



# Follow-up Report

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

Citrus College  
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Glendora, CA 91741

Submission Date: October 15, 2011

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## **CITRUS COLLEGE**

### **FOLLOW-UP REPORT**

#### **Statement of Report Preparation**

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took action to reaffirm accreditation for Citrus College at its meeting of January 6 – 8, 2010. The action letter also required a follow-up report to be submitted to the commission by October 15, 2011, addressing three recommendations.

Beginning with spring, 2010, the college established an accreditation oversight committee made up of college faculty, staff, students and managers responsible for each recommendation. This committee process mirrored and honored the inclusive process used in the preparation of the self-study. This committee has met each semester to monitor progress in addressing the recommendations. For preparation of the follow-up report, the co-chairs interviewed the staff responsible for each of the three recommendations and drafted the report, which was then reviewed and edited by the responsible parties. The accreditation co-chairs presented an all-campus forum on May 24, 2011 to present progress on the recommendations. The full report was approved by the college shared governance Steering Committee on June 13, 2011 and was reviewed and approved by the Board of Trustees on June 21, 2011.

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Mrs. Roberta Eisel, Academic Senate President and Accreditation Co-chair

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Dr. Jeanne Hamilton, Vice President of Student Services and Accreditation Co-chair

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Dr. Geraldine M. Perri, Superintendent/President

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Dr. Patricia Rasmussen, President, Board of Trustees

### **Recommendation 1:**

***Over the last two years, the college has collected a significant amount of data for review and planning. In order to fully meet this Standard, the team recommends that the college build upon its existing processes and better integrate the use of data in program review, planning, budgeting, and decision-making. (Standards I.B.3, I.B.5, I.B.6)***

### **Resolution of the Recommendation:**

Citrus College has developed an integrated planning process that assures better integration of data in program review, planning, budgeting and decision-making. This process brings together the most effective continuing practices of the college and establishes the connections between and among them.

### **Analysis of the Results:**

In fall 2009 and spring 2011, the college conducted reviews of its planning processes. One goal of this review was to infuse the use of data into each component of the planning processes and thereby institutionalize data-driven decision-making. The product of this review dialogue is the *Citrus College Integrated Planning Manual* which was approved by the Steering Committee on May 23, 2011 and presented to the Board of Trustees on June 21, 2011. The following is a brief summary of how data are used in each component of the college's integrated planning process:

- **Strategic Plan:** Data on the college's successes and needs are reviewed in an all-college meeting prior to the brainstorming that leads to the Institutional Goals and Objectives. This process is deeply institutionalized. The 2009 self study report highlighted the process followed since 2007. In the development of the current strategic plan, even greater emphasis was placed on the consideration and incorporation of data in the strategic planning process. Following study and review of external data from the Accountability Reporting for Community Colleges, the Community Colleges Survey of Student Engagement, and the California Community College's System-Wide Strategic Plan, as well as external data and development of a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, the Strategic Plan Committee identified six institutional focus areas. At convocation in 2010, nearly 1,000 comments and suggestions were generated by faculty, staff and students. These comments and suggestions were then presented in a survey to the entire college community. The results of the survey were considered and honed into the strategic goals and related objectives that are now part of the five year Strategic Plan that is referenced in the *Integrated Planning Manual*.

- *Educational and Facilities Master Plan*: Comprehensive internal and external scans are the first step in developing this long-term plan in these ways:

**Profile of the Community and the College.** Chapter 2 of the *Educational and Facilities Master Plan* creates a context for planning by analyzing existing conditions. This analysis begins with external scans, which describe and analyze the trends and projections in population size and demographics, employment, and enrollment followed by a summary of the characteristics of the current student population. The profile concludes with a distillation of the key facts that are relevant to educational planning and which link directly to the institutional goals. The data also informs Chapters 5 and 7, the facilities portion of the plan, and the *Technology Master Plan*.

**Analysis of Instructional Disciplines and Student Services.** A model that combines efficiency and student demand measures with successful course completion was developed to analyze each instructional discipline and project whether that discipline is likely to grow faster than, the same as, or slower than the overall college growth. A similar projection was made for each student service, albeit without the benefit of a uniform model for the analysis since the data elements are unique across the student services.

The two quantitative benchmarks applied in this analysis are enrollment and student success.

**Enrollment** is the number of students who take advantage of the programs and services offered.

**Student success** is measured by the rates of student successful course completion and student retention. Student success rates reflect the percentage of students who complete a course with a passing grade at the end of the term. Student retention reflects the percentage of students who complete a course with either passing or non-passing grades at the end of the term. The analysis of instructional disciplines and student services includes a comparison of each instructional discipline's rate of successful course completion with the state-wide average of successful course completion for that discipline.

Further, data from various processes identified in the *Citrus College Integrated Planning Manual* are used in institutional planning. The planning processes addressed in the *Integrated Planning Manual* include:

- Mission, Vision, Values
- Strategic Plan
- Board Goals
- *Educational and Facilities Master Plan*

- *Institutional Advancement Plan*
- *Human Resources Plan*
- *Technology Master Plan*
- Program Review
  - Academic/Instruction
  - Instructional Support
  - Student Services
  - Institutional Support
- Resource Allocation

The manual outlines the interrelated nature of these efforts and identifies the purpose, process, timeline, initiation/completion cycles, and recommendations for each of these planning functions. Further, the manual articulates the implementation and assessment of the planning process which lead to program improvement. Each step in this integrated process makes use of a variety of data, assuring that the college better integrates the use of data in program review, planning, budgeting, and decision-making as recommended in the visiting team report.

**Evidence of the Results:**

- Internal and external data are connected throughout the institutional planning processes. Data in the *Educational and Facilities Master Plan* and in the Strategic Plan are cross-referenced into one plan from the other.
- The college regularly applies clearly defined metrics, including outside research data, Accountability Reporting for the Community Colleges (ARCC) data, performance data, and learning outcomes data in its planning and decision making.
- Data-based recommendations and requests are prioritized in program review at the program or discipline level and at the division level. These prioritized requests are presented to the Financial Resources Committee for consideration of allocation of discretionary funds (see the *Citrus College Integrated Planning Manual*). Requests may be referred to the Technology Committee or elsewhere if needs could possibly be met through avenues other than discretionary funds allocations.
- The President’s Cabinet considers a variety of data in its decision making process. Data sources include the Strategic Plan, the budget, enrollment data, human resources reports, program review prioritization reports, and ARCC data. Considerations for positions other than faculty are reviewed by the President’s Cabinet. Requests for

staffing are supported by data developed in program review and learning outcomes assessment results.

- Faculty Needs Identification Committee (FNIC) requires that data from program review and learning outcomes assessment support all requests for new faculty (see FNIC process in R-4107 Hiring Procedures for Full-time Faculty).
  
- Program Review
  - Instruction. For many years, the Office of Institutional Research has provided a six-page data report to each instructional discipline for use in both the comprehensive (six year) and annual program review process. The program review templates prompt faculty to attend to indexed sections of the data report. Recommendations and budgeting requests in program review must be based on data and reflection on learning outcome assessment results. As such, data generated for the purpose of faculty analysis of program effectiveness and needs are carried forward into the planning and decision-making processes.
  - Unit-level plans for instructional support, student services, and institutional support areas carry forward recommendations supported by program review and learning outcomes data.
  
- Technology plans support all aspects of institutional planning.

In each of these areas, unit-level plans lead to resource requests based on needs similar to the prioritization of needs in the instructional program review process.

The visiting team report states that “the college would do well to empower faculty to become faculty researchers in the classroom and at the program level” (page 21). Citrus College has a four-pronged approach to facilitating use of data by faculty in the classroom and at the program level.

- Program Review Coordinator
- Student Learning Outcomes and Assessment Coordinator  
These two faculty leaders serve as coaches to colleagues on the interpretation and use of data prepared for each instructional discipline by the Office of Institutional Research.
- College Success (Basic Skills)  
The College Success Committee is chaired by a faculty member. This committee, composed primarily of faculty, generates questions for the Office of Institutional Research and then analyzes these data and other data from the broader field. Such activity has resulted in recommendations to re-vamp curriculum in the disciplines of reading and English with the goal of accelerating student progress toward and success in

college level courses. Outcome data related to these changes will be followed by these faculty researchers.

- Faculty engage in designing research questions related to existing and proposed grants.

Faculty are encouraged to conduct research through other means such as the sabbatical process and the mini-grants projects supported by the college foundation. Faculty share the results of their research. An example of such sharing is the recent Sabbaticals Forum sponsored by the Academic Senate and the Office of Academic Affairs to which the governing board, faculty, and other members of the college community were invited.

### **Additional Plans:**

Program review processes are assessed annually. In its on-going commitment to institutional effectiveness, the college has set a schedule for regular review of existing policies and procedures and for development of additional policies and procedures as deemed needed. Additionally, the *Citrus College Integrated Planning Model* includes regular assessment of the effectiveness of the major planning processes.

As reflected in the manual, planning is grounded in careful consideration of data. This consideration results in dialogue regarding the improvement of institutional effectiveness which occurs in an ongoing and systematic cycle of evaluation which broadly includes the development of the strategic plan. The strategic plan leads to:

- institutional goals, which leads to
- development of plans to achieve the institutional goals and strategic objectives, which leads to
- resource allocation that directs College resources to the institutional goals and strategic objectives, which leads to
- implementation of the plans, which leads to
- assessment that leads to program improvement and the next cycle of planning.

### **List of Evidence**

(1.) *Citrus College Integrated Planning Manual*

<http://www.citruscollege.edu/admin/planning/Documents/IntegratedPlanningManual.pdf>

(2.a.) Instructional Program Review Outline and Matrices

<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/ProgramReviewTemplate.pdf>

(2.b.) Instructional Annual Program Review Outline and Matrices

<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/annual-worksheet-form.pdf>

(3.) Faculty Needs Hiring Committee Process (within R4107 – Hiring Procedures for Full-Time Faculty)

<http://www.citruscollege.edu/admin/bot/policiesarchive/Documents/4100/r-4107.pdf>

(4.) Sample Data-Cube Report

<http://www.citruscollege.edu/accreditation/Documents/Follow-up%20Report%202011/Evidence4SampleDataCube-BusProgRev.pdf>

### **Recommendation 3:**

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

### **Resolution of the Recommendation:**

This recommendation addresses two separate concerns: first, the timing of the schedule for program review completion in instructional support and institutional support areas, and second, assessment of the effectiveness of new grant-funded programs that support students, keeping effective programs in the base budget. As stated in the visiting team report (page 26) the academic/instructional and student services program reviews have been in place for a long time. The student services programs have conducted comprehensive program reviews since 1996 and have completed their third six-year cycle. Instructional program reviews have also been in place for many years. The team report identifies two additional areas for attention – instructional support, including such areas as child development center, distance education, library services, etc., and institutional support, including such areas as human resources, fiscal services, maintenance and operations, research, and technology.

### **Analysis of the Results:**

The instructional support program reviews were all completed between 2006/07 and 2010/11.

2006-07:	Distance Education
2007-08:	Athletics
2008-09:	Learning Center, College Success (basic skills), Continuing/Contract/Non-credit Education, Honors, Library Services, Study Abroad, Performing Arts Center
2009-10:	Child Development Center
2010-11:	Tech Prep

The institutional support areas were completed as follows.

- 2008-09: Facilities and Construction
- 2009-10: Fiscal Services, Purchasing/Warehouse/Transportation
- 2010-11: Human Resources, Institutional Research, TeCS, Institutional Advancement

All of the completed program reviews, regardless of area, go through the college shared governance process including approval by the Steering Committee and presentation to the Board of Trustees.

The recommendation further requests that the college assess the effectiveness of recent program initiatives and maintain effective practices in the base budget. The recent initiatives include several grant funded programs, including: (1) the HSI Science, Technology, Engineering and Mathematics (STEM) grant; (2) the College Success program funded through the Basic Skills Initiative; (3) Bridges to Success, funded by HSI Title V; (4) the Center for Teacher Excellence, funded through HSI Title V; and (5) the Veterans Center, funded by a grant from Wal-Mart and a federal Centers of Excellence for Veteran Student Success grant.

- **STEM**

The STEM program includes several components, including Power Math, supplemental instruction (SI), calculus readiness workshops, Math Success Center, and STEM Center. The Power Math program showed strong initial results, but tracking student progress over subsequent semesters indicated that the program was ineffective in making a lasting improvement in mathematics. As a result, this program component has been discontinued. The college has a great deal of data on the effectiveness of supplemental instruction, which is very positive. SI not only improves student success but also persistence. Staff presented this research at the Association for Institutional Research conference. The evaluation of the calculus workshops also shows good results. The data on the Math Success Center, which provides drop-in tutoring, shows strong usage and student satisfaction. Comparison of grades indicates that this is an effective service. The STEM Center houses supplemental instruction, study groups, computers, and science materials and serves as a hub for science students. Student reports and utilization indicate that this program is also very effective.

The college will maintain the Math Success Center and the STEM Center through the reallocation of existing funds, and alternate mechanisms are being explored to maintain support of supplemental instruction. The college has submitted, and been awarded another STEM grant to build on the success of the first grant.

- **College Success**

The College Success program includes the Fast Track program and learning communities. Fast Track pairs two courses, each 8 weeks in duration, to be completed in one semester. The college has conducted longitudinal studies since fall 2009 comparing success rates of fast track courses to traditional semester length courses. The results are strong, and this program has already been institutionalized. The learning communities program has five years of data showing graduation rates, student satisfaction, persistence and success. This program also has good results, and the college has allocated basic skills initiative funding where appropriate and is seeking additional grant funding to maintain this program.

- **Bridges to Success**

The Bridges to Success Program includes English supplemental instruction and the Writing Café, a drop-in writing resource center. Early data on grades, usage and student satisfaction indicate that both of these efforts are effective. The grant includes 3 more years of funding.

- **Center for Teacher Excellence**

The first Center for Teacher Excellence was funded by a cooperative HSI grant with Citrus College and the University of La Verne whose purpose was to provide specialized counseling and advising services and transfer assistance for students who want to become K-12 teachers. The funding is completed, but many of the services of this program have been institutionalized. The college continues to provide specialized counseling for future teachers as well as workshops on teaching, a specialized curriculum for future teachers in general education disciplines, and a book loan service. The University of La Verne continues to visit the college each semester to meet with future teachers and assist them with transfer. The program currently has nearly 400 active students. A new HSI grant for teacher excellence, in partnership with the University of La Verne, was just awarded to Citrus College. This will enable continued development and expansion of services for future teachers.

- **Veterans Center**

The Veterans Center is funded by the district, a Wal-Mart grant, and a Department of Education Centers of Excellence for Veteran Student Success grant. The program began as a series of services, but nearly two years ago a physical home was provided for the program. With the move to a larger space, the Veteran's Center has three staff offices, a lounge and a study room equipped with six computers. Student surveys and focus groups cite the effectiveness of a location to gather and provide support to one another as well as tutoring support. A financial aid staff member was relocated to the center to provide support and to assist student veterans with processing their applications for benefits. The college provides mental health services,

math refresher workshops, and outreach to veterans in the community as well as training for faculty and staff on serving veterans. A special course, “Boots to Books” has been offered for several years. This program has resulted in state and national recognition for the college, including being named as a “Military Friendly School” by *G.I. Jobs Magazine* and being featured in the White House Summit video on community colleges. The services funded by the most recent grant are still in their first year and will be evaluated at the end of the year for effectiveness. The federal grant will continue for two more years and most of the services provided will be maintained with district funds.

### **Additional Plans:**

Program review schedules have been established and implemented. The utilization of program review for strategic planning and for budget development is documented in the *Citrus College Integrated Planning Manual*. The college will continue to assess the effectiveness of program review processes annually and update as needed.

In light of the severe fiscal distress of the state, the college is reevaluating many of the services provided to students in an effort to maintain services that provide the most assistance in helping students reach their academic goals. However, the college has assessed the effectiveness of recent program initiatives and has institutionalized many of the most effective components of grant-funded services and plans to continue to seek additional outside funds as well as district funds to maintain these services.

### **List of Evidence**

(1.) *Citrus College Integrated Planning Manual*

<http://www.citruscollege.edu/admin/planning/Documents/IntegratedPlanningManual.pdf>

(5.) Program Review schedules for :

Instruction -

<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/Program-review-cycle.pdf>

Student Services -

<http://www.citruscollege.edu/pr/student/Pages/default.aspx>

Instructional Support -

<http://www.citruscollege.edu/pr/academic/Pages/instructionalsupport.aspx>

Institutional Support -

<http://www.citruscollege.edu/pr/institutional/Pages/areasinreview.aspx>

(6.a.) STEM Grant: Internal Evaluation Report, Page 2

<http://www.citruscollege.edu/admin/research/Documents/STEM/2011/STEM-Meeting-04-01-2011.pdf>

(6.b.) College Success: Tracking Students from Basic Skills to College Level Math and English

<http://www.citruscollege.edu/admin/research/Documents/IR%20Projects/TrackingStuFromBStoCollegeLevel.pdf>

(6.c.) Bridges to Success: Writing Café Usage Report, Fall 2010

<http://www.citruscollege.edu/academics/bridges/research/Documents/Research%20Data/Writing%20Cafe/Data>

(6.d.) Bridges to Success: Supplemental Instruction Report, Fall 2010

<http://www.citruscollege.edu/academics/bridges/research/Documents/Research%20Data/Supplemental%20Instruction/Data>

### **Recommendation 5:**

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

### **Resolution of the Recommendation:**

In the fall of 2010, the college initiated a review of its planning processes. The first goal of this review was to institutionalize the use of data in decision-making; the second goal was to develop a model to articulate the flow between and among the planning processes and the link between planning and resource allocation. The product of this review is the *Citrus College Integrated Planning Manual* which was approved by the Steering Committee in May, 2011 and presented to the Board of Trustees in June, 2011.

### **Analysis of the Results:**

Through the dialogue that resulted in the development of this manual, the college reaffirmed its existing planning assumptions and clarified the links between and among the components of planning. As described in the manual, the college is committed to an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation as a means of ensuring continuous quality improvement.

The manual outlines the overall planning model as well as the following information for each component of the planning process:

- Specific purpose
- Processes by which recommendations will be developed
- Timeline
- Individuals or groups responsible for initiating and completing the tasks
- Individuals or groups that will receive the recommendations and render final decisions

The five major planning documents of the college are:

- Citrus College Mission Statement
- Program Review
- Strategic Plan
- *Educational and Facilities Master Plan*
- *Technology Master Plan*

### **Mission**

The mission, vision and values of the college drive the remainder of college planning. The planning manual states that the mission will be reviewed every five years, to coincide with the strategic planning cycle.

### **Program Review**

Program review in instructional programs and student services programs has been ongoing through several cycles, is systematic, and is used to assess and improve student learning. In the last two years, program reviews in both instructional support and institutional support areas have been completed. The chief instructional officer and representatives of the academic senate assess the program review process annually to increase utility and effectiveness. The college just completed the cycle of program review in the institutional support areas and can now review the model for effectiveness.

Annual program review in instruction and student services, along with the college strategic plan, drives goals and activities at the program level each year.

### **Strategic Plan**

The strategic plan guides the direction of the college's energies and resources. It articulates the focus areas, institutional goals and strategic objectives that are the foundation for all other college plans. The strategic planning committee began with a review of internal and external data in a SWOT analysis. From this review, the committee developed six focus areas for college planning. On convocation day, all faculty and staff were asked to participate in a brainstorming session to identify possible college initiatives to accomplish these focus areas. Nearly 1,000 suggestions were refined into a survey that went out to all staff, and staff voted on the relative importance of each item. The committee then selected the highest ranked items in each focus area to become the five-year strategic plan. The product of this process is a five-year strategic plan with annual implementation plans and annual progress reports. At the end of year one, the strategic planning committee will review the effectiveness of the process.

## **Master Plan**

The college completed the new *Educational and Facilities Master Plan* in fall 2011. The previous master plan served the college very well from 2001 to 2010, providing support for our instructional and support programs, a successful facilities bond campaign, and college planning. The college's Steering Committee served as the advisory committee for the development of the comprehensive master plan, utilizing a consultant to assist in the process. This plan will be utilized to chart the college's long-term course.

The Steering Committee used the following process to complete the plan:

- Analysis of existing conditions
- Anticipation of changes in the community
- Anticipation of growth in the college as a whole
- Anticipation of changes in programs and services
- Inclusion of focus areas, institutional goals and strategic objectives assigned to instruction and student services
- Inclusion of opportunities for input from all college constituencies

## **Technology Plan**

The technology plan guides the implementation of technology at the college for a five-year period in order to:

- Respond to the institutional goals and strategic objectives from the strategic plan
- Incorporate technology requirements defined in the *Educational and Facilities Master Plan*
- Encompass the evaluation and development of the infrastructure, administrative information systems, operations support and management of web resources

The college has developed annual planning objectives to implement the strategic plan, to annually review and update planning objectives, and to communicate the achievement of goals through the annual program review process.

## **Additional Plans:**

The *Citrus College Integrated Planning Manual* documents how resource allocation and budget development are influenced by the college's five main planning documents.

The college will utilize the *Citrus College Integrated Planning Manual* to increase clarity of the planning processes, linkages between the various plans, and ways in which they relate to resource allocation.

**Evidence:**

- (1.) *Citrus College Integrated Planning Manual*  
<http://www.citruscollege.edu/admin/planning/Documents/IntegratedPlanningManual.pdf>
- (2.a.) Instructional Program Review Outline and Matrices  
<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/ProgramReviewTemplate.pdf>
- (2.b.) Instructional Annual Program Review Outline and Matrices  
<http://www.citruscollege.edu/pr/academic/Documents/forms-handbook/annual-worksheet-form.pdf>
- (7.) Mission Statement  
<http://www.citruscollege.edu/admin/mission/Pages/default.aspx>
- (8.) Strategic Plan  
<http://www.citruscollege.edu/admin/planning/Pages/default.aspx>
- (9.) *Educational and Facilities Master Plan*  
<http://www.citruscollege.edu/info/reports/Documents/CitrusEdandFacilitiesMP2011-2020.pdf>
- (10.) *Technology Master Plan*  
<http://www.citruscollege.edu/tecs/Documents/2010CITCTechPlan.pdf>

## Follow-up Report

### List of Evidence Documents

1. *Citrus College Integrated Planning Manual*
- 2.a. Instructional Program Review Outline and Matrices
- 2.b. Instructional Annual Program Review Outline and Matrices
3. Faculty Needs Hiring Committee Process (within R-4107 Hiring Procedures for Full-time Faculty)
4. Sample Data-Cube Report
5. Program Review Schedules for Instruction, Student Services, Instructional Support and Institutional Support
- 6.a. STEM Grant: Internal Evaluation Report, Page 2
- 6.b. College Success: Tracking Students from Basic Skills to College Level Math and English.
- 6.c. Bridges to Success: Writing Café Usage Report, Fall 2010
- 6.d. Bridges to Success: Supplemental Instruction Report, Fall 2010
7. Mission Statement
8. Strategic Plan
9. *Educational and Facilities Master Plan*
10. *Technology Master Plan*

Follow-up Report

Evidence Matrix

	Evidence													
	1	2a	2b	3	4	5	6a	6b	6c	6d	7	8	9	10
Recommendation														
<p><b><u>Recommendation 1</u></b>  <i>Over the last two years, the college has collected a significant amount of data for review and planning. In order to fully meet this Standard, the team recommends that the college build upon its existing processes and better integrate the use of data in program review, planning, budgeting, and decision-making. (Standards I.B.3, I.B.5, I.B.6)</i></p>	x	x	x	x	x									
<p><b><u>Recommendation 3:</u></b>  <i>In order to meet the standards, the team recommends that the college accelerate the program review timeline for student support services that have yet to undergo review and assess the effectiveness of recent program initiatives to Student Services and ensure that effective practices are maintained in the base budget. (Standard II.B.2.c., d., II.B.3.a., II.B.4.)</i></p>	x					x	x	x	x	x				
<p><b><u>Recommendation 5:</u></b>  <i>In order to meet standards, the team recommends that the college complete its stated goal in its comprehensive planning agenda to “demonstrate its commitment to continuous quality improvement through the updating and review of the effectiveness of the college’s five major planning documents and be deliberate in utilizing the content with them in budget development.” (Standards III.A.6, III.B.2.b, III.C.2)</i></p>	x										x	x	x	x