



Integrated Planning Manual

2013-2014

Third Edition

1000 West Foothill Boulevard
Glendora, California 91741-1899
www.citruscollege.edu



MISSION STATEMENT

Citrus College delivers high quality instruction to students both within and beyond traditional geographic boundaries. We are dedicated to fostering a diverse educational community and learning environment by providing an open and welcoming culture that supports successful completion of transfer, career/technical education, and basic skills development. We demonstrate our commitment to academic excellence and student success by continuously assessing student learning and institutional effectiveness.

VISION STATEMENT

Citrus College will provide excellent educational opportunities that are responsive to the needs of the community and help students meet economic, social, and environmental challenges to become active participants in shaping the world of the future.

VALUES

- *Student Focus*
- *Excellence*
- *Collaboration*
- *Diversity*
- *Life-Long Learning*
- *Integrity*
- *Technological Advancement*



Completion Pledge - Call to Action in Support of Students

We believe the student success and completion agenda is the future of Citrus College.

We believe that completion matters and every student counts.

We believe in every student's potential and responsibility to succeed.

We believe the "open door" must not be a "revolving door."

We believe that community colleges are the gateways to the middle class and beyond.

We believe that community colleges are an invaluable economic engine driving the nation toward prosperity.

We believe that talented people working at Citrus College are ready to take on leadership roles.

We believe in changing institutional culture, from emphasis on access only to emphasis on access and success.

We commit to courageous conversations about diversity, equity, and evidence reflecting student success and institutional performance.

We commit to eliminating the attainment gaps that separate student groups.

We commit to acting on facts to make positive changes.

We commit to promoting faculty and staff development focused on evidence based educational practice.

We commit to providing development opportunities, for college administrators, trustees, faculty, staff, and students.

We ask every trustee, employee, and student organization to identify ways to help students understand the added value of degrees and certifications.

We ask every student to help one other student succeed.

We ask community members to work with us.

We ask elected officials to create the policy conditions that enable, support, and reward our work to strengthen student success.

We ask other community colleges to join us by signing this call to action.





CITRUS COMMUNITY COLLEGE DISTRICT
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 Ms. Mariana Vega, *Student Representative*
 Dr. Geraldine M. Perri, *Superintendent/President*

Citrus College Colleagues and Friends:

It is my pleasure to present to you this third edition of the Citrus College Integrated Planning Manual (IPM). First developed in 2011, this manual describes the major planning components of Citrus College and illustrates how they all work together in the college’s planning process.

Under the guidance of the Institutional Effectiveness Committee, this manual is reviewed and revised annually to ensure it is kept current with the college’s mission and goals. In the 2012-2013 academic year, for example, the Committee oversaw a systematic examination of the instructional program review process which resulted in modifications being implemented to streamline and improve the quality of the reviews being submitted. Furthermore, a Program Review Committee, reporting to the Steering Committee, was established. This is but one example of the integrated planning process at work at Citrus College.

Institutional planning will continue to be a vital component as we continue to work towards Citrus College’s mission and goals, and towards the pledge made by the entire Citrus College community of being a College of Completion. This Integrated Planning Manual illustrates the continuous, reflective process that has been implemented to ensure a cycle of constant assessment and improvement.

Sincerely,

Geraldine M. Perri, Ph.D.
 Superintendent/President

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Introduction

The purpose of the *Citrus Community College Integrated Planning Manual* is to guide integrated institutional planning by describing the ways that the constituent groups of Citrus College participate in and contribute to college planning.

For each component of the integrated planning process, this document identifies the:

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

The Institutional Effectiveness Committee reviews the manual annually.



College completion and student success begin with the collaborative planning efforts that include faculty and staff.

Integrated Planning Model

In integrated planning, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures and is dedicated to the improvement of institutional effectiveness. The driving force for all college efforts is student learning. Assessments focus on how well students are learning and, based on those assessments, changes are made to improve student learning and success.

Planning begins with a review of the college's mission, vision, and values. This sets the stage for the development of the Strategic Plan, which identifies critical focus areas. The focus areas direct the college's energies and resources. From these focus areas, institutional goals and strategic objectives are identified. Responsibility for the achievement of these goals and objectives is assigned to the appropriate college divisions that, in turn, incorporate the goals and objectives in their short-term and long-term plans. The Educational and Facilities Master Plan is the college's long-term plan for academic affairs, student services, and facilities. The institutional support plans (Institutional Advancement Plan, Human Resources Plan, and Technology Plan) are developed to meet the other aligned goals and objectives from the Strategic Plan.

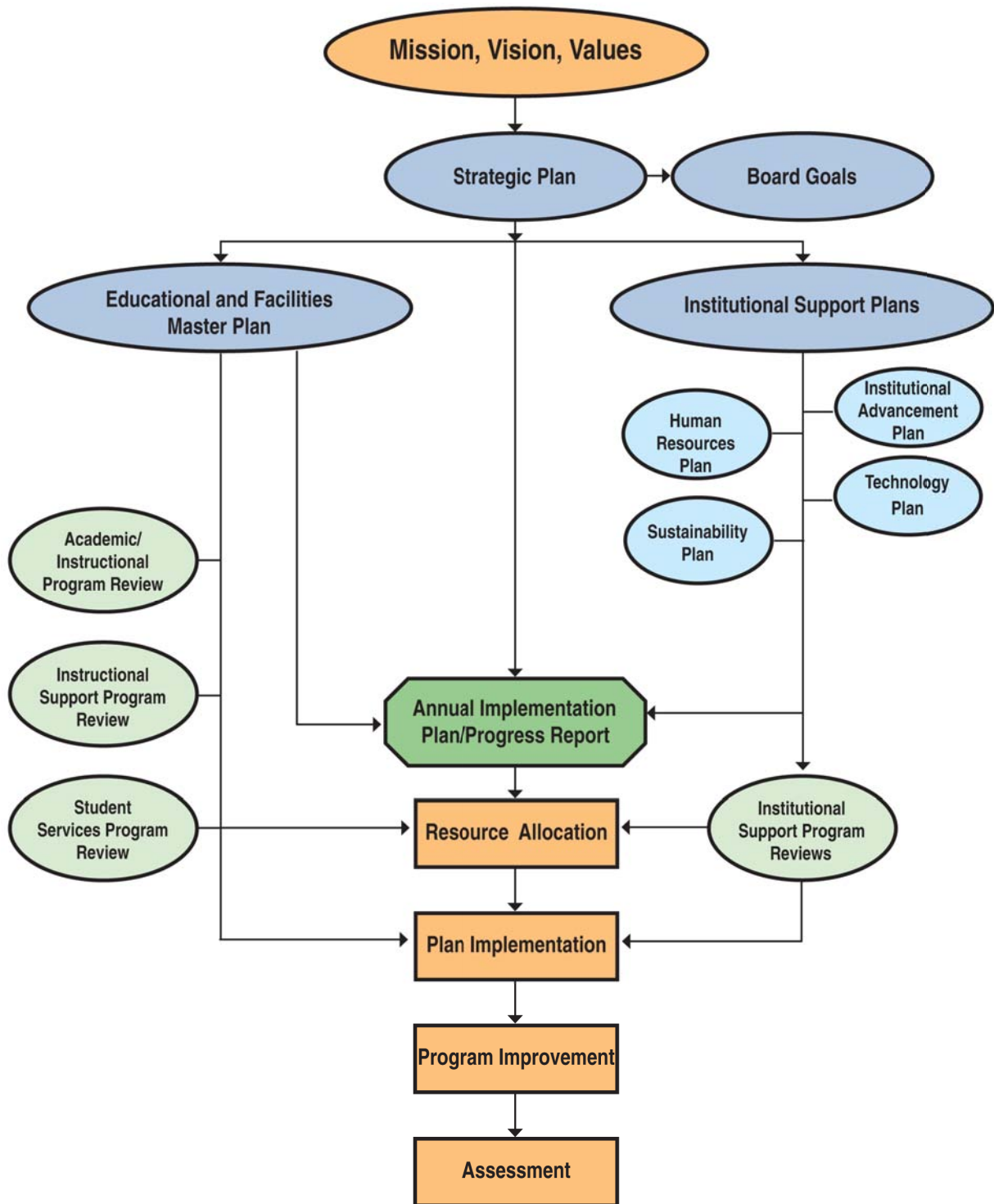
As depicted on the planning model flow chart (page 8), dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation. Assessment plans focus on the Strategic Plan, which provides institutional goals and strategic objectives and guides the development of unit plans to achieve institutional goals and strategic objectives. These are linked to the resource allocation process that also connects college resources to the institutional goals and strategic objectives. The Strategic Plan further guides development of implementation plans, which lead to assessment. Assessment findings then inform program improvement plans and the next cycle of planning begins.



Completion is the end result of successful integrated planning.



Integrated Planning Model



Mission, Vision, Values

Purpose	<p>Describes the college's intended student population and the services the college promises to provide to the community</p> <p>Serves as the basis for all college planning</p>
Process	<p>Reviewed every five years as a first step in the development of a new strategic plan</p> <p>Includes opportunities for input from all college constituencies, including the Board of Trustees</p> <p>Approved by the Steering Committee, the Academic Senate and the Superintendent/President's Cabinet</p>
Timeline	Every five years beginning with the Strategic Plan 2011- 2016
Initiation/completion	Initiated by the Superintendent/President and completed by an ad hoc committee of the Steering Committee
Recommendations	Approved by Superintendent/President Recommended to the Board of Trustees



Citrus College's student leaders provide valuable input that informs planning.

Strategic Plan

Purpose	Derived from the mission, vision, and values Guides direction of the college's energies and resources Articulates Focus Areas, Institutional Goals and Strategic Objectives that are the foundation for all other college plans
Process	Dialogue and deliberation by all constituencies of data from internal and external environmental scans that identify sources of opportunities and challenges Develop focus areas, institutional goals and strategic objectives Assign responsibility for each strategic objective to one or more of these plans as appropriate: Educational and Facilities Master Plan, Institutional Advancement Plan, Human Resources Plan, and Technology Plan
Timeline	Every five years
Initiation/completion	Initiated by the Superintendent/President and completed by an ad hoc committee of the Steering Committee
Recommendations	Approved by Superintendent/President Recommended to the Board of Trustees



The Steering Committee fosters communication that facilitates all areas of integrated planning.

Board Goals

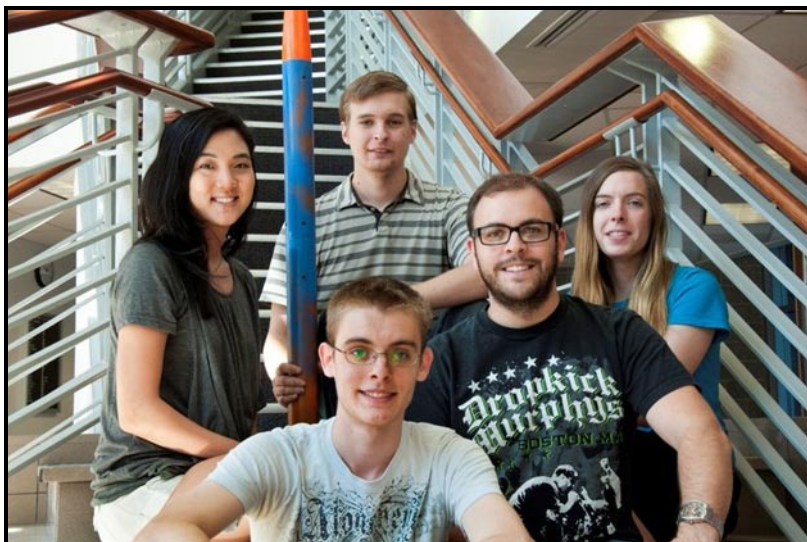
Purpose	Identify Board’s role in accomplishing Institutional Goals and Strategic Objectives
Process	Review Strategic Plan Focus Areas and Institutional Goals Identify sources of Board opportunities and challenges Develop Board goals in concert with the focus areas identified in the current strategic plan
Timeline	Annual
Initiation	President of the Board of Trustees
Recommendations	Board of Trustees



The Citrus Community College District Board of Trustees develops goals that align with the college’s Strategic Plan.

Educational and Facilities Master Plan

Purpose	Chart the college's long-term course Educational Master Plan is the foundation document for the Facilities Master Plan Focus on change and improvement
Process	<ul style="list-style-type: none">• Analyze existing conditions• Anticipate changes in the community• Anticipate growth of the college as a whole• Anticipate changes in programs and services• Include the focus areas, institutional goals and strategic objectives assigned to instruction and student services• Include opportunities for input from all college constituencies
Timeline	Every 10 years beginning 2010
Initiation/completion	Initiated by the Superintendent/President and completed by Steering Committee or the designated ad hoc committee
Recommendations	Approved by Superintendent/President Recommended to the Board of Trustees



The Rocket Owls are a product of the Citrus College STEM Program and one of the college's many examples of student success.

Institutional Support Plan: Sustainability Plan

Purpose	Actualize the strategic objectives regarding sustainability as outlined in the Sustainability Plan
Process	<ul style="list-style-type: none">• Analyze existing projects completed to date• Identify potential projects that present a value to capture• Set goals for annual reduction of resource usage• Encourage global campus-wide participation• Encourage an attitude of behavior modification• Implement projects that are economically viable• Track utility resource usage and compile data• Report back to the Sustainability Committee, other committees at large, and the Board of Trustees
Timeline	Develop initially and review annually
Initiation	Vice President of Finance and Administrative Services
Recommendations	Approved by the Superintendent/President Recommended to the Board of Trustees



The Gold Line station will provide energy-efficient transportation for visitors to Citrus College.

Institutional Support Plan: Technology Plan

Purpose	<p>Guide the implementation of technology at the college</p> <p>Respond to Institutional Goals and Strategic Objectives from the Strategic Plan and the Educational and Facilities Master Plan</p> <p>Encompass the evaluation and development of the infrastructure, administrative information systems, operations support, and management of web resources</p>
Process	<p>Analyze technology needs and requirements for the college including a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis focused on technology</p> <p>Include the focus areas, institutional goals, and strategic objectives assigned to technology in the Strategic Plan</p> <p>Incorporate technology requirements defined in the Educational and Facilities Master Plan</p> <p>Develop technology focus areas and planning goals for a five-year period</p> <p>Develop annual planning objectives</p> <p>Annually review and update planning objectives</p> <p>Communicate the achievement of the Institutional Goals and Strategic Objectives each spring through the Strategic Plan Progress Report and every five years through the Institutional Support Program Review</p> <p>Communicate progress on aligned strategic objectives from Educational and Facilities Master Plan through the Institutional Support Program Review</p>
Timeline	<p>Every five years beginning 2009, with annual review and update</p>
Initiation/completion	<p>Initiated by the Chief Information Services Officer and completed by the College Information and Technology Committee</p>
Recommendations to	<p>Steering Committee Superintendent/President</p>

Institutional Support Plan: Institutional Advancement Plan

Purpose	<p>Guide the development of advancement at the college</p> <p>Meet strategic objectives from the Strategic Plan aligned with the Foundation and the External and Government Relations Department</p> <p>Meet aligned objectives from the Educational and Facilities Master Plan</p>
Process	<p>Analyze advancement needs and requirements for the college including a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis focused on advancement</p> <p>Include the focus areas, institutional goals, and strategic objectives assigned to advancement in the Strategic Plan</p> <p>Incorporate advancement requirements defined in the Educational and Facilities Master Plan</p> <p>Develop advancement focus areas and planning goals for a five-year period</p> <p>Develop annual planning objectives</p> <p>Annually review and update planning objectives</p> <p>Communicate the achievement of the Institutional Goals and Strategic Objectives each spring through the Strategic Plan Progress Report and every five years through the Institutional Support Program Review</p>
Timeline	<p>Develop every five years and review annually; revise as appropriate</p>
Initiation	<p>Foundation Director/Director of Communications</p>
Recommendation to	<p>Superintendent/President</p>

Institutional Support Plan: Human Resources Plan

Purpose	Meet strategic objectives from the Strategic Plan aligned with Human Resources Meet aligned objectives from the Educational and Facilities Master Plan
Process	Develop and implement objectives Communicate the achievement of the Institutional Goals and Strategic Objectives each spring through the Strategic Plan Progress Report and every five years through the Institutional Support Program Review Communicate progress on aligned strategic objectives from Educational and Facilities Master Plan through the Institutional Support Program Review
Timeline	Develop every five years and review annually, revise as appropriate
Initiation	Director of Human Resources
Recommendation to	Superintendent/President



Staff members endorse the “Road to Completion” initiative during the 2013 Convocation.

Program Review

Purpose	<p>Vehicle for the on-going integration of student learning and completion information, program needs, and recommendations with the college allocation processes and institutional planning.</p> <p>Assure consistent and continuous commitment to improving student learning and educational effectiveness is a demonstrable priority in all planning structures and processes (ACCJC Rubric for Institutional Effectiveness – Part I: Program Review)</p> <p>Advance college mission by promoting excellence in programs and services offered by Citrus College through collection and analysis of documents</p>
Process	<p>Instructional Programs - Completion of annual Core Program Review Report and one of 5 “Plus One” addenda. In the fifth year, all “Plus One” reports compiled and submitted to the Board of Trustees and posted publically</p> <p>Instructional Support Programs – Completion of annual Program Review Report. In the fifth year, Comprehensive Program Review completed and submitted to the Board of Trustees and posted publically</p> <p>Student Services Programs - Completion of annual Program Review Report. In the fifth year, Comprehensive Program Review completed and submitted to the Board of Trustees and posted publically</p> <p>Institutional Support areas - Completion of annual Program Review Report. In the fifth year, Comprehensive Program Review completed and submitted to the Board of Trustees and posted publically</p>
Timeline	<p>5 year cycles of annual and comprehensive reviews Process reviewed annually by Program Review Committee</p>

Initiation/Completion

Initiated by the Program Review Coordinator and reviewed by the Program Review Committee
Completed annually and/or each fifth year by programs

Recommendations

Program Review Committee
Steering Committee
President/Superintendent
Board of Trustees (Fifth year reports)



Program Review defines all Citrus College academic, student services, and support programs.

Resource Allocation

The resource allocation processes link program reviews and strategic planning to the resources needed to accomplish the college's institutional goals. These processes apply only to the allocation of discretionary funds within the general fund, or funds beyond fixed costs, as well as reallocated funds from vacant positions or discontinued programs. This allocation system does not include funds for faculty positions, capital equipment or facilities.

The guiding principles for all resource allocation processes are as follows:

1. Resources include all assets of the college including its human resources, physical resources, technology resources, and financial resources.
2. The processes for allocating resources are transparent. All members of the college community are informed about the routines and components of planning that lead to resource allocations.
3. Priority will be given to resource requests that are supported by program reviews and help achieve institutional goals and strategic objectives.
4. To the extent that it is fiscally possible, the college will sustain an innovations fund to support faculty/staff ideas through a competitive mini-grant process funded by the foundation.

Purposes	Allocate funds to support the college's institutional goals and strategic objectives
Process	The resource allocation processes begin in March each year with the development of budget assumptions, which forecast the available discretionary general fund resources for the coming fiscal year.
Timeline	Annually
Initiated by	Vice President of Finance and Administrative Services
Recommendation to	Superintendent/President

Plan Implementation

Plan implementation is embedded in each component of the planning processes described in this manual and an individual or group is assigned responsibility to ensure plan implementation. The tasks of these responsible parties are to:

- Manage the timelines for the plan component;
- Assess the levels of success following plan implementation; and
- Report the activities and results to the appropriate individual and/or group.

Assessment

Assessment occurs at two levels in the Citrus Community College planning model. First, both the strategic plan and program reviews assess outcomes. At the institutional level, the Strategic Plan Progress Report is due at the end of each academic year to document achievements made for the objectives laid out in the corresponding Annual Implementation Plan. Annual program reviews document progress and outcomes assessed at the unit-level.

Second, the entire planning process is evaluated by the Institutional Effectiveness Committee on an annual basis. IEC will engage in a systematic process by reviewing the steps and components involved in planning and modifying all parts of the cycle, if necessary. Factors that will be examined may include:

Alignment of strategic plan with other major plans and program review;
Completion rate of the annual program reviews in all categories; and
Implementation of assessment and usage of learning outcome assessment data in program review.

Program Improvement

The results of the program review assessments are used to improve programs by whatever means necessary, such as changes to policies, procedures, and curriculum. Changes designed to improve programs are documented in program reviews and the Strategic Plan Progress Reports.

Citrus Community College Board of Trustees

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Dr. Barbara R. Dickerson, Clerk/Secretary
Azusa and portions of Duarte Representative

Dr. Edward C. Ortell, Member
Duarte and portions of Azusa, Monrovia, Arcadia, Covina
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