



Standard I

Institutional Mission and Effectiveness



Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and communicates the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a mission statement that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Evidence of Meeting the Standard

The Citrus College mission statement reflects the institution's commitment to its educational purposes, intended population, and continuous quality improvement, and this mission guides decision making, budget development, and planning at all levels of the institution. The mission serves as the basis for all college planning and is an integral part of the processes used to update and review the five primary planning documents of the College: mission statement, strategic plan, educational master plan, institutional support plans, and program review.

In 2012, Citrus College revised and adopted a [mission statement](#)¹ that defines its broad educational purposes, its intended student population, and its commitment to achieving student learning. The mission is enumerated in the following four statements: mission statement, mission objectives, vision statement, and values.

The College meets the Standard.

Analysis and Evaluation

The College began the process of developing the current mission statement in [spring 2012](#)² during the reflective stage of the mid-term accreditation report and in response to Accreditation Standard 1A, which requires that colleges regularly review their mission statements to include the intended student population, educational purposes, and commitment to achieving student learning. During this process, faculty, staff, and student groups provided their input on several drafts and voted on the preferred version of the mission statement. Through the collaboration of the Academic Senate and the formal governance committee structure led by the Steering Committee, the College revised the mission statement during the 2011-2012 academic year.

The goal for the mission statement revision process was to reinforce the institutional focus on three critical aspects: purpose, population, and commitment to student learning. The [mission statement](#)³ makes clear that Citrus College is an open-access, higher education institution whose intended population is students both within the trustee represented districts and beyond

traditional geographic boundaries, reaching international students as well as those studying via distance education. Furthermore, the mission reinforces the main educational purposes of the college: transfer, career/technical education, and basic skills development. The mission also includes the commitment to distance education in that “Citrus College delivers high quality instruction to students both within and beyond traditional geographic boundaries.” The mission statement acknowledges the College’s commitment to student learning, academic excellence, and student success and delineates its engagement in continuous assessment of student learning and institutional effectiveness. According to the [2014 Community College Survey of Student Engagement \(customized survey item 6\)](#)⁴, 87.5 percent of students surveyed agree or strongly agree that, based on their experience, Citrus College is fulfilling its mission.

Furthermore, the mission statement is communicated clearly both internally and externally to college constituents. As evidenced in the [2014 All Employee Survey Report, September 2014](#)⁵ page 3, 90 percent of employees who responded strongly agree or agree that they understand and support the College’s mission, and 89 percent agree or strongly agree that Citrus College demonstrates a commitment to its mission, vision, and values.

The Strategic Plan 2011-2016 references the 2009 version of the College mission, which was the current mission at the time the plan was written. The year after the strategic plan was initiated, the College revised the mission statement. Rather than rewrite the strategic plan and all related

plans, the College moved forward with the strategic plan as written. As stated on page 9 of the [2014-2015 Integrated Planning Manual](#)⁶, the College mission is reviewed every five years as a first step in the development of a new strategic plan. The Institutional Effectiveness Committee has adjusted the timing for the revision of the mission statement to coincide with the development of the new 2016-2021 strategic plan. The Institutional Effectiveness Committee, as a standing committee of the Citrus College Steering Committee, reviews and makes recommendations on matters regarding institutional effectiveness; specifically, the committee reviews and assesses the integrated planning process.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Evidence of Meeting the Standard

Citrus College provides instructional and student services programs aligned with its purposes, character, and student population.

- Purposes: transfer, degree, and certificate completion; career and technical education; basic skills preparation
- Character: student focus, excellence, collaboration, diversity, lifelong learning, integrity, technological advancement
- Student Population: distance education, support, opportunities, enrichment

Citrus College identifies itself as a “College of Completion.” As such, and in

keeping with the mission, the College provides a variety of programs and services necessary to serve a diverse student population both within and beyond the geographical borders of the District. According to the [2014 Community College Survey of Student Engagement](#)⁷ (customized survey item 7), 87.4 percent of students surveyed agree or strongly agree that their educational objectives are addressed in the mission statement of the College. Meanwhile, the September [2014 All Employee Survey Report](#)⁸ indicates that between 82 percent and 84 percent of employees responding agree or strongly agree that Citrus College provides necessary services that support its mission. In addition, the College continually assesses the appropriateness and effectiveness of its programs and services through a process of integrated planning and evaluation that begins with the assessment of student learning outcomes and culminates in data-driven institutional decision making.

Alignment with Purposes

- **Preparation and completion of transfer and completion of AA/AS Degrees:** Citrus College offers balanced coursework that consists of two 16-week primary terms (fall and spring) and two six-eight week intersession terms (summer and winter). By consistently offering four terms annually, Citrus College gives students maximum opportunity to enter or exit their program of study without term disruptions. The academic and fiscal year begins July 1 and ends June 30, and the terms follow the progression of summer, fall, winter, and spring. According to the Enrollment

Management Committee [planning scenario](#)⁹ for the current fiscal year, the percentage of full-time equivalent students served in the four terms is balanced to ensure optimal opportunities to maintain progress throughout the year, with approximately 9 percent of full-time equivalent students served in summer, 42 percent in fall, 8 percent in winter, and 41 percent in spring. The instructional team evaluates term offerings to ensure that students have an appropriate variety of courses spread throughout the year that meet Intersegmental General Education Transfer Curriculum and California State University general education breadth requirements, as well as courses that meet the requirements for associate of arts and associate of science degree programs. The course and degree offerings are then listed in the [Schedule of Classes](#)¹⁰ and the [Citrus College Catalog](#)¹¹.

Citrus College has created 15 [Associate Degrees for Transfer](#)¹² to facilitate student transfer into the California State University system. The College provides seven associate degrees that can be earned through the distance education program. Citrus College helps students coordinate [transfer admission guarantees](#)¹³ to seven Universities of California. In addition, the College participates in the [Transfer Alliance Program](#)¹⁴, which provides priority consideration to Honors Transfer Program students interested in transfer to the University of

California, Los Angeles.

The [Honors Transfer Program](#)¹⁵ helps students enrolled in the program achieve extra consideration in transfer to competitive colleges and universities. Through its certification with the [Honors Transfer Council of California](#)¹⁶, students enjoy a number of [transfer benefits](#)¹⁷, including “Honors to Honors” transfer into the honors programs of area universities. Citrus College supports honors societies such as the [Beta Nu Eta Chapter](#)¹⁸ of [Phi Theta Kappa](#)¹⁹ and the [Iota Chapter](#)²⁰ of [Alpha Gamma Sigma](#)²¹, which provide advantages for student transfer to colleges and universities outside the state of California.

Through the [student services programs](#)²², students receive essential assistance that includes mandatory orientation, in person and online; counseling; career and transfer workshops; disabled student services and programs; financial aid assistance; and an early alert program that provides interventions for students who are identified by their instructors as having academic difficulties early in the semester. Through the Office of Academic Affairs, students receive assessment and placement testing, adaptive testing for students with documented disabilities, distance education testing for on-campus proctored exams, tutoring, college success services such as the Writing Café,

peer mentoring, and supplemental instruction.

Citrus College’s articulation officer and curriculum committee work to ensure that all courses meet the requirements of the College’s [articulation agreements](#)²³ with regional colleges and universities. According to the 2014 Community Colleges Survey of Student Engagement (customized survey item 8), 81.1 percent of students surveyed agree or strongly agree that the College assists them in making progress in transferring or completing a degree or certificate.

- **Completion of career/technical education, occupational certificates and degrees, and customized training programs:** Citrus College offers a diverse selection of [career and technical education](#)²⁴ courses, degrees, and certification programs. Citrus College has a Career Coach website that provides students with resources to assist in making informed career and educational decisions. According to the 2014 Community College Survey of Student Engagement (customized survey item 9), 61.4 percent of students surveyed agree or strongly agree that Citrus College assists them in preparing for employment or career advancement. Citrus College is particularly renowned for its [fine and performing arts](#)²⁵ programs that focus on applied skills in real-world settings. These programs rely on industry experts from

southern California's performing arts industry. The Citrus Singers, Night Shift pop groups, and Blue Note Orchestra perform locally, nationally, and internationally. The recording arts program features an acclaimed state-of-the-art facility that is used by students and recording arts professionals alike.

- **Basic skills development:** Citrus College's assessment and placement testing identifies students in need of basic skills courses in language arts and mathematics, and the College offers a series of basic skills courses, along with a comprehensive College Success program. The [College Success](#)²⁶ program provides workshops, designated counseling, tutoring, and peer mentoring for students with basic skills needs. The College Success program was created in spring 2007 and integrates instruction and student services to assist students who place in courses below college level. This instructional format leads to stronger engagement among students, instructors, and staff. In fact, according to the 2014 Community College Survey of Student Engagement (customized survey item 10), 83 percent of students surveyed agree or strongly agree that the College assists them in developing foundational skills for college success.

The College meets the Standard.

Alignment with Character

The values enumerated in Citrus College's mission statement are the very fabric of the College's character. The College exhibits these core values across the college community in the commitment to student success and shared governance. They have created an image that Citrus College embodies and promotes traditional values and views regarding education and facilitates a friendly, dedicated, and caring community.

The following values make up Citrus College's character.

1. **Student Focus:** Meeting community and student needs by creating an educational environment and culture so students can attain a variety of goals
2. **Excellence:** Maintaining a high standard of integrity and performance leading to the achievement of academic and professional goals
3. **Collaboration:** Seeking input from all sectors of the college and the community
4. **Diversity:** Fostering a learning community in which the values, goals, and learning styles of all students are recognized and supported
5. **Lifelong Learning:** Serving enthusiastic, independent thinkers and learners striving for personal growth
6. **Integrity:** Behaving ethically in all interactions at all levels
7. **Technological Advancement:** Keeping pace with global technology trends and enhancing traditional instruction with

technology to prepare students for success in the workplace

As of fall 2013, Citrus College established a venture that has become a key component to its character. The [Citrus College: A College of Completion](#)²⁷ initiative is designed to encourage and support students as they endeavor to complete their college education, transfer to baccalaureate degree programs, and enter the career fields of their choice. As part of the project, students have developed the [Completion Corps](#)²⁸, which provides a support framework for students, faculty, staff, administrators, and the Board of Trustees to form partnerships that provide the necessary resources and support for Citrus students to complete their goals.

Further confirmation that Citrus College's mission is reflected in its character can be found in the Community College Survey of Student Engagement Follow-up Study in May 2014. As noted in the [CCSSE Follow-up Study Executive Summary](#)²⁹, the 63 students who participated in the focus group named the following as strengths of the College: faculty; campus environment, size, and location; a sense of "unity" or connection with other students and the larger campus community; and a positive learning environment. Each of these attributes align with elements of the College's mission.

Alignment with Student Population

1. [Distance Education](#)³⁰ The program supports the Citrus College mission by delivering high quality instruction to students attending classes in the traditional face-to-face mode, in a hybrid

mode, as well as at a distance. Distance education refers to instruction that is delivered to students online. Distance education classes have the same content and meet the same requirements as traditional classes, but provide a more flexible, accessible way for students to take courses. [Enrollment data](#)³¹ indicate a strong demand for distance education courses at Citrus College, demonstrated by the high percentage of distance education seats filled early in the registration process. In fall 2014, 21 days prior to census, distance education sections filled to 95.33 percent of capacity compared to 89.06 percent for traditional morning sections. An early high fill rate indicates that the College is offering classes that meet students' needs.

Citrus College does not distinguish between online and traditional student populations, but does work to ensure that students are aware of the demands of distance education by providing [online orientation](#)³². The online orientation gives interested students an overview of Citrus College as well as a better understanding of the distance education program and classes. The orientation provides links that lead prospective students to attributes of successful distance education students, success strategies for distance education students, a self-assessment quiz, technical requirements, an explanation of the Blackboard

Learning System, and other student resources designed for distance education students. The distance education program serves all enrolled students and provides support for face-to-face classes through Blackboard. To facilitate access to this option, all students are given a Citrus College email account when they register. The distance education supervisor, the faculty distance education coordinator, an information tech support specialist, the Learning Center staff, and the Library/Learning Resource Center staff provide support to facilitate students' success with this instructional delivery system. According to the [2007-2012 Distance Education Comprehensive Program Review Report](#)³³ (page 2), approximately 130 courses in 40 disciplines are approved for online instruction, and approximately 100 sections are offered each semester. [Seven associate degree majors](#)³⁴ may be completed 100 percent online. Four of the online AA liberal arts degrees have emphases in arts and humanities, mathematics and science, social and behavioral sciences, and technology and business. In addition, the College offers an online AA degree in social and behavioral sciences, and two online AS degrees have emphases in administration of justice and business. This wide array of programs, degrees, certificates, and courses supports students' completion goals including transfer, career/technical education, and basic skills.

Distance education courses and the distance education program both rely upon student learning outcomes assessment as a means to provide important data regarding student success.

- 2. Support for a diverse student population:** Citrus College is a Hispanic Serving Institution (HSI) and has won a number of [HSI grants](#)³⁵ to promote student retention and success. The grants also promote opportunities in science, technology, engineering, and mathematics (STEM) and career educational programs. Citrus College's [Veterans Success Center](#)³⁶ is nationally renowned for its support services for military veterans that include a network of faculty and staff, a book fund, and an annual Veterans Day recognition program. A dedicated certified mental health counselor is also part of the Veterans Success Center's staff. In addition, Citrus College provides [Equal Opportunities Programs and Services \(EOPS\)](#)³⁷, [Disabled Students Programs and Services \(DSPS\)](#)³⁸, [Foster/Kinship Education and Resource Programs](#)³⁹, and an [International Student Program](#)⁴⁰. Citrus College provides a [Student Health Center](#)⁴¹, [Office of Campus Safety](#)⁴², the [Owl Bookshop](#)⁴³, and the [Owl Cafe](#)⁴⁴ to make available important services and to promote a safe, healthy, and relaxing environment for students. The College provides a specific webpage to provide important information for undocumented

students who completed high school as identified in Assembly Bill [AB 540](#)⁴⁵.

3. **Opportunities for students through intercollegiate competition:**

Citrus College has varsity athletic teams in seven men's and eight women's programs competing in the Western State Conference. In academics, the Citrus College [Rocket Owls](#)⁴⁶ participated in the 2013-2014 NASA Student Launch Competition, one of only two community colleges in the nation to qualify. The CAPE Owls participated in the 2014 Shell Eco-marathon competition by designing, building, and testing an eco-friendly vehicle. Citrus Phi Theta Kappa students compete annually with other Phi Theta Kappa chapters in research and service projects, consistently winning regional awards. The Citrus College [Clarion](#)⁴⁷ student newspaper competes each year at the Journalism Association of Community College state convention, frequently winning awards for excellence. Citrus College Honors and [STEM](#)⁴⁸ students compete with students throughout the state to present their research at undergraduate research conferences hosted by the Honors Transfer Council of California and the Bay Honors Consortium, with Citrus College students regularly selected to present research, and at times, winning awards. Citrus College's [Hayden Memorial Library](#)⁴⁹ and Technology Computer Services

Office offer resources, support, and services for students and faculty. The division of Student Affairs provides high quality experiences that complement and enhance opportunities for student involvement, leadership, and personal exploration. The division of [Student Affairs](#)⁵⁰ includes the Associated Students of Citrus College, support for student clubs and honors societies, and the sponsorship of guest speakers and special events.

4. **Cultural and personal enrichment programs for the college and community members:**

The [Haugh Performing Arts Center](#)⁵¹ is a local center for quality arts performances. Programming is selected to support the academic needs of Citrus College students and the artistic expectations of campus and community audiences. Community organizations are offered the use of the building at affordable rates, and this allows the College to serve as a regional hub for fine arts activity. The College sponsors flex days, sabbaticals, and other enrichment opportunities for its faculty and staff. Citrus College oversees a [study abroad](#)⁵² consortium of partner community colleges that provides learning experiences and course credit in international settings. The College currently offers study abroad courses in London, England; Salamanca, Spain; and Florence, Italy.

I.A.2. The mission statement is approved by the governing board and published.

Evidence of Meeting the Standard

The Board of Trustees approved the mission statement on August 24, 2012. The mission statement is regularly published in major documents, including: [schedule of classes](#)⁵³ (p. 2), [community and noncredit class schedule](#)⁵⁴ (p. 2), [college catalog](#)⁵⁵ (p. 8-9), [Strategic Plan](#)⁵⁶ (p. 1), the [Organization and Governance Handbook](#)⁵⁷ (p. 4), [institutional learning outcomes](#)⁵⁸, and throughout the College's website.

The College meets the Standard.

Analysis and Evaluation

The Board of Trustees approved the mission statement at its [August 24, 2012](#)⁵⁹ meeting. Spearheaded by the director of institutional research and vice president of academic affairs, the mission review process was dynamic, engaging, and included input from all campus constituencies including the Board of Trustees. Through face-to-face meetings and electronic communication, the taskforce, comprised of representatives from each constituent group including the Academic Senate, developed language for a new mission statement and objectives reflecting the college community's input and sentiments. Multiple drafts were presented to constituents, and the Office of Institutional Research administered a survey to elicit college wide voting on the preferred draft. On May 7, 2012 the Steering Committee approved the preferred draft.

Consistent and effective communication to the College's primary target group,

students is central to the College's mission. The outreach methods are diverse and dynamic. Current, potential, and former students receive information about the College's programs, services, news, and events through myriad communication methods. These methods include, but are not limited to, the website, printed materials, videos, events, interpersonal communication, and social media. Although the messages vary, the College mission, objectives, vision, and values are well represented. Because the mission includes the mission statement, mission objectives, vision statement, and values statement, it is not always possible to include all statements in the College's publications.

The Institutional Effectiveness Committee has initiated a desk review of the College mission. The various components will be reviewed and revised as part of the normal planning process leading into the creation of the 2016-2021 strategic plan.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Evidence of Meeting the Standard

The process of developing the current mission statement began in spring 2012. This is in keeping with [Board Policy 1200, Mission](#), which requires that the mission be evaluated and revised on a regular basis. Through the collaboration of the Academic Senate and formal committee structure, the College revised the mission statement during the 2011-2012 academic year. The adopted statement reflects that Citrus College

delivers high quality instruction to students both within and beyond traditional geographic boundaries, reaching international students as well as those studying via distance education. The College completed a review of the mission in fall 2014.

The College meets the Standard.

Analysis and Evaluation

The revision process for the mission statement is initiated by the superintendent/president and completed by the [Institutional Effectiveness Committee](#)⁶¹. Working as part of the Office of Institutional Research, the Institutional Effectiveness Committee plays an integral role in the revision of the mission statement. As a standing committee of the Citrus College Steering Committee, its purpose is to review and make recommendations on matters regarding institutional effectiveness (i.e. the review and assessment of the integrated planning process as demonstrated in the [Integrated Planning Manual](#)⁶² and the means by which planning is linked to the budget process). The mission statement guides the integrated planning process, and the Institutional Effectiveness Committee is charged with advancing the College mission by promoting an ongoing, collegial, self-reflective dialogue based on a culture of evidence and data-driven decision making. The committee engages in the design and implementation of assessment tools that evaluate institutional effectiveness. The Institutional Effectiveness Committee has implemented a timeline to review the mission statement every five years beginning with the Strategic Plan 2011-2016 consistent with the development of

the College's strategic plan process. The mission statement is approved by the superintendent/president and is recommended to the Board of Trustees in keeping with [Board Policy 1200](#)⁶³, Mission.

I.A.4. The institution's mission is central to institutional planning and decision making.

Evidence of Meeting the Standard

The mission statement drives planning and decision making at Citrus College. Through established shared governance committees that represent faculty, administration, classified staff, and students, constituents develop and assess agendas for planning that are guided by the adopted mission, vision, and values statements. The goals, objectives, and strategies have measureable outcomes and specific accountability. This process is outlined in Citrus College's [2013-2014 Integrated Planning Manual](#)⁶⁴. In integrated planning, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures and is dedicated to the improvement of institutional effectiveness.

The College meets the Standard.

Analysis and Evaluation

Planning begins with a review of the college's mission, vision, and values, setting the stage for the development of the strategic plan. The current mission statement was revised in 2012 and affirmed in 2014. The practice is to revise the mission every five years. As the first step in the development of a 2016-2021

strategic plan, the mission will be reviewed and revised as necessary.

The Integrated Planning Manual that describes and demonstrates a systematic process in implementing data-driven decision making and planning is at the heart of Citrus College's planning and assessment of its student learning and institutional programs. Page 8 of the [Integrated Planning Manual](#)⁶⁵ provides a model that illustrates how the planning and assessment procedures integrate the Citrus College mission statement. As illustrated in the Integrated Planning Model (page 8), the strategic plan is the main planning document of the College; however, the mission drives it. The [Strategic Plan](#)⁶⁶ articulates focus areas, institutional goals, and strategic objectives designed to accomplish the mission of the institution while establishing a foundation for all other college planning. Responsibility for the achievement of the goals and objectives in the strategic plan is then assigned to the appropriate divisions that, in turn, incorporate the goals and objectives in their short-term and long-term plans. Driven by the mission statement, strategic objectives are assigned to one of the following plans:

Institutional Support Plans (Human Resources Plan, Technology Plan, and Sustainability Plan) are developed to meet the goals and objectives from the Strategic Plan.

- [Human Resources Plan](#)⁶⁷ is developed every five years and reviewed annually. Its purpose is to meet objectives from the Strategic Plan and the Educational and Facilities Master Plan aligned with Human Resources.

- [Technology Plan](#)⁶⁸ is revised every five years with an annual review and update. This plan guides the implementation of technology objectives as outlined in the Educational and Facilities Master Plan and the Strategic Plan.
- [Sustainability Plan](#)⁶⁹, revised annually, actualizes the strategic objectives regarding sustainability, namely in existing and potential projects, resource usage, and economic viability.

The [Educational and Facilities Master Plan](#)⁷⁰ is a ten year plan that was revised in 2010. This document outlines the College's long-term plan for academic affairs, student services, and facilities. In this plan, all programs and services offered at Citrus College are placed in a matrix that describes the role of the program or service relative to the mission of the College. For example, the matrix shows that the chemistry program meets three areas of the core mission: transfer completion, vocational education completion, and career preparation. Furthermore, the matrix notes the mission objectives that the chemistry program meets. In addition to the program matrix, program projections, or long-term recommendations, are listed in the Educational and Facilities Master Plan. These program projections are mapped to the strategic objectives as well as included in program reviews for instruction, academic support, and student services programs.

[Program review](#)⁷¹ is a dynamic process throughout the institution to ensure responsiveness to the needs of the college community and to ensure students the opportunity to achieve outcomes in areas

of institutional core competencies. The decision-making process at Citrus College is guided by the mission, values, and vision and is rooted in the program review process. Using information from the [Office of Institutional Research](#)⁷² and [Student Learning Outcomes and Assessment](#)⁷³, data analysis and program-level reflection inform the planning process for budget allocations, educational strategies, and completion goals. Through the collection and analysis of documents, program review advances the College's mission by promoting excellence in programs and services offered by Citrus College. Program review at Citrus College is on a five-year cycle of annual and comprehensive reviews. The annual review process is conducted by the [Program Review Committee](#)⁷⁴ and encompasses a review of instructional programs, academic support programs, student services programs, and institutional support areas.

The strategic plan [annual implementation plan](#)⁷⁵ guides the resource allocation process, which connects funding resources to the mission-centered institutional goals and strategic objectives. The mission, vision, and values of the College; the Strategic Plan; the Educational and Facilities Master Plan; the institutional support plans, and the program review process feed into the Annual Implementation Plan. The table on page 3 of the [2014 All Employee Survey Report, September 2014](#)⁷⁶ attests that 69 percent of employees responding agree or strongly agree that Citrus College has an effective process for resource distribution aligned with its mission. In the end, the Annual Implementation Plan leads to assessment, which, in turn, informs program improvement plans and the next cycle of institutional planning.

Evidence

- I-A-1 [Citrus College Mission Statement](#)
- I-A-2 [Citrus Bulletin – May 8, 2012](#)
- I-A-3 [Citrus College Mission Statement](#)
- I-A-4 [Community College Survey of Student Engagement \(CCSSE\) – 2014 Frequency](#)
- I-A-5 [Citrus College All-Employee Survey 2014](#)
- I-A-6 [Integrated Planning Manual 2014-2015](#)
- I-A-7 [Community College Survey of Student Engagement – 2014 Frequency](#)
- I-A-8 [Citrus College All-Employee Survey 2014](#)
- I-A-9 [Enrollment Management 2014-2015 Planning Scenario](#)
- I-A-10 [Fall 2014 Schedule of Classes Web Page](#)
- I-A-11 [Citrus College Catalog Index](#)
- I-A-12 [Articulation > Associate Degrees for Transfer](#)
- I-A-13 [Transfer > UC Guarantee Agreements](#)
- I-A-14 [UCLA Transfer Alliance Program](#)
- I-A-15 [Citrus College Honors Transfer Program](#)
- I-A-16 [Honors Transfer Council of California \(HTCC\)](#)
- I-A-17 [Honors Transfer Council of California – UC Agreements](#)
- I-A-18 [Citrus College PTK Facebook](#)
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- I-A-53 [Citrus College Class Schedule \(credit\) – Fall 2014](#)
- I-A-54 [Citrus College Community and Noncredit Schedule – Fall 2014](#)
- I-A-55 [Citrus College Catalog 2014-2015](#)
- I-A-56 [Strategic Planning](#)
- I-A-57 [Organization and Governance Handbook](#)
- I-A-58 [SLO > Institutional Learning Outcomes](#)
- I-A-59 [Board of Trustees Minutes, August 24, 2012](#)
- I-A-60 [Citrus College Board Policy BP 1200](#)
- I-A-61 [Institutional Effectiveness Committee](#)
- I-A-62 [Strategic Planning](#)
- I-A-63 [Citrus College Board Policy BP 1200](#)
- I-A-64 [Integrated Planning Manual 2013-2014](#)
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