

SUMMARY OF EVALUATION REPORT

Date of Visit: November 4-6, 2003

INSTITUTION: Citrus College

**TEAM CHAIR: John A. Davitt, Ed.D
Superintendent/President, Glendale Community College**

Citrus College serves six cities in the northeast section of the County of Los Angeles from a 104-acre site in the city of Glendora. The college is the fifth oldest in continuous operation in the state of California and the oldest in its county. Enrollment has grown steadily over the past ten years and the college has responded with substantial building and remodeling efforts to provide an outstanding physical environment for staff and students.

Citrus College is undergoing a significant internal evaluation and review as a new Superintendent/President began service on June 2, 2003 following a long-serving chief executive. Consequently, while the visiting team found a sound and vital institution, much is in transition, and in some ways the self study, dating from before the new chief executive, does not fully reflect the status of the college.

The college began its self study in the fall of 2001 with the final document approved by the Board of Trustees in June, 2003. An eleven-member team and a team assistant visited Citrus College from November 4-6, 2003 to conduct a comprehensive evaluation to validate the college's *Application for Reaffirmation of Accreditation*. In preparation for the visit, each team member participated in a WASC training on the accreditation standards, and read the November, 1997 Evaluation Report, the November, 2000 Midterm Report, and the 2003 self study. Prior to the visit, team members shared their evaluations of assigned standards with one another.

The team arrived in Monrovia on the afternoon of Monday, November 3, 2003 for team building activities, a review of the self study with a focus on areas of excellence and concern, and a briefing by Dr. Michael Viera, Superintendent/President of Citrus College. The official visit to the campus began with a continental breakfast where members of the Citrus self study committees met the team on Tuesday, November 4, 2003. Over two-and-one-half days, individual members of the team conducted 88 interviews with students, 92 with faculty, 74 with classified staff, and 40 with administrators. Team members also had conversations with all members of the Board of Trustees and visited over 50 classes.

The team found a gracious, welcoming and positive college where students have the opportunity to learn. Generally, the team had little difficulty in validating the essence of the self study. An exception would have to be noted for Standard Ten: A far more collegial environment was found. The college was permeated with hopeful optimism about the responsiveness and efforts of the new Superintendent/President to provide inclusive leadership. Otherwise, the self study was complete and self critical. The weakness of the effort is in its planning agenda; while appropriate, a lack of timelines and assigned

responsibility leaves the team with some concerns. These issues will need to be revisited by the college leadership in light of an imminent reorganization of the administrative team and the governance structure.

The college is commended for exhibiting a student-centered approach to teaching and serving students. There is an enthusiasm for and commitment to student success that shines through in all endeavors, actions, and activities. Examples include, but are not limited to: 1) a web-based registration and fee payment system as a mechanism to enhance convenience and access for students, 2) an exemplary Learning Center program including an online tutoring operation which was the first in the nation, according to staff, and 3) an extensive distance education program which offers a variety of courses wherein a student can complete three degree options.

The faculty, staff and administration are to be commended for the initiation of the new Student Learning Outcomes Committee. They have undertaken a critical role for the college, one that needs to be fostered and integrated into the collegewide planning processes to involve the entire college in determining learning outcomes in harmony with the new accreditation standards effective with the 2004-05 year.

The college is commended for providing the opportunity for the Associated Students of Citrus College to be a strong, vital part of the college community especially by giving students the opportunity for strong financial support through the sale of the Student Services membership and the operation of the Bookstore.

The college's grounds and maintenance staff are to be commended for their creation of a clean and safe and aesthetically pleasing environment conducive to the educational mission of the college.

The college is to be commended for planning activities that have secured funding and provided for new construction and remodeled facilities, all contributing to an attractive and functional educational facility where superior learning is delivered. Further, college is commended for its sound fiscal practices over many years which have resulted in a sound financial footing in a difficult time.

Recommendations:

The team makes the following recommendations in the hope of supporting and enhancing the college's operation. These recommendations focus on the critical needs to ensure the meeting of accreditation standards and good practice while moving Citrus College forward in meeting the needs of the communities served.

1. It is recommended that the mission statement be reviewed to ensure that it articulates the educational purposes and programs to be offered by the college and provides guidance for planning and operations. Additionally, the college should implement a review process to ensure the mission statement is current. (1.2, 1.3, 1.4)

2. It is recommended that a strategic plan that emanates from the college mission be developed and implemented. All other planning (facilities, technology, staff development, resource allocation, etc.) and program reviews should link to the mission statement and strategic plan. These then need to have measurable outcomes, with timelines and identified staff responsibility for the implementation, as well as be clearly tied to the budgeting process. Sufficient resources, especially in the area of research, need to be allocated. (3.A, 3.B, 3.C, 8.5, 9.A)
3. It is recommended that the administration and Academic Senate exercise the responsibility with which they are charged under Board Policy on the Curriculum Committee. (4.D, 10.A.3, 10.B.8)
4. It is recommended that the college to give careful consideration to increasing resources for counseling services to meet the educational support needs of a diverse student population. (5.3, 5.6, 5.10)
5. It is recommended that the college carefully review its decisions regarding the appropriate number of fulltime faculty to ensure that there are sufficient faculty to support the quality of its programs and services. (7.A.1)
6. It is recommended that the governing board, college administration and college constituency groups find ways of defining and clarifying governance decision making and communication so that all have a clear understanding of their roles and responsibilities. (10.B.5, 10.B.6, 10.B.9, 10.B.10)
7. It is recommended that the Board of Trustees move quickly to adopt a Code of Ethics statement and approve and implement a process for self-evaluation. Further, the Board is encouraged to develop Board goals and objectives on an annual basis aligned with the mission and goals of the college. (10.A.5)

Introduction

In July 1891, the cities of Glendora, Azusa, and Azusa City voted to establish the Citrus Union High School, possibly the first union high school in the State of California. Floyd S. Hayden, principal of the Citrus Union High School from 1914-1945, was exposed to the budding junior college movement while at the University of Chicago and became a leading promoter of the idea in California. The state legislature authorized the addition of two years of additional study at high school campuses in 1907 and Citrus became the eleventh junior college formed in 1915, but is the fifth oldest in continuous operation and the oldest in the County of Los Angeles.

In 1961 the union high school district disbanded, and Citrus Junior College became independent, serving the communities of Azusa and Glendora. In 1967, the cities of Bradbury, Claremont, Duarte and Monrovia joined the district.

The campus has grown over time from 17 to 104 acres with 48 structures (31 buildings) containing 414,475 square feet of assignable space. Since the last accreditation visit in 1997, seven buildings have been remodeled or built adding over 100,000 square feet of useable space.

Enrollment at the college has risen gradually over the past ten years from 10,296 to 12,500 credit students. Historically, 62 percent of the students come from outside of the district's boundaries. Fifty-seven percent of the students are women and 69 percent of students attend fulltime. Over the past ten years, the ethnic mix of the college has changed as the percent of White/Non-Hispanic students declined from 43 to 34, and the percentage of Hispanic students increased from 29 to over 40.

In preparation for the visit, the team had the benefit of the November, 1997 Evaluation Report, the November, 2000 Midterm Report, and the 2003 Self Study. The visiting team held five open meetings attended by 80 members of the college faculty and staff, conducted individual and group interviews with over 300 people, and visited over 50 classes to validate the self study.

Standard One: Institutional Mission

Responses to the Recommendations from the Previous Team

There were no recommendations from the previous team that required a response in Standard One.

Observations

Although the self study identifies the mission statement as suitable, it also states that it may be time to formally evaluate, revise and challenge the vision and parameters of the current mission statement. The college last revised their mission statement in 1995, although it was “reviewed” in 2000 at the time of the writing of the educational master plan.

The self-study states, “the mission statement is linked to the Citrus College Educational and Facilities Master Plan” and further that all budget decision making committees such as staff development, facilities and technology refer to the mission statement and planning documents when allocating resources.” The mission statement is referenced in documents, but the visiting team could not validate that the mission statement guided decision making or planning.

Conclusions

The visiting team concurs the mission statement should be revisited in the context of an effort to connect the mission statement and planning at the college.

Recommendations

(1) It is recommended that the mission statement be reviewed to ensure that it articulates the educational purposes and programs to be offered by the college and provides guidance for planning and operations. Additionally, the college should implement a regular review process to ensure the mission statement is current. (1.2, 1.3, 1.4)

Standard Two: Institutional Integrity

Responses to the Recommendations from the Previous Team

Recommendation from the 1997 visiting team: 1) *The college should provide publications in languages that reflect its service area.* (2.1)

A report on a student survey from spring 1999, "Citrus College: Assessing Student Satisfaction," found that a majority of students in all ethnic groups indicate satisfaction with publications generally (approval ranging from 56% to 75%), and the same groups rate the class schedule with even higher percentages of approval. Noting that Hispanic students are the single largest group served by the institution (approximately 40%), the college ensures that in addition to English, Spanish is used for the mission statement and various policies in the catalog and the class schedule. Those policies with Spanish translations include explanations about open enrollment, nondiscrimination, student grievances, sexual harassment, substance abuse, rights and privacy, schedule changes, and a phone number to use for persons who can answer questions in this language.

The college notes that key campus offices such as EOP&S, CalWorks, Financial Aid, Counseling, and Admissions have bilingual speakers to assist students. Also, Spanish statements inform readers of the catalog about English-language requirements for vocational classes and alert students how to obtain language assistance. The college has reviewed current services for Spanish speakers and determined them to be adequate. It has also assessed the needs of other language groups (approximately thirteen percent of the student population). The college has concluded that additional materials in foreign languages are unnecessary. It would appear that the college should regularly revisit this question as some community needs might be unmet and population dynamics can change over time.

Observations

By reviewing the college catalog, class schedule, continuing education schedule, and documents such as the "Citrus View" newsletter, it is clear that the college details its critical information (mission, objectives, degrees, offerings, fees, resources, requirements, staff and governing board names, etc.) in a clear and accurate manner. Although the self study suggested that there is insufficient staff in the publications office to monitor the administrative web site effectively, interviews with faculty and staff confirm that the site's critical information is accurate and current.

Academic freedom is protected in the classroom under Board Policy 4132 "Teaching About Controversial Issues" as well as in the collective bargaining agreement. Interviews with students, faculty and managers confirm that faculty and staff present information fairly and objectively. Student evaluation forms include an opportunity to assess this practice. A recent incident heightened campus awareness of the need to ensure students' rights to freedom of expression, and the college has responded by encouraging faculty to alert students via course syllabi about student rights and responsibilities. However, this suggestion is not

currently included in the “General Guidelines and Suggestions for Preparing the Syllabus” handbook.

College publications and interviews with students, faculty, and managers verify that the college clearly states expected behaviors and conduct. The catalog, web site, class schedules, Student Calendar and Benefits Guide, and departments such as Nursing and Communications cover students’ responsibilities and consequences of misconduct. Interviews with faculty, staff, and students suggest that not all students access these documents. Steps are underway to encourage all faculty to reference the Standards of Student Conduct in their syllabi. In one arena of conduct, academic honesty, extra efforts have occurred to be certain that all faculty are able to promote this principle with their students in advance and also take appropriate steps when violations occur.

Interviews with faculty, reviews of Board Policies, course outlines and syllabi, and visits to classes verify college concern for issues of equity and diversity. College brochures and fliers indicate special activities, and “months” are celebrated (Black History, Latino Heritage, AIDS Awareness and Prevention, Disability Awareness and Diversity Week). The Campus Center also schedules films with an emphasis on diversity. Curricular efforts to focus on diversity and equity can be seen in the program review and curriculum processes as courses are scrutinized for inclusion of multicultural components.

Athletic recruitment efforts and activities reflect honesty and integrity as confirmed by college documentation practices (athlete eligibility) and policies carried out by coaches and administrators. College documents reflect the addition of two new women’s sports (golf and water polo) as added attempts to improve gender balance amongst student athletes. Interviews confirm that efforts have been made to increase the number of female coaches, but little or no progress has occurred.

Responding to accreditation team recommendations (1997 and the 2000 Midterm Report) and following up with specific changes (e.g. increased faculty participation) verify the college’s desire to maintain effective relationships with the Accrediting Commission. Similarly, the college strives to regularly evaluate policies, practices, and publications, and to disseminate those updates so that students, faculty, and staff are informed and current. Unfortunately, not all of these efforts are entirely successful and some constituents remain uninformed.

Conclusions

College publications (catalog, schedules, fliers, brochures, etc.) are attractive, clear, and accurate, and they meet the needs of many of the intended users. However, non-English speakers have difficulty discovering where and how to acquire initial assistance. Recognizing that only 13 percent of the students speak a language other than English or Spanish, the college has decided to focus its efforts on behalf of Spanish speakers. Given the locations of information and policies in Spanish and the need for specific office locations and telephone numbers, the college might review the placements and determine if they are displayed in

sufficiently visible spots in the catalog, class schedule and brochures to more effectively meet the needs of the entire service area.

A somewhat related issue, student and faculty awareness of policies, requirements, and rights, needs continued attention. The college should implement the suggestions made in its self study and explore whether additional efforts are needed to ensure well-informed constituencies.

Generally, the appraisal sections of the self-study were candid, focused and responsive to the standard, but the conclusions drawn did not have the benefit of any recent surveys of constituents, committee meetings, or interviews. The lack of current research results hampered the visiting team's ability to fully understand the accuracy of the appraisals. Greater specificity in certain planning agendas (particularly in A.3, protections of student rights of expression) are needed to properly assist the college in its future activities.

Recommendations

None at this time.

Standard Three: Institutional Effectiveness

Responses to the Recommendations from the Previous Team

Recommendation from the 1997 visiting team: 2) *The college should develop benchmarks or outcomes for success in all programs involved in the planning process. (3.A.3, 3.C.1)*

Effort has been made in this arena but much work needs to be done. While the college has expectations/outcomes for English and mathematics, clear outcomes have not been identified for the college as a whole. Outcomes are not present that are clearly measurable and identified.

Observations

There is widespread confusion on campus about how the college's planning process works and hence the process to measure institutional effectiveness. There is general disconcertedness over the elimination of the position of Director of Institutional Research and Planning. In general staff report confusion as to how measures of student learning will be identified and measured without this position being filled. The new president is in the process of introducing a revised organizational chart and so much is in transition. New committees and individuals with responsibility for planning have been identified but have only met one or two times at the time of the visit.

The college clearly identifies the lack of an effective planning process and recommends in the planning agenda that such a process will be put in place. It is critical to the success of the college as the accrediting agency moves to the new standards that this be accomplished.

There is also general confusion as to how to link the college mission statement to the educational master plan. The Educational Master Plan of 2001 actually does identify specific objectives that should serve as a link between the mission statement and the educational plan, however this is not readily known or understood. The educational plan includes a fairly thorough environmental scan of the community with data pertinent to the service area. Faculty and staff could not however articulate the presence of this data nor the need to use the data in their program reviews.

Program Review is identified as the process by which most areas of the campus evaluate their effectiveness. This process has recently received more attention and, consequently, increased recognition of its importance. There seems to be a limited relationship between the program review and the budget process, yet several faculty report that they have in fact received much of what was identified in their last program review as needed to effectively carry out their mission. What is not clear is how this process works and in fact what the process is that actually ties the program review process to the budgeting process.

There is a plan to hire an Information Systems Specialist II who would report to the Director, Computer Center and serve as a person to assist faculty and staff with data needs. It is unclear how this job description can in fact be used to meet the needs of the departments for

program review and the development of institutional and unit plans. The college needs someone with the capacity to accurately interpret the data that is gathered and ensure its use in planning processes.

The new president has formed numerous new committees to institute participatory governance, which includes planning. There are no plans currently to begin a process of strategic planning for the institution as a whole. A new research committee has been formulated, as has a new committee for student learning outcomes. The Director, Computer Center has been given responsibility for research issues. Consideration should be given to increasing the numbers of students and classified staff on the research committee.

Conclusions

The college is in transition with the new president, however, they are clearly struggling with how to manage research and planning as an integral part of the college. Faculty, staff and administration clearly recognize this issue and are attempting to deal with this. It would appear that faculty and staff are seeking guidance as to how to accomplish what they sense needs to be done.

The president clearly needs to ensure that planning processes are more effectively organized and he is making an effort to deal with the fiscal and organizational constraints. One person needs to be identified to clearly direct the planning and research processes. The Director, Computer Center cannot be expected to handle both his job in the computer center as well as research and planning. Greater emphasis on planning needs to be committed to by the college.

The planning agendas recognize the need for significant efforts in planning. Timelines are not clearly identified and will need to be determined.

Throughout this standard the college recognizes the need to improve the planning and research processes at the college. This need has been validated. While the college indicated that planning and research has been implemented at the college, this could not be validated.

Recommendations

(2) It is recommended that a strategic plan that emanates from the college mission be developed and implemented. All other planning (facilities, technology, staff development, resource allocation, etc.) and program reviews should link to the mission statement and strategic plan. These then need to have measurable outcomes, with timelines and identified staff responsibility for the implementation, as well as be clearly tied to the budgeting process. Sufficient resources, especially in the area of research, need to be allocated. (3.A, 3.B, 3.C, 8.5, 9.A)

Standard Four: Educational Programs

Responses to the Recommendations from the Previous Team

Recommendation from the 1997 visiting team: 3) *The standards and criteria for general education courses should be developed by the appropriate committees. A timeline should be set to accomplish this task.* (4.C.2)

The Curriculum Committee and the Educational Programs Committee have established and reviewed standards and criteria for general education courses. Board Policy and the college catalog include graduation requirements and the general education courses that meet those requirements. The revised Board Policy was adopted for 2000-02. Documents on file provide validation.

Recommendation from the 1997 visiting team: 4) *An assessment of college programs dedicated to addressing the needs of under-prepared students and a plan for improved programs and services should be prepared.* (4.1)

Citrus College has engaged in a collegewide assessment of programs that address the needs of underprepared students: EOPS program review, Community College Student Experiences Questionnaire (a student satisfaction survey), basic skills program review. The student experience survey showed that students are satisfied with their experiences at Citrus College. The response describes other efforts at assessment of services (discussion of use of ACCUPLACER, new cut scores in English and mathematics, CalWORKS activities, program review, and an Academic Senate committee on basic skills); however, there does not appear to be an overall coordinated plan to improve programs and services. Interviews with faculty and administrators indicate that there are initial efforts to establish and implement a plan. Those interviewed go on to say that research resources other than the ones currently in place will be needed to affect the change. The focus seems to be on students at Citrus, not those who might attend.

Observations

The educational programs at Citrus College are well organized, creative, and innovative. Good examples are performing arts and cosmetology. The Study Abroad program gives students the opportunity to experience a different culture in what can be a life enriching learning experience. Citrus College participates in a consortium with ten other California community colleges in order to offer this enlightening opportunity to its students. According to Study Abroad statistics, the program started in fall 1989. As of spring 2003, one thousand two hundred ten students have participated in this program, and have visited London, Guadalajara, Paris, Salamanca, Austria, and Italy.

The college is striving to meet the different educational needs of its increasingly diverse students. Hispanic students make up over 40 percent of the student body. Offerings include general education, transfer education, vocational education, developmental education, noncredit education, and community education. There are 20 off-campus locations where

non-credit and community services classes are offered. Additionally, credit courses are offered at Claremont High School during the evening and are listed in the Schedule of Classes. Funds permitting, additional programs are offered at area high schools during the summer. Degree and certificate requirements are listed in the college catalog. Three degrees are potentially available through distance education for the well-prepared college student: associate of science in business, associate of arts in social and behavioral sciences, associate of arts in liberal arts.

In 2002 five hundred fifteen Citrus College students transferred to a California State University and sixty-four transferred to a University of California campus. Certification of general education requirements is possible for students transferring to a CSU. This certification guarantees that no additional lower division general education courses need to be taken. The Academic Senate has approved the Intersegmental General Education Transfer Curriculum which can be used to satisfy UC general education requirements. Currently the Academic Senate is concerned about the reduction in sections of transfer level courses such as in the sciences.

At one time the college was unclear as to the unit requirements for certificate programs. Programs previously labeled certificate programs have been reviewed and reorganized into certificate and skill awards. Those that are now certificate programs meet the 18 unit or more requirement and have chancellor office approval. The Director of Vocational Education is working to have all of the appropriate programs at this level as soon as possible. The dental assisting program is accredited by the American Dental Association. Vocational education programs are reviewed every two years. This review includes a cost component. As with other instructional program reviews, which are done every six years, the two year review also includes the following components: mission, need, quality, feasibility, and compliance with regulations, licenses, and standards. For the most part program reviews, other than those in the vocational area, lack much hard data regarding student outcomes.

Although there is no indication of a formal community needs assessment being done, advisory boards are in-place for the vocational programs and the college responds to needs as they become apparent. Students surveyed and those interviewed expressed satisfaction with the course offerings indicating that scheduling for a given semester meets their needs and that they are able to reach their educational goals in a timely manner. Students also indicated great satisfaction with the faculty and the climate of the college. They describe the college as having a warm, family atmosphere where everyone cares about students meeting their goals. They view the faculty as being well qualified and willing to go the extra mile including being accessible and treating students with dignity. Students voiced an appreciation of the small class sizes at Citrus; however, concern has been expressed by faculty regarding the unilateral assignment of enrollment limits.

The college's course outline files are kept in the office of instruction. They are in both hardcopy and electronic format. New and recently revised course outlines include a multicultural component. Outlines are reviewed/revised every three years. The approval process begins with the department and includes the Curriculum Committee chair who forwards to the Vice President of Instruction. The Curriculum Committee agendas are set by

the Vice President of Instruction, but concern has been expressed regarding items sent to the Vice President not appearing on the agenda with no reason given for the inaction.

Conclusions

The atmosphere at Citrus College is conducive to student success. Students appreciate the knowledge and learning facilitation skills of the faculty. The college has good educational programs and student services programs and should be commended for the broad scope of its programs. There are solid transfer and vocational education programs in place; however, research support is needed in order to assess community needs and the effectiveness of the college's programs. For example additional specific evidence is needed to justify statements about the effectiveness of distance education classes. Student learning outcomes can then be defined and monitored. A committee has been formed of two faculty members, including a counselor, and two managers to address the assessment issue. This committee has received training on student learning outcomes and is committed to an assessment workshop for a larger number of college faculty in the near future.

There appears to be a need to more clearly define processes such as the curriculum approval process, so that best practices for Curriculum Committees are followed. For example faculty need to know what process will be consistently used when items are submitted for inclusion on the Curriculum Committee agenda.

Specificity of some of the planning agendas for this standard is good. Other agendas are nebulous, broad general statements. In addition some of the agendas state continuance of the status quo.

The roles of both faculty and administrators need to be clarified and mutually respected. As an Academic Senate committee, the Curriculum Committee needs to be able, with administrative support, to exercise the responsibility with which it is charged via the Memorandum of Understanding with the Citrus College Board of Trustees.

Recommendations

(3) It is recommended that the administration and Academic Senate exercise the responsibility with which they are charged under Board Policy on the Curriculum Committee. (4.D, 10.A.3, 10.B.8)

Standard Five: Student Support and Development

Responses to the Recommendations from the Previous Team

Recommendation from the 1997 visiting team: 5) *It is recommended that the college continue its effort at promoting cultural diversity and ethnic sensitivity among its staff and students. In addition, it is suggested that the college organize its cultural diversity efforts into a structured and fully representative constituent committee to provide sufficient ongoing planning, encouragement and support.* (5.7)

The college's response identifies a number of strategies, activities and actions implemented that promote cultural diversity and ethnic sensitivity among its staff and students. There is some evidence (student surveys) of student satisfaction with campus support for diversity and some evidence of faculty sensitivity to diversity through curriculum efforts. A Diversity Committee (formerly the Affirmative Action Committee) is being reactivated in an effort to better organize cultural diversity efforts. In some ways this effort is starting over because the committee has not met for several years. The college is encouraged to move deliberately in activating the Diversity Committee in support of promoting diversity and sensitivity across the learning environment.

Observations

Interviews with students, staff, faculty, and administrators along with review of relevant documents at Citrus College contributed towards the effort to validate the information contained in the self study. Citrus College offers comprehensive and interrelated support services for students. Staff, faculty, and managers are well-qualified and enthusiastic about interactions with and efforts on behalf of students. Services to students are of high quality and there are continual efforts to improve and innovate.

Admissions procedures and practices are clearly communicated and published. The admissions application form is published in the class schedule and a printable form is easily printed from the college's web site. Some confusion arises for certain groups of students (concurrently enrolled K-12 students, returning students) in terms of admissions procedures, but efforts are underway to clarify these procedures. Efforts are underway to implement a web-based admissions application, but this will not be a reality until a new administrative software system is implemented. An online orientation has been implemented creating greater accessibility, but preliminary data demonstrates that few students are taking advantage of this alternative approach.

The college catalog, class schedule, and student handbook are comprehensive publications that provide clear information about the college's policies, procedures, programs, and requirements. Additionally, there are several excellent publications (brochures) that provide students with detailed information about specific instructional programs and services. The college's mission statement, discrimination and grievance policies are published in Spanish.

The college has a strong history of input, participation, and involvement of students in planning and evaluating student support and development services. Of particular note is the involvement of students serving on the Student Services Committee, a standing committee that addresses issues related to student support and development.

Educational support needs of students are identified through a variety of efforts, assessments, programs, and departments which result in referrals to address learning needs. Students served through special programs such as EOP&S and DSP&S receive considerable assistance in the identification of educational support needs as part of the services delivered for students who are eligible for these programs. Additionally, an early alert process has been implemented that identifies students experiencing academic difficulty and then gets them connected with appropriate services to address their needs. Two studies have been completed (one in 1999 and one in 2002) that yield information on student experiences and satisfaction related to educational support needs.

Assessment instruments have been validated for appropriate cut scores and sensitivity to bias. Placement practices are clear and consistent.

Student support services are comprehensive and accessible. The college has taken steps to provide web-based student services in an effort to make services even more convenient and accessible. The college states that there has been minimal demand for student support services online, but this minimal demand could not be validated. The college states that “some” students desire more evening services, but no data were available to quantify the number and/or background of students expressing this desire. Evening services are available in most key student services areas although there is no consistency in days and hours across all areas. Financial aid will be expanding evening service hours with the addition of personnel. Through interviews with staff, faculty, and students a need for additional generalist counselors is evident. While programs that serve special populations (e.g., EOP&S, DSP&S) are adequately staffed with counselors, the college presently has only 4 FTE counselors to serve the general population of 12,000 students. Three counseling positions were recommended for hire by the Faculty Needs and Interest Committee for 2003-04, but none were filled. Two positions have been recommended for 2004-05.

Through a variety of comprehensive and specialized services, activities, and programs the college effectively maintains a campus climate supportive of a diverse student population. Through satisfaction surveys students from diverse backgrounds have expressed considerable satisfaction with their overall experience at the college. Through interviews and observations there is a general sense that students feel welcome and that staff and faculty exhibit a sensitive and caring approach when interacting with students.

The college provides a strong array of co-curricular activities that contribute to overall student development. Student government is vibrant, very involved with college governance, and provides a wide variety of opportunities for student involvement. Opportunities for leadership, service learning, and community involvement are readily available. Like many community colleges, student involvement at the college is often a challenge due to the nature and complexity of the student population (part-time, working, family responsibilities, etc.).

Student records are maintained appropriately with careful attention to confidentiality and privacy. The college has recently transitioned to an electronic academic transcript paving the way for more efficient access to records by staff and students. As records become more easily accessed a need for training in procedures and regulations regarding the release of information will be necessary.

There is a clear commitment to evaluation of student services. Program reviews have recently been completed for most student services functions. These reviews provide a basis for evaluating the effectiveness of services and making recommendations for improvement. A broad-based, Student Services Committee serves as a review body for any changes to policy, procedures, and practices within student services.

Conclusions

Citrus College students receive diverse, comprehensive, quality services in support of achieving academic goals. Staff, faculty, and administrators display genuine concern and commitment to serving students and students are generally satisfied with the types of services available and their delivery. The college meets the standards of good practice. However, a few areas need some attention and development.

Although support services are comprehensive and diverse, enforcement of mandatory services (e.g., assessment and orientation) are not uniformly enforced creating confusion and uneven utilization of services. The college is encouraged to review practices surrounding mandatory services and implement procedures to ensure fair, consistent, and equitable treatment of students.

The college has translated and published some information in Spanish. However, clear information about what offices or personnel to contact for assistance is not evident. The college has numerous bilingual staff in key student services departments. The college is encouraged to publish in the catalog and class schedule clear information about offices and personnel to contact for students whose primary language is Spanish.

A student satisfaction survey was completed in 1999, but the results may not be relevant for the current student population. The Community College Student Experiences Questionnaire was completed in Spring 2002 and yielded considerable information about student support needs and utilization of services. However, the outcomes from this survey were used sparingly in evaluating student needs and satisfaction. For example, references are made to a “need” for more evening services and “little demand” for online student services. The college is encouraged to further examine the results of the survey to assess student support needs which may lead to modifications of services to more fully meet student needs.

A need for more Spanish bilingual assistance was identified in several of the standards, but no planning agenda has been articulated to address this need. The college is encouraged to fully assess the need for Spanish bilingual assistance and to develop strategies for meeting the needs of these students. At a minimum, information should be included in the college

catalog, class schedule, and web site that provides clear direction about where to go for translation assistance (phone numbers, office locations, personnel). Additionally, this information should be placed so that is easy to locate.

To facilitate accountability and completion, the college should develop timelines, outcomes, and personnel responsible for activities and strategies in the planning agendas.

Recommendations

(4) It is recommended that the college to give careful consideration to increasing resources for counseling services to meet the educational support needs of a diverse student population. (5.3, 5.6, 5.10)

Standard Six: Information and Learning Resources

Responses to the Recommendations from the Previous Team

There were no recommendations from the previous team that required a response in Standard Six.

Observations

Direct observation supports the self study's assertion that the college has remodeled and expanded the Learning Center in the Hayden Library building. It is now beautiful and comfortable for students and staff, and is adequate in size. The facility is consistently in use by large numbers of students.

Direct observations confirm that the library staff has selected and installed the Innovative Interfaces' Millennium library system, an advanced library automated system.

The 1997 visiting team described a need for a dedicated writing lab and computer orientation classroom; staff in the Learning Center report that this objective has been accomplished. The audio-lingual system in the Learning Center is now installed and in use.

The next iteration of Commission standards for General Education expect that institutions include information competency as one of the General Education components. Although librarians have created a one-credit course to this end, it has not been approved by the college curriculum committee.

A plan for overall periodic program review of library and media services, as required by this standard, has not occurred. In addition, library staff report that the library created a technology plan some four or five years ago that has not updated it since then. As with the library, MIS staff confirm that there has been no program review for this operation.

The Director, Computer Center supports the contention in the self study that additional Institutional Technology staffing is needed. Library staff concur that more staffing would improve service. The self study indicates that the library does not have sufficient staff to open an additional computer lab in the new facility for general student use. While there is some debate over the intended use of this lab, it is being used for classes to visit the library and learn about library resources.

Generally speaking, the MIS staff cannot always meet the service needs of the faculty and staff. Yet conversations with staff reveal that Citrus College has funded a Total Cost of Ownership program and has provided strong funding for computer equipment purchases. Adoption of new software takes time. Additionally, many of the service shortcomings are likely related to problems with service from an independent vendor who handles printing equipment in the student labs.

Library staffing, while not munificent, meets the needs of students. Nonetheless, the planning agenda includes a plan to request an additional librarian, and the size of the college and its student body would support such a request. Staffing for the Learning Center appears to be adequate. While there is some perception that Institutional Technology (MIS) finds it difficult to respond to all staff needs, the college has supplied funding for 10 or 12 student assistants to supplement the work of the technicians.

Access to the extensive collection of online databases is awkward because remote users cannot use their IDs but must request a password from the library staff. This is due to the limitations of the homegrown campus computing system which lacks internet capabilities. There are plans to replace the homegrown system over the next few years.

A new technology committee is being formed to draft campuswide policies on such issues as intellectual rights, usage and training. However, library staff report no participation in developing the Education or Facilities Master Plan.

Conclusions

Among the college's strengths in this standard are a beautiful and comfortable remodeled and expanded library facility; a well-used library, suggesting that staff are doing a good job; and outstanding funding for library materials from the college, even during tight budgetary periods. An additional strength is a new, advanced library automated system (Innovative Interfaces' Millennium). This system is highly regarded and is from a leading vendor. Its selection indicates the willingness of Citrus College to fund and implement a high-quality system. This system may open up new resource-sharing opportunities for Citrus students and staff, such as Link Plus, which was mentioned in the self study. Overall, Millennium results in a significant improvement in information and library services to all segments of the college.

The Learning Center program is exemplary. Its online tutoring operation was the first in the nation, according to staff. Its staff is proactive: they find tutors for all students who request help.

The Library lacks a focused information competency program. Orientations and tours fall short of meeting the need of teaching students the full range of information skills required for success in coursework and for lifelong learning.

The Library, Learning Center and Institutional Technology departments need to initiate a process for program review and for related unit planning which includes technology goals and objectives within the wider college planning. Plans need measurable outcomes, must identify staff accountable and have detailed timelines for completion. These plans must also fit into a broader campus strategic plan.

Recommendations

None at this time; however, Recommendation 2 will require addressing issues noted.

Standard Seven: Faculty and Staff

Responses to the Recommendations from the Previous Team

Recommendation from the 1997 visiting team: 6) *The campus is encouraged to evaluate its current practice of using large numbers of part-time classified employees to staff, with an eye toward balancing the fiscal advantages of such a practice with the loss of continuity of service that may result (7.D.1).*

Since 1997 the number of classified employees has risen from 223 to 295 (an approximate one-third growth of the classified staff). Since 1997 the percentage of permanent part-time staff has declined from 45 to 38 percent. The self study narrative acknowledges that the higher attrition rate experienced among part-time staff exacerbates the loss of continuity of service. A review of data confirms that 62 percent of classified staff is fulltime, although the perception exists among some classified staff that the figure is closer to 50 percent. However, the high percentage of part-time classified staff continues to be of concern, a concern shared by CSEA leadership and the Director of Human Resources.

Recommendation from the 1997 visiting team: 7) *The campus is encouraged to finalize the introduction and implementation of an evaluation calendar for all campus managers and classified employees (7.B.1).*

An evaluation calendar has been established for management and classified employees. Through interviews and a review of college documents, the team was able to validate completion of this recommendation.

Observations

The self study points out areas needing change regarding hiring and evaluation of the college staff. Through interviews and review of various documents, it was possible to validate most of the self study content addressing Standard Seven. Procedures are in place to verify that fulltime and part-time faculty meet minimum qualifications and possess appropriate degrees. Staff diversity continues to be an important aspect of all hiring processes. Data posted on the college web site reveals that the percentage of underrepresented minorities working at the college has doubled since 1983; as of October 2002, approximately 32 percent of the combined staff was from historically underrepresented minority groups. The classified staff is the most diverse (38 percent non-white), while 30 percent of fulltime faculty are historically underrepresented minorities.

Interviews with classified leadership and Human Resources personnel confirm that although much remains to be done, work has begun on creation of written policies for hiring classified staff and managers. Work is also underway to improve the evaluation processes for classified staff. Classified evaluations are now scheduled according to a set calendar, job descriptions are being updated, and discussions are underway to revise the form used for classified staff evaluations.

Two areas of concern regarding classified staff include the timely completion of performance evaluations and the allocation/availability of staff development funds. According to staff interviewed during the visit, classified evaluations are not always conducted and/or completed when scheduled. Better follow-up, perhaps through acquisition and use of tracking software that the college plans to evaluate, may help.

A staff development advisory committee includes representatives from all constituency groups. This advisory committee uses a formula to disperse funds to each constituency sub-committee. These sub-committees then decide how the funds are allotted. Fulltime instructors are allotted \$400 yearly for staff development from the district, but may request additional funds directly from the Vice-President of Instruction and/or the Superintendent/President. Classified leadership would welcome an opportunity to review the funding allocation process to assure the process is both equitable and adequate for meeting staff development needs of classified employees.

The Superintendent/President's office coordinates the management evaluation process. Non-management employees have input into manager evaluations. These evaluations follow a set calendar. Not all faculty interviewed feel that the manager evaluation process allows for sufficient faculty input. Here as in other places, it is impossible to know for sure the extent to which faculty share this sentiment because the college did not administer a faculty and staff satisfaction survey prior to the team's visit.

The team was also able to validate the evaluation process for fulltime and part-time faculty. Union leadership carefully considers and approves revisions to job descriptions. Detailed hiring procedures exist for full and part-time faculty.

Negotiations regarding modification of the faculty hiring and evaluation procedures are currently in progress. The general sentiment of fulltime faculty representatives interviewed is that the evaluation process for fulltime faculty is acceptable, but they (faculty) would like to reduce management's role. An interview of student government leaders verified that students often are asked to complete the faculty evaluation form in various classes. It was reported that the form students complete for distance education instructors is the same form as that used for instructors of traditional courses, but this was not confirmed. The procedure of gathering student feedback forms should be standardized such that the instructor is not permitted to administer the instrument to his or her own students. An academic administrator, peer, or staff person should administer the feedback form to help students feel comfortable in providing frank responses. Regarding fulltime faculty hiring process, faculty interviewed during the visit feel that a ranking of finalists from the screening process should be forwarded to the Superintendent/President for consideration; the present process prohibits ranking of finalists.

Instructional deans alone hire and evaluate part-time faculty. The process for both hiring and evaluating part-time faculty should be standardized and include more input from fulltime faculty. Part-time faculty will benefit from evaluative feedback provided by teaching colleagues having an appropriate academic background. To preclude hiring new part-time faculty on an "emergency" basis, one suggestion is to develop a faculty-led prescreening

process to assemble qualified pools of part-time teaching candidates from which the deans could select for teaching assignments. As the college prepares to meet the revised accreditation standards, it will be critical for fulltime and part-time faculty to work together as partners to develop and assess student-learning outcomes at the course and program levels. Formally involving fulltime faculty in hiring and evaluation of part-time faculty will facilitate the networking necessary for initiating work on student learning outcomes.

The number of faculty currently employed has declined over the past several years due to two factors. Not all retirements have been replaced and state mandated growth in fulltime faculty numbers have similarly not been filled.

Conclusions

The college readily acknowledges areas in need of improvement concerning hiring and evaluation procedures for faculty, classified, and administrative staff. Improvement activities are already underway and appear quite genuine. The appraisal sections are very candid. A few of the planning sections lack sufficient precision to convince the reader that the college intends to correct problems discussed in the appraisal, particularly as they fail to specify responsible individuals or groups and timelines for action. Finally, the decline in the number of fulltime faculty comes at a time when the college expects to have enrollment growth and as the community served grows more diverse. Failure to maintain and enhance fulltime faculty size seems counterproductive for the community and campus morale.

Recommendations

(5) It is recommended that the college carefully revisit its decisions regarding the appropriate number of fulltime faculty in order to ensure that there are sufficient personnel resources to support their quality program of educational offerings. (7.A.1)

Standard Eight: Physical Resources

Responses to the Recommendations from the Previous Team

Recommendation from the 1997 visiting team: 8) *The college should continue to review high capacity load ratios and develop strategies for maximum utilization of student services and instructional square footage. (8.A.2)*

Citrus College has responded to the recommendation of the previous accreditation team concerning the need to review high capacity load ratios and develop strategies for maximum utilization of student services and instructional square footage. This was achieved with the preparation of the April 2001 Citrus College Educational and Facilities Master Plan and the April 2000 Citrus Community College District Educational Master Plan imbedded in the Five-Year Construction Plan 2004-2008. However, it is not clearly evident from these documents what specific strategies have been developed or implemented. The self study states that according to state guidelines “the college is under-utilizing facilities and has adequate physical resources to support its educational programs and services”. It is apparent that this recommendation should be readdressed in light of the college’s desire to secure a general obligation bond (March 2004) to leverage proposed construction of \$121,448,291 identified in the 2001 Citrus College Master Plan Construction Program.

Observations

It is very evident that the college has made significant progress towards providing the physical resources needed to support its educational programs and services. The renovations of the Physical Science Building, cosmetology, Hayden Memorial Library and completion of the adaptive physical education facility plus several small construction projects clearly support this statement. Further, the construction of the new Math/Science building is testimony to an aggressive Educational and Facilities Master Plan and Master Plan Construction Program. These plans, addressing projected enrollments of 16,036 students by 2010, identify 28 projects including 13 state approved scheduled maintenance projects. An ever-evolving list, a more recent document, dated September 2003, identifies 34 projects. At present, however, although under-utilization of facilities has been documented, it is very apparent that additional faculty office space is required.

Existing facilities are well maintained and reflect a very attractive, positive and safe learning environment. This has been accomplished with lean but enthusiastic maintenance, grounds and custodial staffs. Health and safety clearly are considered as high priority and the contributions of the Owl Patrol must be acknowledged. It is very evident that these college employees take great pride in the campus and their part of its educational mission.

Campus equipment, including computer technology and instructional equipment needed to support a diverse array of educational programs, is well maintained. Specific needs are identified through program review and faculty has indicated they are, in general and over time, well supported. Day to day operational expenses including instructional consumables always seem to be covered. There is concern, however, that short- term capital needs,

identified outside of the review cycle, may not be addressed and that faculty are frequently not consulted with respect to definition of needs and planning for the future. This was particularly evident when computer technology was discussed. Faculty felt a need for greater participation in the planning processes related to selecting and managing information technology.

The Educational and Facilities Master Plans and Five-Year Construction Plan, 2004-2008 clearly outlines campus facilities needed to support the educational goals of diverse student bodies until the year 2010. It reflects a great deal of planning and consideration of changes in local demographics and future enrollments. Although a current student satisfaction survey is not available for evaluation, conversations with students indicated they are pleased with the facilities and enjoy coming to campus. Additional conversations with faculty, classified management and classified employees also indicated their pleasure with the present campus physical plant. Moreover, although they indicated they were not involved in the planning process, they expressed strong approval for the campus wide makeover proposed in the Recommended Master Plan. In the past, the college has aggressively sought funding for all of its projects and it is clear that this strategy will continue to be utilized as they explore a variety of potential financial resources, including the Citrus College Foundation, associated student body, grants, business and industry partners, a general obligation bond and public sources.

Conclusions

As evident in the self-study, the college has made great strides towards providing sufficient and appropriate physical resources to support its current and future educational purposes and goals. Each of the five component standards of this standard has been thoughtfully addressed and can be readily validated through the review of documents and discussions with students, faculty, administrators and staff. Validation, in part, can also be achieved by simply walking this extremely pleasant campus. However, it is also very apparent that short-term operational plans and long-term planning would be greatly enhanced through an integration of the Citrus College Educational and Facilities Master Plans and Master Plan Construction Program with an Information Technology Master Plan and an Enrollment Management Plan. With the participation of all campus constituencies, this systemic technology plan would strengthen the position of the MIS Department and provide for mutually beneficial and cooperative interrelationships. The Enrollment Management Plan would provide for optimal use of facilities and an ability to respond, in a timely way, to changing student needs. In all instances, each of the above planning documents are living documents that must be qualitatively and quantitatively evaluated on at least an annual basis and would benefit greatly by the active participation of faculty, staff and students on their respective committees.

Recommendations

None at this time; however, Recommendation 2 will require addressing issues noted.

Standard Nine: Financial Resources

Responses to the Recommendations from the Previous Team

Recommendation from the 1997 visiting team: 9) *In combination with the observations for information technology in Standard 6, the college should consider developing a long-range financial plan, including establishing parameters for the amount of ending balance reserves and incurred indebtedness and to provide for the regularly scheduled replacement and upgrade of the infrastructure, academic labs, administrative systems and individual work stations and the human resources support for this technology. (9.A.2)*

The college response was the college has developed a long-range financial plan, and the board has determined that the ending balance should be maintained at the five percent level recommended by the chancellor's office. Also a long-range financial plan for technology upgrade, replacement and enhancement has been developed.

The district has created a five-year projection of revenues and expenditures. Due to the uncertainty that exists at the State level and the continued reduction in TTIP, Instructional Equipment and Scheduled Maintenance grant funding, long range financial planning is difficult. The college is currently, as other colleges are, at the mercy of the state budget crisis which projects to be another \$20 billion deficit for FY 04-05. The state picture looks grim for all agencies depending on state revenues at this time.

Observations

Observations and meetings with staff, faculty, administration, and students; the review of applicable documents; and review of the self study provides evidence that all parties are committed to fulfilling the components of the standard.

There are opportunities for the college groups to participate in financial planning and budgets. The Standard Nine self study committee also serves as the Financial Resources Committee for budgeting purposes, which gives continuity to the process of budgeting. The committee's membership includes faculty, management, and classified employees.

There is an overall lack of planning at the college so there is no observable linkage between long-range planning and financial planning. One observation is that many of the needs that become apparent in the program review process are funded.

The annual financial planning reflects realistic assessments of resource availability and the college demonstrates the ability to anticipate financial issues that have arisen due to the state budget crisis. Long-term planning continues to be an issue in the State of California due the budget crisis.

The college developed an educational master plan, and a facilities master plan that provides solid support for obtaining capital outlay funding from the State Chancellor's Office. The college has demonstrated very strong success in obtaining state funding for capital projects.

The college has established guidelines for financial planning and budget development. The college begins with budget assumptions and a budget calendar that provide guidance throughout the process. The Financial Resources Committee serves as the budget committee.

The college contracts with the County of Los Angeles for their financial system. The county recently converted to a Peoplesoft software product, which has created some challenges and additional work, although the benefits seem to be worth the additional work. The county provides auditing, payroll, warrant generation, and contract oversight to the college that participate in the financial system, which provides an additional layer of control mechanisms. The challenge for the college is getting timely reports from the new system, although they have found assistance to generate timely accurate reports.

The college adheres to all state and federal compliance requirements regarding third party and outside audits in a timely and comprehensive manner. The annual budget and the appropriate audits verify that appropriate allocations and use of financial resources to support institutional programs and service directly related to the college. The review of the Audited Financial Statements indicated that the college has no material weakness and that financial controls are in place. The college responses to audit recommendations have been implemented in the year in which they were recommended.

The oversight of contractual agreements is divided between the fiscal and purchasing functions which provides an appropriate segregation and double check which appears to be effective for the college particularly in managing construction projects. The college has policies and procedures for purchasing and contracting, and adequate controls to ensure integrity in the purchasing and contracting areas. The college uses the standards and guidelines developed by the California Association of School Business Officials for purchasing procedures.

The college participates in a Joint Powers Authority for Risk Management Services and has a full time safety coordinator. This has proven effective for this college as well as many others because of the additional services provided through the pooled efforts.

The college monitors cash flow through reports and real time access to the financial system and receives a Tax and Revenue Anticipation Note for additional back up during the difficult cash flow months.

Conclusions

Based on the interviews with staff, faculty, administration and students; a review of documentation; and the evidence presented in the self study the college meets the requirements for Standard Nine. The financial history of the college demonstrates sound financial practices and adequate reserves. The college is projecting a five percent reserve for FY 03-04 at a time when the state is in a budget crisis.

The institution clearly has the adequate financial resources to achieve and maintain its programs and services. The state budget reduction has challenged the college's ability to enhance programs and services.

The level of financial resources is reasonable and managed to provide the programs and services as demonstrated in the support of instructional program needs, and facility maintenance. Long range financial planning and linking planning with the budget will require additional efforts.

Recommendations

None at this time; however, Recommendation 2 will require addressing issues noted.

Standard Ten: Governance and Administration

Responses to the Recommendations from the Previous Team

Recommendations from the 1997 visiting team: 10) *Citrus College should pursue avenues to strengthen the development of faculty and staff leadership. Opportunities for involvement of leadership from all segments of the college community should be maximized.* (10.B.8, 10.B.9)

Although the college has initiated endeavors to respond to this recommendation, there is a disconnect between the administration and faculty concerning the depth of opportunities available to enhance leadership growth. Detailed responses for classified staff are missing. The college has not fully addressed this recommendation.

Recommendation from the 1997 visiting team: 11) *Citrus College should review the committee governance structure with a view towards optimizing the structure to support the transition. Further, the college should formally communicate the governance structure and decision making process to the college community.* (10.B.6, 10.B.7, 10.B.8, 10.B.9, 10.B.10)

The faculty have stated that at the time the self study was written, there was no “formal” consultation process and the decision-making process was unclear and not open. Again there was little mention of classified staff. A formal communication system involving all constituency groups seemed “spotty” at best. During this time of tremendous transition, a new communication system has not been fully developed.

Observations

The Citrus College Board of Trustees is a long serving and stable board representing the five communities in their service area. The senior trustee has served for over 34 years. The Trustees take pride in the college and communicate that to the community. In keeping with the mission, the Board has hired a new chief executive officer. In doing so they demonstrate an understanding of the needs of the institution. There is no formal code of ethics nor is there a tool for self evaluation. Although there is no formal program for new member orientation, the Board does rely on the orientation provided by Community College League of California. A Board member did participate as co-chair of the Standard Ten self study committee.

The former CEO led the college through a period of enrollment and facility growth. The visiting team can validate that the institution is administratively organized and staffed to reflect the institution’s purpose and complexity. However, faculty are concerned with the growth of management. Faculty have repeatedly stated they do not feel valued, consulted, or considered when decisions are made in the past. Also, some of the faculty association members have not and do not accept the phasing out of faculty department chairs.

Administrators have many opportunities to be involved in institutional governance. However, their role is not always clearly defined, and the interpretation of their role does not always follow Board policy. (e.g. Curriculum Committee)

Although there are established Board policies concerning the role of faculty in governance, in practice they are not always followed. (e.g. Curriculum, Academic Calendar, Hiring)

Conversations with faculty, remarks in the self study, and a survey all reveal that there is lingering resentment concerning the reorganization which eliminated department chairs.

Since the last accreditation the Academic Senate and Faculty Association have separated. The Academic Senate now has one FTE of reassigned time which is shared by the president, vice president, and the curriculum chair. There is now a budget for the Academic Senate and classified staff support. Adjunct faculty are now included on the Academic Senate and the Senate is seeking ways to encourage adjunct faculty to participate. The Senate plays a major role on the steering committee and also appoints members to standing committees. The Academic Senate takes seriously its role in the governance structure at Citrus College and is a clear voice for faculty on academic and professional matters.

Classified staff are represented by CSEA and given the opportunity to participate on many college committees. Their leadership gives reports at all Board meetings.

The Associated Students of Citrus College are active in the well being of students on this campus. They are well organized with a strong membership which provides support for a diverse student body. Students are encouraged to participate on committees at the college.

Conclusions

College constituencies are confused and concerned about the manner in which decisions are made. There does not seem to be a collective sense or definition regarding collegial governance or an understanding of the respective responsibilities and authority of individual constituency groups. Leadership needs to seek methods that will promote communication with all constituency groups and develop trust. Some administrators disregard board policy in that they do not rely primarily on faculty in academic and professional matters.

During times of strife, campus constituency groups have not lost their collective voice and concern for meeting the needs of students. Citrus College staff should be commended for their loyalty to the institution. Conversations with students reveal an enthusiastic appreciation for the collaborative daily efforts providing them with positive learning environments and opportunities to succeed.

With the inauguration of a new president, there is a collective expression of optimism permeating the campus, setting the groundwork for the development of trust. The college staff stated that there is a growing sense of community and “family” and that the new president is responsive. Furthermore, productive discussions centering around educational matters are once again occurring, as the new president has demonstrated good follow-through on issues. Extensive conversations with staff reveal a widespread willingness to support the president as he attempts to set a new campus climate.

It is evident that all constituency groups have the best interest of students as a priority and are willing to come together in a hopeful manner. That does not seem to have been the case when the self-study was written.

Recommendations

(6) It is recommended that the governing board, college administration, and college constituency groups explore ways of defining and clarifying governance decision-making and communication so that all have a clear understanding of their governance roles and responsibilities. (10.B.5, 10.B.6, 10.B.9, 10.B.10)

(7) It is recommended that the Board of Trustees move quickly to adopt a code of ethics statement, and approve an instrument for self-evaluation. Further, the Board is encouraged to develop annual board goals and objectives. (10.A.5)