

RESPONSE TO 1997 TEAM RECOMMENDATIONS

1. The college should provide its publications in languages that reflect its service area. (Standard 2.1)

Over 60 percent of Citrus College students come from outside the Citrus Community College District boundaries. While Hispanic students represent the majority population in the college's service area, many ethnic backgrounds and languages are represented in the student body. Due to the diversity of the student body, it is impossible to provide materials in all the languages spoken by the students.

Because 40 percent of Citrus students are Hispanic (Doc. 1), the mission statement and policies appear in Spanish in the catalog (Doc. 2) and the class schedule (Doc. 3). In addition, the schedule of classes contains statements in Spanish that inform students about English-language requirements in vocational classes and where to get Spanish-language assistance.

In addition to Spanish-language statements in the catalog and class schedule, Extended Opportunity Programs and Services, financial aid, CalWORKs, counseling and admissions either have bilingual information or have Spanish-speaking staff available to assist students.

The publications office rarely receives requests for Spanish-language publications from students, staff, high school personnel or the community. When someone requests a publication (usually a flier) in Spanish, the publications staff make every attempt to accommodate the request.

Students were surveyed about satisfaction with publications (Doc. 4). The percentage of respondents by ethnicity who rated the catalog excellent or good is:

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| African American/Black | 63% |
| Hispanic | 73% |
| Native American | 75% |
| Asian | 56% |
| Caucasian | 70% |
| Filipino | 56% |

The percentage of respondents by ethnicity who rated the class schedule as excellent or good is:

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|------------------------|-----|
| African American/Black | 73% |
| Hispanic | 72% |
| Native American | 75% |
| Asian | 56% |
| Caucasian | 74% |
| Filipino | 63% |

Limited requests for Spanish-language publications and general satisfaction with the catalog and schedule negate the costs of translating and printing Spanish-language publications on a regular basis.

2. The college should develop benchmarks or outcomes for success in all programs involved in the planning process. (Standard 3.A.3 and 3.C.1)

The institutional research and planning director developed a resource book

for use in identifying outcome measures for programs at the college, however it was apparently not used in a formal procedure. The director is no longer here to address the issue. The college has clear outcomes and expectations for students enrolled in courses with well-defined sequences, particularly in English and mathematics.

The vocational programs have clear, explicitly stated objectives for students. These objectives connect classroom learning and career placement. Core indicators measure student skill attainment, completion and job placements for each vocational program and are analyzed annually as part of the Vocational Technical Education Act reporting process.

Each student services program develops clear measures of students served, types of services, effectiveness measures and satisfaction measures used during their program review process. The program areas lacking clear outcome measures are the instructional general education and transfer programs that have not traditionally had such measures.

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. (Standard 4)

The Curriculum Committee and the Educational Programs Committee have established and reviewed standards and criteria for general education courses (Doc. 5). Through the initiative of the Student Services Office, revised graduation requirements were proposed. This proposal was

submitted to the various campus constituencies, including the Academic Senate, Curriculum Committee, Educational Programs Committee, Deans Committee, Instructional Council and Steering Committee, as well as the specific academic departments and/or divisions, for review and discussion. On March 20, 2001, the Board of Trustees approved a revision of Board Policy 6121, effective fall semester 2001 (Doc. 6).

4. An assessment of college programs dedicated to addressing the needs of underprepared students and a plan for improved programs and services should be prepared. (Standard 4)

Citrus College has engaged in a college-wide assessment of programs that address the needs of underprepared students. Extended Opportunity Programs and Services (EOP&S) was established to help students from economically and educationally disadvantaged backgrounds to succeed either in transferring to a four-year institution or in finding employment in their field of training. EOP&S addresses the needs of over 953 Citrus College students (Doc. 7).

Early Alert is another program that addresses the needs of students. Begun in 1998, Early Alert is a computerized system of early warning and follow-up for students identified as having academic difficulties early in the semester. It also provides a feedback procedure for all instructors regarding the specific actions taken by their identified students. It consolidates all traditional academic progress reports into one Scantron roster and establishes a systematic referral process for students experi-

encing academic difficulties. It is efficient and user friendly for instructional and support staff, as well as informative, direct and nonthreatening for students.

The Early Alert Program coordinates all student support service areas and skill-building workshops with instruction to ensure student success. The program also provides more accurate data for Management Information Systems (MIS) state reporting procedures and strengthens the college's matriculation process (Doc. 8).

Using the student satisfaction study conducted in 1999 (Doc. 4), the college determined the effectiveness of various programs for underprepared students. In educational research, parental education is used as a proxy measure of how well students are prepared to handle college material. Using the Citrus College data, students whose parents had a high school diploma or less formed a group who would then be identified as underprepared for college. The rating of various campus services provided for underprepared students indicates that students found the services as good or excellent with ratings between 71 percent and 87 percent.

During spring 2002, Citrus College administered the Community College Student Experiences Questionnaire to randomly selected classes that produced over 1,200 responses. Among other things, a sizable group reported familiarity with the college's remedial education program: 34 percent completed a basic skills mathematics class, 29 percent took basic skills writing and 26 percent took basic skills reading. According to the questionnaire, 87 percent of respondents thought that their reading skills were adequate to successfully complete college work.

The data pertaining to time spent studying was revealing. Citrus students spent relatively little time studying, with over half reporting studying less than an hour a day. Not surprising, investing time in studying produces positive results. "A" students reported studying four times as many hours as "C" students (Doc. 9).

The associate deans of language arts and mathematics have met regularly with the dean of counseling over the past year to discuss implementing a new assessment (ACCUPLACER). The college hired an outside consultant who met with faculty in English and mathematics to discuss cut scores for the assessment. The new assessment will be in place for students entering in fall 2003. This new assessment should assist the college in improving placement of underprepared students (Doc. 10).

Basic skills course offerings (English 040, English 100, Math 020 and Math 029) assist underprepared students for careers and academics. The college has tracked the efficacy of these courses through its MIS database.

Beginning five years ago, Citrus College put together a systematic and dedicated plan to serve CalWORKs recipients residing primarily in the Eastern San Gabriel Valley of Los Angeles County. The college identified and applied successfully for several grants that provided funds to create a Lifelong Learning Center and to outfit two instructional computer labs for basic and business skills. In addition, a wellness grant provided for physical and mental health counseling and referral services.

Ongoing collaboration with the Continuing Education Office provides for continuous classes for CalWORKs and other students lacking basic skills. The Vocational Edu-

cation and CalWORKs offices collaborated to create "career ladder" programs that enabled students to fast track into employment, then subsequently take additional courses that enabled them to become more firmly planted in career tracks. Given the proposed state funding cuts, the college is researching and applying for additional grants/fund opportunities so as to continue to serve this population (Doc. 11).

All basic skills programs have undergone at least one program review during the past six years. Assessment of effectiveness and recommendations for improvements/changes are contained in the program review reports. For fall semester 2002, a full-time faculty member was granted a sabbatical leave to further explore and recommend additional approaches to the teaching of basic skills. The Academic Senate has established a basic skills committee (Doc. 12).

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- 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. (Standard 5)**

The college has continued its efforts to promote cultural diversity and ethnic sensitivity in a number of ways. The Student Affairs Office, working closely with the Associated Students of Citrus College, offers regular programs addressing cultural sensitivity for students and staff. The Staff

Development Committee routinely offers training opportunities during flex days that include sensitivity to accommodations for students with disabilities, tours to ethnic neighborhoods in the greater Los Angeles area and other diversity-related topics.

The Campus Diversity Officer coordinates with the directors of Extended Opportunity Programs & Services and Disabled Students Programs and Services to identify appropriate programs and speakers for students and staff using categorical diversity funding.

The curriculum has been enlarged to include more courses and course units on topics involving cultural diversity. The Curriculum Committee encourages inclusion of a multicultural supplement for all new and revised courses.

The large international student population on campus provides additional diversity in our campus climate and in student clubs.

The college actively participates in Chancellor's Office job fairs to widely promote available faculty and management positions and to encourage underrepresented applicants.

Both student enrollment data and the research study, *Citrus College: Assessing Student Satisfaction* (Doc. 4), indicate that the Citrus College campus supports student diversity. Enrollment figures very closely reflect the ethnic diversity of the surrounding communities with the exception of an underrepresentation of white non-Hispanics and males. Student satisfaction measures in two recent studies indicate a high level of satisfaction on campus support for diversity.

Changes in state law have resulted in the reorganization and renaming of the Affirmative Action Committee. The college is in the process of reactivating the committee, which will now be referred to as the Diversity Committee. The committee's responsibilities include sensitivity and monitor training, development of ideas for recruiting, coordinating of campus diversity speakers, updating campus policies and regulations, updating hiring procedures and issues related to accommodations for students and staff with disabilities.

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. (Standard 7.D.1)

The college has made significant progress in decreasing the use of part-time employees within the classified service. The percentage of permanent part-time classified staff was approximately 45 percent at the time of the last accreditation self study in 1997. While the total number of classified employees has risen by about 33 percent since that time (from 223 to 295), the percentage of part-time staff has decreased to approximately 38 percent in the 2002-2003 fiscal year (Doc. 13).

While it is less costly to hire classified employees in positions that are less than full-time, the loss of continuity in work is always a concern. In addition, 40 percent, 49 percent or even 60 percent employees often move on to full-time positions elsewhere. The cost to advertise, hire, train and retrain is unknown. The rate of attri-

tion for part-time staff continues to be much higher than that of full-time classified staff. Of the 32 classified employees who resigned in 1996-97, nearly 69 percent of them (22) were part-time. The pattern for the current year 2002-03, to this point, appears to be the same. Of the eight classified employees who resigned so far in this fiscal year, nearly 88 percent of them (7) were part time.

The college is aware of the need to balance the fiscal advantages against the loss of continuity and has made significant strides in attempting to gain that balance. However, limited future funds will no doubt begin to play a greater role in staffing decisions.

In addition, the college's practice of using the seasonal, as-needed employee has undergone a stringent review this past year. Past hiring practices in this category are currently being revised, and the new practices will be fully implemented by July 1, 2003. The college has worked closely with classified union leadership to correct the overusage of a number of these employees and to come into compliance with the Education Code section defining short-term nonacademic employees. Impending budget implications will also dictate a decrease to the large expenditure in this area (Doc. 14).

7. The campus is encouraged to finalize the introduction and implementation of an evaluation calendar for all campus managers and classified employees. (Standard 7.B.1)

A calendar for the evaluation of all campus managers has been established (Doc. 15)

under the oversight of the President's Office. This calendar is being followed in a timely and effective manner with well established deadlines. According to the president, "Every three years, managers solicit perceptions and opinions from classified, teaching staff, and other managers, which focus more on their interpersonal relations as well as perceptions of performance of their duties and responsibilities."

The Human Resources Office has also established a calendar for the evaluation of all campus classified employees. This calendar is used to inform the appropriate supervisors when a classified employee's evaluation is due (Doc. 16).

8. The college should continue to review high capacity load ratios and develop strategies for maximum utilization of student services and instructional square footage. (Standard 8.A.2)

The college has developed a facilities master plan. The master plan incorporates the educational master plan into the facilities plan and develops strategies for maximum utilization of college resources. The plan provides the total available space and prospective space required for all areas – instruction, student services and office – through the year 2010.

The college's enrollment has increased to over 12,000 students and additional class sections have been added. Utilization and capacity loads are down, nearing 100 percent which is required for new state-funded buildings or renovation of current buildings.

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 workstations and the human resources support for this technology. (Standard 9.A.2)

The college has developed a long-range financial plan, and the board has determined that the ending balance should be maintained at the 5 percent recommended by the Chancellor's Office. The MIS director has developed a detailed long-range financial plan for technology upgrade, replacement and enhancement. The budget expenditures for this financial plan are presently being budgeted at an appropriate level.

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. (Standard 10)

Citrus College has maintained continuous support for staff development activities for faculty and staff. More specifically, faculty and staff leadership is enhanced by supporting attendance at conferences, professional associations within the state of California, as well as short-term workshops and reimburse-

ment for tuition of courses related to their work.

Further, faculty are provided with an opportunity to fill-in for evening supervision positions, assist administrators with special projects and, in some instances, act as an assistant to an administrator. These opportunities allow the faculty members and other staff to be engaged in leadership activities that could ultimately lead to an entry-level management position such as an associate dean or director. Examples of this are the leadership provided by faculty members in the distance education and military programs.

The faculty believe that more work needs to be done relative to Recommendation 10. Faculty should be encouraged to pursue grants and innovative educational projects that enhance student learning and demonstrate a high level of leadership. In addition, the college should actively pursue additional leadership opportunities for faculty within and outside of the college. The faculty should be encouraged to become involved in statewide committees and task forces that benefit community college students. The department chair system provided faculty members with leadership opportunities that no longer exist.

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- 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. (Standard 10)

Citrus College faculty and staff are provided numerous opportunities to become involved in the governance of the college through a number of standing committees as well as ad hoc committees. From the administration point of view, the transition from department chairs to director and associate dean management positions has been completed.

The Academic Senate is now independent of the Faculty Association. The Academic Senate has reassigned time equivalent to 1.0 FTE and an administrative secretary for .5 FTE. The Academic Senate exists relative to Title 5 California Code of Regulations Section 53200 and is an organization whose primary function is to make recommendations with respect to academic and professional matters. The Academic Senate is provided with an opportunity at every Board of Trustees meeting to provide a report to the board on current issues related to academic and professional matters.

The Citrus College Faculty Association is responsible for matters relative to faculty working conditions as prescribed in the contract with the district.

Both faculty organizations believe that the transition has not been clearly communicated and the decision-making process has not been open. In implementing the transition, no formal consultation process occurred with the faculty. This is evident by the fact that board policy still maintains department chair language. The faculty contract also continues to include department chair language.

RESPONSE TO 1997 TEAM RECOMMENDATIONS SUPPORTING DOCUMENTS

1. Citrus College Student Enrollment by Ethnicity, 1993-2002
2. Citrus College Catalog, 2002-03
3. Credit Class Schedule, Spring 2003
4. Citrus College: Assessing Student Satisfaction, Spring 1999
5. Curriculum Handbook, 2000-02
6. Board Policy P-6121
7. EOP&S Program Review
8. Early Alert Program
9. Citrus College Student Experiences Questionnaire
10. ACCUPLACER Sample
11. CalWORKs Program Information
12. Basic Skills Communication
13. Classified Rundowns 1997-98 and 2003
14. Four Ways to Hire Additional Help
15. Management Full Survey Evaluation Schedule
16. February 2003 Probationary Evaluations