



Integrated Planning Manual

2016 - 2017

Fifth Edition

Citrus College
1000 West Foothill Boulevard
Glendora, California 91741-1885
www.citruscollege.edu

MISSION STATEMENT

Citrus College provides innovative educational opportunities and student support services that lead to the successful completion of degrees, transfer, career/technical education and basic skills proficiency. The college fosters personal and professional success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning community. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

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 College



CITRUS COMMUNITY
COLLEGE DISTRICT
BOARD OF TRUSTEES

Mrs. Susan M. Keith
President
Claremont and portions of
Pomona and La Verne
Representative

Dr. Barbara R. Dickerson
Vice President
Azusa and portions of
Duarte Representative

Dr. Patricia A. Rasmussen
Clerk/Secretary
Glendora and portions of
San Dimas Representative

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

Mrs. Joanne Montgomery
Member
Monrovia/Bradbury and
portions of Duarte
Representative

Ms. Jennifer Chavez Ramos
Student Representative

Dr. Geraldine M. Perri
Superintendent/President

Citrus College Colleagues and Friends:

Since Citrus College’s first Integrated Planning Manual was developed in 2011, the institution has demonstrated its commitment to student success, academic quality, and institutional integrity through a process of integrated planning, data-informed decision-making, and continuous assessment. Revised annually, the Integrated Planning Manual has proven to be a valuable tool in keeping the college on track, meeting accreditation standards, and achieving its mission and institutional goals. I am very pleased to present the fifth edition of the Integrated Planning Manual.

In fall 2015, the Accrediting Commission for Community and Junior Colleges (ACCJC) conducted its site visit at Citrus College. In addition to re-affirming the college’s accreditation, the ACCJC site visit team commended the college for “...the general level of data literacy that seems pervasive to the college’s culture...” The commendation went on to say, “Faculty, staff and college leaders exhibit a high degree of empirical decision-making. If Citrus College leverages this culture of evidence in accreditation preparation, it will be well positioned to transition to the 2014 Accreditation Standards.”

Moving forward - Citrus College has implemented the final year of its 2011-2016 Strategic Plan. The college has adopted a new mission statement, and the Strategic Planning Work Group has concluded their work on the 2016-2021 Strategic Plan. These new planning documents will provide the basis for the college’s Integrated Planning Model. As such, they will give guidance to the Institutional Effectiveness Committee (IEC) in their important role of helping the college reach its goals, attain its objectives, and achieve excellence in the new accreditation standards.

As we reflect on the major planning work that has taken place this past year, I am glad to see that the college’s planning processes are even more integrated than in the past. For example, goals set in the Student Equity Plan are integrated in the college’s Strategic Plan, which are also reflected in the institution-set standards. In addition to the comprehensive review process the Integrated Planning Manual undergoes each year, the members of the IEC added a cross review step to ensure that anyone who reads the manual will be able to understand the document and gain a clear idea of the purpose and responsibilities of each committee.

I hope you find this Integrated Planning Manual a helpful resource as it illustrates a continuous reflective process at the college, a process that ensures a cycle of constant assessment and improvement.

Sincerely,

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

Contents

- Introduction..... 6
- Integrated Planning Model 7
- Mission, Vision, Values 9
- Strategic Plan 10
- Board Goals..... 11
- Educational and Facilities Master Plan: 2011 - 2020 12
- Institutional Support Plan: Sustainability Plan..... 13
- Institutional Support Plan: Technology Plan 14
- Institutional Support Plan: Human Resources Plan..... 15
- Program Review..... 16
- Plan Implementation 19
- Assessment 19
- Program Improvement..... 19
- Citrus College Board of Trustees..... 20



Staff and aspiring students alike will enjoy honing their talents in the new state-of-the-art Visual & Performing Arts Building! Ready for occupancy fall 2016.

Introduction

The purpose of the *Citrus 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. Further, this manual describes the relationships among the key planning functions of Citrus College. This document complements the Organization and Governance Handbook which provides an overview of the participatory decision-making structures in place at Citrus College.

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.



The Institutional Effectiveness Committee meets regularly in the Louis E. Zellers Center for Innovation (CI) Building.

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



The end result of successful integrated planning is completion.

Affairs, Student Services, and Facilities. The institutional support plans (Human Resources Plan, Sustainability 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 on the following page, 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 program/department/division plans to achieve those institutional goals and strategic objectives. These are linked to the resource allocation processes that also connect 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.

INTEGRATED PLANNING MODEL

An ongoing and systematic cycle of evaluation that ensures the improvement of institutional effectiveness



Mission, Vision, Values
Serves as the basis for all college planning

Strategic Plan
Guides the direction of the college's energies and resources

Board Goals
Identify the Board's role in accomplishing institutional goals and strategic objectives

Educational and Facilities Master Plan
Charts the college's long-term course toward accomplishing its mission, vision, and values

Institutional Support Plans
Developed to meet those goals and objectives from the strategic plan not addressed in the Educational and Facilities Master Plan

Human Resources Plan
Meets the strategic objectives aligned with Human Resources

Technology Plan
Guides the implementation of technology at the college

Sustainability Plan
Actualizes the strategic objectives regarding sustainability

Instructional Program Review
Vehicle for ongoing integration of the needs and recommendations for the college's instructional support programs

Annual Implementation Plan/Progress Report
Establishes the timeline for accomplishing annual goals; reports the results and success levels of the annual plan

Academic Support Program Review
Vehicle for ongoing integration of the needs and recommendations for the college's academic support programs

Student Services Program Review
Vehicle for ongoing integration of the needs and recommendations for the college's student services programs

Resource Allocation
Links program reviews and strategic planning to resources needed to accomplish institutional goals

Plan Implementation
Manages timelines, assesses levels of success, and reports activities and results

Institutional Support Program Reviews
Vehicle for ongoing integration of the needs and recommendations for the college's institutional support programs

Assessment
A systematic process to document progress, review planning components and make modifications

Program Improvement
Uses assessment findings to make necessary changes which prompt the next cycle

Mission, Vision, Values

Purpose	<p>Describes the college's intended student population and the services the college promises to provide to the local community</p> <p>Serves as the basis for all college planning</p>
Process	<ul style="list-style-type: none">○ Reviewed every five years as a first step in the development of a new Strategic Plan○ Includes opportunities for input from all college constituencies○ Approved by the Steering Committee, the Academic Senate, and the Superintendent/President's Cabinet
Timeline	Every five years
Initiation/Completion	Initiated by the Superintendent/President and completed by an ad hoc committee of the Steering Committee
Recommendations to	Steering Committee Approved by the Superintendent/President Recommended to the Board of Trustees



At Citrus College, our Mission, Vision, and Values are developed through a collegewide shared governance process.

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	<ul style="list-style-type: none">○ Initiate 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○ Develop links between collegewide focus areas, institutional goals and applicable college plans, including but not limited to: Educational and Facilities Master Plan, Human Resources Plan, and Technology Plan
Timeline	Revised every five years
Initiation/Completion	Initiated by the Superintendent/President and completed by an ad hoc committee of the Steering Committee
Recommendations to	Steering Committee Approved by the Superintendent/President Recommended to the Board of Trustee



A strong Strategic Plan is the foundation for completion!

Board Goals

Purpose	Identifies Board of Trustees' role in accomplishing institutional goals and strategic objectives
Process	<ul style="list-style-type: none">○ Review Strategic Plan focus areas and institutional goals○ Identify sources of Board of Trustees' opportunities and challenges○ Develop Board Goals in concert with the focus areas identified in the Strategic Plan
Timeline	Developed annually
Initiation/Completion	President of the Board of Trustees
Recommendations to	Board of Trustees



The annual goals set by the Citrus College Board of Trustees align with the college's Strategic Plan and institutional goals.

Educational and Facilities Master Plan: 2011 - 2020

Purpose	Charts the college's long-term course toward accomplishing its mission, vision, and values Sets the foundation for the Facilities Master Plan Focuses on change and improvement
Process	<ul style="list-style-type: none">○ Analyze existing conditions – anticipate labor market needs○ 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 Academic Affairs and Student Services○ Include opportunities for input from all college constituencies
Timeline	Developed every 10 years
Initiation/Completion	Initiated by the Superintendent/President and completed by the Steering Committee, or the designated ad hoc committee
Recommendations to	Steering Committee Approved by the Superintendent/President Recommended to the Board of Trustees



The completion of one phase leads to the beginning of the next.

Institutional Support Plan: Sustainability Plan

Purpose	Actualizes 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○ Encourage collegewide participation○ Encourage an attitude of behavior modification as it relates to sustainable practices○ Implement projects that are economically viable○ Track utility resource usage, compile data, and set goals for usage reduction○ Report back to the Sustainability Committee, the Physical Resources Committee, and the Board of Trustees
Timeline	Developed initially and reviewed annually
Initiation/Completion	Initiated by the Vice President of Finance and Administrative Services and completed by the Physical Resources Committee
Recommendations to	Steering Committee Approved by the Superintendent/President Recommended to the Board of Trustees



The new Foothill Gold Line APU/Citrus College station began passenger service March 5, 2016.

Institutional Support Plan: Technology Plan

Purpose	<p>Guides the implementation of technology at the college</p> <p>Responds to institutional goals and strategic objectives from the Strategic Plan and the Educational and Facilities Master Plan</p> <p>Encompasses the evaluation and development of the infrastructure, administrative information systems, operations support, and management of web resources</p>
Process	<ul style="list-style-type: none">○ Analyze technology needs and requirements for the college including a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis focused on technology○ Include the Strategic Plan focus areas, institutional goals, and strategic objectives assigned to technology○ Incorporate technology requirements defined in the Educational and Facilities Master Plan○ Develop technology focus areas, planning goals, and related annual planning objectives○ Review and update planning objectives annually○ 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 planning goals and objectives to the resources allocation process in support of funding requests
Timeline	<p>Developed every five years, with annual reviews and updates</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: Human Resources Plan

Purpose	<p>Meets strategic objectives from the Strategic Plan aligned with Human Resources</p> <p>Meets aligned objectives from the Educational and Facilities Master Plan</p> <p>Reports outcomes identified in program review</p>
Process	<ul style="list-style-type: none">○ 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 the Educational and Facilities Master Plan through the Human Resources Program Review
Timeline	<p>Developed every five years and reviewed annually; revised as appropriate</p>
Initiation/Completion	<p>Initiated by the Director of Human Resources and completed by the Human Resources/Staff Diversity Advisory Committee</p>
Recommendations to	<p>Steering Committee Superintendent/President</p>



The Classified Development Committee presents the *Above and Beyond Classified Development Award* to Ms. Angie Delgado, publications specialist, External Relations.

Program Review

Purpose

Provides a vehicle for the on-going integration of student learning and completion information, program needs, and recommendations with the college institutional planning and resource allocation processes

Assures that 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)

Advances the college mission by promoting excellence in programs and services offered by Citrus College through collection and analysis of documents and data

Process

- Academic Support Programs – Completions an annual Program Review Report. In the fifth year, a Comprehensive Program Review is completed and submitted to the Board of Trustees and posted publically
- Institutional Support Programs – Completes an annual Program Review Report. In the fifth year, a Comprehensive Program Review is completed and submitted to the Board of Trustees and posted publically
- Instructional Programs – Completes a Core Program Review Report and one of five “Plus One” addenda. In the fifth year, the Year Five: Program Overview and Summary report is submitted to the Board of Trustees and posted publically
- Student Services Programs – Completes an annual Program Review Report. In the fifth year, a Comprehensive Program Review is completed and submitted to the Board of Trustees and posted publically

Timeline	Five year cycles of annual and comprehensive reviews process reviewed annually by Program Review Committee
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 to	Program Review Committee Financial Resources Committee Steering Committee Superintendent/President Board of Trustees



The Program Review Committee provides guidance, training, support and oversight on matters related to the four areas of program review.

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. This process excludes categorical funds or other restricted funds.

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 shall be informed about the planning components 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	Allocates funds to support the college’s institutional goals and strategic objectives
Process	Begins in March each year with the development of budget assumptions, which forecast the available discretionary general fund resources for the coming fiscal year
Timeline	Developed annually
Initiation/Completion	Initiated by the Vice President of Finance and Administrative Services
Recommendations to	Steering Committee Superintendent/President

Plan Implementation

Plan implementation is embedded in each component of the planning process 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 timeline of the plan components;
- 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 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 program/department/division level.

Second, the entire planning process is evaluated by the Institutional Effectiveness Committee (IEC) on an annual basis. The 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 may be examined include:

- Alignment of the 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 College Board of Trustees

Mrs. Susan M. Keith, President
Claremont and portions of Pomona and La Verne Representative

Dr. Barbara R. Dickerson, Vice President
Azusa and portions of Duarte Representative

Dr. Patricia A. Rasmussen, Clerk/Secretary
Glendora and portions of San Dimas Representative

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

Mrs. Joanne Montgomery, Member
Monrovia/Bradbury and portions of Duarte Representative

Ms. Jennifer Chavez Ramos,
Student Representative

Dr. Geraldine M. Perri, Superintendent/President

This version of the manual was approved by the Institutional Effectiveness Committee on June 6, 2016.