

Standard IV: Leadership and Governance

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Evidence of Meeting the Standard

The [Board of Trustees](#)¹ is composed of five representatives elected from communities within the District, including Azusa, Bradbury, Claremont, Duarte, Glendora, Monrovia, and portions of San Dimas, Pomona, Arcadia, Covina, and Irwindale. Members serve four-year terms, and elections are staggered so that two seats are filled in one election and three in the following election. In addition, a nonvoting student trustee is elected annually in a general student election. The board meets monthly in open session with agendas posted in public places as well as

online at least 72 hours in advance of a meeting. Proper electoral procedures and representation of these communities are dictated by [Board Policy 2100, Board Elections](#)² and [Board Policy 2010, Board Membership](#)³.

Board members are active in their communities and take public interest into careful consideration when making decisions. The board encourages the College to participate in many partnerships, such as with local public school districts and community organizations.

The board advocates the institution at the local, state, and national level. At the national level, the board is a member of the Association of Community College Trustees and American Association of Community Colleges and represents the institution at annual conferences associated with these organizations. The board represents the institution at the state level through membership in the Community College League of California and through active participation in the league's legislative conference. The board is active in promoting the College to local business and community leaders. Throughout 2014, in conjunction with the Citrus College Foundation and the superintendent/president, the board hosted daylong events such as Claremont Day and Monrovia Day, where prominent individuals from these communities came

to campus for informative tours. The board hosts luncheons and tours for members from the local unified school districts and receives updates from officials from local school districts on implementation of Common Core. Each of the board members resides in the district that he or she represents and is enthusiastically involved in community activities within the district. Board members meet with other locally elected officials such as members of Congress and the California State Assembly and Senate. At the regional level, the board is a member of the Los Angeles County Committee on School District Organization and the Los Angeles County School Trustees Association. The Citrus College board is a founding member of the San Gabriel/Foothill Association of Community Colleges, which is composed of six community colleges in the local region and advocates local issues.

The board has clear, established policies regarding matters that assist in the smooth functioning of a shared governance institution with effectiveness of student learning programs and services at the forefront as dictated by the institution's mission statement. All board policies and administrative procedures are reviewed on a three-year cycle, but reviews can occur more frequently if desired by a constituent group or recommended by the Community College League of California, of which the board is a member. [Board Policy 2000](#)⁴ and [Administrative Procedure 2000](#)⁵ outline the three-year review cycle that ensures continuous quality improvement for board oversight of all campus practices that are outlined in the extensive list of college wide policies. [Board Policy](#)⁶ and [Administrative Procedure 2431, Superintendent/President Selection](#)⁷ is updated every three years or sooner if

recommended by the Community College League of California.

[Board Policy](#)⁸ and [Administrative Procedure 2435, Evaluation of Superintendent/President](#)⁹ ensures that the board annually evaluates the superintendent/president using an assessment tool agreed upon by the board. This evaluation process includes the goals and self-evaluation of the superintendent/president and is conducted in closed session but noted in the board minutes. Also, the board consults the Community College League of California Trustee Handbook, [Chapter 24: The CEO Search](#)¹⁰ should a search for a new superintendent/president become necessary. The board duly delegates the duties to the superintendent/president through [Board Policy 2430, Delegation of Authority to Superintendent/President](#)¹¹. In addition, board policies such as [BP 2200, Board Duties and Responsibilities](#)¹²; [BP1200, Mission](#)¹³; [BP3050, Institutional Code of Ethics](#)¹⁴; [BP 3510, Workplace Violence Protection](#)¹⁵; and [BP 7104, Whistleblower Protection](#)¹⁶ ensure an environment that serves the community with integrity, quality, and safety. The board adheres to [Board Policy 6740, Citizens' Bond Oversight Committee](#)¹⁷, which ensures the local communities that the fiscal matters related to bond projects are executed with integrity and financial responsibility. The community voice is ensured through [Board Policy 2345, Public Participation at Board Meetings](#)¹⁸.

The board receives regular updates on academic matters such as program review, student learning outcomes and assessment and the implementation of the Strategic Plan on a regular basis, which ensures they are apprised of program quality and effectiveness at the local level; the board is

also apprised of the state-issued Citrus College Scorecard by the Office of Institutional Research, Planning, and Effectiveness and the superintendent/president.

The voting record of the board demonstrates that decisions are usually reached unanimously. Statements about decisions and policies are issued from the board as a unified group, showing that the board acts as a whole instead of as individual members. Furthermore, the board ensures that the superintendent/president routinely receives and considers input from constituent groups, such as the Academic Senate, the California School Employees Association, the Associated Students of Citrus College, and the management and supervisory groups. Board meetings are open to the public, and meeting minutes are available through the college website for review.

The College meets the Standard.

Analysis of Evidence

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Board members are active in their representative communities and are attentive to the needs of the community when considering campus policies. The board members are very active advocates for the community college system in general and for Citrus College in particular. Members are very deliberate in advocating and representing the institution at the local, regional, and national levels. In addition, the board assumes its appropriate role in overseeing and approving numerous policies that ensure the institution operates with integrity, fiscal responsibility, and integrated planning modules that synthesize data-

driven planning and outcomes assessment with budget processes.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Evidence of Meeting the Standard

The Citrus College Board of Trustees establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services. The board is committed to and abides by the institutional mission statement when it establishes policies. Policies routinely need revising as a result of changes in state law, regulations, or college practice. Suggestions for revisions to policy are forwarded to the board for approval following a rigorous process of shared decision-making involving the college constituency groups. Policy revisions begin in one of several standing committees and then are forwarded to constituency groups. Finally, before going to the board, they must be reviewed one final time and approved by the Steering Committee, the umbrella campus shared governance decision-making body. The process of reviewing board policies and administrative procedures has been institutionalized through the three-year review cycle. Constituent group leaders review all policies and procedures as they reach this three-year timeline through a desk review process; if significant changes are required, they go through the entire cycle of review by the larger bodies.

The charge of the board is detailed in [Board Policy 2200, Board Duties and](#)

[Responsibilities](#)¹⁹, which details the commitment to its responsibilities to the public, institutional integrity, its interactive role with the superintendent/president, student success, and fiscal responsibility. The board encourages a shared, participatory governance structure as outlined in [Board Policy](#)²⁰ and [Administrative Procedure 2510, Participation in Local Decision Making](#)²¹. The Board of Trustees is routinely apprised of the [Annual Implementation Plan](#)²², which is the document detailing activity to ensure the execution of the [2011-2016 Strategic Plan](#)²³. Additionally, the board is also [regularly informed](#)²⁴ of how these various plans are integrated into college wide processes that can be found in the [Integrated Planning Manual](#)²⁵. The Office of Institutional Research provides updates on data culled from the [Community College Survey of Student Engagement](#)²⁶. Existing board policies and administrative procedures on the topics of instruction and student services demonstrate the board's practice of establishing policies to support the student learning programs and services of the institution as evidenced in the entire [Board Policies 5000](#)²⁷ series covering student services. In addition, all five-year, comprehensive program reviews are presented to the board for information, which is the primary vehicle for program assessment and resource requests. The board continues to support the student learning outcomes and assessment coordinator, a faculty reassignment position that oversees sustained, continuous quality improvement of campus student learning outcomes and assessment. The board regularly audits and reviews budget reports to ensure that necessary resources are available to support campus programs. They receive a [calendar](#)²⁸ from the Office of the

Superintendent/President of annual reports given at board meetings from various noninstructional offices as well as instructional programs.

The College meets the Standard.

Analysis of Evidence

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has institutionalized its policy revision processes through its ongoing relationship with the Community College League of California and its three-year cycle of policy and procedure review.

The board demonstrates its interest in and commitment to quality programs through consideration of comprehensive program reviews, integrated planning, updates on campus programs and services, emphasis on shared governance processes, as well as frequent presentations on student learning outcomes and assessment.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Evidence of Meeting the Standard

[Title 5 and the Education Code, section 70902](#)²⁹ give authority to the Board of Trustees for all matters dealing with educational quality, legal matters, and financial integrity of the College. Board policies show the lines of responsibilities among the constituents of the College. [Board Policy 2200, Board Duties and Responsibilities](#)³⁰ delineates the responsibilities of the board by stating,

“The board is committed to fulfilling its responsibilities to: represent the public interest; establish policies that define the institutional mission and set prudent, ethical and legal standards for district operations; hire and evaluate the superintendent/president; delegate power and authority to the superintendent/president to effectively lead the District; ensure fiscal health and stability of the District; monitor institutional performance and educational quality to ensure that it is meeting current community needs and future trends; advocate and protect the District.” [Board Policy 2430, Delegation of Authority to Superintendent/President](#)³¹ states that “The superintendent/president may delegate any powers and duties entrusted to him or her by the Board of Trustees, but will be specifically responsible to the board for the execution of such delegated powers and duties.” The board hears regular reports from the Academic Senate in board meetings, and all curriculum changes are presented to the board for approval. In addition, the extensive [4000 series](#)³² of board policies guides instructional areas and ensures detailed procedures regarding program development, curriculum, program viability, grading procedures, final exams, and degree and certificate requirements, as well as many other areas of instructional quality and integrity. The board reviews and approves hiring decisions that affect educational quality, such as which faculty positions are to be replaced or added. The board has ultimate responsibility for educational quality as stated in [Board Policy 4020, Program, Curriculum, and Course Development](#)³³ and [Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education](#)³⁴. The board establishes policies on satisfactory academic progress, grading, student grievances and all campus

practices that maintain the integrity of the educational pathway. All curriculum revisions are presented directly to the board by the campus Curriculum Committee.

The board has responsibility for legal matters, and has delegated to the superintendent/president the duty to assign responsibility for compliance with major federal and state requirements. Cabinet members are authorized to seek legal counsel and report to the superintendent/president in areas such as labor relations, employee rights, student due process and privacy matters, and related topics. The superintendent/president keeps the board informed of legal issues that may have a significant impact on the College.

The board takes very seriously its role of having the ultimate responsibility for financial integrity. [Board Policy 2200, Board Duties and Responsibilities](#)³⁵ states the board’s responsibility for District finances. Each year, the vice president of finance and administrative services provides a detailed analysis of the [budget development process](#)³⁶ and [budget assumptions](#)³⁷ for building the budget for the new fiscal year. When the budget is completed, it must be approved by the board in an open session where board members can ask questions and discuss fiscal implications of the budget. The Citrus College Board of Trustees has traditionally been very committed to maintaining a prudent ending balance to protect the College from unanticipated emergencies or economic downturns. Further evidence of the responsibilities of the board can be found in the description of the board meetings and minutes resulting from those meetings.

The College meets the Standard.

Analysis of Evidence

The Citrus College Board of Trustees has ultimate responsibility for educational quality, legal matters and financial integrity as documented in board policies and administrative procedures. The board carefully reviews matters of educational quality through policy revisions, program reviews and reports on strategic planning and student learning outcomes. The board oversees the budget development process and is attentive to audit results and recommendations.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All Citrus College board policies are available on the college website; an audit was conducted in January 2013 to ensure that the most recent versions of the policies and procedures are posted online.

Chapter 2 of the District's board policies and administrative procedures contains 36 distinct policies and 19 procedures mandating various actions and area of board purview and participation. Specifically, [Board Policy 2010, Board Membership](#)³⁸, [Board Policy](#)³⁹ and [Administrative Procedure 2100, Board Elections](#)⁴⁰, and [Board Policy 2200, Board Duties and Responsibilities](#)⁴¹ address the board's size, duties, responsibilities, structure, and operating procedures.

The College meets the Standard.

Analysis of Evidence

Citrus College publishes the Board of Trustees' bylaws and policies on the college website, which is accessible to constituent groups and the public at large. The board has developed and institutionalized the process through which policies dictating board size, duties, responsibilities, structure, and operating procedures are updated and approved.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Evidence of Meeting the Standard

The governing board acts in a manner consistent with its policies and bylaws. Currently, the board is revising old policies and writing new policies. The board completed a thorough and extensive revision of policies and procedures with assistance from a consultant from the Community College League of California in 2009. Since that time, the College has adhered to its process through which Chapter 2 Board Policies and all District policies are reviewed and updated. This three-year review cycle and process is detailed in [Board Policy](#)⁴² and [Administrative Procedure 2000](#)⁴³. This three-year cycle is accelerated for any policy if mandated by California Education Code Title 5, suggested by the Community College League of California, or as deemed necessary by a campus constituent group. The board minutes reflect the board's institutionalized process of reviewing all board policies twice before the board acts upon them, ensuring time for feedback from the public or the board members directly. Policies that affect student learning or campus

operations go through the approved shared governance committees and constituencies for approval before final approval in a board meeting. [Board Policy](#)⁴⁴ and [Administrative Procedure 2000](#)⁴⁵ detail the board's authority to set policy. The [Steering Committee Constitution, Article VII](#)⁴⁶, explains the process of policy development and revision through the shared governance process. The board has institutionalized regular goal-setting and strategic planning practices. [Board Policy 2745, Board Self-Evaluation](#)⁴⁷ details the procedure by which the board performs self-evaluation.

The College meets the Standard.

Analysis of Evidence

The Citrus College Board of Trustees acts in a manner consistent with its policies and bylaws. Over the last six years, the board has revised all of its policies and procedures and completed its planning agenda from the 2009 self-study to establish systematic evaluation and updates of all District policies and procedures. Further, the continuous review of policies and procedures has been incorporated into the planning processes.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Citrus College Board of Trustees has established practices and procedures for board member development and orientation. Once new board members are elected, they are invited to attend all board meetings until they are installed in

December. New board members meet individually with the superintendent/president to discuss the College's educational programs, services, culture, and initiatives. [Board Policy 2740, Board Education](#)⁴⁸ supports board study sessions, access to reading materials, and conference attendance for board members. Each new board member is assigned a mentor from the current board to address questions and inform the new member on areas such as accreditation and campus culture. New board members attend an in-depth training provided by the California Community College Trustees Association. This training addresses accreditation Standards and expectations of the process.

In addition, the College is a member of the Community College League of California, which provides guidelines and workshops for new member orientation. The District encourages new board members to attend the annual Community College League of California new trustee orientation offered in January each year. At the orientation, new trustees receive a Community College League of California Trustee Handbook. All board members are encouraged to attend the Community College League of California annual trustees' conference, the Community College League of California annual conference, and the Community College League of California annual legislative conference, where they receive specific information related to the roles of trustees and relevant community college issues. Board members also receive development at board meetings; past development topics have included a review of the Brown Act, the CEO evaluation process, and local attention to accreditation issues.

Each year, the District receives an updated [trustee handbook](#)⁴⁹ from the Community

College League of California, and trustees are advised it is available for their review. This handbook contains specific information about the board's role in the accreditation process.

Locally, the board follows [Board Policy 2010, Board Membership](#)⁵⁰ and [Board Policy](#)⁵¹ and [Administrative Procedure 2100, Board Elections](#)⁵² for providing continuing membership and staggered terms of office. At the state level, the board adheres to [Education Code 72022](#)⁵³, mandating staggered terms of office, so that "as nearly as practicable, one-half of the trustees are elected in each odd-numbered year." In addition, [Education Code 5009](#)⁵⁴ mandates staggered terms of office, and [Education Code 5090](#)⁵⁵ mandates how board vacancies are to be filled.

The terms of office of board members are staggered so that two are elected in one election and three the next. The audit of District financial statements and supplementary information, including reports on compliance, history, and organization, verify this practice.

Information from the Los Angeles County Office of Education regarding Biennial Governing Board Member Elections is on file in the Office of the Superintendent/President.

Information from the Los Angeles County Office of Education regarding the Process for Filling Governing Board Member Vacancies is on file in the Office of the Superintendent/President.

The practice for filling a vacancy on the Board of Trustees is on file in the Office of the Superintendent/President. [Board Policy 2110, Vacancies on the Board](#)⁵⁶

provides the current policy for filling vacancies on the board through election or appointment and is consistent with the education code.

The College meets the Standard.

Analysis of Evidence

The orientation for a new board member elected in the fall of 2013 employed these established practices and procedures.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Evidence of Meeting the Standard

The Citrus College Board of Trustees creates a set of [yearly goals](#)⁵⁷ at a board retreat and then formally adopts them at a regular board meeting and distributes them to the College. These goals, which support the mission and Strategic Plan, become the foundation for the board's self-evaluation.

The board has established processes to regularly evaluate its own performance as detailed in [Board Policy 2745, Board Evaluation](#)⁵⁸. The policy mandates that the board appoint an ad-hoc committee to determine the instrument or process to be used in board self-evaluation, which occurs during the month of July. Any evaluation instrument incorporates criteria contained in board policies regarding board operations, as well as criteria defining board effectiveness developed by recognized practitioners in the field. The policy requires that the process for evaluation then be recommended to and approved by the board. Once the instrument is used, all board members complete the evaluation instrument and

submit it to the Office of the Superintendent/President. Once completed, a summary of the evaluations is presented and discussed at a board session scheduled for that purpose. The results are used to identify accomplishments of the past year and to set goals for the following year. The current board exceeds this policy by establishing a culture of inclusiveness that seeks input from members of the campus and local communities who regularly attend board meetings.

The College meets the Standard.

Analysis of Evidence

The process for board self-evaluation is clearly defined, implemented, and published in board policies.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Evidence of Meeting the Standard
[Board Policy](#)⁵⁹ and [Administrative Procedure 2715, Code of Ethics/Standards of Practice](#)⁶⁰, and [Board Policy](#)⁶¹ and [Administrative Procedure 2710, Conflict of Interest](#)⁶², and [Board Policy](#)⁶³ and [Administrative Procedure 2712, Conflict of Interest Code](#)⁶⁴ provide three clear district policies that address dealing with behavior that violates its code. These policies, as all district policies, are reviewed as part of the institutionalized three-year cycle. The institution has not experienced any instances requiring the implementation of the process.

The College meets the Standard.

Analysis of Evidence

[Board Policy 2715, Code of Ethics/Standards of Practice](#)⁶⁵ delineates the code of ethics for board members, and [Administrative Procedure 2715, Code of Ethics/Standards of Practice](#)⁶⁶ describes how the board will address violations of the code. Administrative Procedure 2715 also states that the board will review its code of ethics annually at the organizational meeting.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Evidence of Meeting the Standard

[Board Policy 3200, Accreditation](#)⁶⁷ states, “The superintendent/president shall keep the Board of Trustees informed of approved accrediting organizations and the status of accreditations.” It further states, “The superintendent/president shall ensure that the Board of Trustees is involved in any accreditation process in which board participation is required.”

The Board of Trustees has been informed about and involved in the accreditation process through regular reports from the accreditation co-chairs at board meetings. Accreditation information and updates were provided at the following [board meetings](#)⁶⁸ over the last six years:

- 2009: Oct. 6, Oct.20, Nov. 17, Dec. 1
- 2010: Jan. 19, Feb. 16, Mar. 10, Mar. 16, Apr. 6, May 18, Jun. 8., Sep. 14
- 2011: Jan. 18, Feb. 15, Jun. 21, Jul. 19, Aug. 16, Sep. 13, Oct. 18, Nov. 15
- 2012: Feb. 07, Mar. 20, May 1, Jun. 19, Jul. 17, Oct. 02, Oct. 16, Nov. 20
- 2013: Mar. 05, May 7, Jun. 18, Oct. 15, Dec. 3
- 2014: Feb. 4, Mar. 18, Apr. 8, Oct. 21
- 2015: April 7, May 19

Board members are not only given regular updates on the accreditation process at board meetings, but a board member sits on the committee for Standard IVB; the participatory nature of this allows that particular board member to report specific activities to the other members. The board receives additional updates through the Community College League of California conferences and publications. The board members participate in the all-college strategic planning sessions. Board members participate in institutional planning efforts through recommendations from the Faculty Needs Identification Committee. Further, trustees attend tentative and adoption budget forums, and participate in the planning goals development process. The board approves hiring of all positions. The board is advised of Steering Committee planning activities and receives minutes from all standing committee meetings. Additionally, updates from the Annual Implementation Plan, the progress reports, Accountability and Reporting for the Community Colleges (ARCC), and scorecard reports are presented to the board.

The Citrus College Board of Trustees is committed to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement. The board approves all curriculum changes that include student learning outcomes, and the board receives comprehensive program reviews that contain outcomes assessment and the changes implemented as a result of these assessments. The board supports faculty development through sabbatical leaves, facility improvements, and the implementation of new technology.

The board is informed of institutional reports to the Accrediting Commission for Community and Junior Colleges, and of their recommendations to the institution through regular updates at board meetings.

The board is knowledgeable regarding Accreditation Standards, and board members have served on accreditation teams for other districts. In addition, Accreditation Standards are incorporated into the board goals.

The College meets the Standard.

Analysis of Evidence

The board is actively involved in the accreditation process, hearing frequent reports at board meetings and participating on the Standard IV writing team. The self-evaluation report will appear on the board agenda for two readings before final approval.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Evidence of Meeting the Standard

The Citrus College Board of Trustees has the primary responsibility for selecting and hiring the superintendent/president. The established process for search and selection includes, hiring a consultant, board training on search and selection, discussion of search and selection during board retreats, requests for input from the entire campus community on search and selection, and an open meeting held to provide an opportunity for community input. The board has used these processes for the two previous presidential searches, and the College has not had to initiate a search since the current superintendent/president was hired in July 2008. The Board of Trustees has a policy on superintendent/president selection, [Board Policy 2431, Superintendent / President Selection](#)⁶⁹, which was adopted in January 2009 and underwent desk reviews in 2012 and 2013.

Consistent with [Board Policy 2430, Delegation of Authority to Superintendent / President](#)⁷⁰, the board delegates to the superintendent/president the executive responsibility and administrative authority for administering the policies adopted by the board and executing all decisions of the board requiring administrative action. The board remains focused at the policy level, as evidenced in board meetings.

In addition, the board specifies in the superintendent/president's contract her responsibility to be in charge of all educational and financial matters of the District and to serve as chief executive officer. The board regularly reviews these policies and responsibilities with the superintendent/president.

The superintendent/president provides a report to the trustees at each board meeting and in weekly trustee updates regarding institutional performance. The superintendent/president also holds an agenda review one week prior to all board meetings, where she discusses the entire agenda in detail with representatives from Academic Senate, faculty and classified unions, students, supervisor/confidential group, and management.

The board receives reports from the superintendent/president and the vice presidents or directors in charge of instruction, student services, human resources, finance and administrative services, and others, at regularly scheduled board meetings. This practice provides the board with sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity.

The [board evaluates](#)⁷¹ the superintendent/president's performance using an evaluation process developed and jointly agreed to by the board and the superintendent/president.

The College meets the Standard.

Analysis of Evidence

The board is responsible for selecting and evaluating the superintendent/president and delegates full responsibility and authority to her to implement board policies.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness

Evidence of Meeting the Standard

The superintendent/president provides leadership in all institutional planning; organizational efforts; budgeting; the hiring and development of all full-time faculty, supervisors, and managers; and with the assessment of the institution's effectiveness.

The College meets the Standard.

Analysis of Evidence

The superintendent/president works closely with the cabinet members and the director of institutional research, planning, and effectiveness to create and maintain institutional planning efforts. The [2011-2016 Strategic Plan](#)⁷² is an example of college wide planning that was led by the superintendent/president as she collaborated with faculty, staff, supervisors, managers, and students to create a process to determine the needs of the College as they relate to the College's mission statement. The superintendent/president ensures that the plan is being followed every year with [semiannual updates](#)⁷³ to the Steering Committee and the Board of Trustees. The Strategic Plan, along with the Educational and Facilities Plan, Human Resources Plan, Technology Plan, Student Success and Support Program Plan, and Student Equity Plan, are presented to the Board of Trustees and are addressed annually in appropriate program reviews.

The College structure allows the superintendent/president to effectively lead the organization through her vice presidents, deans, and directors. She meets weekly with cabinet members and biweekly with each of the staff who report to her directly.

The superintendent/president works closely with the vice president of finance and administrative services to monitor the annual budget to keep expenditures in line with revenues and to plan for the coming year.

The superintendent/president and the cabinet discuss and plan for all hiring at the College. The superintendent/president is personally involved in the second round of interviews for all full-time faculty, supervisors, and managers. She works closely with the director of human resources to plan personnel development programs offered through the Office of Human Resources.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Dr. Geraldine M. Perri was hired into the role of superintendent/president July 2008. The superintendent/president along with her cabinet effectively plans and manages the College through the shared governance structure outlined in the [Organization and Governance Handbook](#)⁷⁴.

[Board Policy 2430, Delegation of Authority to Superintendent/President](#)⁷⁵

allows for the superintendent/president to delegate powers and duties entrusted to her by the Board of Trustees.

The College meets the Standard.

Analysis of Evidence

Citrus College employs an [administrative structure](#)⁷⁶ led by the superintendent/president who delegates authority to three vice presidents to conduct a majority of the business of the College. Other duties are executed by directors of human resources, institutional research, technology and computer services, and the Citrus College Foundation.

The vice president of academic affairs provides leadership to seven deans who manage instruction and academic support services. The vice president of finance and administrative services provides leadership to three directors who manage fiscal services, facilities, and construction; purchasing and warehouse; and bond oversight. The vice president of student services provides leadership to three deans who manage admissions and records, counseling programs and services, and student affairs.

The director of human resources manages all of the District's personnel items including student employees. The director of research, planning, and effectiveness manages all research activities and provides guidance to the District's planning processes. The director of technology and computer services manages all information services at the College, including external relations. The director of the foundation oversees all fundraising and scholarship activities.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Evidence of Meeting the Standard

The superintendent/president has established the Institutional Effectiveness Committee to evaluate College planning activities and to report to the Steering Committee the results of those planning activities. In addition to reporting regularly at the Steering Committee meetings, the chair of the Institutional Effectiveness Committee presents the results of the annual implementation of the Strategic Plan and the goals in the Educational and Facilities Master Plan every fall and spring at Steering Committee and Board of Trustee meetings.

The College has established two committees to oversee the planning and implementation of student learning outcomes and program reviews. [The Student Learning Outcomes and Assessment Committee](#)⁷⁷ and the [Program Review Committee](#)⁷⁸ offer advice and

consultation on matters related to program evaluation.

The superintendent/president along with [members of the Faculty Learning Institute](#)⁷⁹ promote and provide training opportunities at convocation, Flex Day, and at other times during the year that are designed to improve teaching and learning. The superintendent/president firmly supports shared governance as the guiding process to set the goals, values, and priorities of the College. [Board Policy 3100, Organizational Structure](#)⁸⁰ addresses the shared values and the structures of Citrus College.

Typical reports reviewed by the superintendent/president include: annual implementation plan progress report, program reviews, community college survey of student engagement, high school progress reports, Citrus College scorecard, annual performance reports of categorical programs, and grant-funded projects.

The majority of external and internal research comes from the Office of Institutional Research, Planning, and Effectiveness. Surveys are administered by the office for use in student learning outcome assessment results, community college survey of student engagement, and the 2014 Employee Survey. The research staff provides data to faculty and managers for program review and grant evaluation.

Citrus College relies upon the annual program review process to indicate funding needs to improve programs across the College. Each program review lists recommendations needed for improvement as indicated by the results of student learning outcome assessments. Managers work with faculty, supervisors, and staff to prioritize program review

recommendations. Those recommendations are then brought by the dean or director to their vice president to jointly prioritize the recommendations for the vice president's area. Funding from multiple sources such as categorical and federal grants can occur at any point in this process.

The College meets the Standard.

Analysis of Evidence

The Citrus College superintendent/president actively promotes mutually set values, goals, and priorities through the strategic planning process. The College's values, goals, and priorities are assessed annually and reported to the Steering Committee and the Board of Trustees. The institution's collegial process is documented in the [shared governance handbook](#)⁸¹.

The superintendent/president chairs the Steering Committee, which is the major shared governance committee of Citrus College. In this capacity, she sets the stage for the discussion and dissemination of the College's values, goals, and direction. As the chair of cabinet, the superintendent/president communicates the values, goals, and direction to the cabinet and works to ensure that each member of cabinet works effectively to communicate to the broader college community and within their respective divisions.

The superintendent/president communicates on a weekly basis to the members of the Board of Trustees. Weekly trustee updates provide an opportunity to reinforce Citrus College's values, goals, and direction as do oral reports and informational items provided to the Board of Trustees at its regular meetings.

Informational reports stress the values, goals, and direction at the institution, division, and program level. Special reports are provided to the Board of Trustees from time to time to highlight new focus areas and institutional outcomes of the College.

The superintendent/president disseminates the College's values, goals, and directions through her convocation addresses, Board of Trustees, Steering Committee, and President's Council meetings, and the biannual meeting with the Associated Students of Citrus College at its leadership retreats, and the fall orientation to shared governance meeting with the cabinet.

The Faculty Learning Institute plans, promotes, and produces between eight and 12 workshops for the annual Flex Day and offers two or three workshops throughout the fall and spring semesters. Past topics have included program review improvement, student learning outcomes and assessment of best practices, innovative pedagogical strategies, reduction of work-related stress, classroom management strategies, emergency preparedness, and statewide Academic Senate updates. Satisfaction surveys ensure faculty feedback leads to improvements to future activities. A complete list of minutes detailing past and current planning meetings is maintained on the [Faculty Learning Institute homepage](#)⁸². In addition, the Faculty Learning Institute funds travel throughout the year to both full- and part-time faculty to attend conferences, conventions, and research facilities to enhance pedagogy as well as enrich professional development. For the past several years, the afternoon of convocation day has been reserved for reflection of data provided on student

success and retention for faculty to use in the program review process.

A variety of online and print publications are issued regularly by the superintendent/president to assist in the dissemination of the College's values, goals, and direction. These include the [Citrus View](#)⁸³, [The Citrus Bulletin](#)⁸⁴, [The Citrus Magazine](#)⁸⁵, and College [press releases](#)⁸⁶.

The superintendent/president provides the external community the opportunity to learn of Citrus College's values, goals, and direction through special speaking engagements in the local community such as State of the City and Schools addresses, updates to local Chambers of Commerce, community groups, educational partners, business leaders, and legislative representatives.

Statistical analyses conducted by the researchers are performed on SPSS software to determine if statistical significance has been reached on projects requiring a very thorough analysis. Staff in the office of institutional research, planning, and effectiveness provide the results of student learning outcomes assessment, the community college survey of student engagement comparison data, and the 2014 employee survey to faculty, staff, managers, and students for discussion on ways to improve student success. Longitudinal data covering fall, winter, spring, and summer terms over five years are provided to all instructional programs for use in assessing student success and retention. The director of research, planning, and effectiveness leads campus efforts to document and report results of activities attempted in the College's [Annual Implementation Plans](#)⁸⁷ and the [Educational and Facilities Master](#)

[Plans](#)⁸⁸. The director reports a summary of the results to the Board of Trustees. The director of research, planning, and effectiveness recommends empirically-based [journal articles on student success](#)⁸⁹ that are read and discussed in Steering Committee meetings for potential implementation at the College.

The College relies upon assessment results from student learning outcomes embedded in program review recommendations to document program improvement requests. Educational goals from the Educational and Facilities Master Plan and the Strategic Plan are also listed in program reviews to ensure that efforts are linked across the College. Program review recommendations are prioritized before being forwarded for funding so that the most pressing needs can be addressed. Funding is typically sought first at the program level. Secondary sources of funding include career and technical education legislation funds, instructional equipment allocations, Title V grants, the Citrus College Foundation, and the newly formed program review fund administered by the Financial Resources Committee.

The Citrus College Institutional Effectiveness Committee, HotShots, and the Program Review Committee evaluate planning activities and report to the Steering Committee regarding the implementation of the planning activities. The College assesses planning implementation efforts through internally and externally generated reports such as the Annual Implementation Plan, program reviews, Community College Survey of Student Engagement, high school progress reports, Citrus College AARC Report, Citrus College Scorecard, annual performance reports of categorical programs, and grant-funded projects.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Evidence of Meeting the Standard

The superintendent/president relies upon the vice presidents, deans, and directors to remain aware of upcoming changes to statutes and regulations and, when needed, to recommend changes to board policies and administrative procedures to keep the College in compliance; to remain true to the mission statement, mission objectives, vision, and values; and to meet the needs of students and the community.

The College meets the Standard.

Analysis of Evidence

All board policies and administrative procedures are on a three-year cycle of review. The board policies and administrative procedures are reviewed and, if needed, updated by deans and directors, then sent through the College's shared governance structure for discussion, modification if needed, and endorsement, then sent to the Board of Trustees for approval of the board policies and as informational items for the administrative procedures.

IV.B.2.d. The president effectively controls budget and expenditures.

Evidence of Meeting the Standard

The superintendent/president works closely with the vice president of finance and administrative services to monitor the ongoing revenues and expenditures in the College budget and to plan for future year budgets.

The College meets the Standard.

Analysis of Evidence

The College is prudent in the management of all budgets. The College received an Unmodified Opinion by the accounting firm of Vincenti, Lloyd, and Stutzman for the [2013-2014 audit](#)⁹⁰ of the College's financial records.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The superintendent/president works with community leaders in all of the cities within the District. She attends chamber meetings and is a regular speaker at the Annual State of the City meetings in Duarte and Glendora.

The College meets the Standard.

Analysis of Evidence

The superintendent/president updates community members through the [Citrus View](#)⁹¹, [Citrus Bulletin](#)⁹², [Citrus Annual Report](#)⁹³, [Board of Trustees meetings](#)⁹⁴, [press releases](#)⁹⁵, and meetings with local legislators.

Evidence

IV-B-1	Citrus College: Members of the Board of Trustees
IV-B-2	Citrus College Board Policy BP 2100
IV-B-3	Citrus College Board Policy BP 2010
IV-B-4	Citrus College Board Policy BP 2000
IV-B-5	Citrus College Administrative Procedure AP 2000
IV-B-6	Citrus College Board Policy BP 2431
IV-B-7	Citrus College Administrative Procedure AP 2431
IV-B-8	Citrus College Board Policy BP 2435
IV-B-9	Citrus College Administrative Procedure AP 2435
IV-B-10	Community College League of California Trustee Handbook, Chapter 24
IV-B-11	Citrus College Board Policy BP 2430
IV-B-12	Citrus College Board Policy BP 2200
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IV-B-14	Citrus College Board Policy BP 3050
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IV-B-16	Citrus College Board Policy BP 7104
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IV-B-18	Citrus College Board Policy BP 2345
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IV-B-20	Citrus College Board Policy BP 2510
IV-B-21	Citrus College Administrative Procedure AP 2510
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IV-B-23	Strategic Plan 2011-2016
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IV-B-25	Integrated Planning Manual 2014-2015
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IV-B-27	Citrus College Board Policies and Administrative Procedures – Home
IV-B-28	Board Agenda Items Calendar 2014-2015
IV-B-29	Education Code Section 70900-70902
IV-B-30	Citrus College Board Policy BP 2200
IV-B-31	Citrus College Board Policy BP 2430
IV-B-32	Citrus College Board Policies and Administrative Procedures – Home
IV-B-33	Citrus College Board Policy BP 4020
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IV-B-35	Citrus College Board Policy BP 2200
IV-B-36	Budget Calendar Flowchart 2014-2015
IV-B-37	Budget Development Assumptions 2014-2015
IV-B-38	Citrus College Board Policy BP 2010
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IV-B-41	Citrus College Board Policy BP 2200
IV-B-42	Citrus College Board Policy BP 2000
IV-B-43	Citrus College Administrative Procedure AP 2000
IV-B-44	Citrus College Board Policy BP 2000
IV-B-45	Citrus College Administrative Procedure AP 2000
IV-B-46	Citrus College Steering Committee Constitution
IV-B-47	Citrus College Board Policy BP 2745
IV-B-48	Citrus College Board Policy BP 2740

IV-B-49	Community College League Trustee Handbook
IV-B-50	Citrus College Board Policy BP 2010
IV-B-51	Citrus College Board Policy BP 2100
IV-B-52	Citrus College Administrative Procedure AP 2100
IV-B-53	Education Code Section 72022-72036.5
IV-B-54	Education Code Section 5000-5033
IV-B-55	Education Code Section 5090-5095
IV-B-56	Citrus College Board Policy AP 2110
IV-B-57	Citrus College Board of Trustees Goals – Index
IV-B-58	Citrus College Board Policy BP 2745
IV-B-59	Citrus College Board Policy BP 2715
IV-B-60	Citrus College Administrative Procedure AP 2715
IV-B-61	Citrus College Board Policy BP 2710
IV-B-62	Citrus College Administrative Procedure AP 2710
IV-B-63	Citrus College Board Policy BP 2712
IV-B-64	Citrus College Administrative Procedure AP 2712
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IV-B-66	Citrus College Administrative Procedure AP 2715
IV-B-67	Citrus College Board Policy BP 3200
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IV-B-93	Citrus College Reports to the Community
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