



# Responses to Prior Recommendations



# Responses to Prior Recommendations (2009)

## **Recommendation 1.**

**Over the last two years, the College has collected a significant amount of data for review and planning. In order to fully meet this Standard, the team recommends that the College build upon its existing processes and better integrate the use of data in program review, planning, budgeting, and decision making. (I.B.3, I.B.5, I.B.6.) Citrus College addressed recommendation 1 in its Follow-up Report in October 2011, and in its Midterm Report in October 2012.**

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**Citrus College addressed recommendation 1 in its Follow-up Report in October 2011, and in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus has resolved this recommendation and continues to meet the Standards through consistent and effective use of data in program review, planning, and decision making, including resource allocation.**

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Citrus College Office of Institutional Research, Planning, and Effectiveness meticulously collects and reviews multiple data to support and evaluate the Citrus College integrated planning process, as depicted by the Integrated Planning Manual. This ensures better integration of data in program review, planning, budgeting, resource allocation, and decision making. In 2012, the College established the Institutional Effectiveness Committee to advance the College's mission by promoting frequent dialogue based on a culture of evidence and data-driven decisions. Co-chaired by the Director of Institutional Research, Planning, and Effectiveness and the program review coordinator, a faculty

member, the Institutional Effectiveness Committee designs and implements tools to evaluate institutional effectiveness and reviews data to make recommendations on institutional effectiveness matters. The committee updates the Integrated Planning Manual regularly.

As depicted in the Integrated Planning Manual, the Citrus College integrated planning process ensures effective assimilation of data in program review, planning, budgeting, resource allocation, and decision making.

Derived from the college's mission, vision, and values, the [Strategic Plan](#)<sup>1</sup> provides the overarching focus that guides the College's energies and resources. Other college-level plans, such as the [Educational and Facilities Master Plan](#)<sup>2</sup>, respond to goals set in the Strategic Plan. The [Annual Implementation Plan](#)<sup>3</sup> provides the operational implementation and monitoring of specific goals and suggested activities that are assigned to responsible parties. At the end of each academic year, responsible parties collect qualitative and quantitative data on the achievements and measurable outcomes of the Annual Implementation Plan and

document them in the Strategic Plan [progress report](#)<sup>4</sup>.

### Program Review

In fall 2013, the program review process moved from a six-year to a five-year cycle. The Program Review Committee was established in November 2013 as a standing committee of the Steering Committee to provide guidance, training, support, and oversight on matters related to the four areas of program review: Academic Support, Institutional Support, Instruction, and Student Services. This committee works collaboratively with the Institutional Effectiveness Committee to ensure that program review is the catalyst for ongoing integration of student learning data and completion information, program needs, and recommendations aligned with the College allocation processes and institutional planning.

The committee reviews and scrutinizes reports from all four areas to recommend improvements to the program review process. Additionally, the committee advances the College's mission by promoting excellence in programs and services through ongoing collection and analysis of documents to produce program review reports highlighting results that are disseminated throughout the college community. In spring 2013, The Program Review Committee developed and implemented [assessment rubrics](#)<sup>5</sup> to review and provide feedback on the annual and comprehensive program reviews to make the process more robust and inclusive. The rubrics allow members of the committee to provide input and feedback to the authors of program review reports. This process is an example of Citrus College's commitment to the quality and improvement of its programs.

Instructional Program Review is one of the data sources that support a culture of evidence for decision making at Citrus College. The Office of Institutional Research, Planning and Effectiveness staff members upload performance indicators and pre-populate data fields into all instructional program review data packets (e.g., [English](#)<sup>6</sup> and [History](#)<sup>7</sup>). The Educational and Facilities Master Plan program objectives are prepopulated into the review templates to initiate cyclical review and keep program objectives updated and aligned with the master plan. The annual program review on-time completion rates increased from 50 percent in 2010 to 99 percent in 2011 by setting convocation as a designated day for the College to work collectively on the review. Additionally, instructional program review increased understanding and implementation of programs goals with 100 percent completion rate in 2013. All completed annual instructional program reviews are uploaded onto the shared intranet server and are accessible to College employees.

The annual program review in all areas of student services and academic affairs serves as a self-evaluation tool integral to the College's planning process and implementation of Strategic Plan objectives. Program review is also the process the College uses to assess program needs, generate recommendations for improvements, and request resources for budgeting considerations. Goals set at the program level are linked with college-level plans, such as the Strategic Plan and the Educational and Facilities Master Plan. In addition to completing an annual program review, instructional programs complete a [supplemental program review report](#)<sup>8</sup> that focuses on broader institutional areas. All instructional programs rotate through the

five-year cycle, completing each of the “Plus” supplements along the way. The Year 4 “Plus” supplement includes program, degree, and certificate learning outcome assessment. Data are widely integrated in the program review process. For example, quantitative data packets for each instructional program are provided by the Office of Institutional Research, Effectiveness, and Planning each year. Data include a five-year longitudinal comparison of success rates by course modality, disaggregated by age, gender, and ethnicity. Other data made available for each instructional program include degree and certificates awarded by age, gender, and ethnicity within the last five years, as well as number of students transferred to four-year colleges and institutions.

#### Budget and Planning

Data from program review formalize linkage between annual planning and budget for the entire College. The linkage between planning, budget, and resource allocation is maintained by prioritizing all budget requests for discretionary funds with the division. Citrus College uses a variety of funding sources including—federal, state, private grants (Perkins/Vocational and Technical Education Act; Title V Hispanic-Serving Institution; Science, Technology, Engineering, and Math; Wal-Mart Foundation; Funds for Improvement of Post-Secondary Education)—to meet programmatic needs. The Citrus College Foundation has established a mini-grant process to fund special projects and programs geared toward institutional success and degree completion.

The Educational and Facilities Master Plan links to the College planning process, and

program descriptions are published in the college catalog, class schedule, and program documents as a standardized message to students. The Educational and Facilities Master Plan program descriptions are prepopulated in annual, supplemental, and comprehensive review reports.

In spring 2011, the current five-year Strategic Plan was adopted. The [Annual Implementation Plan](#)<sup>9</sup> was then developed and implemented as a monitoring system that documents responsible parties, specific activities, and expected outcomes for each specific objective. At the end of each year, the Annual Implementation Plan is shared with the college community and the Board of Trustees. The reports spotlight progress made by all segments of the College and document achievements for each strategic objective.

#### Decision making

Citrus College works to maintain increased levels of college wide communication regarding budget development and the links to planning. The superintendent/president and the vice president of finance and administrative services increased the frequency of budget forums from two to three per year to enhance communications regarding the budget. Attendees complete evaluations at each forum, and evaluation results are posted on the College website. Academic affairs integrates recommendations from program reviews and financial information to yield an informed schedule development process that focuses on enrollment management, balancing numbers of seats assigned in general education categories, and maximizing goal completion within an environment of unpredictable resources.

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**Recommendation 2.**

**Recognizing the progress the College has made in developing SLOs at the course level, the team recommends that, in order to meet the Standards by the Commission's 2012 deadline, the College complete the development and use of Student Learning Outcomes at the course and program levels and include SLOs in all course syllabi, including distance education. (II.A.1.c, II.A.2, II.A.2.b, II.A.2.i, II.A.6)**

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**Citrus College addressed recommendation 2 in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus College has resolved this recommendation by developing course- and program-level student learning outcomes that are listed in all course syllabi including distance education.**

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Citrus College has developed and implemented student learning outcomes and assessments for all courses offered by the College. The College uses course-level assessment data to inform the assessment conversation at the program, degree, certificate, and general education levels. Faculty analyze course, program, and college wide data during the program review process by linking resource requests to plans to improve achievement of outcomes. All syllabi for courses offered by the College, including distance education courses, include student learning outcomes. Each division dean collects syllabi of courses, including distance education courses, offered every semester and checks for the inclusion of student learning outcomes language.

The College includes student learning outcomes and assessment in course outlines of record via CurricUNET, a curriculum management system. The curriculum committee authorized a fast-

track approval process to endorse new and revised student learning outcomes and assessment. The College student learning outcomes committee, the HotShots, continually evaluates the process for all levels of assessment. The integrated planning process, as articulated in the Integrated Planning Manual, ensures the effective development and use of Student Learning Outcomes and assessment at all levels. Course-level student learning outcomes are mapped to program-level outcomes using the curriculum map template employed in instructional program review. The curriculum map is used in conjunction with course assessment data during the supplemental year-four program review report to assess and analyze program-, degree-, and certificate-level student learning outcomes and assessments. These [year-four supplement reports](#)<sup>10</sup> serve as program-level assessments and are posted on the College website.

Since 2009, the General Education committee identifies and assesses outcomes for the general education pattern via a mapping grid from courses to core competency in each of the five areas within the pattern to assess the College's general education patterns. An annual comprehensive group analysis, the [GE Dialogue](#)<sup>11</sup>, focuses on course assessment by core competency using faculty, student services, and instructional support

representatives. Additionally, the assessment data gathered from general education, degree, certificate, and program levels continually inform the action plans of the Strategic Plan.

HotShots created [flowcharts](#)<sup>12</sup> to clearly document the different levels of student learning outcomes and where they are stored, revised, and published. HotShots shared these flowcharts with shared governance committees, and publishes them in the Student Learning Outcome Handbook. Faculty discuss them during campus wide Student Learning Outcome, Program Review, and Planning Roadshows.

The annual Career and Technical Education Program Advisory Council provides an opportunity to assess career and technical education at the institutional level. The advisory group is comprised of community, industry, and technology leaders who share their special knowledge and interest in occupational growth and development with the College. The Perkins Implementation Team, a shared governance committee, coordinates career and technical education program improvement and advancement and

ensures advisory reports are developed and posted.

Institutional learning outcomes, general education student learning outcomes, degree/certificate/skill award level outcomes, and core competencies are published in the catalog and on the campus website. The General Education Committee prompted edits to the board policies and administrative procedures for general education in February 2014 to help align the language with the College's native general education patterns for the associate's degree.

In an effort to maintain continuous quality improvement in all areas of learning outcomes, HotShots approved a streamlined reporting process for student learning outcomes at the course level. This process helps the College capture rich data by indexing institutional learning outcomes and program learning outcomes. In addition, during the 2014-2015 academic year, HotShots explored options for an electronic platform or database to record course-level assessment and to more fully integrate learning outcomes assessment analysis and program review with other College planning and allocation processes.

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### **Recommendation 3.**

**In order to meet the Standards, the team recommends that the College accelerate the program review timeline for student support services that have yet to undergo review and assess the effectiveness of recent program initiatives to student services and ensure that effective practices are maintained in the base budget. (II.B.2.c.,d., II.B.3.a., II.B.4.)**

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**Citrus College addressed recommendation 3 in its Follow-up Report in October 2011, and in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus College has resolved this recommendation by implementing an annual program review process for all student services programs with links to funding recommendations, the College's mission statement, the Strategic Plan, and the Educational and Facilities Master Plan.**

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Since the College's submission of the 2011 Follow-up Report to the Commission, subsequent efforts demonstrate continued commitment to resolving this recommendation. The student services division is current in all areas of [program review, and its cycles](#)<sup>13</sup> and all reports are posted on the College website. Student services program review data are presented during the annual student services retreat held during the summer, a practice that has been in place since 2007. Program review results are made available to each department in the program review data packets, and they are presented at Program Review Committee, Steering Committee,

the Board of Trustees meetings, and are posted on the College's website. With the institutionalization of the Program Review Committee in fall 2013, the annual and comprehensive program reviews undergo an additional level of consideration via the implementation of a rubric that provides a set of expectations and corresponding guidelines, as well as a template to provide uniform structure for all program reviews reports. The program review committee uses these rubrics to provide feedback and ensure program reviews are satisfactory and consistent.

The College has assessed the effectiveness of recent program initiatives to maintain effective practices in the base budget. The College has analyzed grant initiative outcomes to determine which initiatives and strategies are most successful and effective. The Office of Institutional Research, Effectiveness, and Planning and grant project personnel consistently collaborate with the STEM program (provided supplemental instruction for 46 science and 6 math classes) and College Success Fast-Track and Learning Community Programs (Basic Skills in English and Reading, Math, learning communities, and Bridge to Success) for positively increasing student outcomes.

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**Recommendation 4.**

**The team recommends that the College update all policies with respect to recruitment and hiring documents, including the revisions of the equal opportunity and diversity clauses in the hiring documents, and formalize all job descriptions. Further, the team recommends that the College review all policies and procedures with respect to evaluation of personnel, including reference to the use of student learning outcomes. (III.A.1.a, b, III.A.1.c, III.A.3.a)**

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**Citrus College addressed recommendation 4 in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus College resolved this recommendation when the board policies and administrative procedures were updated with regard to recruitment and hiring, equal opportunity and diversity clauses, the formalization of all job descriptions, and the reference to the use of student learning outcomes in evaluations.**

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Citrus College has comprehensive board policies and administrative procedures relating to human resources, and these policies and procedures are reviewed on a regular basis. More specifically, the College has adopted board policies and administrative procedures on all of the subject-matter areas set forth in this recommendation. [The Human Resources Advisory Committee](#)<sup>14</sup>, a standing committee of the Steering Committee, ensures these documents are reviewed regularly.

The board policies and administrative procedures concerning the evaluation of full-time faculty specifically requires a faculty member to describe the use of assessment of learning outcomes in the classroom and teaching as part of the

faculty member's self-evaluation component of the required evaluation portfolio.

All classified position job descriptions are reviewed and updated on a regular schedule.

The director of human resources and the Human Resource Advisory Committee are responsible to ensure all human resources board policies and administrative procedures are reviewed and revised annually. The review process involves the Human Resources Advisory Committee, campus constituent groups, full-time faculty association, and the classified association. The review and update of all board policies and administrative procedures with respect to recruitment, hiring documents, formalized job descriptions, and evaluation of personnel is divided into three segments.

The first segment deals with board policies and administrative procedures relevant to all employees. Board policies and administrative procedures subject to negotiations were identified, and then a timeline was created for such negotiations relating to new board policies and administrative procedures on evaluation and leave of absence (Board Policy and Administrative Procedure 7100-7112). New board policies and administrative procedures were developed on equal

employment and nondiscrimination; all hiring documents refer to equal opportunity.

The second segment consists of the review and update completed of all board policies and administrative procedures related to academic personnel. Board policies and administrative procedures on evaluation of full-time faculty, recruitment process, and selection of full-time and adjunct faculty were reviewed and revised (Board Policy and Administrative Procedure 7200-7210). The administrative procedure on the evaluation of full-time faculty was revised,

specifically requiring faculty to assess student learning outcomes as part of the self-evaluation component of the evaluation process.

The last segment involved the development of board policies and administrative procedures relating to classified staff, academic administrators, and classified managers, and supervisor/confidential employees. Administrative procedures were also revised for the evaluation of classified staff, managers, and supervisor/confidential employees.

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**Recommendation 5.**

**In order to meet Standards, the team recommends that the College complete its stated goal in its comprehensive planning agenda to “demonstrate its commitment to continuous quality improvement through the updating and review of the effectiveness of the College’s five major planning documents and be deliberate in using the content with them in budget development.” (Standards III.A.6, III.B.2.b, III.C.2)**

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**Citrus College addressed recommendation 5 in its Follow-up Report in October 2011, and in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus College has resolved this recommendation through the linkage and annual review of all planning documents as noted in the Integrated Planning Manual. Annual program reviews are linked to the Mission Statement, Strategic Plan, and Educational and Facilities Master Plan.**

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Citrus College maintains a strong commitment to ongoing quality improvement. All planning documents have been reviewed and updated regularly. The [Integrated Planning Manual](#)<sup>15</sup> was first adopted in 2011, and it serves as the written document that articulates the flow between and among the planning processes and the link between planning and resource allocation.

Since then, the College has gone through annual review and revision processes of the manual to ensure it is current and up to date. The current 2014-2015 version is the 4<sup>th</sup> edition of the manual.

The review process of each major planning document is described below:

- Mission Statement  
In 2012, Citrus College revised and

adopted a mission statement that defines its broad educational purposes, its intended student population, and its commitment to achieving student learning. In fall 2014, the Institutional Effectiveness Committee initiated a desk review process of the College’s mission, mission objectives, vision, and values. The desk review was approved by the Steering Committee on October 13, 2014 and by the Board of Trustees on November 18, 2014. In spring 2015, the College began its planning process for the new Strategic Plan, and a comprehensive review of the mission is the first step in that process.

- Strategic Plan  
At the beginning of each academic year, an Annual Implementation Plan identifies specific activities that will help achieve the strategic objectives and assigns them to responsible parties. The Annual Implementation Plan projects measurable outcomes for each activity. At the end of the academic year, the Progress Report documents the evaluation and discussion of the outcomes. This robust mechanism of implementation ensures that college wide efforts are connected with the Strategic Plan on an annual basis.

- Educational and Facilities Master Plan

This plan is revised every ten years beginning in 2010. This plan outlines the College's long-term direction for academic affairs, student services, and facilities. An [Assessment Table](#)<sup>16</sup> documents annual progress made in achieving the long-term goals listed in the Educational and Facilities Master Plan.

- Technology Master Plan

This plan is revised every five years beginning in 2009, with annual review and update. The plan guides the implementation of technology objectives as outlined in the Educational and Facilities Master Plan and the Strategic Plan. While the plan was intended to be a five-year plan covering 2009-2014, the College Information Technology Committee undertook the development of a new plan one year early so that the Information Technology Master Plan is better positioned to respond to both the Strategic and the Educational and Facilities Master plans. This second College technology plan is a four-year plan, guiding technology development for 2013-2017.

- Program Review

The newly established Program Review Committee, which evolved from the Ad Hoc Program Review Taskforce, includes representatives from all college constituent groups. Responsible for program reviews from all four areas (Academic Support, Institutional Support, Instruction, and Student Services), the committee developed rubrics for vetting program review reports. The rubrics provide guidance and standards for the reviewers and provide check points in various areas. The committee has used suggestions from faculty members to revise the instructional program review procedure. Also, the College has established an Institutional Effectiveness Committee to assess, on an ongoing basis, the effectiveness of the College's program review process. So far, two cycles of surveys have been conducted for each of the four program review areas. The Institutional Effectiveness Committee survey results provide important evidence to streamline and improve the process.

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**Recommendation 6.**

**In order to improve, the team recommends that the published final budget would be more transparent and easier to understand if it includes a more detailed analysis of budget assumptions, descriptions of various funds and sources of revenue, and an outline of parameters for decision making. (Standards III.D.1.d, III.D.2.a, b, III.D.3)**

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**Citrus College addressed recommendation 6 in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus College has resolved this recommendation by reviewing and endorsing the budget assumptions and flowchart in the Financial Resources Committee, Steering Committee, and at budget workshops before bringing the assumptions to the Board of Trustees for approval. The budget assumptions are also listed in the annual budget.**

The District developed a new format for the adopted budget that includes a tab titled “Development.” The new format includes a letter from the superintendent/president, descriptions of all funds, a glossary of commonly used financial and budgetary terms, a budget calendar, budget development assumptions, a budget flowchart, and the budget forum PowerPoint presentation.

In an effort to address transparency, the District conducts college wide forums on the District budget and financial

condition. Timely eMemos are sent to the internal college community with economic, legislative, and/or governmental updates that are relevant to the financial matters of the District. The vice president of administrative and fiscal services conducts budget presentations to the Board of Trustees prior to adoption of the budget.

Furthermore, college constituency groups have access to monthly summary revenue and expenditure information via the intranet to provide timely fiscal transparency. Cost center managers have access to monthly detailed revenue and expenditure reports via the intranet as well. Updates are provided the first working day after the close of the prior month.

The District is in the process of implementing Banner Finance with a “go live” date of July 1, 2015. This will give cost center managers real-time visibility into financial and budgetary information and allow them to make informed strategic decisions for the institution.

## Evidence

Concl. 1	<a href="#">Strategic Planning</a>
Concl. 2	<a href="#">Educational and Facilities Master Plan 2011-2020</a>
Concl. 3	<a href="#">Strategic Planning</a>
Concl. 4	<a href="#">Strategic Planning</a>
Concl. 5	<a href="#">Program Review Rubrics – Index</a>
Concl. 6	<a href="#">Program Review Data Pack 2014 – English</a>
Concl. 7	<a href="#">Program Review Data Pack 2014 – History</a>
Concl. 8	<a href="#">Instructional Program Review Supplements (Plus One)</a>
Concl. 9	<a href="#">Strategic Planning</a>
Concl. 10	<a href="#">Citrus College Program Level Assessment</a>
Concl. 11	<a href="#">GE Assessment Dialogue</a>
Concl. 12	<a href="#">SLOA Flowcharts</a>
Concl. 13	<a href="#">Program Review &gt; Student Services – Index</a>
Concl. 14	<a href="#">Governance &gt; Human Resources Committee</a>
Concl. 15	<a href="#">Strategic Planning</a>
Concl. 16	<a href="#">Master Plan Assessment Table (Instruction)</a>