

Standard II: Student Learning Programs and Services

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Evidence of Meeting the Standard

As a college that focuses on the successful completion of all its students, Citrus College is committed to meeting the challenges of serving its students while holding to the traditional values of access, opportunity, and quality education. Student services, through the entire student pathway, support students and help the College to realize its mission. The College regularly analyzes data in order to understand its students and to provide appropriate student services.

Student outreach involves well-coordinated efforts at the College to support students with core services including orientation, assessment and placement, counseling, advising, and other educational planning services as described in the credit [Student Success and Support Program Plan](#)¹. These efforts provide students with the support necessary for the completion of their educational goals and course of study. Giving students vital information early in their experiences at

Citrus College enhances their achievement. All California community colleges are now required to implement the Student Success and Support Program and, to that end, Citrus College coordinates efforts with the noncredit student success support program; athletics; Extended Opportunities Programs and Services; Disabled Students Programs and Services; grant programs including a Hispanic Serving Institution grant for preparing future teachers through science, technology, engineering, and math; financial aid; and instruction to provide pre-enrollment services to students on high school campuses. In addition, through efforts to bring students to the campus, the College has met its enrollment goals. These efforts, which are outlined in the [School Relations and Outreach program reviews](#)², include early decision day, parent night, the high school counselor breakfast, and welcome day. As outlined in the Student Success and Support Program plan, orientation is provided using three formats including in-person assessment, orientation, and educational planning; early decision for feeder high schools incorporating assessment, orientation, and educational planning; and [online orientation](#)³.

The College provides a rich and meaningful learning environment by

engaging in outreach to and admitting students from diverse backgrounds while providing appropriate support services. The College employs several counselors fluent in other languages. Counselors and staff who exhibit cultural competency in multiple cultures support student achievement by allowing students to quickly establish rapport with someone from their own culture.

The College is continuing its efforts to increase articulation with the University of California, the California State University, and private colleges and universities. As part of its completion efforts, the College offers the following associate's degrees for transfer in collaboration with the California State University system as described on the [Citrus College webpage for associate's degrees for transfer](#)⁴:

- Administration of Justice
- Business
- Communication Studies
- Early Childhood Education
- Elementary Education
- English
- History
- Journalism
- Kinesiology
- Mathematics
- Physics
- Political Science
- Psychology
- Sociology
- Theatre Arts

The College identifies students' academic needs through assessment, orientation, and counseling. The orientation component is part of a block format that includes all required core Student Success and Support Program services (assessment, orientation, student educational plan) designed for nonexempt first-time students and includes

the following information as described in the [Student Success and Support Program Plan, page 1 and 2](#)⁵

- College–A New Frontier (supported by the Learning Center)
 - Importance of test preparation
 - Importance of placement results as it relates to course of study
- Assessment (supported by the Learning Center)
 - English/ESL and math assessments
- College 101 Workshop (supported by the basic skills initiative grant)
 - Citrus College email
 - WingSpan registration system
 - Support services
- Orientation (supported by the Student Success and Support Program)
 - English/ESL and math placement levels
 - Certificate, associate's degree and four-year university transfer pathways
 - Student support resources
 - Education planning services
 - Class schedule, class registration, waitlist
 - College success tips
 - Registration and college fees
 - Academic expectations (progress and probation standards)
 - Registration priority
 - Prerequisite and co-requisite challenge process
 - Maintaining Board of Governors fee waiver (pending further guidelines)
 - Academic calendar and important timelines
- Course planning (supported by the Student Success and Support Program)

- Career planning options
- Course of study pathways
- Abbreviated student educational plan

The College offers [online orientation](#)⁶ in three different formats including English, Spanish, and accessible versions for students with disabilities and can be accessed on the Citrus College website. This orientation provides videos, graphics, access to Citrus College webpage links, tutorials on the schedule of classes and WingSpan registration system, interactive tools, and ten quizzes that a student must pass in order to successfully complete the online orientation. The online orientation includes an embedded pre- and post-survey assessing students' confidence levels related to their ability to use the information covered by the orientation. Citrus College plans to extensively update the online orientation in the 2014-2015 year to include the new Student Success and Support Program regulations.

Students complete the computerized Accuplacer English/ESL and math assessments during new student assessment/orientation or early decision sessions for high school students offered at Citrus College in a group setting. The assessment component is part of a block format that includes all required core Student Success and Support Program services consisting of assessment, orientation, and student educational plan, and is designed for nonexempt first-time students. Before students begin the assessment, they are provided with a pre-orientation session, *College—A New Frontier*, which informs them of the importance of the placement results and how they will be applied to their course of study. Next, students proceed with the assessments, followed by College 101,

orientation, and course planning sessions, which include a first semester student educational plan. Although the primary delivery format is in a group setting, the Testing Center accommodates students to complete the assessment on an individual, drop-in basis.

Citrus College identifies student needs through a variety of means. For example, the counseling program administers a [survey to students](#)⁷ who have applied for graduation. This survey has regularly revealed that students who graduate see a counselor four to six times during their enrollment at Citrus College. Other offices, such as Student Affairs, participate in this survey also. An important form of assessing student needs is through the [program review process](#)⁸. Citrus College engages in program review throughout the institution to ensure responsiveness to the needs of the college community and to provide students the opportunity to achieve outcomes in areas of institutional core competencies. Toward this end, the following institutional activities occur:

- Program review processes are in place and implemented regularly.
- Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.
- Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes.
- The institution reviews and refines its program review processes to improve institutional effectiveness.
- The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

The Student Success and Support Program Committee oversees matriculation services including assessment, orientation, counseling, and development of a student educational plan. The committee is chaired by the dean of counseling and a faculty member who is also the coordinator of the Student Success and Support Program, as well as faculty members from math, language arts, English as a second language, and counseling appointed by the Academic Senate. The deans from these areas as well as the basic skills coordinator attend monthly meetings. The committee oversees research on assessment cut scores as well as the use of multiple measures for placement and shares ideas on orientation and counseling. During the 2014-2015 academic year, the Student Success and Support Program Committee created the Student Success and Support Program plan through a series of discussions, including subgroups charged with specific aspects of the plan.

Counseling services are available as students work to meet their college completion goals.

- The counseling program sends students who enroll in basic skills courses a letter encouraging them to see a counselor
- The counseling program contacts students who have not declared a course of study.
- Students on probation must complete an intervention through an online workshop or, in some support programs, through an individual appointment before registration privileges are reinstated.
- Students who need online counseling services can contact a counselor.

The College meets the Standard.

Analysis and Evaluation

Citrus College engages in a regular cycle of evaluation, planning, and improvement that contributes to a sound mission statement and integrity of programs. The College uses data from the Community College Survey of Student Engagement, student learning outcomes, and program review to make decisions that will enhance the learning environment and the support services it provides and ensure that all students benefit from its programs.

Students report that they are satisfied with the quality of support services they receive. For example, over 90 percent of respondents to the [counseling survey](#)⁹ distributed to all graduating students in 2014 agreed that “counselors/advisers help me understand the requirements for graduation, transfer or certificate programs.” Respondents agreed that “counselors/advisors state information clearly and in a manner that I can understand.” Over 80 percent reported that counseling services were helpful in developing a student educational plan and they were satisfied with the outcome of their counseling/advising appointments.

Citrus College aligns student services goals with other institutional goals such as Board of Trustees’ goals, Strategic Plan, student equity plan, and program review. The vice president of student services holds an annual planning retreat where all of these goals are discussed.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information

- **Official Name, Address(s), Telephone Number(s), and Website Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offering**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

II.B.2.b. Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

II.B.2.c. Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

II.B.2.d. Locations or publications where other policies may be found.

Evidence of Meeting the Standard

In addition to being posted on the Citrus College website, the [Citrus College catalog](#)¹⁰ is available in print form in the bookstore, and the College distributes free copies to offices upon request. Copies of the catalog are also available in the library and all counseling offices.

The catalog contains general information, requirements, and major policies affecting students. [College policies](#)¹¹ are also available on the Citrus College website. The catalog includes the academic calendar; a list of college administration and faculty, including their degrees; names of the Board of Trustee members; college history, vision, and mission; descriptions of the admission process, available student services, financial aid, transfer information, degree requirements, associate's degree programs, certificates; and course and program information, including credit and noncredit programs.

Citrus College conducts an annual review of its catalog, which includes providing drafts to administrators, faculty, and classified staff who oversee various sections in order to ensure that the information is accurate and that the print and online versions are current. Updates to the catalog are coordinated by the Office of External Relations, and the production schedule is designed to accommodate the need to review the catalog for clarity, accuracy, and ease of use. The review takes place in several phases. All departments receive a draft to update during the year. In the spring, they are invited to review a proof before the catalog goes to print. The Citrus College Curriculum Committee discusses and approves all curriculum changes which are

then approved by the Board of Trustees prior to appearing in the catalog. This process is described in the [Curriculum Handbook](#)¹².

The College meets the Standard.

Analysis and Evaluation

The timeline and wide distribution of pages for update shows a commitment to accurate information.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate comprehensive and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard

Citrus College uses a variety of measures to determine the needs of students including the application and admissions process, assessment, orientation, counseling, the development of a student educational plan, and surveys developed and administered by the Office of Institutional Research, Planning, and Effectiveness.

The student services building completed in 2011 houses key student support programs in one location. Admissions, most counseling programs, financial aid, and the Health Center are housed in this new facility providing students with easy access to services and program that meet their needs.

Citrus College provides appropriate services and programs for learning support and equitable access for students.

Admissions and Records

The [Admissions and Records](#)¹³ Office is the primary student enrollment service provider and official custodian of student records for Citrus College. The office processes approximately 30,000 applications each year and registers over 16,000 students. The office collects, processes, and maintains student grades, completion records of certificates and degrees. The staff processes residency redeterminations, processes transcript requests, and enforces academic regulations such as course repetition, academic renewal, and enrollment priority. The office works with many offices on campus to serve students, for example, by helping to develop the academic calendar, submit MIS data, and submit the state apportionment report. Because most transactions can be completed online, the program serves traditional and distance education students. Assessment results of student learning outcome surveys from fall 2014 are found on pages two and three of the [annual program review](#)¹⁴; they explore student feedback regarding the online application, online waitlists, and ordering transcripts online.

Articulation

Articulation ensures that students have access to appropriate curricula in order to achieve their educational goals. Citrus College's articulation officer has 100 percent release time and coordinates and facilitates faculty review leading to the intersegmental articulation of courses. The articulation

officer monitors each stage of the articulation process, follows up with departments and faculty for timely responses, and initiates highly complex articulation agreements with public and private colleges and universities. The [articulation website](#)¹⁵ provides links to articulation information students may need to be fully informed in order to achieve their educational goals.

Athletics

Citrus College's [competitive athletics](#)¹⁶ program provides equitable opportunities for students to reach their goals through rigorous academic and athletic preparation. The athletics program is devoted to abiding by the rules and regulations set forth by the California Community College Athletic Association, Western State Athletic Conference, and the Southern California Football Association. Within the athletic department, 15 intercollegiate sports are offered to the Citrus student body: men's and women's soccer, cross country, water polo, golf, men's baseball and football, and women's softball, volleyball, and swimming. Students may interact with the athletics program through social media, such as Facebook, Twitter, and Instagram.

The athletic facilities have been completely renovated in the last eight years and are now in full use, making them some of the best in Southern California. Facilities include a 10,000-seat football/soccer stadium, two softball fields, baseball field, aquatics center, gymnasium, and golf driving range.

Citrus College's competitive athletics program places an emphasis on the athlete's performance in the classroom, and recognizes those athletes who maintain a GPA of 3.0 or above throughout the academic year through the Scholar Baller program. Citrus College's competitive athletics program takes pride in being a model program for student success and transfer.

Athletic Counseling

Citrus College [athletic counseling](#)¹⁷ is dedicated to developing student-athletes on and off the field by offering an array of academic athletic counseling services to help them reach their full potential. Services include orientations, such as assessment and first-semester educational planning, individual counseling appointments to create and update the student-athletes' student educational plan, academic progress reports to monitor student-athletes' success in the classroom, team study hall, math and English tutoring, and transfer application workshops. The counselor monitors completion of general education requirements, progress toward an A.A./A.S. degree, and transfer to a four-year college while complying with the California Community College Athletic Association, NCAA, and NAIA athletic eligibility and transfer rules. Student-athletes are motivated to maintain a 3.0 GPA with the academic achievement program Scholar-Baller.

Bookstore

Bookstore services, through the [Owl Bookshop](#)¹⁸, Art and Coffee Bar, vending, and cosmetology retail services, provide a place for students

to access course materials necessary for learning. Available online services available include textbook purchasing and social media links through Facebook and Twitter.

In 2011, bookstore services, in partnership with Starbucks, opened the Art and Coffee Bar in the new Student Services building located between the fine and performing arts buildings on the western edge of the campus mall. The new art store contains fine art supplies and other educational materials for students. Moving fine art supplies from the Owl Bookshop to a convenient location next to the fine art classrooms and art faculty offices give students quick access to needed art supplies. Bookstore staff have increased interaction with the art faculty in order to provide better selection, supply, and production of affordable art kits created by art faculty for their individual courses.

The bookstore services' fall 2014 [program review](#)¹⁹ discusses access to educational materials the first week of class for Pell grant recipients. Staff distributed a student learning outcome survey and students responded positively to the ability to purchase educational materials during the first week in the term through the bookstore's Pell accounts.

CalWORKs

The Citrus College California Work Opportunity and Responsibility for Kids ([CalWORKs](#)²⁰) program provides eligible students with a variety of comprehensive counseling and supportive services necessary for students to overcome personal barriers

and enable them to transition off of public assistance.

The CalWORKs program fosters a belief that education and training allow welfare recipients to gain economic stability for themselves and their family. In order to achieve these goals, the CalWORKs staff provides a safe, welcoming, and positive environment for students, and ensures students receive the appropriate services from the county, and will serve as an advocate on the student's behalf.

The Citrus College CalWORKs Program works in collaboration with the Department of Public Social Services to assist students with education, training, and job skills. Citrus College provides short-term training programs to help CalWORKs students enhance their skills and/or develop new skills in order to find employment as they transition off of cash aid to become self-sufficient. CalWORKs provides opportunities for students to interact with staff and other participants via social media (Facebook, Twitter, and Instagram). In the fall 2014 [program review](#)²¹, students were surveyed about their understanding of graduation requirements and their county-approved career goals. They completed a pre- and post-questionnaire about these county-approved career goals to ensure that students retain their eligibility for the program.

Campus Safety

The goal of [Campus Safety](#)²² is to provide a safe, friendly, accessible environment where all students and community members may optimize

their academic, career, and personal goals. Realizing that college students are at a time of development and transition in their lives, the Campus Safety Department promotes the continued development of responsibility by emphasizing personal accountability via enforcement of Citrus College and campus safety policies and procedures.

Campus Safety maintains an excellent working relationship with local law enforcement agencies. A [memorandum of understanding](#)²³ with the Glendora Police Department is in place. Through the memorandum of understanding, campus safety officers conduct initial investigations and write incident reports for crimes that occur on property owned and operated by Citrus College.

Campus [crime information](#)²⁴ is available at the campus safety website, in class schedules or catalogs, and at the campus safety office. Additional information is contained in the [annual security report](#)²⁵ and the daily [crime log](#)²⁶; both are available online at the campus safety website or in print at the campus safety office.

Center for Teacher Excellence
The [Center for Teacher Excellence](#)²⁷ provides information, resources, and support for students interested in pursuing a career in teaching K-12th grade. In 2011, Citrus College received a Title V grant, which formed a partnership with the University of La Verne to prepare the next generation of educators and provide them with classroom technology skills. Resources available include academic counseling, student educational plan updates,

supportive learning environment, appointments with university representatives, and help with transfer applications. The Center for Teacher Excellence helps participating students build an educational plan and ensures students have the resources they need to meet their educational goals. The program offers guidance in choosing a major and credential pathway that best suits students' interests. Additionally, the center provides student orientations, annual summer technology academy, workshops for CBEST test prep, CSET general information, transfer path for K-12th grade teaching, iPads in the classroom, ePortfolios, GPA, Blending your Credential, job search, and service learning opportunities. The Center for Teacher Excellence uses social media (Facebook and Twitter) to interact with students online.

College Success Program
The [College Success Program](#)²⁸, through the Basic Skills Initiative, provides students with services designed to support them on their path to completion. Students who are assessed and placed into basic skills courses are supported through the College Success Program. The resources included in the College Success Program are the College Success Center, a college success counselor, the Citrus College Writing Café, and learning communities. The College Success Center provides both face-to-face and [online tutoring](#)²⁹ to support students' academic assistance needs. The College Success Advisory Committee members are faculty and administrators from both student services and instruction who collaborate to develop long-term goals

for the program and assess its effectiveness. The program conducts student surveys for all of the services provided. For example, for the [spring 2014 program review](#)³⁰, program staff surveyed students as to whether the instructional support they receive in the College Success Center connects with the curriculum in their basic skills classes.

Counseling and Advisement Center
The [Counseling and Advisement Center](#)³¹ supports Citrus College's mission to help students realize their full potential. Citrus College provides quality student support services and ensures that regardless of delivery, whether in person or online, learning is enhanced. With the implementation of California's Student Success and Support Program, the center ensures that students participate in assessment, orientation, development of a student educational plan and follow up for at risk students. The Center ensures that students have the tools they need to declare a course of study early in their college career; students are able to explore industries, majors, and the world of work through [online tools](#)³² including Career Zone, Career Café, O Net, and Salary Surfer. They can meet with a career counselor and participate in [orientations](#)³³ paired with the Accuplacer assessment each week throughout the year. Students have the opportunity to develop a student educational plan through course planning sessions and in individual appointments. The College supports an [online orientation](#)³⁴, is piloting a degree audit, and is developing an online workshop to assist students in the development of an educational plan. In addition, students on academic

probation are able to complete a [workshop online](#)³⁵. Students are able to access other technology tools including an online appointment scheduler to update student educational plans and [online counseling](#)³⁶.

Three Hispanic Serving Institution (HSI) grants support additional counseling in the center: Preparing Tomorrow's Teachers Today Through Technology, [RACE to STEM](#)³⁷, and [Strengthening Transfer Education and Matriculation](#)³⁸ (STEM²) with California State University, Fullerton.

Counselors, advisors, and other staff participate in professional development. Citrus College provides a professional development program for classified staff and counselors, and educational advisors attend California State University and University of California conferences each year. In addition, the counseling division provides monthly training to make sure that the team remains up-to-date regarding programs offered at Citrus College. Counselors with disabled programs and services, career, Extended Opportunities Programs and Services, Cooperative Agency Resources for Education and California Work Opportunity and Responsibility for Kids attend conferences each year for their programs.

The counseling division evaluates services through [program reviews](#)³⁹ and measurement of student learning outcomes. Students have the opportunity to participate in an online [counseling survey](#)⁴⁰ conducted each year. Transfer students have the

opportunity to complete a [survey specifically related to transfer](#)⁴¹. In addition, each program presents goals and discusses learning outcomes at a student services retreat each fall. The fall 2014 [program review](#)⁴² measures students' confidence level in making course selections for fall and in understanding how to use associate's degree and transfer patterns. As a result of the Citrus College Orientation, students are ready to consult the patterns and register for classes.

Disabled Students Programs and Services

Citrus College's Disabled Students Programs and Services ([DSPS](#)⁴³) is committed to providing students with disabilities an accessible educational environment that allows students the opportunity to reach their academic goals and participate in a full range of campus programs and activities. Upon receipt of appropriate verification of a student's disability and educational limitations, DSPS provides support services to compensate for the student's disability-related educational limitations. These services are essential as they help students with disabilities realize their educational potential in academic programs. Services and accommodations include adaptive technology, adapted testing services, alternate media, Braille, campus and community referrals, learning disability assessments, deaf and hard-of-hearing services, access to assisted-learning devices, outreach to high schools and community-based organizations, carbonless copy paper for shared notes, priority registration, and telecommunications devices for the deaf.

In the fall 2014 [DSPS Program Review](#)⁴⁴ and assessment of student learning outcomes, one goal is to assess student self-efficacy by working with a counselor to formulate realistic goals and select appropriate accommodations.

Extended Opportunity Programs and Services

Extended Opportunity Programs and Services ([EOPS](#)⁴⁵) and Cooperative Agencies Resources for Education ([CARE](#)⁴⁶) support students from economically disadvantaged backgrounds in achieving their academic and career goals. The CARE program assists EOPS students who are single parents on public assistance with at least one child under the age of 14. A key goal of EOPS-CARE is student retention. Counselors establish positive rapport with students to enable them to reach their educational goal.

An additional goal of the program is to provide students with clear information on the major preparation for certificate, degree, and transfer. EOPS-CARE promotes student engagement by encouraging participation in student clubs and organizations and on-campus academic resources in order to teach students to become self-sufficient. The support services include information and assistance in enrollment, financial aid, textbook loan and funding support, assessment, counseling, advisement, and selecting a major and/or career. Through CARE, students receive supplemental educational support services specifically designed for low-income, single parents.

EOPS administered a survey to students in fall 2013 and again in spring 2014 pertaining to knowledge about program services and the number of units needed to complete an associate's degree at Citrus College. The results of the survey appear in the EOPS-CARE [program review](#)⁴⁷ student learning outcome section. Staff members in the program use the results to improve the quality of information students receive during orientation.

Financial Aid

The [financial aid](#)⁴⁸ staff are responsible for the initiation, supervision, disbursement, and monitoring of funds provided by federal, state, and local government agencies in the form of grants, employment, loans, and scholarships. Financial aid programs assist eligible students from all income levels, and specifically those students from low- and middle-income families. The financial aid staff participates in the Title IV federal student financial aid programs such as the Pell Grant and state programs such as the Cal Grant program. The program complies with federal and state program regulations, policies, and procedures. The office administers and delivers over \$23 million in federal and state aid to students attending Citrus College. The financial aid program assists eligible students with their educational expenses while they pursue an educational program that leads to a certificate, degree, or transfer.

Each year, the financial aid program hosts an annual literacy fair, and students complete surveys about awareness of services. As part of the

fall 2014 [financial aid program review](#)⁴⁹ and student learning outcomes assessment, students completed a survey and indicated that they increased their awareness of financial aid resources through attending the fair. Attendance at the fair is also increasing; in 2013, 400 students attended, and in 2014, 500 students attended.

Foundation

The mission of the [Citrus College Foundation](#)⁵⁰ is to nurture relationships that provide resources to support the District's mission of advancing students' educational goals. As a fundraising and grant-making 501(c)(3) organization, the foundation helps meet students' needs by contributing scholarships to incoming, current, and transferring Citrus College students. The foundation website provides students with information about and applications for available scholarships.

Food Services

The [Owl Cafe](#)⁵¹ offers a wide range of food selections including many breakfast items; standard grill items for lunch, including fresh pizza, fresh salads tossed to order, deli sandwiches; a taco, burrito, and tostada bar; and entrees of the day. A daily menu is available through the Owl Café's website.

As part of the fall 2014 [food services program review](#)⁵² and student learning outcomes assessment, students answered a survey about satisfaction with menu options. Survey respondents suggested lower prices and healthy menu options. As a result,

Food Services offers a new healthy, low-cost menu.

Health Center

The mission of the [Student Health Center](#)⁵³ is to support the educational process and overall mission of Citrus College by providing quality health services and promoting positive health outcomes for the Citrus College community. Students pay a health fee and there is no additional charge for the college nurse, nurse practitioner, physician, or mental health counseling. Some tests, medications, and procedures require a minimal fee. The Student Health Center offers the following services to currently enrolled students: treatment of acute illness/ambulatory care, various immunizations, tuberculin skin test, over-the-counter medications, condoms, personal hygiene items, blood pressure and weight checks, commonly used prescription medications at a low cost prescribed by campus providers (physicians or nurse practitioners), family planning services/women's health, emergency contraception, and off-campus referrals as needed.

The Health Center's mental health program includes individual and group counseling, including an anxiety support group, bimonthly mental health seminars for students, and various campus wide mental health educational opportunities for faculty and staff. The Health Center's website provides a variety of informational links related to health care concerns.

The Health Center promotes positive health outcomes for students by providing health education forums and

health education materials. As part of fall 2014 [student health center program review](#)⁵⁴ and student learning outcome assessment, 100 students answered a survey regarding self-improvement workshops, blood glucose and cholesterol screening, and sexually transmitted infections. The results were positive, and 75 students responded that they gained an awareness of services.

International Student Center

The [International Student Center](#)⁵⁵ maintains communication and compliance with [United States Citizens and Immigration Services](#)⁵⁶ and supports the services required to admit and retain international students with F-1 visas. Citrus College international students represent 51 countries, further enhancing the diversity of the campus. The International Student Center assists students through its orientation, information seminar, and support programs, ensuring students' completion of their objectives. The program assists students with many issues, including admission to the intensive English as a second language program or the standard academic college program, academic and personal counseling, transfer to and from Citrus College to another school, visa and immigration needs, employment information for international students, health insurance, housing referral/home stay information, course registration, and activities and events. Their website provides links to the [international student application](#)⁵⁷ and information about [activities and events](#)⁵⁸. Students may interact with the International Student Center [using Facebook](#)⁵⁹.

As part of the fall 2014 [program review](#)⁶⁰, students answered a survey about their understanding of the college application, responsibilities of the F-1 visa and international student services. The international student team revised the orientation and now contacts each applicant by phone or email before they arrive on campus.

Noncredit Matriculation and Counseling

The [noncredit student success and support program](#)⁶¹ provides matriculation services to noncredit students who are building basic skills needed for personal and professional growth. The program provides guidance to students in establishing their goals and in effectively planning their educational experience. Students meet with a counselor or attend an orientation session to learn more about academic, personal, and career counseling; developing a student educational plan; transition assistance to credit programs; college and community referrals; and college tours.

School Relations and Outreach

The [school relations and outreach](#)⁶² staff is responsible for coordinating the College's outreach and recruitment activities at schools within the Citrus Community College District as well as other interested local area schools. Outreach seeks to increase the number of economically, educationally, and physically disadvantaged students entering and graduating from Citrus College. This program provides biweekly visits from outreach staff to local high schools to meet individually with students; make presentations regarding College departments, programs, and general College

information; and offer application workshops to discuss programs and services available at Citrus College. In partnership with counseling programs, the early decision program offers district high school seniors the opportunity to receive priority registration, assessment testing, explanation of scores, and counseling. The outreach website provides information about attending Citrus College, links to instructions on getting started at Citrus College, and the early decision program. Potential students may interact with the school relations and outreach office using Facebook.

The [Student Ambassador Program](#)⁶³ is part of school relations and outreach and consists of a selective group of students with specialized skills who share firsthand information about the Citrus College experience with prospective students, families, and the community. The student ambassadors help with planning and implementing college outreach activities and special events described in the school relations and outreach program review.

As part of the fall 2014 [program review](#)⁶⁴, the School Relations and Outreach Program surveyed students regarding their ability to navigate the admissions and enrollment process.

Student Life and Leadership Development

The [Student Life and Leadership Development](#)⁶⁵ Program plans and implements social and cultural activities, as well as other student leadership development opportunities. The program includes the [Associated Students of Citrus College \(ASCC\)](#)⁶⁶,

led by an executive board of 19 student leaders, ten of whom are elected and nine of whom are appointed. The student leaders of the ASCC participate in shared governance committees. The student leaders serve as advocates for students at local and state levels. They administer a budget in excess of \$600,000. The Student Life and Leadership Development Program provides more than 30 [campus clubs](#)⁶⁷ and comprehensive [student activities](#)⁶⁸ of social, cultural, and professional development experiences. This office also manages the administration of the [Campus Center](#)⁶⁹ facility and the student benefits programs. This office provides services to students daily during the day and evening.

A [calendar of activities](#)⁷⁰ is planned each year, including cultural diversity presentations, community service opportunities, activities designed to elevate students' political awareness and civic engagement, and social activities. The [Student Life and Leadership website](#)⁷¹ provides opportunities for students to interact through Facebook and Twitter. The fall 2014 [program review for Student Life](#)⁷² and Leadership discusses the balance of educational and social activities.

Student Employment Services

The student employment service provides a free job referral service for currently enrolled Citrus College students, as well as alumni. Job postings can be found on the [Student Employment website](#)⁷³. Students visiting the website find a variety of employment opportunities, full or part time, permanent or temporary, on or

off campus. The service offers assistance with résumés and tips on interviewing.

Transfer Center

The [Transfer Center](#)⁷⁴ offers many services to help students prepare for transfer to a baccalaureate-granting institution. In fall 2014, the Career/Transfer Center became known as the Transfer Center and career counselors moved to the Counseling and Advisement Center. The fall 2014 [program review](#)⁷⁵ addresses this change and also discusses a student survey used to determine how well students understand associate degrees for transfer. The survey yielded positive results and demonstrated that students understand the value of these degrees. The Transfer Center coordinator and staff work with receiving institutions to clarify requirements, identify barriers to transfer, and provide guidance to students through workshops, university representative visits, trips to universities, and individual appointments. The articulation officer assists with transfer by developing pathways with universities in California as well as out of state. Students can obtain information about transfer-related events by accessing the Transfer Center website. They can also interact with the Transfer Center through Facebook.

Veterans Success Center

The [Veterans Success Center](#)⁷⁶ offers a single location for student veterans to access services including certification of benefits, academic counseling, mental health therapy, vocational rehabilitation counseling, peer-to-peer support, tutoring, and a veterans club.

Established by a grant from the U.S. Department of Education Funds for the Improvement of Postsecondary Education, the Veterans Success Center provides services to student veterans and their family members, such as individual mental health counseling, post traumatic stress disorder group counseling, family support groups, stress management, anger management, communication skills for veterans and their spouses, and peer-to-peer support. The Veterans Success Center also maintains a cooperative relationship with various veterans' resources and programs including Veterans Administration Long Beach combat care unit, VA Los Angeles mental health team, and local nonprofit resources to assist veterans in specific areas of need, such as homelessness. Another partnership with the VA includes the VA work study program; four of the veteran student mentors are paid by the Veterans Administration. Student needs for the program are identified in [program review](#)⁷⁷, and student learning outcomes explore the needs of student veterans, including the needs of female veterans.

Citrus College is approved as a degree-granting institution for veterans and eligible dependents seeking educational and/or vocational training. Veterans attending Citrus College are invited to take advantage of the academic and career training.

The Veterans Success Center offers priority registration as outlined in [Administrative Procedure 5055, Enrollment Priorities](#)⁷⁸ for those student veterans who have been honorably discharged and who can

provide a copy of their DD214 or military identification. The Veterans Success Center provides assistance with the certification process for student veterans, survivors, and dependents using their GI educational benefits.

In spring of 2013, the Curriculum Committee approved [Counseling 161, Higher Education Transitional Skills for Student Veterans and their Families](#)⁷⁹ to help veterans transition from military life to civilian life. This course focuses on helping the veteran and family members understand transitional issues and access proper referrals to address those issues.

Citrus College partners with the VA and with California State Bureau of Vocational Rehabilitation in helping veterans and their eligible dependents achieve their educational and vocational goals. The Veterans Success Center is recognized by the Bureau of Private Postsecondary and Vocational Education in Department of Consumer Affairs for Education Benefits.

As part of the fall 2014 [program review](#)⁸⁰, the Veterans Success Center staff surveyed student veterans to ensure support for female veterans and to confirm that veterans identify the Veterans Success Center as a place for peer support, counseling support and tutoring support. Student veterans can interact with Veterans Success Center staff and other student veterans through the Veterans Success Center Facebook page. The [Veterans Success Center website](#)⁸¹ also provides links to various support programs and organizations.

The College meets the Standard.

Analysis and Evaluation

Program review conducted by student services programs evidences consistent assessment of student needs and provision of appropriate services and access to those services through a variety of delivery methods.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Evidence of Meeting the Standard

The Associated Students of Citrus College (ASCC) executive board is the elected voice of the student body. ASCC promotes intellectual, aesthetic, and personal development and offers students the opportunity to participate in activities that foster personal and civic responsibility. This organization provides an opportunity for students to participate in many aspects of college life, and maintains an active voice in the governance committees of the College and is included in the decision-making process. ASCC leaders actively participate on college committees that require student representation.

ASCC sponsors a variety of co-curricular opportunities and activities designed to enhance and promote campus life and student engagement. Leadership development is a key component of the ASCC program that includes a required leadership class, workshops, conferences, and seminars. Activities promoting campus life include Welcome Back Week, Fallfest, Springfest, Diversity Week, Sex

101 Week, and various cultural heritage events.

ASCC's [diverse cultural and social clubs](#)⁸² provide the opportunity for school involvement and dialogue with other students, faculty, and administrators. Through participation in clubs, students develop leadership skills, learn about teamwork, and develop valuable skills to last a lifetime while developing future career and personal contacts. Students may form new clubs at any time in the school year by contacting the Office of Student Life and Leadership Development.

Study abroad programs, as well as fine and performing arts programs, encourage students to develop an appreciation for intellectual, aesthetic, and personal development opportunities at Citrus College. The College offers opportunities for students to study abroad in London, Florence, and Salamanca. Students have the opportunity to participate in a home stay or live in student apartments, learn to use travel passes, participate in cultural activities, and take classes that teach them about the life and culture of the city and country. The Haugh Performing Arts Center offers opportunities for students to observe or participate in productions, including a dance company from South Korea, Christmas concerts, dance, and band performances. Students provide assistance with all aspects of these productions including set building, lighting, make-up, singing, dancing, and acting.

Discipline procedures contribute to the development of civic responsibility and personal development. The Citrus College student discipline procedures provide a prompt and reliable means to address violations of the Citrus College standards

of [student conduct](#)⁸³, and guarantee to the student(s) involved the due process rights assured them by board policy. These procedures ensure compliance with [Board Policy 5500, Standards of Conduct](#)⁸⁴ and [Administrative Procedure 5520, Student Discipline Procedures](#)⁸⁵, which state, “It is the policy of the Citrus Community College District to establish rules of student conduct that are in the best interests of both the student and the College. Further, rules of due process shall be established to ensure that students’ rights will be scrupulously guarded. Enforcement procedures will be fair and equal for all. These procedures are intended to supplement rather than replace criminal prosecution when such action would also be appropriate.”

The College meets the Standard.

Analysis and Evaluation

Citrus College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students, including participation in ASCC, the study abroad program, and the Performing Arts Center. Citrus College’s discipline procedures provide opportunities for student growth through clearly stated standards of conduct.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Evidence of Meeting the Standard

Counseling programs at Citrus College provide core services described in the [Student Success and Support Program plan](#)⁸⁶ including orientation, assessment and placement, counseling, advising, and other educational planning services needed to help students reach their educational goals and achieve their course of study. These services are available in person or online in order to assist all students, including those enrolled in distance education. Online services include [orientation workshops](#)⁸⁷, [probation workshops](#)⁸⁸, and [online counseling \(E-advise\)](#)⁸⁹. In fall 2015, the College plans to launch an electronic student educational plan and a student educational plan tutorial.

Specialized counseling and advising services include: Extended Opportunity Programs and Services, Disabled Students Programs and Services, CalWORKs, career, transfer, international students, the Center for Teacher Excellence, veterans, college success/basic skills, honors, early alert, articulation, noncredit, STEM, and nursing. Counselors in the health center also provide limited sessions for students in crisis.

The entire counseling services team meets on a monthly basis. Special program staff meet monthly and counseling staff participate in regular training. Topics for meetings include priority registration, recording information needed for the Chancellor’s Office, and the new degree-audit system. Training is a high priority in the division, and topics include information about UC and CSU transfer, CSU information, and updates for STEM. Each year, counselors and advisors are invited to attend CSU and UC conferences to stay current with transfer requirements.

The counseling program faculty measure student learning outcomes on a regular basis and participate in program review. Counseling and DSPS instructional programs also participate in program review. As a result of the fall 2014 [counseling and advisement annual program review](#)⁹⁰, more workshops and open forums were added to address student need for counseling and advising. The [Transfer Center's fall 2014 annual program review](#)⁹¹ discusses student surveys that indicated students needed more help understanding associate degrees for transfer. As a result, the Transfer Center staff adjusted content in the open forums to ensure that students understand the benefits of an associate degree for transfer.

The College meets the Standard.

Analysis and Evaluation

Each counseling program prepares annual program reviews in the spring, and student services holds an annual meeting each fall where the department discusses goals and findings.

Page 4 of the [Key Findings](#)⁹² from the Community College Survey of Student Engagement 2014 indicates that students feel supported in their learning, especially in the area of career counseling. Frequency

of use and satisfaction are noted as above the mean.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Evidence of Meeting the Standard

Citrus College has multiple resources available to support student understanding and appreciation of diversity. Faculty and staff demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college staff and students. The College has a highly diverse population and is located in a community that is also very diverse.

The table and notes below show the ethnicity distribution within the service area and at the College. Citrus College is recognized as a Hispanic Serving Institution and attracts Hispanic students from outside of its service area. Currently Hispanic students represent 59 percent of all Citrus College students compared to 41 percent of Hispanic representation in the service area.

Ethnicity	Citrus College Service Area Residents	Citrus College Students Fall 2013
African-American	4%	4%
Asian	10%	11%
Hispanic	41%	59%
Other	<1%	<1%
Two or More Races	2%	3%
Unknown	-	1%
White, Non-Hispanic	42%	21%
Total	100%	100%

Note: *Service area* refers to the five primary cities within the District boundary: Azusa, Claremont, Duarte, Glendora, and Monrovia. *Other* includes American Indian/Alaskan Native, Native Hawaiian/Pacific Islanders, and other races. Source: Service area resident data are from Census 2010. Citrus College student data are from Chancellor's Office data mart, including credit and noncredit students. Percentages may not total 100 percent due to rounding.

Citrus College promotes diversity awareness and appreciation through the many clubs on campus. [Active clubs](#)⁹³ on campus for fall 2014 include Gay-Straight Alliance, HOPE (creates a safe place for undocumented students), International Friendship Club, Latinos Unidos Student Association Friendship Club, Les Hiboux (French language and culture), Latina Leadership Network, Native American Student Association, Students of Light, and the Veterans Network. [Student Life and Leadership](#)⁹⁴ sponsors events each fall such as Hispanic Heritage Month, Dia de los Muertos, the Real History of Thanksgiving, St. Patrick's Day music and dancers, lectures on homophobia and racism, and Fifty Shades of Gay. The International Students Center also sponsors an international film week.

Counseling courses contain information about diversity. One example is [Counseling 160, Strategies for College Success](#)⁹⁵. In addition, the EOPS-CARE and CalWORKs programs sponsor an annual recognition ceremony to acknowledge student accomplishments.

The EOPS summer bridge program also covers topics of diversity. These events promote diversity awareness.

The College recently completed the Community College Survey of Student Engagement 2014. The [survey revealed](#)⁹⁶ that in response to the question, "How much has the College contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?" 24.2 percent of students responded "very much," 29.4 percent responded "quite a bit," and 30 percent responded "some."

Other programs have made specific efforts to support an understanding and appreciation of diversity:

- The Center for Teacher Excellence Program is part of a Hispanic Serving Institution grant and offers outreach brochures and activities in Spanish, a full-time bilingual counselor, and scholarships.
- Disabled Students Programs and Services teach students with a wide

array of abilities adaptive ways to succeed in higher education, including appointments focused on assisting students with adaptive technology and courses that cover the importance of understanding and appreciating diverse learning styles.

- Noncredit matriculation/counseling offers support for students seeking to learn English and transition to the credit program and bilingual counseling (Spanish).

The College meets the Standard.

Analysis and Evaluation

The College provides diverse club activities, counseling courses, counseling support programs, Hispanic Serving Institution grant activities with a diversity component and the information from the Community College Survey of Student Engagement.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Citrus College evaluates its assessment/placement instruments on a regular basis in compliance with the California Community College Chancellor's Office guidelines. Citrus College, through the Student Success and Support Programs Committee, works with a consultant familiar with statewide assessments to complete the project. The College conducted a disproportionate impact study at the time it adopted Accuplacer. The last study to validate cut scores was completed in 2012. The results

of this most recent validation and disproportionate impact studies and the resulting discussions are available in the [Cut Score Report](#)⁹⁷ and the Student Success and Support Programs Committee minutes. The College does not use an assessment for admissions.

Following the completion of the most recent validation of the assessment/placement instrument, the Student Success and Support Programs committee discussed the results in several meetings. These discussions included reviewing and revising the multiple-measure questions that students answer before the assessment. The committee meets monthly and includes deans and faculty in language arts, mathematics, and counseling.

The College assesses approximately 6,000 students each year and uses Accuplacer for recommending placement of students in the appropriate level in English, math, and ESL. While many students take the assessment on a drop-in basis at the Testing Center, the College also invites high school seniors to participate in orientation and assessment in the spring semester with a group of their peers. Each student answers additional questions used as multiple measures to determine placement before beginning the formal assessment. These questions provide opportunities for students to prepare to take the assessment and place at a level commensurate with the courses they have passed in high school or other institutions. Students may review their placement with a counselor who reviews high school transcripts and other information relevant to student placement.

The College relies on Accuplacer for students who do not have a high school diploma and attended prior to 2012 and were enrolled or completed at least six degree-applicable units to determine ability-to-benefit scores for financial aid. The College uses an additional assessment, the California Chemistry Diagnostic Exam, for chemistry course placement.

The Testing Center has 38 computers available for students to complete their assessment. An additional 55 computers are available in the computer lab if needed for assessment purposes. Additionally, there is one computer in ED 216C and one in ED 258B (distraction-reduced rooms designated for Disabled Students Programs and Services) that students can use with additional software support. There are also two stations within the Testing Center with raised desktops to accommodate students in wheelchairs.

The College uses CCC-Apply for its application process, which is also available in Spanish. Most students complete the application online. In-person, phone or email assistance by college staff is available, including staff fluent in other languages who are available during all office hours. The applications submitted to CCC-Apply are uploaded daily.

The College meets the Standard.

Analysis and Evaluation

Citrus College regularly assesses and validates admissions and placement instruments in order to ensure their effectiveness and to minimize biases.

Citrus College's use of an online application provides students access at any time. In addition, computers located in the

admissions area allow students to receive assistance from staff as needed during the application process.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The Admissions and Records Office is responsible for the maintenance of student records and abides by Title 5 regulations in regard to the type of records retained. The College currently uses an enterprise resource system, known as Banner, to maintain its current records and scanned copies of records prior to Banner's implementation. The College stores permanent record cards from prior to spring 2004 in a secure facility. The aforementioned documents are also available in Banner. All electronic student records are secured on the College's protected network server each night. Records are also secured offsite on a weekly basis.

The Admissions and Records Office maintains high school transcripts in a locked storage facility, and transcripts are also scanned into a document imaging system in accordance with [BP 3310](#)⁹⁸ and [AP 3310, Records Retention and Destruction](#)⁹⁹. Staff and faculty are informed about and follow the Family Educational Rights and Privacy Act employees are issued a personal identification number through Banner and must sign a statement of agreement to adhere to confidentiality policies.

The Admissions and Records Office maintains students' academic history and backs up these records each evening on the College's protected network server in cooperation with Technology and Computer Services. Although most information is available electronically, some petitions are still available only in a paper format, which is stored in a locked storage facility in compliance with [BP 3310](#)¹⁰⁰ and [AP 3310, Records Retention and Destruction](#)¹⁰¹.

Students must provide a written authorization to release the information before student information is given to a third party. Exceptions to this include information authorized by the Solomon Act for military recruiters, documents required for a court subpoena, a search warrant, and information for the National Student Clearinghouse.

The College meets the Standard.

Analysis and Evaluation

The College has policies and practices in place to ensure that all records are permanently and securely maintained.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations for the basis of improvement.

Evidence of Meeting the Standard

Citrus College regularly assesses student support services to ensure that they are meeting identified student needs. Student services participate in the five-year

program review cycle. In addition, each program regularly completes the student learning outcome assessment (SLO) cycle as part of the program review process. For example, according to the [Admissions and Records fall 2014 program review](#)¹⁰², one SLO measured students' ability to successfully use the online transcript request process. Assessment of that SLO indicates that 83 percent of the students surveyed agreed or strongly agreed that they were successful in ordering their transcripts using this process. According to the fall 2014 [School Relations and Outreach program review](#)¹⁰³, one SLO measured the ability of high school students who participated in early decision to identify support services that will contribute to their timely registration. Assessment of the SLO indicates that 94 percent of the students surveyed felt that they were able to identify support services. Finally, each program discusses the results of their assessment of student learning outcomes before beginning the next cycle.

The College meets the Standard.

Analysis and Evaluation

Student services programs participate in [annual program reviews](#)¹⁰⁴, and each program completes a comprehensive program review based on a five-year cycle. Each program initiates its annual program review each spring, and the program staff discusses annual program reviews at a fall retreat. These discussions include reviewing SLO assessments and previous program review recommendations and requests for resources.

The College follows a comprehensive timeline for the assessment of student learning outcomes in instructional support programs, student services programs and

institutional support services in areas including admissions and records, bookstore services, CalWORKs, campus safety, counseling and advisement, Disabled Students Programs and Services, Educational Opportunities Program and Services–Cooperative Agencies Resources for Education, financial aid, food services, International Student Center, School Relations and Outreach, Student Health

Center, Student Life and Leadership, Transfer Center, and Veterans Success Center. Each student services program consistently works to refine the process of assessing and responding to SLOs. Student services faculty participate in discussions on the development and assessment of course and program SLOs through their involvement in [HotShots](#)¹⁰⁵.

Evidence

- II-B-1 [Student Success and Support Program](#)
- II-B-2 [Program Review: School Relations and Outreach](#)
- II-B-3 [Counseling and Advisement > Mandatory Orientation](#)
- II-B-4 [Articulation > Associate Degrees for Transfer](#)
- II-B-5 [Student Success and Support Program](#)
- II-B-6 [Citrus College Online Orientation – Home](#)
- II-B-7 [Research Projects > Counseling Survey](#)
- II-B-8 [Program Review – Home](#)
- II-B-9 [Research Projects > Counseling Survey](#)
- II-B-10 [Citrus College Catalog – Index](#)
- II-B-11 [Board Policies and Administrative Procedures – Index](#)
- II-B-12 [Citrus College Curriculum Handbook](#)
- II-B-13 [Citrus College Admissions and Records – Home](#)
- II-B-14 [Program Review: Admissions and Records](#)
- II-B-15 [Citrus College Articulation – Home](#)
- II-B-16 [Citrus College Athletics – Home](#)
- II-B-17 [Athletics > Academics > Counselor](#)
- II-B-18 [Citrus College Bookstore – Home](#)
- II-B-19 [Program Review: Bookstore](#)
- II-B-20 [Citrus College CalWORKS – Home](#)
- II-B-21 [Program Review: CalWORKS](#)
- II-B-22 [Citrus College Campus Safety – Home](#)
- II-B-23 [Campus Safety > Memo of Understanding](#)
- II-B-24 [Campus Safety > Crime Statistics](#)
- II-B-25 [Campus Safety > Annual Security Report](#)
- II-B-26 [Campus Safety > Crime Statistics](#)
- II-B-27 [Citrus College Center for Teacher Excellence – Home](#)
- II-B-28 [College Success Program – Home](#)
- II-B-29 [Learning Center > Tutoring > Online](#)
- II-B-30 [Program Review: College Success](#)
- II-B-31 [Citrus College Counseling and Advisement – Home](#)
- II-B-32 [Citrus College Career Services – Home](#)
- II-B-33 [Counseling and Advisement > Orientation Services](#)
- II-B-34 [Citrus College Online Orientation – Home](#)
- II-B-35 [Counseling and Advisement > Probation Workshop](#)
- II-B-36 [Citrus College Online Counseling – Home](#)
- II-B-37 [Citrus College STEM – Home](#)
- II-B-38 [Citrus College STEM > STEM2](#)
- II-B-39 [Program Review: Counseling](#)

- II-B-40 [Research Projects > Counseling Survey](#)
- II-B-41 [Transfer Center Online Survey](#)
- II-B-42 [Program Review: Counseling](#)
- II-B-43 [Citrus College Disabled Students Programs and Services – Home](#)
- II-B-44 [Program Review: Disabled Students Programs and Services](#)
- II-B-45 [Citrus College EOP&S/CARE – Home](#)
- II-B-46 [Citrus College EOP&S/CARE – Home](#)
- II-B-47 [Program Review: EOP&S/CARE](#)
- II-B-48 [Citrus College Financial Aid – Home](#)
- II-B-49 [Program Review: Financial Aid](#)
- II-B-50 [Citrus College Foundation – Home](#)
- II-B-51 [Citrus College Cafeteria – Home](#)
- II-B-52 [Program Review: Food Services](#)
- II-B-53 [Citrus College Student Health Center – Home](#)
- II-B-54 [Program Review: Student Health Center](#)
- II-B-55 [Citrus College International Student Center – Home](#)
- II-B-56 [U.S. Citizenship and Immigration Services](#)
- II-B-57 [International Student Center > Application](#)
- II-B-58 [International Students – Facebook Page](#)
- II-B-59 [International Students – Facebook Page](#)
- II-B-60 [Program Review: International Student Center](#)
- II-B-61 [Noncredit Counseling – Home](#)
- II-B-62 [Citrus College School Relations and Outreach – Home](#)
- II-B-63 [School Relations > Student Ambassador Program](#)
- II-B-64 [Program Review: School Relations and Outreach](#)
- II-B-65 [Citrus College Student Life – Home](#)
- II-B-66 [Student Affairs > ASCC, Student Government](#)
- II-B-67 [Associated Students > Student Clubs](#)
- II-B-68 [Citrus College Student Life – Home](#)
- II-B-69 [Citrus College Campus Center – Home](#)
- II-B-70 [Student Life > Campus Center and Club Calendar](#)
- II-B-71 [Citrus College Student Life – Home](#)
- II-B-72 [Program Review: Student Life and Leadership](#)
- II-B-73 [Human Resources > Student Employment Services](#)
- II-B-74 [Citrus College Transfer Center – Home](#)
- II-B-75 [Program Review: Transfer Center](#)
- II-B-76 [Citrus College Veterans Success Center – Home](#)
- II-B-77 [Program Review: Veterans Success Center](#)
- II-B-78 [Citrus College Administrative Procedure AP 5055](#)
- II-B-79 [CurricUNET > Course Outline: Counseling 161](#)

- II-B-80 [Program Review: Veterans Success Center](#)
- II-B-81 [Citrus College Veterans Success Center – Home](#)
- II-B-82 [Inter-Club Council > Active Clubs and Organizations](#)
- II-B-83 [Student Affairs > Student Conduct](#)
- II-B-84 [Citrus College Board Policy BP 5500](#)
- II-B-85 [Citrus College Administrative Procedure AP 5520](#)
- II-B-86 [Student Success and Support Program](#)
- II-B-87 [Citrus College Online Orientation – Home](#)
- II-B-88 [Counseling and Advisement > Probation Workshop](#)
- II-B-89 [Online Counseling – Log In](#)
- II-B-90 [Program Review: Counseling](#)
- II-B-91 [Program Review: Transfer Center](#)
- II-B-92 [Research > CCSSE 2014, Key Findings-Executive Summary](#)
- II-B-93 [Inter-Club Council > Active Clubs and Organizations](#)
- II-B-94 [Citrus College Student Life – Home](#)
- II-B-95 [CurricUNET > Course Outline: Counseling 160](#)
- II-B-96 [CCSSE 2014 Survey Results](#)
- II-B-97 [Cut Score Validation Review 2012](#)
- II-B-98 [Citrus College Board Policy BP 3310](#)
- II-B-99 [Citrus College Administrative Procedure AP 3310](#)
- II-B-100 [Citrus College Board Policy BP 3310](#)
- II-B-101 [Citrus College Administrative Procedure AP 3310](#)
- II-B-102 [Program Review: Admissions and Records](#)
- II-B-103 [Program Review: School Relations and Outreach](#)
- II-B-104 [Program Review: Student Services Index](#)
- II-B-105 [HotShots Team Members 2014-2015](#)

