritizing available resources in the budget process. **(IVA-19)**

Finally, long-range planning during the 2005-2007 period slowed as the college addressed the current and urgent challenges of declining enrollment and inability to collect and analyze data adequately with existing campus computer systems. With those hurdles largely behind us, during the 2008-2009 academic year, (paralleling the development of this self study document), Citrus has refined its 2007-2008 strategic planning goals into a three-year implementation and action plan. Simultaneously, working with a consultant-facilitator and the OIR, the college completed its new *Educational Master Plan* to replace the *Educational and Facilities Master Plan* adopted in 2001. This plan is driven by the college's mission and strategic planning goals, and addresses instructional, student services, facilities, equipment, and related anticipated needs based on solid internal and external data. The plan provides direction for the college over the next five years. A draft of the plan for constituent group review and comment was completed in spring 2009. The board of trustees approved the plan in June 2009. In addition, a collegewide technology plan was completed in June 2009 for integration within the *Educational Master Plan*. As with all such efforts at Citrus, collegewide involvement has been sought and encouraged throughout the data-gathering and plan-writing processes. **(IVA-12, IVA-46, IVA-27, IVA-46, IVA-48)**

PLANNING AGENDA

The standard is met. The college does and will continue to create an environment for empowerment, innovation and institutional excellence.

IV.A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly-defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY

Citrus College is strongly committed to a shared governance structure that is in compliance with ACCJC accreditation requirements, Title 5, and Ed Code, as evidenced by Board Policy (2510), Administrative Procedure (2510), and by an institutional culture that values and seeks broad representation on campus committees and focused task groups. Within this shared governance structure, a broad array of committees and task groups exist, each with clearly defined purposes and roles in the governance of the institution.

Administrative Procedure 2510, adopted June 16, 2009, details the college's written policy for providing faculty, staff, administrator, and student participation in decision-making processes:

Citrus Community College District is committed to shared and participatory governance principles, designed to guide wise decision making supporting the college's mission and strategic goals. This governance philosophy is based upon five pillars of shared decision making, all of which must be present for effective governance. These pillars are: shared vision, shared engagement, shared respect, shared information, and shared risk. The board of trustees honors the concept of shared and participatory governance in all areas defined by state laws and regulations as policy of Citrus College, while retaining its own rights and responsibilities as ultimate authority.

Administrative Procedure 2510, adopted May 19, 2009, formally recognizes the following campus constituent groups as participants in matters related to shared governance.

- (a) The Academic Senate as the body which represents the faculty in academic and professional matters while the Faculty Association is the body which represents faculty on issues within the scope of collective bargaining.
- (b) The Associated Students of Citrus College which represents the students.
- (c) CSEA (California Schools Employees Association) as the representative body for classified staff, excluding managers, supervisors and confidential employees.
- (d) The Citrus College Management Team which represents the managers.
- (e) The Supervisor/Confidential Team which represents the supervisors and confidential employees who are not part of a bargaining unit.

Administrative Procedure 2510 also recognizes and defines the organizational structure supporting the district's shared and participatory governance policy, defining roles and responsibilities for the Steering Committee, standing committees, President's Cabinet, and Academic Senate. **(IVA-4)**

The Steering Committee reviews and recommends campus-wide policies and procedures to the superintendent/president for implementation and/or adoption by the board of trustees. The Constitution of the Steering Committee, under Article 1: Purpose states specifically that:

The Steering Committee is the major participatory governance committee of Citrus College. The committee is charged with advancing the mission and objectives of the institution through broad-based participation in the decision-making process.

This body brings together all constituent groups: faculty, students, classified staff, supervisory and confidential employees, and managers. The Steering Committee serves as a liaison for all college constituents by coordinating the functions of the standing committees of the Steering Committee.

In an effort to advance the mission, vision and values of Citrus College and to promote the educational advancement of students of Citrus College, this committee guides and assesses major institutional planning initiatives and makes

recommendations based on the actions of the standing committees. This committee makes recommendations on the formulation and revision of board policy.

This committee is the final recommending body to the board of trustees through the superintendent/president. **(IVA-1)**

The Steering Committee constitution also specifies the shared governance structure of membership: "The Steering Committee shall be composed of the superintendent/president, the chairs of the standing committees and representatives from the classified staff, supervisors/confidential employees, management, Academic Senate Council, and student body," and details the selection process for members. It further states "The number of Academic Senate representatives shall constitute a majority of the Steering Committee membership." **(IVA-1)**

Providing planning, detailed academic recommendations, and reports on various aspects of college operations and planning are numerous committees with wide representation from campus constituencies.

Key examples are:

- Educational Programs Committee
 - Curriculum Committee
 - Financial Resources Committee
 - Facilities and Academic Master Plan Committee
 - Physical Resources Committee
 - Enrollment Management Committee
 - Student Services Committee
 - HotShots (SLO Facilitation Committee)
 - Institutional Research Committee
- (IVA-1, IVA-2, IVA-56)**

Meeting times and dates for these and other standing committees are established in advance, and guests are welcome at all standing committee meetings. Minutes are kept and distributed to committee members; they are also available on the college website and/or intranet in most cases. **(IVA-20)**

SELF EVALUATION

Citrus College meets the standard. Citrus College is committed to shared and participatory governance, and actively solicits and encourages all constituencies to participate in the governance; in fact, according to the 2007 All-Employee Survey, 93.3 percent of respondents were aware of and believed that they actively supported the college mission. **(IVA-18)**

Although campus satisfaction with shared governance of the institution is high when applied to the phrase "a substantial voice in institutional policies and planning," the same cannot currently be said

about perceived opportunities to influence budget decisions at the college. As a result, during the 2007-2008 strategic planning process, two of the four strategic goals addressed by focus groups were fiscal transparency and communication. The consensus of the subcommittee examining communication was that although Citrus does a thorough job of inviting and considering budget requests and input, once budget decisions are made more effort should be exerted to (1) acknowledge receipt of data received; (2) demonstrate awareness of stakeholder needs/wants; and (3) provide opportunities for data clarification. Further, the committee found that decision announcements should (1) clearly and accurately make public the decision; (2) identify the decision maker(s); (3) acknowledge both the input received and the sources; (4) state and explain reasons for the decision reached, including acknowledgement of discarded options; and (5) clearly connect the decision to the college's mission. These findings became part of the 2007-2008 Strategic Planning Goals, and specific activities designed to address the recommendations are a part of the implementation plan. The improved availability and distribution of the annually collected program review data is anticipated to be a valuable mechanism to provide needed information to stakeholders. Senior academic leaders, vice presidents and deans in particular, have discussed and implemented, at the departmental level, additional efforts to communicate not only budget decisions, but the institutional priorities driving them in an effort to publicize the data-driven nature of budget decision making, improve campus-wide understanding of the budget process, and publicize the college's commitment to budget transparency. (IVA-11, IVA-12, IVA-21)

PLANNING AGENDA

The standard is met, and the college will continue efforts to support meeting the standard and to ensure that institutional decision making is transparent, well-communicated, and data driven.

IV.A.2.b. The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTIVE SUMMARY

Citrus College depends upon faculty, in particular through the Academic Senate and the Curriculum Committee, for recommendations about student learning programs and services. The Academic Sen-

ate provides opportunities for faculty to participate actively in the formulation and development of policies and procedures that have or will have a significant impact upon them, and other academic and professional matters. ASCC representatives also have a seat on the Academic Senate Council.

The Academic Senate represents the full- and part-time faculty of Citrus College. The senate expresses the view of faculty, after appropriate consultation with other college constituencies, through a vote of the senate. At the senate's discretion, the senate may choose to delegate its responsibility to individual faculty members for limited purposes or durations. The board of trustees relies primarily upon recommendations of the Academic Senate on academic and professional matters, which include:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate (IVA-22)

The college actively supports the work of the Academic Senate, with 60 percent compensated release time for the Academic Senate president, 20 percent compensated release time for the vice-president, and a 50 percent time administrative secretary. The chair of the Curriculum Committee receives 40 percent release time. The college also funds 60 percent release time for a faculty member charged with guiding the project to incorporate SLOs into all college curriculum. In total, the college provides 6.7 full-time equivalent faculty paid release time for governance, program coordination, and negotiations activities. A report from the president of the Academic Senate is a standing agenda item at regularly scheduled board of trustees public meetings. In addition, "Big Five" meetings twice a month bring together the superin-

tendent/president, the academic and student services vice-presidents, and the Academic Senate president and vice-president in an open agenda meeting created specifically to encourage timely, frank and open communication. (IVA-23, IVA-24, IVA-4, IVA-25)

SELF EVALUATION

The college meets the standard. Citrus is in compliance with ACCJC accreditation requirements, Title 5, and Ed Code. Board Policy 2510 states that the college encourages shared governance, briefly defines the process, and further states "Participation in shared governance is a job-related expectation of all employees." The faculty, as members of the Academic Senate and with strong representation on the Steering Committee, Curriculum Committee, Educational Programs Committee, Academic Calendar Committee, Matriculation Advisory Committee, and Faculty/Staff Development Committee, among others, takes the primary leadership role in developing recommendations about student learning programs and services. The Curriculum Committee leads in matters of student success, including the academic approval process, evaluation of graduation requirements, prerequisites, program review, and has been proactively involved in updating course descriptions with student learning outcomes and tracking mechanisms as mandated by the 2002 revision of accreditation standards. (IVA-4, IVA-25)

PLANNING AGENDA

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

IV.A.3. Through established governance structures, processes, and practices, the Governing Board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

DESCRIPTIVE SUMMARY

Citrus College takes pride in offering students, faculty and staff a collegial learning environment where frank discussion among the campus community is both encouraged and provides meaningful opportunities to affect both the long-term course and the daily operations of the college. One of the objectives found in the college's mission statement is to "furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus

governance." Participatory, evolving shared governance structures and practices are vital components fundamental to Citrus College's commitment to "fostering a diverse educational community and cultural learning environment that supports student success...." (IVA-27)

Participatory governance structures, processes and practices are both encouraged and continuously refined by all participants in these officially recognized constituency groups: the Academic Senate, the Associated Students of Citrus College (ASCC), the supervisors/confidential unit, the management team, and the California School Employees Association (CSEA). (IVA-28, IVA-3, IVA-4)

The Steering Committee, with members from all recognized campus constituencies, is the primary representative body for presenting recommendations to the board of trustees via the superintendent/president. Article 1 of the Steering constitution states, "The purpose of this committee shall be to provide a participatory governance body for carrying out the mission objectives of Citrus College." As the primary planning and policy formulation group, Steering reviews the work of assorted task-specific standing committees including, but not limited to such areas as budget, academic programs, student equity and diversity, accreditation, and program review. The college has multiple standing committees, each with defined purposes and tasked with facilitating review, discussion, and improvement of specific areas of college operations among all affected constituencies. The superintendent/president's office maintains a list of standing committees, meeting schedules, and membership rosters which is included in the college's *Organization and Governance Handbook*. Non-members are encouraged to attend committee meetings when topics of specific interest are identified. (IVA-1, IVA-6, IVA-7)

Academic matters are considered by the Academic Senate. The preamble of the Academic Senate Constitution states that "The Citrus College Academic Senate is formed in order to ensure democratic participation of the faculty in shared governance, in accordance with AB1725, in the development of policies and procedures of the college and to foster long-range interests and well-being of the college." (IVA-3)

Both the Academic Senate and the Steering Committee meet regularly twice a month. The Associated Students have a seat at Academic Senate meetings. All campus constituencies are represented on the Steering Committee. A report from the president of the Academic Senate is a standing agenda item at

regularly scheduled board of trustees public meetings. **(IVA-2, IVA-5, IVA-24)**

In addition to the standing committees and task forces with representation from multiple campus constituencies, several management groups meet regularly to share information, discuss progress toward goals, and report to colleagues departmental activities in progress, including:

- The management team (deans, directors, vice presidents and superintendent/president)
- The supervisors/confidential team (Non-CSEA members with supervisory roles)
- The president's cabinet (superintendent/president, vice president of instruction, vice president of student services, vice president of finance and administrative services and director of human resources).
- The "Big Five" (superintendent/president, vice president of instruction, vice president of student services, president of Academic Senate, and vice president of Academic Senate).

Enrolled students are represented through the elected student government, the Associated Students of Citrus College (ASCC). The ASCC has clearly defined responsibilities and operates under a constitution and bylaws, last revised in 2005. This document establishes an ASCC Executive Board composed of elected officers: student trustee, student trustee elect (in the spring only), president, vice president, legislative liaison, and seven senators; as well as appointed officers: treasurer, commissioners of public relations, activities, athletics, recording secretary, and not more than four commissioners-at-large. In addition to supporting student activities on campus, the ASCC Executive Board regularly appoints students to participate in regular college standing committees. The elected student trustee (non-voting) attends regular board of trustee meetings and reports on student activities and matters of specific interest to the student population. **(IVA-28, IVA-24)**

Students interested in becoming active in the Citrus community have the opportunity to organize and participate in student government activities and student organizations. The Inter-Club Council (ICC), which meets weekly, is a standing committee composed of members from campus chartered student clubs and organizations. The purpose of the ICC is to foster communication between the clubs and the ASCC student council, and to coordinate club and student council sponsored activities. **(IVA-28)**

Communication on campus takes place in a variety of ways. The *Weekly Bulletin* is delivered electronically each week to managers, faculty, and staff. *The Clarion*, an award-winning student publication, is distributed throughout the campus semi-weekly in print form, and also maintains a website (www.theclariononline.com). The superintendent/president's office hosts all-campus invitational forums on topics of general concern or interest to the campus population, such as budget, emergency preparedness, and student learning outcomes. Minutes from standing committee meetings are available on the college website and/or the campus intranet. The distance education program utilizes Blackboard as a teaching tool; several of the task groups working on this accreditation document utilized Blackboard discussion boards. Electronic mail is increasingly utilized as the primary tool for on-campus communication. The Citrus College website, (www.citruscollege.edu), was completely redesigned in 2006 and is an evolving communication tool that includes a decentralized, department-driven system for updating information on a continuing basis. The college intranet allows campus users immediate access to a wide variety of reports and data. The Office of External Relations coordinates the release of public information and is available to assist campus departments with publicity efforts and reports to the community. **(IVA-14, IVA-13, IVA-20, IVA-5, IVA-29, IVA-30)**

SELF EVALUATION

The college meets the standard. Citrus College has in place a governance structure that empowers all segments of the college community to participate and be heard. Institutional commitment to the shared governance structure does indeed allow for wide-ranging input and participation. The spring 2007 All-Employee Survey found that 74.2 percent of all employees believe that their ideas for improvements in their areas are taken seriously. Citrus recently confronted twin challenges: declining enrollment was addressed by adoption of a new academic calendar, and an antiquated campus computer system drove the decision to migrate to the new Banner platform. The success of these two endeavors is testimony to the student and employee buy-in achieved as a result of participation in the decision making process. **(IVA-18)**

On the other hand, the same All-Employee Survey found that 38 percent of responding employees were not fully satisfied with their opportunities to participate in the budget development process. Comments generally alluded to a concern that there was not enough communication on campus, and concerns that their input was not considered in the

budget decision-making process. As a result of these findings, two of the four strategic planning subcommittees focused on (1) fiscal transparency and (2) communication. The committee findings were reported to the campus community in the 2007-2008 Strategic Planning Goals. While the budget development process was found to allow ample opportunity for input from all constituencies, the communication sub-committee specifically noted a need to “improve campus-wide understanding of the decision-making process,” to “ensure that data and information flow is encouraged in all directions during each and every data-driven decision-making process.” These findings are being addressed over a three-year period with an annually updated and evaluated strategic goals annual implementation plan, which includes mechanisms to measure progress in each strategic planning area, as well as within the institutional program review process overseen by HotShots. **(IVA-18, IVA-11, IVA-12)**

While the college has successfully created a structure that encourages governance participation, at times the sheer volume of information available via various communication mechanisms threatens to become overwhelming—and as a result, individuals coping with heavy work loads perhaps develop filters that unwittingly result in missing important institutional information. The college continues to work on strategies to make information available as efficiently as possible. As the implementation of the recently completed *Strategic Plan* unfolds, the college will be able to measure the success of various communication strategies, and continued thought will be given to the appropriate distribution, availability, and awareness of the wealth of data available to the campus community.

PLANNING AGENDA

The standard is met, and the college will continue to promote processes and practices that support effective communication among campus constituencies.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with Accrediting commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY

Citrus College complies with ACCJC accreditation requirements, policies and guidelines. Accreditation status is published inside the front cover of the college catalog, and on the college website. Self study supporting documents, mid-term and interim reports, and previous recommendations are available on the college website, in the office of the superintendent/president, and in the office of the accreditation liaison officer. Previous accreditation recommendations from the visiting team have been addressed. Mid-term and interim reports have been completed in a timely fashion as required by the Accrediting Commission. **(IVA-31, IVA-29, IVA-32)**

This current institutional self study was developed with broad representation and input from all college constituencies. The Accreditation Committee, composed of two co-chairs, a theme team, and 11 subcommittees (each with two co-chairs) with defined responsibilities, was first convened in February 2008, with well-attended information sessions. Of the eleven sub-committees, 10 have at least one faculty co-chair. Each of the subcommittees was encouraged to gather data by all means they felt appropriate, with support available as requested from the Office of Institutional Research. Electronic discussion boards and reference documents were made available as identified by the individual committees. Each of the committees autonomously developed research and writing strategies; committee co-chairs came together at monthly meetings to share progress reports and identify support needs. All committees were encouraged to write frank and honest appraisals of the college’s methods, procedures, progress, and development since the previous report. **(IVA-33, IVA-34)**

Citrus College’s commitment to practicing and demonstrating high standards of honesty and integrity in the preparation of this self-study report is only one example of institutional operating procedure. Compliance with federal, state, local, and internal standards is woven into the fabric of the institution. Other examples of Citrus’ commitment to ethical behavior and action include:

- Board Policy 3602: Code of Conduct, adopted June 19, 2007, after lengthy and spirited campus participation, articulates values that are central to the culture of the district, including integrity, accuracy, accountability, individual responsibility, confidentiality, knowledge sharing, professional standards of conduct, and appropriate use of college resources. **(IVA-4)**

- Contracts with consultants and vendors are approved by the board of trustees and comply with Ed Code Title 24. The Board also approves all equipment purchases in excess of the \$15,000.00 bid limit. **(IVA-24)**
- The college budget and monthly expenditures are matters of public record, easily accessible in board of trustees meeting minutes. **(IVA-35, IVA-24)**
- Financial transactions of the college are audited by the Los Angeles County Office of Education, which also serves as the college's disbursement office.
- College accounting procedures are audited annually by an independent auditor, which reports its findings to the board of trustees. The college responds swiftly and appropriately to any and all audit findings, and such findings are extremely rare. **(IVA-36)**
- A bond oversight committee responsible for the Measure G General Obligation Bond, passed in 2004, oversees both performance and financial record keeping, and issues an Annual Report to the Community. **(IVA-17)**
- The college has successfully met all compliance reporting requirements for two Title V grants, an Industry Driven Regional Collaborative (IDRC) grant, and other grants awarded to Citrus for a variety of specific purposes. **(IVA-37)**
- The Citrus College Orfalea Child Development Center, which operates with a variety of funding sources and federal, state, and local contracts totaling more than two million dollars annually, fully complies with all grant reporting requirements, is monitored through the State Department of Education's contract monitor review process, and is accredited by the National Education of Young Children Association. **(IVA-57)**
- Advisory councils, composed of industry member partners for career and vocational programs (recording technology, emerging theatre technologies, dental assisting, heating and air conditioning, water technology, and public works, among others), provide regular reviews and advice to their respective programs. **(IVA-38)**

Citrus College maintains a broad variety and constantly expanding network of external partnerships with high schools, ROP programs, four-year institutions, and industry partners. Representative examples of such partnerships include:

1. The Language Arts Department currently offers English, speech, and Spanish classes in a bridge program for high school juniors and seniors at Duarte High School. **(IVA-39)**
2. A recent incumbent-workers training grant enabled the college to form successful partnerships with the City of Southgate, the Pasadena Public Works Department, the Pasadena Department of Water and Power, and the Los Angeles County Department of Public Works. **(IVA-40)**
3. Citrus participates in the San Gabriel Valley Career Technical Education Community Collaborative via contracts with Mt. San Antonio College and Rio Hondo College. **(IVA-41)**
4. The Emerging Theatre Technologies Program has developed relationships with the Walt Disney Company, PRG Lighting, and numerous other entertainment industry partners for internships and advisory board members. **(IVA-38)**
5. Together with the five high school districts we serve, the college is an active data-contributing member of Cal-PASS, a state-endorsed data collection system that tracks and measures student success. Currently, a Citrus faculty member serves as co-chair of the Cal-PASS Professional Learning Council in the discipline of English. **(IVA-58)**
6. Citrus College's tech-prep advisory council is composed of the assistant superintendents of the five high school districts within our district, and was formed specifically to identify and build career pathways between high school and college coursework in all of our career technical education programs. **(IVA-59)**

The International Student Program at Citrus College is certified as a Student and Exchange Visitor Information System school. All records and compliances issues related to the issuance of the I-20 Certificate of Eligibility have been met. Federal guideline regulations regarding the F-1 visa are being followed, monitored, and enforced. **(IVA-42)**

SELF EVALUATION

The college meets the standard. The college has and will continue to comply with ACCJC accreditation requirements and guidelines. The most recent mid-term report was timely submitted and accepted without comment by the accrediting commission. For this self study, the college dedicated significant resources and effort to produce a reflective, fair, and honest look at college operations, policies and direction. A broad spectrum of representatives from across all college constituencies provided data and

worked directly on one of numerous committees to produce the final document, and care was taken by project leaders to encourage honest and even self-critical reflection. This reflective look inward, formally begun nearly two years prior to the scheduled site visit, has already been a catalyst for multiple institutional improvements. Citrus has made an institutional commitment not only to producing a fair and honest self study, but to moving forward with planning agenda items, and to incorporating potential visiting team recommendations into future college planning activities, supported by annual goal development, Steering Committee oversight, and well-publicized opportunities for participation. **(IVA-2)**

Recommendations received following the college's last accreditation self-study and site visit have been responded to in detail. In compliance with revised accreditation standards adopted in 2002, the college has made steady progress toward proficiency in the creation, implementation, and evaluation of student learning outcomes and assessment. In 2007, the HotShots committee was created by Steering to provide leadership and facilitate this process. General education SLOs have been written; institutional SLOs are in draft form; and progress is steady toward the 2012 goal of institutional proficiency in this area. The OIR has begun providing academic programs with annual data to improve and strengthen the program review connection between needs and resource allocation. Throughout the process of preparation for the accreditation site visit, Citrus administration, faculty, staff and students have embraced a process that is inclusive, open and honest. Citrus College demonstrates similar integrity in dealing with all external agencies and partners. **(IVA-32, IVA-43, IVA-60)**

PLANNING AGENDA

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

IV.A.5. The role of leadership and the institution's governance and decision-making structures are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.

DESCRIPTIVE SUMMARY

Perhaps the best evidence that the role of leadership and governance are functioning effectively may be found in a representative (although by no means exhaustive) list of ongoing review processes and college operations:

- Specific board policies and procedures are reviewed and updated on an ongoing basis, as mandated by changes in institutional procedures, compliance with external agencies, and accreditation review suggestions. In fall 2008, the college began a comprehensive review and revision of all board policies and procedures. This project is designed with a lengthy eighteen-month time line to allow adequate time for campus wide stakeholder input and discussion. The prioritized board policy review and approval process is scheduled for completion in February 2010. Policies relating to ACCJC accreditation requirements were completed in June 2009 **(IVA-44)**
- The Steering Committee, which is the primary shared governance body on campus, most recently reviewed and formally amended their constitution in March 2009. The Academic Senate similarly reviewed and formally amended their constitution and by laws in November 2008. **(IVA-1, IVA-3)**
- The college formally adopted an *Educational and Facilities Master Plan* in 2001. This plan enabled passage of the 2004 Measure G bond, and shaped the major construction plans for the college through 2012. **(IVA-45)**
- In fall 2008, Citrus began work on an updated *Educational Master Plan*, coordinated by the Office of Institutional Research. A draft document has been completed; Flex Day activities in February 2009 included numerous opportunities for campus-wide input and shaped development of the vision of the plan. A draft of the plan, inviting additional feedback and review by campus departments and constituencies, was completed in spring 2009. Formal board of trustee approval is expected prior to the accreditation team site visit. **(IVA-46, IVA-61)**
- In spring 2007, the college Office of Institutional Research administered an all-campus employee survey. Results from this survey drove a 2007-2008 series of strategic planning meetings that resulted in detailed strategic planning goals. During 2008-2009, a three-year implementation plan for each of the four goals, including annual activities, timelines, key responsible person(s), and measurement of outcomes was developed and implemented. **(IVA-4, IVA-18, IVA-11, IVA-12)**
- The college annually submits a formal five-year construction plan to the Chancellor's Office. The plan includes projected construction needs, enrollment projections,

an energy management plan and projected state and local revenues. **(IVA-47)**

- In 2008-2009, the TeCS Department is working to create a campus-wide technology plan, incorporating data from academic and support department program reviews. This plan will subsequently be incorporated into future construction planning and operational budgeting reviews, as well as the concurrently developed *Educational Master Plan*. **(IVA-48)**
- Departments of the college conduct a complete program review on a six-year cycle. Recent improvements in data capture and analysis ability now provide academic departments with annually updated program review data, enhancing departmental ability to make timely course corrections based upon by accurate data. The six-year cyclical reviews are formally shared with the board of trustees and included in published minutes. Reports include information about enrollment trends and student learning outcomes, and forecast future facility and staffing needs. These data are utilized in institution-wide planning processes and are key to the annual budget planning process. **(IVA-24)**
- The Enrollment Management Committee, formed in 2007, brings together the instruction and student services vice presidents, department deans, faculty representatives, and the Office of External Relations, with up-to-the minute student enrollment data. This cross-department committee uses this time-sensitive data to add and delete classes during enrollment periods, and focus timely marketing of college offerings to the community. **(IVA-49)**
- The Physical Resources Committee and Financial Resources Committee annually review the *Educational Master Plan*, incorporating data from program reviews. These data are in turn utilized in planning sessions as general plans for anticipated construction progress to detailed construction documents. Building users are key participants in construction meetings. **(IVA-50, IVA-51, IVA-52)**
- The Bond Oversight Committee periodically reviews progress of construction activity and related expenditures, and issues its annual public *Report to the Community*. **(IVA-17)**
- The finance office annually prepares an operating budget for the college. This effort involves a wide range of campus offices and departments and a lengthy timeline that allows multiple opportunities to solicit and receive input, clarifies options available to

academic and other department managers, and incorporates information from program reviews. **(IVA-35)**

- The Curriculum Committee meets and formally evaluates course and program changes every two weeks. In recent years, much of the work of this committee has centered around approving revised course descriptions to include SLOs, and establish corresponding assessment processes. **(IVA-26)**
- The student services departments conduct an annual planning meeting in the fall where they set goals for the academic year, review progress on previous goals, and develop priorities for student involvement in campus planning initiatives. **(IVA-53)**

SELF EVALUATION

The college meets this standard. The planning required to define and forecast the college's needs in the coming decades, develop facility needs and budget, pass the Measure G \$121 million bond, and implement a 10-year building campaign, now in its fifth year, could not have been accomplished without a strong and vital planning structure, embraced and populated by all segments of the campus. Formally, Citrus College prepares and submits an updated five-year construction plan to the Chancellor's office annually; data that drive the plan come from student enrollment, program reviews, the Associated Students, and the activities of virtually every campus committee. The success of the college's progress with new programs and staying on schedule with its building and remodeling is strong evidence that the institution's governance and decision-making structures are successfully supporting the college's efforts to prepare and build for the future. **(IVA-47, IVA-17)**

More, however, can always be done to formalize the evaluation processes in place, and particularly the timelines by which governance and decision-making structures are formally evaluated. The same collegiality on which Citrus prides itself has perhaps led the college to take for granted the evaluation of governance and decision-making structures in the absence of a pressing need to do so. Legislative changes, of course, occasionally mandate reactive program evaluations. Initial evaluation and analysis of mandated operational changes in the governance structure are informally discussed in president's cabinet meetings, dean's meetings, and various committees at different times. When change is mandated, either for reasons of compliance with outside agencies or for purposes of institutional efficiency, the college moves swiftly to address them via established shared governance procedures; but regularly scheduled reviews have

not been a formal part of college governance. As is evident from the bullet points in the preceding descriptive summary, Citrus's new president Dr. Geraldine Perri, who came to Citrus on July 1, 2008, has begun a series of initiatives to formalize evaluation procedures of college planning agendas and governance procedures. Timelines for periodic reviews of these plans are an integral part of these processes. Sharing the results of these planning processes and involving campus constituencies in periodic reviews are incorporated within the strategy for addressing perceived communication concerns noted in the 2007 All-Employee Survey results. **(IVA-18)**

Additionally, while a shared governance structure is firmly in place at Citrus College, it is best understood by those most involved in campus governance on a day-to-day basis, and even highly involved campus leaders are not necessarily fully aware of all the governance structures and processes in place. During the creation of this self study, it became apparent that there is no central source that succinctly makes this information available, nor is there a formal plan in place to evaluate the effectiveness of the governance and decision-making processes on a regular basis. As mentioned previously, the 2007 All-Employee Survey found significant concerns among campus constituencies about the adequacy of communication on campus.

As the link between these two concerns became clearer, in fall of 2008 a committee chaired by the vice president of finance and administrative services was formed to compile an *Organization and Governance Handbook*. Completed in June 2009, the first-edition handbook includes the college mission, goals, master plan in summary form, governance philosophy, organizational charts, board policies related to governance, budget planning flowchart, and detailed information on Steering, Academic Senate, and Associated Students governance and committees, including committee membership structures, purposes and meeting schedules. A summary document will be distributed in print form to the campus community as part of fall 2009 convocation activities. The complete handbook is accessible on the college website, as well as in print form. Future annual updates are anticipated mid-way in each academic year, allowing inclusion of annually updated campus goals, planning and objectives. The handbook is anticipated to be a key resource available for the new faculty mentor program, new college support staff, and students seeking understanding of the college governance process and opportunities. **(IVA-54, IVA-55)**

PLANNING AGENDA

The standard is met, and the college is committed to continuing efforts that support sustainable continuous quality improvement of governance and decision-making structures. Institutional planning agenda item 5, which affirms the college's commitment to on-going review of major college planning documents, is evidence of institutional commitment to continuous self-reflection and improvement.

IVA-EVIDENCE

- IVA-1 Steering Committee Constitution
<http://www.citruscollege.edu/admin/president/steering>
- IVA-2 Steering Committee Minutes
<http://www.citruscollege.edu/admin/president/steering>
- IVA-3 Constitution of the Academic Senate
<http://www.citruscollege.edu/as/Documents/ConstitutionandBylaws.pdf>
- IVA-4 Board Policies and Administrative Procedures
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVA-5 Academic Senate Minutes
<http://www.citruscollege.edu/as/Pages/LibraryofAgendasandMinutes.aspx>
- IVA-6 Campus Committees 2008-2009
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-7 Citrus College Committee List
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-8 Community College Survey of Student Engagement CCSSE Survey 2006
<http://www.citruscollege.edu/admin/research/Pages/CCSSE.aspx>
- IVA-9 Accountability Report for Community Colleges (ARCC) Report
<http://www.citruscollege.edu/admin/research/Pages/ARCC.aspx>
- IVA-10 All-Employee Survey Spring 2007
<http://www.citruscollege.edu/admin/planning>
- IVA-11 Strategic Planning Goals 2007-2008
<http://www.citruscollege.edu/admin/planning>
- IVA-12 Strategic Planning Goals: Annual Implementation Plan
<http://www.citruscollege.edu/admin/planning>
- IVA-13 *Clarion*
<http://www.citruscollege.edu/stdntsrv/clarion>
- IVA-14 *Weekly Bulletin*
<http://www.citruscollege.edu/pio/Pages/WeeklyBulletin.aspx>
- IVA-15 Faculty Newsletter
<http://www.citrus-ccfa.com/>
- IVA-16 Program Review Reports
<http://www.citruscollege.edu/pr>
- IVA-17 *Report to Communities*
<http://www.citruscollege.edu/info/reports>
- IVA-18 Working at Citrus College: Results from the All-Employee Survey, Spring Semester 2007
<http://www.citruscollege.edu/admin/planning>
- IVA-19 Program Review Recommendations That May Affect Other Areas
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-20 Steering Sub-Committee Minutes
<http://www.citruscollege.edu/governance>
- IVA-21 Mission, Goals, and Planning Flowchart (Governance Handbook)
<http://www.citruscollege.edu/governance>
- IVA-22 Barclays California Code of Regulations: Title 5, 53200: Article 2
http://www.ccsf.edu/Offices/Shared_Governance/Title5.pdf
- IVA-23 Memo dated October 27, 2008 From Irene Malmgren, vice president of instruction to Robert Sammis, interim director of human resources: Release Time, Fall Semester, 2008.
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-24 Board of Trustee Agendas and Minutes
<http://www.citruscollege.edu/admin/bot/Documents/Forms/AllItems.aspx>
- IVA-25 Agreement Between Citrus College Faculty Association and Citrus Community College District: January 2006-December 2008
<http://www.citruscollege.edu/hr>
- IVA-26 Curriculum Committee Agendas and Minutes
<http://www.citruscollege.edu/curriculum>
- IVA-27 Mission Statement and Objectives
<http://www.citruscollege.edu/admin/mission>
- IVA-28 Associated Students of Citrus Constitution and Bylaws
<http://www.citruscollege.edu/stdntsrv/studentaffairs/ascc/Documents/Forms/AllItems.aspx>
- IVA-29 Citrus College Website
<http://www.citruscollege.edu>
- IVA-30 Citrus College Intranet
<http://intranet.citruscollege.edu>
- IVA-31 College Catalog
<http://www.citruscollege.edu/schedule/Pages/Catalog.aspx>
- IVA-32 Responses to Previous Accreditation Recommendations
<http://www.citruscollege.edu/admin/research/Documents/Accreditation%20Self-Study%202003>
- IVA-33 Accreditation Handbook ACCJC 2008
http://www.accjc.org/pdf/Accreditation_Reference_Manual_August_2008.pdf
- IVA-34 Accreditation Co-Chair Meeting Minutes
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>

- IVA-35 Adopted Budget 2008-2009 (Hard Copy)
- IVA-36 Board of Trustee Meeting Minutes Dated December 2, 2008
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVA-37 Citrus College: Existing Grants 2008
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-38 Advisory Council Meetings
<http://www.citruscollege.edu/academics/cteadvisory>
- IVA-39 Course Schedule and Duarte High School Course Flier
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-40 Incumbent Worker Training Grant Records
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-41 San Gabriel Valley Career Tech Ed Training Community Collaborative Agreement Records
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-42 United States Citizenship and Immigration Services Form I-17
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-43 Program Review Data Workbooks
<http://www.citruscollege.edu/as/programreview>
- IVA-44 Suggested Citrus Community College District Board of Trustees Policy Approval Schedule Process at Citrus College: Draft Document from Jean Hamilton, vice president of student services
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-45 *Educational and Facilities Master Plan 2001*
<http://www.citruscollege.edu/info/reports>
- IVA-46 Educational Master Plan-Preliminary Notes and Samples
<http://www.citruscollege.edu/academics/emp>
- IVA-47 *Five Year Construction Plan*
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-48 *Technology Master Plan*
<http://www.citruscollege.edu/tecs/Documents/2009CITCTechPlan.pdf>
- IVA-49 Enrollment Management Committee Minutes
<http://www.citruscollege.edu/academics/emc>
- IVA-50 Physical Resources Committee Minutes
<http://www.citruscollege.edu/admin/president/steering/prc>
- IVA-51 Financial Resources Committee Minutes
<http://www.citruscollege.edu/admin/president/steering/frc>
- IVA-52 Construction Program Meeting Minutes
<http://www.citruscollege.edu/finance/facilities/constructioncommittee>
- IVA-53 Student Services Program Plan 2008-2009
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-54 *Organization and Governance Summary Document*
<http://www.citruscollege.edu/governance>
- IVA-55 *Organization and Governance Handbook*
<http://www.citruscollege.edu/governance>
- IVA-56 Steering Committee Minutes Dated October 23, 2006
<http://www.citruscollege.edu/admin/president/steering/Documents/Forms/AllItems.aspx>
- IVA-57 Certificate of Accreditation from National Education of Young Children Association
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-58 Cal-PASS
<http://www.calpass.org>
- IVA-59 Tech-Prep Advisory Council Rosters, Minutes, and Career Pathways
<http://www.citruscollege.edu/academics/cteadvisory>
- IVA-60 HotShots Committee Minutes
<http://www.citruscollege.edu/sloa>
- IVA-61 *Educational Master Plan 2009*
<http://www.citruscollege.edu/info/reports>