

EVALUATION REPORT

Citrus College
Glendora, CA

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Citrus College from October 12-15, 2009

Brian King, Chair

Citrus College Visiting Team Roster

Dr. Brian King (Chair)
Superintendent/President
Cabrillo College

Dr. Paul Killpatrick
Superintendent/President
Lake Tahoe Community College

Ms. Patricia Borden (Assistant)
Confidential Exec Assistant to the President
Cabrillo College

Mr. Robert Pacheco
Director, Research, Development &
Planning
Barstow Community college

Ms. Rosemary Brogan
Faculty, History & Education Department
Cabrillo College

Dr. Kevin Trutna
VP, Academic and Student Affairs
Yuba College

Dr. Alan Buckley
Professor, Political Science
Santa Monica College

Mr. Frank Pinkerton
Associate Dean Library/Learning Resources
Chaffey Community College

Dr. W. Sean Chamberlin
Professor
Fullerton College

Dr. Diane Ramirez
VP, Student Services
College of the Desert

Dr. Bonnie Ann Dowd, CMA
VP Finance and Administrative Services
Palomar College

SUMMARY OF EVALUATION REPORT

INSTITUTION: Citrus Community College District

DATES OF VISIT: October 12-15, 2009

TEAM CHAIR: Brian King

A ten-member accreditation team visited Citrus College from October 12-15, 2009, for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the college is meeting the Commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

In preparation for the visit, team members attended an all-day training session on September 2, 2009, conducted by the ACCJC and studied Commission materials prepared for visiting teams. Team members read carefully the college's self study report, including the recommendations from the 2003 visiting team, and assessed the evidence provided by the college.

Prior to the visit, team members completed written evaluations of the self study report and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team members spent the afternoon discussing their views of the written materials provided by the college, reviewing evidence provided by the college, and reviewing the responses to the recommendations from the last site visit and other materials submitted to the Commission since its last comprehensive visit.

During the visit, the team met with over 100 faculty, staff, administrators, members of the Board of Trustees, and students. The team chair met with members of the board of trustees, the president of the college, and various administrators. The team also attended two open meetings to allow for comment from any member of the campus or local community.

The team felt that the self study report was well organized and presented. College staff members were very accommodating to team members and available for interviews and follow-up conversations. The college was well prepared and ready for the team's visit.

Major Findings and Recommendations of the 2009 Visiting Team

As a result of the October 2009 visit, the team made six recommendations and four commendations.

Recommendations

Recommendation #1:

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

Recommendation #2:

Recognizing the progress the college has made in developing SLOs at the course level, the team recommends that, in order to meet the standards by the Commission's 2012 deadline, the college complete the development and use of SLOs at the course and program levels and include SLOs in all course syllabi, including distance education. (Standard II.A.1.c, II.A.2, II.A.2.b, II.A.2.i, II.A.6)

Recommendation #3:

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

Recommendation #4:

The team recommends that the college update all policies with respect to recruitment and hiring documents, including the revisions of the equal opportunity and diversity clauses in the hiring documents, and formalize all job descriptions. Further, the team recommends that the college review all policies and procedures with respect to evaluation of personnel, including reference to the use of student learning outcomes. (III.A.1.a, b, III.A.1.c, III.A.3.a)

Recommendation #5:

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

Recommendation #6:

In order to improve, the team recommends that the published final budget would be more transparent and easier to understand if it includes a more detailed analysis of budget assumptions, descriptions of various funds and sources of revenue and an outline of parameters for decision-making. (Standards III.D.1.d, III.D.2.a, b, III.D.3)

Commendations

Commendation #1:

The team commends the college for the strong sense of community both on campus among diverse constituencies and students and also in the five distinct communities the college serves. (Standards I.B.1, IV.A.1, IV.A.3)

Commendation #2:

The team commends the college for the attractiveness of the college's campus and facilities. The commitment to a clean, welcoming campus is a positive reflection of the culture of the college. (Standards III.B.1, III.B.2)

Commendation #3:

The team commends the college for obtaining external funding and using the dollars in creative and innovative ways to leverage resources from varied sources including state capital funds, Title V grant, STEM, and BSI funding. In addition, the college has secured resources from Proposition G. (Standards III.D.1, III.D.3)

Commendation #4:

The team commends the college for an inclusive governance structure modeled by the board and the president that provides an opportunity for all constituencies to participate. (Standards IV.A.1, IV.A.3, IV.B.1, IV.B.2)

ACCREDITATION EVALUATION REPORT FOR CITRUS COMMUNITY COLLEGE

Introduction

Citrus Community College District (“Citrus College”) is a single-college district with no satellite campuses or sites. The college serves the communities of Azusa, Bradbury, Claremont, Duarte, Glendora, and Monrovia.

Citrus College reports that, founded in 1915, it is the oldest community college in Los Angeles County and the fifth oldest in California. Today, the college grants eight associate degrees in 48 subject areas, serving more than 14,000 students each semester. In the past decade, Citrus College became a Hispanic Serving Institution (HSI) with a student body composed of approximately 40 percent Hispanic students. With the passage of Measure G in 2004, the college began many significant facility improvements on campus. An impressive transformation of the campus is underway.

Evaluation of Institutional Responses to 2003 Recommendations

Recommendation #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.

The college has responded to this recommendation by revising its mission statement through a collaborative, interactive, and collegial process involving all relevant constituency groups. The college also adopted 13 mission objectives to provide a broad set of goals for the college. In addition to the mission and objectives, the college has defined six core competencies. The mission, objectives, and competencies are appropriately communicated to the college via the college catalog, the schedule of classes, college web site, and information posters displayed throughout the college.

In 2005, the college implemented an analysis of the mission statement and formalized the review and update of the mission in the spring and summer of 2006. Mission objectives were created to implement the general mission goals. Citrus College reviewed its mission statement and updated the statement to reflect the changes that have occurred on the campus and in the community it serves. Using the existing committee structure as the vehicle for dialogue, the college incorporated input on the content of the statement through all major college constituencies including the academic senate, union organizations, and administration. Discussions about re-examining the mission statement began in 2005. In June 2006, the Board of Trustees for Citrus College formally adopted the mission statement for the institution. The board minutes for June 20, 2006, were submitted as evidence of the process.

The mission statement emphasizes the delivery of high-quality instruction, empowering students to compete in a global economy. Additionally, the statement identifies the college as a diverse learning community that supports success in three areas: 1) academic excellence, 2) economic opportunity, and 3) personal achievement.

The college's Comprehensive Planning Agenda indicates that Citrus College intends to use the college's four other major planning documents to assist in a review of the mission statement, specifically the Strategic Plan, the Educational Master Plan, the Technology Master Plan, and Program Review process. The college process for revising the mission relies primarily on "trigger" mechanisms. Flex activities are dedicated to discussion of the mission and individuals may request opportunities through program review to review and revise the mission. This recommendation has been addressed.

Recommendation #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 review 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.

The college has made tremendous progress in this area since the last accreditation visit. In fall 2007, the college published its Strategic Plan. Annual strategic planning goals are developed and reported in Annual Implementation Plans (AIP). The college has published annual progress reports for 2007-08 and 2008-09 and is currently operating under the 2009-10 AIP. The college's mission statement has been clearly defined in the strategic plan, which clearly articulates student learning goals and is linked to the mission statement. The college has developed a strategic plan and made the mission statement a part of the plan. The institution has, or is in the process of developing, other instruments as part of its planning model; a technology plan and an educational master plan. The institution has developed two additional instruments as part of its planning module, a Technology Master Plan and the Educational Master Plan, both adopted in Spring 2009. Under the planning structure developed at Citrus, the final element is its revamped program review structure.

The institution has also allocated funds for the area of research. An Office of Institutional Research has been established and a researcher and two research analysts have been hired since the last accreditation. This has resulted in a marked increase in the use of research and data in program planning and decision making over the last three years. Program planning has been effectively established at the academic program level with budget and personnel requests coming through the program planning process. The college is still in the process of implementing program review in its nonacademic areas/programs. Human Resources, Finance, some Student Service programs, Administrative Services, and Information Services are currently in the process of beginning the Program Review process. The college, in its self study, stated that the relationship of budgeting to program planning was not clearly understood by the campus community.

Student Services areas have been conducting program review since 1996, and instructional support areas began implementing program review in 2008. Administrative support areas began conducting program reviews in 2008, and are scheduled to include all designated areas as part of the institutional plan to be proficient in student learning outcomes by 2012.

After meetings with staff, faculty, and administration, it is clear that processes are in place, institutional research data is increasingly used, and that the budgeting process begins at the division/department/unit levels after an appropriate amount of dialog. The Faculty Needs Identification Committee (FNIC) appears to work effectively to identify academic staffing. Other staffing decisions are made at the Cabinet level. There appears to be sufficient resource allocation for equipment throughout the districtwide budgets. This recommendation has been addressed.

Recommendation #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.

The college has responded to this recommendation. Faculty lead the curriculum process with support from administration and staff. Review of curriculum takes place in many places, with the technical review subcommittee being very active. Distinct approvals for online courses are part of the curriculum approval process, as is a separate approval from a librarian who is part of the Curriculum Committee. With the adoption of CurricUNET, and its implementation into the curriculum process, all faculty can participate in the development of curriculum. The ultimate approval rests with the Curriculum Committee. The faculty chair of the Curriculum Committee provides regular written reports to the Academic Senate. A Curriculum Handbook has been developed. SLOs are discussed at the Curriculum Committee, with an emphasis on reviewing curriculum based upon data and outcomes from the SLO process. This recommendation has been met.

Recommendation #4

It is recommended that the college give careful consideration to increasing resources for counseling services to meet the educational support needs of a diverse student population.

The number of full-time counselors has grown from 12 to 19, providing increased support for both general and special program counseling, which has included EOPS, noncredit matriculation, teacher prep, nursing, learning communities, basic skills, and athletics. Additionally, adjunct counselors provide services for veterans, career/technical and continuing education, science technologies, engineering and math (STEM), an Umoja program supporting African American students, educational advisors, and grant-funded counseling services for local high school students related to passing the high school exit exam. It is clear the college responded effectively to this recommendation.

Recommendation #5

It is recommended that the college carefully review its decisions regarding the appropriate number of full-time faculty to ensure that there are sufficient faculty to support the quality of its programs and services.

The Program Review process has worked effectively to identify faculty needs at the department level through the Faculty Needs Identification (FNIC) collaborative decision making process with full-time faculty positions ranked and brought to the Governing Board for information at the time that it takes action to approve hiring of new faculty based upon resources available. Interviews with members of the Faculty Senate verified that the faculty staffing procedure using FNIC has worked well at Citrus College. Since the last accreditation visit, Citrus College has consistently met or exceeded the faculty obligation number (FON) (Standard III.A.1). This recommendation has been met.

Recommendation #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.

The college has substantially responded to this recommendation by bringing in a former director from the California Community College League of California to Citrus College for an open forum and luncheon with faculty and staff. Several trustees were also present. The outcome was a better understanding of the roles and responsibilities of those involved in college governance and a commitment to work toward ensuring a collaborative governance decision-making process.

Board policy clearly defines the Steering Committee as the major institutional governance body at Citrus College, and the numerous committees that report to the Steering Committee have representation from all college constituencies. The college has established an adequate representative body to represent the various employee groups on campus. This recommendation has been met.

Recommendation #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.

The college responded promptly to this recommendation. In September of 2004, shortly after the accreditation report was received by the district, the board of trustees adopted a code of ethics. This code was revised in 2009. At the October 17, 2006 board meeting, the board formalized self evaluation through the adoption of the currently used board of trustees' self evaluation document. This evaluation is done on an annual basis. The board has adopted a board policy that has been adjusted to maintain compliance with expectations from current accreditation standards. This recommendation has been met.

Eligibility Requirements

- 1. Authority:** Founded in 1915, Citrus College was the first two-year college to be established in Los Angeles County and the fifth in the state. Citrus College operates under the authority of the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees for the Citrus Community College District. Citrus College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.
- 2. Mission:** Citrus College has a mission statement that defines the institution's broad educational purposes, its intended student population and its commitment to student learning. The college's most recently revised mission statement was adopted by the governing board in 2006. The mission statement is published in the college catalog, the schedule of classes, the college website, and the *Annual Report to the Community*.
- 3. Governing Board:** A five-member board of trustees is elected by the voters of the Citrus Community College District to represent five designated trustee areas. This board sets policy and provides direction and goals for the district. The board is responsible for the quality, integrity and financial stability of the institution, and considers constituent and public interests in decision-making. The board is an independent policymaking body and ensures that the educational mission of the district is implemented. The board adheres to conflict of interest policies and legal requirements.
- 4. Chief Executive Officer:** The board of trustees appoints the superintendent/president as a full-time chief executive officer, and delegates to her the authority to administer board policies and to supervise the general operations of the college, as described in Board Policy 2430.
- 5. Administrative Capacity:** The administrative capacity of Citrus College is documented in the organizational charts contained in this self study. The administrators have full-time responsibility to provide leadership to their assigned areas. Administrators are selected based on preparation and experience and are evaluated based on performance of duties.
- 6. Operational Status:** Citrus College served approximately 13,000 full time equivalent students in the 2008-2009 academic year. The *Citrus College Factbook* contains data about student achievement, demographics, degrees, certificates and transfers. Enrollment information is also available from the California Community Colleges Chancellor's Office.
- 7. Degrees:** The college catalog lists the degrees that are available and identifies the courses required for completion of degrees and certificates. The number of degrees and certificates granted each year is available in the *Citrus College Factbook*.

- 8. Educational Programs:** The associate in arts and associate in science degree programs at Citrus College are congruent with the college's mission. By authorization of the Board of Governors of the California Community Colleges, the college confers the associate in arts and the associate in science degree to those who complete 60 units of degree-applicable coursework including general education and major requirements. Fields of study are recognized as appropriate to higher education and are of sufficient content, length, quality and academic rigor. The college also awards certificates for specially designed learning activities.
- 9. Academic Credit:** Citrus College awards credit based on the traditional Carnegie unit, which is the generally accepted standard for degree-granting institutions of higher education. The college accepts transfer credits from other regionally accredited institutions to meet degree and transfer requirements, as described in the 2008-2009 college catalog on page 16. Administrative Procedure 4050 Articulation details the process for accepting units from other institutions of higher learning.
- 10. Student Learning Achievement:** Citrus College defines student learning outcomes for courses, programs, certificates and degrees, student services, instructional support, and appropriate administrative support services. Achievement outcomes are defined as well. These outcomes are published in a variety of documents that include, but are not limited to, course outlines of record and program review reports. The six-year cycle of program review as well as the annual program review process assure that learning outcomes are assessed regularly and systematically.

Course level learning outcomes are the foundation for outcomes and assessment at the program, degree and certificate, and general education levels. These linkages assure that students who complete programs achieve stated outcomes.
- 11. General Education:** To ensure breadth of knowledge and promote intellectual inquiry, the college has established general education requirements for the associate in arts and the associate in science degrees. All requirements are published in the college catalog and include demonstrated competencies in writing, reading and computational skills, as well as an introduction to major areas of knowledge. Degree credit is consistent with levels of quality and rigor appropriate to higher education.
- 12. Academic Freedom:** Citrus College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic community in general. Board Policy 4030 Academic Freedom contains the district's academic freedom statement.

- 13. Faculty:** Citrus College has 171 full-time faculty, who teach approximately 65 percent of the college's courses. Adjunct faculty teach the remaining courses. All full-time faculty names and degrees are published in the catalog. The role of faculty in the development and review of curriculum is stated in Board Policy 4020. The Academic Senate constitution and bylaws state that the Curriculum Committee, made up of faculty representatives from instructional departments, has the responsibility to approve and revise curriculum. The chair of the Curriculum Committee is a faculty member and the committee is under the purview of the Academic Senate. The Student Learning Outcomes and Assessment Committee provides leadership to the faculty in the development and assessment of student learning outcomes. Individual faculty members have the responsibility to assess student learning and assign grades for students enrolled in their classes.
- 14. Student Services:** Citrus College provides comprehensive student services consistent with student characteristics and the institutional mission. All support programs are outlined in the college catalog, the schedule of classes, and the college website. Services include admissions and records, financial aid, student employment services, counseling, career/transfer, DSP&S, EOP&S, assessment, orientation, health, security, food services, bookstore, international students, veterans, and outreach.
- 15. Admissions:** The college catalog describes the institution's admissions policies and procedures, which are in compliance with state regulations. Board Policy 5010 Admission and Concurrent Enrollment delineates admissions requirements.
- 16. Information and Learning Resources:** The college has a full-service library, media services, specialized and open computer labs and technology support. A full description of learning support and technology support can be found in the self study standard II.C and III.C.
- 17. Financial Resources:** Citrus College is funded by the state of California based on appropriation guidelines and determined by the number of full-time equivalent students. The college has budget management practices that provide for fiscal stability, with an ending balance that exceeds the state minimum requirement. The district budget is approved by the board of trustees and is available in board agendas, minutes and in public areas of the college.
- 18. Financial Accountability:** Citrus College annually undergoes and makes publicly available a financial audit by an independent certified public accounting firm. The firm makes a presentation to the board in public session about the findings of the audit and explains any recommendations. The financial statements and audit reports are available in the office of the vice president of finance and administrative services.
- 19. Institutional Planning:** The college utilizes its program review process in instruction, student services and administrative services to evaluate the ways in which it is accomplishing its mission. The college publishes information about the outcomes for

students in the *Citrus College Factbook*, which presents a wide array of data about student demographics, performance and achievement. The college includes the campus community in the strategic planning process, with three-year goals and annual implementation plans. The college has assigned a faculty member to coordinate the student learning outcomes and assessment process and to chair an oversight committee for student learning outcomes, the SLOAC, or “HotShots.”

- 20. Public Information:** The catalog serves as the primary document for public information about the college. Information in the catalog is reviewed annually before publication to ensure that information is accurate and current. The catalog includes information for students and the community explaining the college mission, degree and course offerings, calendar, admissions requirements, academic freedom statement, student services and learning resources, names and degrees of administrators and faculty, names of governing board members, student fees and refunds, policy on acceptance of transfer credits, nondiscrimination and sexual harassment, and complaint procedures. The catalog is available in both print copy and on the college website.
- 21. Relations with the Accrediting Commission:** Citrus College adheres to the eligibility requirements, standards and policies of the Accrediting Commission for Community and Junior Colleges. The college complies with all commission requests and reporting requirements with full and honest disclosure in a timely manner.

Accreditation Themes

The focus of the self study was on the four major standards for accreditations. In a section in the Abstract of the Report (pp 60-68), the college cogently addressed the themes of Institutional Commitment, Evaluation, Planning and Improvement, Student Learning Organization, Dialogue, and Institutional Integrity.

The team found the thematic summary in the abstract helpful as an overview to the self study.

STANDARD I

Institutional Mission and Effectiveness

A. Mission

General Observations:

The college has made great strides to meet this standard by revising its mission statement through a collaborative, interactive, and collegial process involving all relevant constituency groups. The mission, objectives, and competencies are appropriately communicated to the college via the college catalog, the schedule of classes, college web site, and information posters displayed throughout the college (I.A.1).

The college revised, adopted, and approved a new mission statement in 2006 which was formally adopted by the Board (I.A.2). The efforts represented input from all major constituencies (I.A.3). The mission statement itself is well written, inclusive, and adequately published. There seems to have been broad participation in shaping the mission from the entire college. The mission statement was formally reviewed in 2006 and is scheduled for periodic review based on program review analysis. The relationship between planning and resource allocation is solid. The college has taken a positive stance in posting all of the planning, program review, and outcomes assessment information on the website in an easily accessible manner.

The college focuses its mission on three main themes: academic excellence, economic opportunity, and personal achievement. In addition, the college defined 13 mission objectives to better define their mission.

Findings and Evidence:

Mission Statement

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society. We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

Mission Objectives

Citrus College is a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development. As Citrus College continues to advance as a dynamic center for life-long learning, we will:

1. provide general, lower division coursework leading to an associate degree in the arts or the sciences;
2. prepare students to transfer to four-year colleges and universities;
3. offer technological services and support for students, faculty, and staff;
4. deliver programs to improve basic math, reading, communication, and ESL skills;

5. grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
6. furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance;
7. foster a comprehensive and enriching program of extracurricular activities;
8. conduct community education programs that encourage learning at every stage of life;
9. award occupational certificates and degrees for career preparation and advancement;
10. administer customized training programs for business and industry;
11. increase career development support for students, faculty, and staff through career exploration, counseling, job preparation, job opportunities, and academic and classified staff development;
12. collaborate with local high schools in articulation and curriculum development;
13. advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition opportunities for students. (I.A.1)

The board of trustees approved the revised mission statement on June 20, 2006 (I.A.2).

The college has made the review of the mission statement as part of the Comprehensive Planning Agenda (Action Item 5). The college represented to the team that this mechanism will be initiated with the use of program review process to trigger needs for changes to the mission as the student learning needs begin to diverge from existing mission (I.A.3).

The college is clearly committed to student learning as evidenced by its stated mission and objectives. The college has also established six core competencies for general education, which are incorporated into program review for instructional programs. Student learning outcomes for programs are mapped directly to the core competencies, which provide a process for assessing the college's ability to achieve student learning. The alignment of SLOs with core competencies also provides a mechanism for evaluating institutional effectiveness, and for sustaining improvements to instructional programs provide a process for evaluating support services and improving delivery of services that serve student learning. Alignment of the college mission with instructional programs takes place through the annual program review process. The annual program review template asks how programs meet with the college/district's mission and core competencies. Goals from the six-year program review process become part of the annual review program review, and new goals provide opportunities for additional activities and resource requests that support the college mission and core competences.

Integration of the college mission into planning and budgeting occurs within the college strategic planning process. Recommendations, activities, and resource requests that emerge from program review are aligned with one of four strategic goals: student success, student learning outcomes, fiscal transparency, and communications. Within each of the strategic goals are goals that encompass operational and programmatic efficiencies and effectiveness. Alignment of strategic goals with the college mission and mission objectives are implied. (I.A.4)

Conclusions:

Within the instructional programs, the core competencies provide the focal point of the college's integration of "mission" into the six-year program review. The college has done an exemplary job of incorporating the core competencies into program review. Course-level student learning outcomes are matched with competencies so that assessment of program-level SLOs is achieved by assessment of course-level SLOs. The program review handbook and program review template provide clear narrative for developing and aligning programs and SLOs with the core competencies. Student support services and technology programs use different program review templates. Alignment with the college mission is implied within the narrative.

In the Abstract to the Report (p 55) and the response to Standard I (p 91), the college states that "the college is an evolving global community that no longer serves only the students and communities of the San Gabriel Valley." The college has served an international student population of approximately 450 students per year for many years. For eight years, the college has offered clinics to as many as 900 Japanese students a year through the Kenshu Program for careers in the entertainment industry. It notes that "their intended population resides...globally through the rapid development of [their] distance education coursework." However, with the discontinuance of a contract for teaching military personnel and reductions on their online course offerings, the "global reach" of the college is not wholly supported. Though not revealed in the self study, the team learned that with the discontinuance of a contract for teaching military personnel and reductions in online course offerings, the "global reach" of the college may not be wholly supported. Nevertheless, distance education data provided by the Institutional Researcher shows that the college continues to serve a local population of students. There is a mismatch between the existing student population and the intended student population, as identified in the self study (I.A.4).

The college process for revising the mission relies primarily on "trigger" mechanisms. Flex activities are dedicated to discussion of the mission and individuals may request opportunities through program review to review and revise the mission. Adoption of a formal timeline and formal review process may assist the college in regularly and systematically reviewing its mission. We feel this is an important step given that further revision of the mission may be required to more clearly reflect college-wide programs, plans, and operations. The institution meets Standard I.A.

Recommendations:

None.

B. Improving Institutional Effectiveness

General Observations:

The college has made progress in implementing a series of planning documents and a periodic review process to revise goals and objectives as necessary (I.B.1). In addition to surveys and focus groups to evaluate effectiveness, the college also utilizes program reviews in the process of goal setting and objective identification (I.B.3).

Findings and Evidence:

The college has developed a series of planning documents that are all based upon and consistent with the principles of the mission statement. The strategic plan looks at data for student outcomes and achievement. The college has created a system to periodically review the progress towards the goals and a mechanism to revisit the goals for currency (I.B.1).

In fall 2007, the college implemented a Strategic Plan that includes student success, SLOs, fiscal transparency, and communication as its goals. The college's strategic emphasis on SLOs supports the mission and objectives of the college, and demonstrates the college's commitment to student learning. The college created a 60 percent release time position for a faculty member to assist in the development of student learning outcomes and their assessment. A workgroup (composed of faculty, students, the director of institutional research, deans, managers and others), the HotShots, provides assistance in training, development, and implementation of SLOs and their assessment. The college also established an SLO oversight committee, consisting of the college president, vice president of instruction, faculty senate president, and institutional researcher, and the student learning outcomes and assessment coordinator. The college appears on track to meet the 2012 requirements for implementation of SLOs, as evidenced in the descriptions and timelines presented in the thematic section "Development and Assessment of Student Learning Outcomes" (pp 45-46) and in the Comprehensive Institutional Planning Agenda (p 243). The college has also implemented a robust program review process for instructional programs that incorporates student learning outcomes and their assessment. Course-level student learning outcomes are matched with competencies so that assessment of program-level SLOs is achieved by assessment of course-level SLOs. The program review handbook and program review template provide clear narrative for developing and aligning instructional programs and SLOs with the core competencies. Through its strategic planning process, program review recommendations, activities, and resource requests are aligned with each of the four strategic goals and fed into the college strategic plan annual implementation plan. The college reviews its plans annually through the strategic plan progress report process. The strategic plan progress report mechanism allows for updates of progress or completion of activities, and allows for quantifiable measures to refine and improve student learning.

A workgroup, the HotShots, provides assistance in training, development, and implementation of SLOs and their assessment. The college also established an SLO oversight committee, consisting of the college president, vice president of instruction, faculty senate

president, and institutional researcher and the student learning outcomes and assessment coordinator. Interviews with faculty and administrators revealed a strong culture of collegial, self-reflective dialogue about student learning, and how to assess and improve it (I.B.1).

The annual program review template asks how programs meet the college/district's mission and core competencies. Goals from the six-year program review process become part of the annual review program review and new goals provide opportunities for additional activities and resource requests that support the college mission and core competences. The college reviews its plans annually through the strategic plan progress report process. The strategic plan progress report mechanism allows for updates of progress or completion of activities. It also identifies key personnel and timelines for carrying out activities (I.B.2).

Communication of goals and plans to the college community occurs through publication on the web site, distribution of print documents, and collegial dialogue in the various campus committees. Interviews with faculty and administrators, and observation of committee meetings reveal a culture of robust self-reflection and active dialogue among key constituents (I.B.2).

The team found evidence that continuous assessment is done through program reviews, where goal setting, objective identification, and evaluative activities are documented. A number of surveys and focus groups are also conducted for this purpose (I.B.3).

In 2007, the college implemented a new strategic plan consisting of four themes: student success, student learning outcomes and assessment, fiscal transparency and communication. Goals have been established for each of the themes and objectives are identified as benchmarks to reach the goals. The strategic plan calls for annual progress reports and annual implementation plans to be produced to assess the advancement on the strategic plan (I.B.4).

The efforts to create the strategic plan were made in the wake of the college's adoption of a new mission statement in the summer of 2006. The strategic plan expressly incorporates the mission statement as its guiding document. The foundation for the strategic plan was a college wide survey and campus retreat which attempted to assess the needs of the institution and provide a forum for multiple voices on the issues from the college constituencies. The college continues to provide opportunities for input through flex day workshops, committee work, and web and print publications. The team confirmed that the planning processes are broad based. Follow-up research on institutional indicators is widely shared (I.B.4).

Numerous activities and documents were provided and reviewed by the team as evidence that Citrus College documents assessment results. One of the assessment criteria used at the college is the large collection of institutional level outcomes that are now included in program review (I.B.5).

The team found evidence that budget allocations are being related to the departmental level through deans and faculty, allowing departments the ability to manage their annual allocation efficiently (I.B.6).

The institution has an established process of assessing its evaluation mechanisms. The Strategic Plan implemented in 2007 includes assessment cycles and processes but because of the recent adoption of the plan, the team was not yet able to evaluate how the results will be used to plan and implement improvements. The college has developed two Annual Implementation Plans since the inception of the Strategic Plan. They are entitled Annual Implementation Plan 2008-09 and Annual Implementation Plan 2009-10. (These documents are available for viewing online at: <http://www.citruscollege.edu/admin/planning/Pages/default.aspx> . The team observed numerous instances in the development and evaluation of SLOs that the college was using the review processes to improve classes and programs (I.B.7).

Conclusions:

Where resource requests emanating from program review and strategic planning occur, the college relies on informal processes for budgetary decision making. The college culture of data-driven decision making has not matured to the extent that data are explicitly used to guide budgetary processes or improve institutional effectiveness. Data are becoming a more important part of program review and requests made through college planning processes are supported by data. More clearly defined quantifiable metrics for decision making at administrative levels will create greater transparency for how budget decisions are arrived at and justified (I.B.3).

The College should focus on the evidence being collected to better align decision making with the data that forms the basis for the judgments (I.B.5).

The information still appears informal and based on discussions of needs, the college would do well to empower faculty to become faculty researchers in the classroom and at the program level (I.B.6).

The college partially meets Standard I.B.

Recommendations:

Recommendation 1

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

STANDARD II

Student Learning Programs and Service

A. Instructional Programs

General Observations:

The college offers high quality programs in certificate, degree, transfer, and career programs. Supplemental services are available from the Learning Center, library, tutoring services, online tutoring, and services for students with disabilities. Online courses are reviewed through a thorough process that evaluates the content, student communication, and instructional design. Collegial dialog among faculty and administration, with the support from staff allows a fully developed curriculum to be offered to students. Significant efforts for SLOs through the Hot Shots committee, along with the recent development of faculty lead positions, have allowed the college to create a program review process which drives planning and department discussion.

Findings and Evidence:

The college states that 95 percent of recommendations documented in program review had been met, demonstrating the link between budget and planning that emanates from program level needs. This is true for Academic Program Reviews with some departments being early adopters and using the discussion in the department level planning. The academic deans were very strong in incorporating SLO and Program Review planning into department budget, planning, and recommendations. Institutional research is playing a larger role in providing data and working with departments—this support needs to be strengthened as the Program Review Handbook is revised to create a robust and consistent program review process. The program review handbook is revised annually by a team of Academic Senate members, academic managers, and the office of institutional research to create an improved program review process which includes both six-year reviews and annual reviews.

Student equity data, including demographics, are correlated with several academic program reviews and SLO analysis. The deans report that this type of data helps drive the discussion at division meetings in a forward manner and it helps resolve issues because the discussion is now based upon factual data analysis. Individual course level SLOs have been developed, but these are not widely shared, nor are they fully incorporating the Institutional Research Office for the collection, analysis, and information sharing. Recommendations are still based upon gut feeling or the expertise of the faculty. Data driven results and analysis are missing at the local course level discussions in several instances. Faculty have good intentions, with the creativity and innovation being definite strengths, but the efforts need to be institutionalized through a culture of evidence.

The college offers instructional programs in several degrees, certificates, transfer, and career programs. The curriculum is under the auspices of the Academic Senate, through the

Curriculum Committee, and its membership includes faculty and administrators who are knowledgeable about the individual programs. The Curriculum Committee recently incorporated CurricUNET as a tool for tracking curriculum processes. Specific reviews for online courses and library support are part of the curriculum approval process. Faculty leads have been recently developed as leadership positions relative to specific curriculum projects and individual courses. The team concludes that these efforts have helped create consistency among instruction and incorporated the discussion from SLO data into teaching. The college meets the standard (II.A.1).

Placement scores are regularly evaluated using input from English, mathematics, and reading faculty members. The cut scores for placement are evaluated based upon competencies. These results drive the course offerings based upon the student demand. By using this collaborative process, it is reported that students are placed appropriately into their courses with fewer course repeats. The collaboration in developing placement processes and cut scores is to be commended. The college meets the standard (II.A.1.a).

The college uses both face-to-face instruction and online instruction. Online instruction is monitored by faculty members who teach online. Interaction and policies about communication with students are emphasized. Faculty and administrators go in and evaluate online teaching websites. They are also required to review distance education guidelines before teaching. Data comparisons between online teaching and face to face teaching is regularly conducted, comparing success rates, grades, and drop outs. The college is especially proud of the quality control over online instruction through -rigorous training, preparation of material, and expected constant communication with students. The procedures regarding course selection, faculty selection, training and class loads, class and faculty evaluations, technical staffing requirements, online platform identification, program evaluation, and student learning outcomes are currently the subject of informal discussions between deans and department faculty (II.A.1.b). The college offers students an opportunity to complete all program requirements for Administration of Justice, Business, Liberal Arts, and Social/Behavioral Sciences (p 114) entirely online. In fact, as many as fifty percent of the online offerings require some campus visits by enrolled students (e.g., proctored examinations). A perusal of all 79 online classes offered in fall 2009 revealed that only 30 classes included student learning outcomes in class syllabi. The college should ensure that all class syllabi include student learning outcomes. The college is committed to this effort. (II.A.1, II.A.1.b, II.A.2, II.A.2.d, II.A.2.e, II.A.2.i, II.A.6, II.A.6.b, IIA.6.c).

The college has creatively leveraged multiple resources and grants, incorporating them into the strategic planning process. The use of HSI, BSI, and STEM grants came from needs identified in program review, SLO analysis, and student surveys. Institutional improvement is based upon values set by the board and all constituents have a part in the process.

The program review process has been developed and continuously refined since the last self study. Faculty and staff use standard data as a starting point for the program review. Course level SLOs also find their way into the program review process. Program reviews provide the basis for division priority recommendations in facilities, staffing, and equipment. These in turn drive the strategic planning from Academic Affairs. Early adopters in the areas of

biology, mathematics, English, English as a Second Language, and dance have used the information through more than one cycle. Faculty are the source behind the program review discussion and recommendations. The institutional research is included in the standard data, program level SLOs, and the Core Competencies. The SLO coordinator is a rotating faculty position that also lends expertise, training, and interpretation of data analysis for program review. The college meets the standards (II.A.2.a, II.A.2.e, II.A.2.f).

A transfer task force, as part of the Academic Senate, meets to discuss transfer courses and curriculum. The deans meet regularly, including the dean of counseling, to determine patterns of transfer and degree completion. This allows students to complete degrees in a timely manner and promotes a course schedule that limits a student's time to completion. The college meets the standard (II.A.2.c).

Nationally based tests are used for career and technical programs to measure academic achievement. Reading uses standardized examinations to measure student achievement, as do several English courses. Mathematics is moving toward a common final examination. None of these are measured for test bias, nor is there a process identified. The college is making significant strides and partially meets the standard (II.A.2.g).

The self study states that "course syllabi are updated each semester to reflect the course's student learning outcomes and methods of evaluation" (pg. 124). However, SLOs are not required to be part of the course syllabi (II.A.2.i).

The general education program at the college contains comprehensive student learning outcomes, including a focus on basic content and areas of knowledge including the social sciences, the humanities, and the natural sciences (II.A.3.a). The team reviewed evidence indicating the college measures outcomes to determine if students can apply general education skills in other courses and work, and that outcomes also address ethics and the broader concept of effective citizenship in the global community (II.A.3.b, II.A.3.c).

Degree programs include at least one area of focused study. The Curriculum Committee is responsible for reviewing courses, programs, and graduation requirements (II.A.4). Advisory committees are utilized for career and technical programs. These discuss graduation requirements, SLOs, equipment needs, and program review data. The college meets the standard (II.A.5).

The college has a program discontinuation policy that has been reviewed by the Academic Senate. While no programs have undergone elimination in recent memory, the policy has been reviewed and updated regularly. Faculty members, through the Academic Senate, work with appropriate administrators to form the core groups who would be responsible to study programs that might be considered for elimination. The college meets the standard (II.A.6.b).

The college represents itself to students, faculty, and the public through printed publications such as the class schedule, catalog, brochures, and other information. A well developed website provides information about the school including policies and procedures. Committee

minutes and other information are also available through the website. The college meets the standard (II.A.6.c).

The board has approved a policy on academic freedom, and also has developed and approved policies on academic honesty. The policies are available on the college web site and also in printed documents (II.A.7).

Conclusion:

The college has developed a process for course level SLOs ranging from one SLO per course to over ten SLOs per course. Course level SLOs need to be incorporated into the institutional research office for a more systematic analysis. Early adopters of SLOs have done an exemplary job of using the research for discussion and program reviews; now the other faculty behind the early adopters need to incorporate the results into program review and department decision making. A few departments have designed SLOs and data collection across large scale courses. For example, biology courses utilize Blackboard for a pretest and a posttest for all students. This is cross referenced with student equity data to provide analysis for department discussions. Common finals are being used or in the development stage in mathematics, biology, and English. Course level SLOs need to be developed for all courses, stored in a common location, made available to students via course syllabi, utilized by institutional research, and incorporated into the decision making of the overall institution. This is occurring at some of the departments, but this is not widespread.

The team concludes that the college does not meet Standard II.A.1.c and therefore only partially meets Standard II.A.

Recommendations:

See [Recommendation 1](#)

Recommendation 2

Recognizing the progress the college has made in developing SLOs at the course level, the team recommends that, in order to meet the standards by the Commission's 2012 deadline, the college complete the development and use of SLOs at the course and program levels and include SLOs in all course syllabi, including distance education. (Standard II.A.1.c, II.A.2, II.A.2.b, II.A.2.i, II.A.6)

B. Student Support Services

General Observations:

The report provides the improvement and acceleration of a culture of evidence emerging at Citrus College to support decision making and continuous improvement. The institution has produced a sizable amount of survey and research data and is beginning to filter and identify data most pertinent to Student Services' needs in their assessment and evaluative processes for creating a culture of evidence in decision making through program reviews. The

institution appears to be on its way to established processes defined for continuous quality improvement, self-acknowledging that activities still to be implemented to reach the highest ACCJC rubric level by 2012 as outlined in their Comprehensive Institutional Planning Agenda.

There is considerable commendable activity described in the standard's responses to meeting the standard. The relationship of Student Services in the strategic process, budget process and institutional planning decisions could be clearer; it sometimes seemed inferred. How the SLOs, assessments and other meaningful information moves into institutional planning, budgeting, and decisions for continual quality improvement was garnered from the entire report through a variety of documents, such as the Steering Committee's Calendar of Institutional Plans to Meet Proficiency Levels; Status of Program Review and Planning; Themes Essays; and references for Standard IIA. At this point, it appears that Student Support Services in the SLO rubric is between Development and Proficiency.

All student services programs have done program review since 1996. For program review, Student Support Services appears to be somewhere between Development and Proficiency as some entities are scheduled for program review in a cycle to be completed before 2014.

There are four institutionally identified program review processes. Two of them are in use (Academic/Instructional and Student Services). Two of them are in developmental stages of scheduled implementation (Instructional Support, which includes the library, learning communities, honors and learning center, athletics, college success/basic skills, distance education, child development center, study abroad, technical prep, performing arts center, continuing and contract education; and Institutional Support, which includes Human Resources, technology, research, facilities and construction). Input from the two remaining cycles of program review will be helpful to comprehensive institutional planning processes and implications to Student Services for sustainable quality improvement.

The Self Study Report provides evidence that a concerted effort for increased dialogue about student learning and institutional processes for sustainable quality improvement has been occurring with special emphasis in the past one to two years. Student Services undertakes an annual retreat to work on analyses of respective SLOs, goals establishment, and divisional planning.

Findings and Evidence:

Citrus College has developed a comprehensive program of student support services that includes increased student cohort counseling and services for diverse student needs. Increased hiring of counselors has provided the college with the ability to address the needs of identified student cohorts to enhance and support student learning. Included in these services are outreach to local high schools through Early Decision Day and a web-posted video of orientation to the college. The needs of students are identified through program review assessments both internal and external to the college as in the external Chancellor's Office categorical programs' review and by the internal and updated 1996 Student Services program review process in 2008. Student Services has aligned its goals with academics in an

innovative program called the College Success Program. Students are provided educational opportunities through College Success Centers, learning communities and “Fast Track” accelerated classes in English, reading, math, and English as a Second Language. The College Success Advisory Committee is composed of Student Services and Academic Affairs faculty and managers who plan and oversee the program. Students’ success and persistence rates are found to be higher than in traditional classes. The Umoja learning community for African American students integrates instruction and student services with a linked cohort of classes and provides a counselor and on-campus mentor to student participants. This program has completed its first year (II.B.1).

Students and the public receive current and accurate information about the college through its catalog which is additionally available online this semester. The catalog is clear, user friendly, well structured and guides the reader through the information. The catalog includes Spanish versions of significant information to prospective community members which are also available online. The catalog contains required general information (II.B.2.a); admission, fees, and degree, certificate, graduation and transfer requirements (II.B.2.b); and major policies, including Academic Freedom, and/or locations where other policies may be found (II.B.2.c, d) with one singular need: to clarify the policy on Academic Honesty. It currently refers the reader to the Code of Conduct, but leaves the reader to discern the policy. A statement that clarifies the institution’s policy on Academic Honesty, in light of plagiarism and cheating, is warranted (II.B.2.c). The catalog is reviewed and updated annually for currency and correctness under the coordination of the Office of External Relations which edits and reviews input received from a variety of campus contributors including Student Services, Academic Affairs, all departments and the Board. Public information, such as the catalog, online orientation, the schedule of classes, and a variety of public announcements address the needs of many diverse learners of both the campus and the community for accessing college information (II.B.2).

The college has expanded its services to students through a variety of modalities which include online application, orientation and counseling. DVDs have been made on a variety of topics, including orientation, and are available in closed caption and Spanish. Bilingual counseling is provided. The college assesses the needs of students for support services through a variety of activities. The categorical student services program review and technical assistance site review self study provided distinct student profile information and needs. The internal program review process for all student services has completed a full cycle of the development of student learning outcomes. Student surveys such as one used for probationary students; the college’s Fact Book; the results of the CCSSE and the CCFSSSE; and SLO evaluations during the annual Student Services Planning Retreat all contribute to the ongoing identification and improvement of student support services (II.B.3).

The college’s only off-site programs are within the five local high schools offering noncredit summer session programs. Services provided to these students include weekly visits from the college’s outreach staff and the participation in The Early Decision program which offers registration, placement testing, counseling/advisement, and parent orientation that assist high school students to attend college. Otherwise, the college does not maintain off-campus sites or centers. Online student services are new, and the evaluation of these services should be

developed and implemented to determine how well these services are meeting the needs of students (II.B.3.a).

The college staff has a pervasive friendly and helpful demeanor that contributes to a learning environment (II.B.3.b).

The college has developed “core competencies” for each of the Student Services programs and services to ensure that students are achieving success in personal development by participating in these services. Student learning outcomes, assessments, and evaluations are constructed to achieve these core competencies. The core competencies include statements to develop responsibility, aesthetic awareness, community/global consciousness, civic responsibility, self-esteem, and personal development. These core competencies are linked to Student Services SLOs, planning, and program review (II.B.3.b).

Student Services has developed a Counselor & Educational Advisor Reference manual for training and standardizing the delivery of faculty counseling and classified educational advisors’ services. Training is held annually and job shadowing is provided. Counseling services are evaluated every six years in program review. The college has increased its counseling services from 12 to 19 full-time counselors which has enabled the institution to enhance student development and meet the needs of a diverse student population as recognized in the previous accreditation recommendations (II.B.3.c).

The Student Services deans and director frequently meet with the Academic deans keeping each other informed on emergent issues, policies and procedures, such as the recently mandated orientation and “right of refusal” form procedures and collaborating in the revised Student Conduct policy (II.B.3.c).

The college promotes the understanding and appreciation of diversity through a variety of student support services and student activities. These include: 42 student clubs with 28 reflective of diverse learners by ethnicities race, gender, interests, abilities/disabilities. These clubs offer an array of recognition events that include events for Black History month; Holocaust Survivors; Salute to Veterans; Diversity Week; and from Hate to Hope; Hispanic Heritage month; and Disability Awareness Day. Student evaluation surveys are conducted in conjunction with these events as part of planning. Additionally, learning communities incorporate diversity assignments as do counseling courses across a spectrum of offerings such as classes in intercultural awareness (Counseling 154), and exploring cultural diversity (Counseling 156). The Center for Teaching Excellence offers workshops on teaching to a diverse population. Recognition celebrations of student success in each of the following services promote awareness of achievements of diverse student populations: DSPS; EOPS/CARE; CalWORKS; and noncredit Matriculation/Counseling (II.B.3.d).

The college validated cut scores of the adopted Accuplacer assessment/placement instrument in 2004 and again in 2007. The matriculation/assessment committee studied the results of the validation. In 2008, the California Chemistry Diagnostic Exam was adopted for chemistry placement. The college is also discussing using a different assessment test for non-credit ESL students. The Noncredit Matriculation and Counseling program provides an opportunity for

students to retake the math portion of the college's math placement test through the POWER Math program, to potentially obtain a higher math placement score, expediting progress and saving student money (II.B.3.e).

The College Information Technology Committee developed and approved a Disaster Recovery, Business Continuity and Network Redundancy Plan on October 12, 2009. The Plan includes protocols of backup schedules and offsite storage. Regularly, full-weekend backup tapes are stored offsite on a rotating basis between two vendors and are returned every six weeks. Student hard copy records are in a gated and locked storage area of the college basement. Records are backed up nightly. Student transcripts are secured each evening (II.B.3.f).

Student Services has utilized a form of program review since 1996 and updated its procedures with new institutional iterations. A collegewide "HotShots" committee is tasked with assisting in SLO development and assessment and Student Services is represented on the committee. The Vice President of Student Services conducts an annual planning retreat whereby each program reviews its SLOs and plans for the next cycle. The analysis of the effectiveness of the SLOs is part of the Student Services retreat agenda (II.B.4).

Conclusion:

The college partially meets Standard II.B.

The Self Study Report provides evidence of the improvement and acceleration of a culture of evidence emerging at Citrus College to support decision making and continuous quality improvement for Student Services. Results are being used to improve services or at least justify the needs during stringent budget recessions as through the exercises of the FNIC, Student Services program review and Student Services Committee recommendations. Research needs are identified and are being guided and met. Schedules and timelines have been developed to meet the third program review cycle of all units in Student Services by 2011. Planning is evidenced in documents from SLO development, annual goal setting and review, to supporting the Strategic Plan. The integration of student services and academic affairs is exemplified in the development and provision of programs in support of student success as in the College Success Center and Programs; POWER Math; and the Umoja learning community. Employment of each of the levels of Student Services self assessments, accomplished and planned, will facilitate and expedite sustainable institutional quality improvement as the college moves forward and maintains its current momentum.

Recommendations:

Recommendation 3

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

C. Library and Learning Support Services

General Observations:

The Citrus College Hayden Library building is spacious and attractive. The building was expanded and remodeled in 2002. The building had a \$1,000,000 HVAC retrofit in 2008. The facility is consistently in use by large numbers of students.

The Learning Center is located in the Educational Development Center. A planned renovation to the center will result in a more effective layout and coordination of learning and success center services than exist in the current cramped and confusing area. All areas show a high level of activity by classes and individual students.

There are open computer labs and success centers in several locations. Each of these support centers were staffed by appropriate resource personnel. Students were actively engaged in learning.

Findings and Evidence:

The library materials collection is a mix of print, multimedia, electronic books, and internet based full text databases. The program review process recommended an increase in online databases to supplement a small printed book collection. The library currently lists 40 databases. The loss of critical state funding for online products will reduce this number in the future. The small-sized book collection results from the completion of the previous team's recommendation that librarians and other faculty work together to maintain and replace print and nonprint resources to keep the collection current.

Librarians consult with faculty and evaluate materials on their relevance to the instructional programs of the college.

The library provides student access to 53 computers in two areas of the library and 48 in a classroom and computer lab. There is also an orientation room with 20 computers.

Direct observation confirms an adequate level of library circulation activity and acquisition of new print material. Reductions in materials and databases expenditures are being processed logically and systematically address their relevance to instructional programs.

The learning center staff consults with faculty in the selection of print and computer software purchased to support supplemental learning activities in the center. The former coordinator of the learning center served on many campus committees and interacted with faculty through indirect consultation (II.C.1.a).

The learning center has 69 computers for student use and 40 computers in its testing center. The testing center provides proctoring for the following assessments: distance education; make-up; adapted; placement; employment testing.

The open computer labs support program specific areas such as health sciences, ESL/foreign languages, and science and math; they are funded by these academic departments. The STEM grant supports a science success center. There is one computer lab open to all students and it provides access to 60 computers. The Dean of Business, Distance Education, and the Library funds the adjunct computer information instructors who staff this open lab. The hours for the computer labs and success centers have been reduced due to recent budget cuts; for example, Saturday hours of the computer lab are eliminated, week day hours have been reduced 1.5 to 4 hours per day. Labs that had previously provided student access until 10:00 p.m. and on Saturday now close before evening classes are over and students cannot spend a weekend day studying.

There appears to be no coherent structure or district level policy in place to coordinate the services these labs provide to students. Direct observation confirms the need for more open computer labs and hours for student access. This is particularly trenchant given the district's socio-economic demographics.

The library provides instruction through librarian student interaction at the reference desk and instruction sessions. Librarians have addressed the observation of the previous team concerning the lack of a focused information literacy program. Current bibliographic instruction sessions focus on learning outcomes and critical thinking skills. Distance education is supported with direct links to the Blackboard course delivery system and links to chat and email contacts with librarians.

Librarians present library instruction to faculty during Flex Day staff development programs.

The 2003 self study planning agenda recommended that the librarians inform themselves about information technology and computer applications through staff development programs. Library staff have accomplished this recommendation and integrated technology into all library functions. The upgraded library operating system, Innovative Interfaces' Millennium, contributes to the high level of technological awareness and automated processes in the library. The learning center reports high student satisfaction with the assistance, information, and training the center provides (II.C.1.b).

The library is open 68 hours per week, Monday through Saturday. Online resources are available 24/7. Students use the library computers constantly for class assignments and research. Wireless access helps to provide more computer access, but there are not enough nodes to deliver signals to the whole building. Direct observation confirms a high level of student focus and industriousness when using the library and its resources.

In June 2009, a library manager and librarian retired. Library management was placed under an academic dean. One full-time contract librarian remains with the responsibility for day to day operations. This librarian plans to retire in 2010. Some support for reference service and bibliographic instruction as well as access comes from adjunct librarians. While there are levels of classified support such as senior technicians, decisions such as SLOAs and the evaluation of materials and databases are faculty-driven processes and require the input of a librarian. The previous team recognized the low staffing level in the library. Direct

observation of the current staffing levels reaffirms this point and strongly emphasizes the effect on student access and attention to professional responsibilities that will result if some of these librarian positions are not replaced.

Online access to electronic resources is hampered by cumbersome login protocols which require a roundabout method for acquiring user names and passwords. A solution that would allow students to use their IDs is a component of the Innovative Interface system, and it should be implemented to address this relevant library issue.

The learning center is open 64 hours per week. The center offers an online testing service. Fifty percent of the learning center staff positions are vacant. It is possible that hours and services may not be maintained at current levels with limited staffing, thus limiting access.

Hours have been reduced for the open computer labs, but given their diffuse supervision and multi-subject focus, it is difficult to evaluate adequate levels of access, despite high student need for these services (II.C.1.c).

The library has strategically placed security cameras that coordinate with Campus Security. All service desks are staffed. Emergency plans are in place. Auxiliary fire door exits are not alarmed when the library is open. The doors may be retrofitted with keyed alarms and protect the valuable capital asset that the book collection represents.

Privacy procedures protect student records.

The learning center is staffed during all hours of operation. Student records are secure. Faculty and staff monitor the open computer labs. The computers are protected by firewalls and virus scans (II.C.1.d).

The library processes interlibrary loans using Online Computer Library Center (OCLC) as a utility. There is a contract in place. The library is a member of an academic library consortium, Inland Empire Academic Library Cooperative (IEALC) that has a formal agreement. The library purchases electronic resources through California Community College Library Consortium (CCCLC) with contractual agreements.

The learning center maintains many software and testing service contracts (II.C.1.e).

The library has SLOAs using both direct (surveys and tests) and indirect (feedback from faculty and students relevant to their programs) assessment. The results are used for improvement, and documented changes have been made. The library is on track to meeting the proficiency requirement by 2012. The staff, although limited, has made good efforts to use SLOAs for information competency improvement. Direct observation of a bibliographic instruction session confirms the critical thinking concepts presented to the students and the online SLO assessment at the end of the session.

Direct observation confirms that the learning center is making adequate progress to meet the 2012 deadline for proficiency. Its SLOs emphasize student learning activities and the

assessments focus on appropriate outcomes. These SLOs were developed after the self study report. The replacement of a manager for the learning center will make a positive contribution toward advancing this process.

The open computer labs have not identified SLOs in the self study. A more coherent organization would provide a more focused structure for this activity (II.C.2).

Conclusion:

The institution provides an appropriate level of library and learning resources to support the quality of its educational programs. Faculty and staff are trained in the use of technology, and the library has embraced expanding its resources through online systems and sources such as full text databases and eBooks. The librarians have pursued a collection development strategy with faculty consultation.

The learning center provides an adequate number of services to enhance the student's success in precollege and college level courses. The learning center selects appropriate print material and software programs to support student learning and is responsive to faculty input regarding their program needs.

The library and other support services provide ongoing instruction to students, faculty, and staff. Presentations for students emphasize the development of information competency skill building. Access to the library and other learning support services is adequate at present. However, a continued reduction in service hours to absorb budget cuts will have a corresponding effect on student access to learning support. A climate of nongrowth will not address the ongoing need for more computers in open labs for students. The library's broad collection of full text databases and eBooks provides 24/7 access.

The institution provides effective maintenance and security for its library and learning support services including network firewalls and virus scans. All consortia and interlibrary shared resources are documented by formal agreements. Services are evaluated in terms of usefulness to students and reliability.

The library has developed appropriate SLOs and assessments. There is a demonstrated pattern of evaluation and improvement. Students are surveyed to determine the adequacy of services.

The learning center is developing appropriate program outcomes for general and specific learning center activities such as the ESL/language lab and tutorial services. Open computer labs could benefit from similar development and assessment of SLOs and using the results for improvement.

The college meets Standard II.C.

Recommendation:

None.

STANDARD III Resources

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

General Observations:

Citrus College's self study addressed the major aspects of Standard III.A: Human Resources. The college employs qualified faculty, staff, managers, and administrators. During the prior accreditation team visit, a recommendation was made that the college should carefully review its decisions regarding the appropriate number of full-time faculty to ensure that there are sufficient faculty to support the quality of its programs and services. The college has made progress towards this recommendation and should be commended for its efforts particularly in spite of reductions in state funding. The college consistently meets the requirements of the 50% law and AB1725 faculty obligation number, which is considered in its hiring decision prioritization process through the work of Faculty Needs Identification Committee (FNIC). The college has policies and procedures in place, which are well known and legally sound for identifying the need to hire qualified full and adjunct faculty, administrators, managers, and supervisors. Faculty plays a significant role in the selection of new faculty. The college has policies and procedures in place for the hiring and evaluation of faculty. The college is developing but has not adopted a policy on the specific requirements for the recruitment and selection of classified staff (III.A.1.a, b).

The Human Resources Department assists in the creation of job descriptions, position announcements, advertising for openings, and the formation and training of hiring committees. In addition to increasing the number of full-time faculty, the college has been working in recent years to improve on the diversity of the faculty and staff. However, the diversity of faculty and staff is still not proportionally aligned with the diversity of the student population. The student minority population has grown according to data presented in the self study. The college is identified as a Hispanic Serving Institution with approximately 43 percent of the students being Hispanic and, as of 2008-09, approximately 14 percent of the faculty being Hispanic. Efforts to improve the diversity of faculty have been made in recent years but need to continue in order to recruit more minority applicants for employment at the college. The college continues to make a commitment to diversity in its hiring and staffing policies and is currently in the process of rewriting the Equal Employment Opportunity Plan (III.A.2, III.A.4).

Classified staff and faculty appear to be satisfied with the staffing levels and procedures for staffing increase. They are also pleased with the level of professional development opportunities. Classified staff and the managers in the human resources department agree that classified job descriptions have not been consistently reviewed. Consequently, there is a committee of classified and human resources staff that have begun the process to review classified job descriptions. Additionally, evaluation policies for all segments of the college are currently under review by Human Resources (III.A.1).

Overall, Human Resources is a key component in the Program Review process and is integrated into institutional planning. Human Resources recently hired a new director who is in the process of beginning a thorough program review of the entire human resources operation.

Findings and Evidence:

With regard to faculty, the college employs individuals that are qualified by education, training, and experience to fill positions. The recruitment and selection process for selecting candidates for positions is broadly communicated and established in board policy. The college has developed policies with appropriate evaluation forms to assess the effectiveness of personnel, encourage performance improvement, and define goals and objectives for the next review period. Faculty is heavily involved in all aspects of the selection of new faculty as is the Vice President of Academic Affairs, who serves as a member of every faculty hiring committee. The chair of every faculty hiring committee is a faculty member who is also present during the final selection interviews. The Faculty Senate, the Academic deans, and the VP of Academic Affairs all praised the FNIC system for ranking full-time faculty needs. The forms for Program Review clearly delineate the process for requesting faculty and the FNIC process has a clearly outlined set of criteria for ranking and recommendations for hiring. The college's Fact Book also documents the achievement of the college with regard to the Faculty Obligation Number (FON). The collegiality of the college in the full-time faculty staffing areas was evident in the discussions on hiring process and procedures. Non instructional staffing procedures were less clearly defined with decisions being made by managers and budget allocations coming from the Cabinet. Human Resources, Finance and Administrative Services, and Information Services are just beginning the Program Review process (III.A.1.a, b).

Human Resources and the classified union have both clearly stated that classified job descriptions need to be reviewed. A committee of two classified and two members of Human Resources have begun the process of reviewing the classified job descriptions, which they anticipate completing by the end of 2010. In addition, the human resources department has begun the process of reviewing all policies on the hiring and evaluation process. The Faculty Senate and human resources department are also reviewing faculty evaluation procedures. The Faculty Association, Academic Senate and Human Resources will be reviewing the evaluation process for full-time faculty. Adjunct faculty evaluation process and Confidential/Supervisor evaluation processes are also under review. At this point, Student Learning Outcomes are not a formal part of an individual faculty member's evaluation but the college is continuing to work with the Faculty Senate and with the Faculty Association on the manner in which SLOs are to be a part of the faculty evaluation process. Faculty and

deans feel that the discussion of effective teaching implies the use of effective SLOs. As the self study states, “discussions with the faculty union on effective performance evaluation strategies and procedures will continue (III.A.1.c).

Human Resources acknowledged that there is not a completed Equal Opportunity Plan. The college has just completed the rough draft, which will be vetted to the college this academic year. They have been waiting for the State Chancellor’s Office to complete a model for colleges to use in the areas of equal opportunity. The college itself has included equal opportunity disclosures on all forms and there is a diversity monitor included in all hiring. The Fact Book states that the college student body is approximately 40 percent Hispanic/Latino, and the faculty is approximately 14 percent Hispanic/Latino. The college has been recognized by the State Chancellor’s Office for its efforts to improve its diversity in staffing. Human Resources and the deans and the VP of Instruction have made a commitment to expanding the applicant pools in order to improve the opportunities for diverse hiring of faculty (III.A.4).

The college has both nondiscrimination and sexual harassment policies and provides training about the contents of those policies. To ensure consistency in faculty hiring, members of the faculty hiring committee receive training prior to serving on a committee in the Equal Employment Opportunity (EEO) guidelines. An EEO representative monitors the hiring process at the entry through final selection level with the college president. Requests for faculty are handled through FNIC, which is the shared governance process for prioritization and determination for recommendation to the Board for number of faculty to be hired in a given fiscal year. The college has consistently met or exceeded the Faculty Obligation Number (FON) (III.A.3, III.A.4).

Staff Development includes a Faculty Learning Institute and a Staff Development Advisory Committee. The previous Staff Development Committee and the Flex Committee have been incorporated into one Staff Development Advisory Committee. The Advisory Committee has four committees on staff development, one for classified, one for faculty, one for managers, and one for supervisors. There are also sabbatical funds and conference funds available. The Faculty Learning Institute which was created two years ago sponsors three events a semester and attendance is drawn from the entire campus community, faculty, classified, managers, and supervisors. The college is proud of the opportunities available for classified to be reimbursed for books and tuition while attending career advancement classes (III.A.5).

The college has a planning process in place that uses the Program Review and Planning reports to assist in determining appropriate staffing levels across the college and in determining the structure of the administration. As with many colleges in California, Citrus College is struggling with freeing up resources or acquiring additional resources to hire more full-time faculty (III.A.2).

The last part of Standard III.A.6 looks at whether or not Human Resources’ planning is integrated with institutional planning. The self evaluation states that “in the spirit of continuous improvement, the college will include in a more formal manner staffing needs into the budget planning.” There is no planning agenda for A.6 but, as will be discussed in Standard III.D, all aspects of the college planning process should work to be tied more

closely to the budget process. The college has good department Program Reviews and faculty hiring is tied to the review process. Non instructional areas are just beginning the process of Program Review. Institutional support areas, including human resources and some administrative services areas are just beginning the process of Program Review.

Hiring requests for academic administrator positions, classified management, and classified staff are reviewed by the president's Cabinet. Hiring panels are established for each position and typically includes representation from various groups. The Office of Human Resources is responsible for the recruitment and selection of classified staff (III.A.1.a, b).

Citrus College has a process to systematically and regularly evaluate its personnel. Evaluation processes for faculty, managers, confidential/supervisors, and classified staff are determined through agreements with the appropriate negotiation group or as defined in the appropriate employee handbook. The evaluation forms for faculty and all other employees, including classified staff and managers, some of whom might have a direct responsibility for student progress in achieving student learning outcomes, do not include an SLO component in their individual evaluation process (III.A.1.b, c).

The college has taken care to secure and maintain the confidentiality of the personnel records, while allowing access only to employees in accordance with the law (III.A.3.b).

Board Policy 3602 addresses a code of conduct applicable to all employees and students. The Citrus College Instructor Handbook also sets forth a code of ethics for faculty, which has been adopted by the Academic Senate (III.A.1.d, III.A.3).

The evidence shows that the college has made improvements in its recent hires, but it should continue its commitment to improve the diversity of the faculty and staff. While the college meets the standard that it assesses its record in employment equity and diversity, it is still working to develop an effective EEO plan (III.A.1 and 6).

Despite the above referenced protocols, the college recognizes its need to integrate human resources planning with institutional planning more effectively (III.A.1.a, b).

Conclusion:

The college has a comprehensive screening process that is used for faculty and administrative positions as those positions are filled. The college has published minimum requirements that are clear, widely published, and include faculty members in the screening of job applicants to ensure that faculty employees being hired meet qualification criteria for the applicable academic discipline. The college also includes a diversity monitor in all contract hiring. The college meets the requirements of the Commissions Standards.

Employee evaluations for individual faculty members do not include a formal assessment of student learning outcomes as part of the evaluation process. As a result the college does not fully meet the requirements of Standard III in this regard. However the college is committed to continuing to work with the faculty leadership on evaluation processes that acknowledge

the importance of SLOs (III.A.1.c.). The college has established a plan to hire more full-time faculty using Program Review and ranking through the FNIC process.

The Office of Human Resources is currently working on a comprehensive review of human resources-related board policies and procedures. The review will include the development of new policies and procedures. The college partially meets this Standard. Policies are widely publicized and the current procedures of review are comprehensive.

Personnel files are confidential (III.A.3.b).

The college partially meets Standard III.A.

Recommendations:

Recommendation 4

The team recommends that the college update all policies with respect to recruitment and hiring documents, including the revisions of the equal opportunity and diversity clauses in the hiring documents, and formalize all job descriptions. Further, the team recommends that the college review all policies and procedures with respect to evaluation of personnel, including reference to the use of student learning outcomes. (III.A.1.a, b, III.A.1.c, III.A.3.a)

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

General Observations:

The college should be commended for the passage of its bond, Measure G, and for its oversight of the bond expenditures. Citrus College successfully passed its General Obligation Bond in 2004 to improve the facilities of the college as defined in its Facilities Master Plan, which has as its foundation to support student academic success at the institution. The college does not have an offsite campus, but does use some facilities located throughout the community served by the college. The college works to ensure that all facilities serve students needs, that they are safe and maintained. Eighty-three percent of the staff in the “All College” survey conducted in 2006 stated that they felt facilities were adequately maintained and met their needs. 90 percent of the respondents to the survey said that they felt safe on campus. In 2008, the Facilities and Construction Department completed a comprehensive program review with positive findings (III.B.1, III.B.2).

Standard III.B.1 addresses the manner in which long range plans support institutional improvement goals. The Facilities Plan has been updated in 2004, 2006, and 2008. The passage of Measure G has assisted the college in implementing the plans. The Self Study Report also lists an impressive number of planning documents to include the following:

Educational and Facilities Master Plan 2001; Facilities Condition Assessment; Five Year Construction Plan; Educational Master Plan 2009; and the Scheduled Maintenance Plan. Updates related to facility and construction issues are presented to the Physical Resource Committee. Standard III.B.2.b states that physical resource planning is integrated into institutional planning, but this integration is an area for improvement. The Education and Facilities Master Plan was developed in 2001 and supported the efforts for the passage of Measure G. The Educational and Facilities Plan helps to guide the expenditure of the bond funds. The college has an oversight committee that reviews the performance and progress of Measure G. The college's Facilities and Construction and Bond Project managers both serve on the Physical Resource Committee to ensure that routine maintenance operation and staffing costs for the physical resources needs of the college are integrated into the resource allocation process through the Program Review process. The Physical Resource Committee reports its activities to the collegewide Steering Committee. It is impressive the way the college has parlayed bonds, grants, and state funds to help with building projects on campus and to augment the overall budget needs of the college (III.B.1, III.B.2).

Findings and Evidence:

Citrus College has established internal processes with regard to facilities, those funded by general funds, state capital funds, and the local proposition, Measure G, which was passed in 2004 to improve the facilities of the college in accordance with the Educational and Facilities Master Plan. The college's Facilities Master Plan was developed as a foundational facilities planning tool for the college. The college was successful in passing a \$121 million bond (Measure G). Data that was used to assist in development of the Facilities Master Plan includes demographic and economic forecasts as well as division and campus-specific trends, goals, and needs. This big-picture work is operationally complemented by ongoing dialogue and coordination efforts under the auspices of the Physical Resources Committee. The Physical Resource Committee has representation from each of the campus constituencies and addresses maintenance and operations issues as well as construction. The institution works effectively to meet its facility needs by coordinating facility development work across the college (III.B.2).

In compliance with Proposition 39, the college created a Bond Oversight Committee to ensure that all resources are appropriated according to the provisions of the March 2, 2004 ballot measure. The board of trustees regularly approves related reports, contracts, and other facilities-centered contracts, studies, and agreements. The oversight committee regularly reviews all expenditure and performance outcomes and published an annual report that is published and distributed to the community (III.B.2.a.).

The college chronicles priority projects collegewide and documents the allocation of state and local resources to those priorities. The college annually submits to the State Chancellor's Office a Five Year Capital Construction Plan which details capital projects funded and anticipated throughout the district showing both state and local funding sources (III.B.1, III.B.2).

The institution assesses the use of its facilities on a regular basis, with a process for prioritizing room assignments that is designed to maximize their effectiveness. This process is centered on the type of instruction or services offered by a particular program. College employees regularly review classroom utilization data to maximize eligibility for state capital construction funds. Regular evaluations of the college's facilities are conducted. The college should be commended for its physical and aesthetic environment. The campus is well cared for and portrays a welcoming environment (III.B.1.a.).

The safety of facilities and equipment is monitored and addressed as needed both internally and externally. External agencies overseeing safety and liability issues for the college include the college's liability insurance and worker's compensation carriers (III.B.1.a).

The Finance and Administrative Services Division is beginning its Program Review and Planning process during academic year 2009-10. The Facilities and Construction Department has completed its Program Review and Planning process (III.B.2.a, b).

Conclusion:

The college meets Accreditation Standard III.B but these planning efforts are not yet fully integrated.

Recommendations:

See Recommendation 5 (following Standard III.D)

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

General Observations:

Citrus College's resource commitment to technology is impressive. The team was impressed with the college's services and efforts in regards to technology. The college has made strides to provide effective technology decisions, moving to the Banner System for employee and student records, and CurricUNET for curriculum review and planning. Dialog on technology issues is facilitated by the Technology and Computer Services (TeCS) Department on many college committees, including the Physical Resource Committee and the Fiscal Resources Committee. There is also a constituency represented technology committee, the College Information Technology Committee (CITC), which develops policies and procedure related to technology. The college has also established an intranet system to be used by faculty and students. The self evaluation states that "all of the technology functions are coordinated with the educational master plan and that dialog on technology issues are facilitated by representation of all constituencies on the CITC committee." Technology support is also being used in the development and evaluation of SLOs.

Findings and Evidence:

Faculty and staff awareness of, deployment of, and satisfaction with the training in the use of technology are all high. In a recent survey of faculty and staff in 2007, the majority of respondents generally indicate high expectations for the use of technology and general satisfaction with the availability, training, and use of technology. However, the college has not provided comprehensive evidence that technology planning and decisions are based on assessments of the impact of such systems on student learning. Technology requests do, however, come through the Program Review process which is generated at the department levels (III.C.1.a, b, d).

There is an effective technology infrastructure at Citrus both in terms of personnel and hardware. The technology supervisors are knowledgeable and work well in the planning arena. The college recently approved a Technology Master Plan and the CITC committee works well in setting priorities and establishing policy related to technology at the college. A Disaster Preparedness Plan is an example of how the committee addresses significant concerns related to technology and works to establish policies addressing those concerns. Blackboard has been identified as the course management system for instruction. The deans, the distance learning coordinator, and the network supervisor all supported the evaluation that the tech support sufficiently meets faculty and student needs. Program Review documents have a provision for evaluating technology needs and the request for technology is then effectively passed on to the Tech Committee that then works with the Financial Resources Committee. Tech work requests seem to be met and there is a plan in place for

maintenance and for replacement. Bond and grant monies have also helped the college to meet technology needs (III.C.1.c).

The Technology Master Plan was developed in the spring of 2009. The College Information Technology Committee, CITC, uses this planning document to prioritize technology. The Chief Information Services Officer and the TeCS supervisor attend Physical Resource Committee meetings to coordinate technology needs related to physical planning. The “All Employee” survey conducted in 2007 stated that 80 percent of those surveyed said they were satisfied with technology programs and services and 70 percent of the students were satisfied with the computer labs. The self evaluation stated that the program review process was used to prioritize technology needs across the college, and the college is continuing to integrate technology planning with overall college planning. The college’s comprehensive planning agenda item #5 includes the Technology Master plan in its list of plans to be reviewed and updated in order to ensure quality improvement (III.C.2).

The college employs the Blackboard course management system although staff recognizes that instructional faculty participation could be increased and communication expectations among faculty members, staff, and students can be standardized. The college has adopted the Banner System as the primary student record keeping and administrative services system providing students with 24/7 access to admissions and enrollment functions (III.C.1.c). This system has been integrated with other district systems such as Blackboard and the Exchange email system to ensure seamless transition between information systems and to leverage the integration of data for decision making support such as class schedule development (III.C.1.b).

Online classes increased to 132 as of spring 2009 but have been reduced to 62 for fall 2009 (III.C.1.b). The college’s distance education office is primarily responsible for organizing technology training for faculty members and students who participate in distance education. Training is presented in various formats including online, self paced, in person, and individualized. Academic technology training is generally conducted by the distance education office. The college offers students through its website an “open house” events online classroom training (III.C.1.b).

The college has developed a prioritized plan for computer purchases based on equipment warranty cycles, placing newer equipment in the locations most heavily used by students and passing down older equipment to staff or student labs where workstation hardware requirements are not as demanding. This process will be resourced for the next five years by funds from a local bond measure; otherwise, technology procurement and replacement is normally funded through state grants, and the operating budget of Information Services (IS) and various departmental budgets. Maintenance contracts with technology vendors provide short term maintenance for computing and telecommunications equipment. Interviews with staff indicate a desire for the college planning process to annually budget equipment replacement funds in pace with life cycle needs; however, no process was identified by which to achieve this resource allocation (III.C.1.a, c, d and III.C.2).

The college’s technology planning is reflected in the Technology Master Plan although the college did not provide extensive evidence of systemic integration of this planning process

with the strategic planning process. Requests for technology are thoroughly integrated into the Program Review process (III.C.2).

The college's Information Technology team interacts with operational services leaders to chart and prioritize technology upgrades needed in classrooms and related infrastructure support for current and future operations. Technology resources are managed through TeCS, which is responsible for networking and communication infrastructures and for technical support for the college (III.C.2).

The college is leveraging funds from a recently passed local bond measure to replace all lab computer equipment on the main campus and at various centers. The college intends that when fully implemented, the Program Review and Planning processes will also address short term technology planning (III.C.2).

Conclusion:

The college partially meets Standard III.C. The college has done good work in preparing a vision for technology use and in the deployment and use of technology in support of instruction and in support of administrative operations. The level of resource commitment, particularly in the form of technology systems and staff support has been significant. The Technology Master Plan grew out of the work of the CITC, identifying technology needs for the campus. Program Review for the TeCS Department, including the establishment of programmatic student learning outcomes will begin during this current academic year.

The college has prepared and recently approved its Disaster Recovery, Business Continuity, and Network Redundancy Plan and the work of the CITC in this regard is impressive and encouraged to continue.

The college should continue efforts to fully integrate the various planning processes.

Recommendations:

See Recommendation 5 (following Standard III.D).

D. Financial Resources

Financial Resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning.

General Observations:

Citrus College appears to be fiscally sound and uses appropriate audit procedures. The college's Adopted Budget for FY2009-10 is \$58,700,304 in its general fund revenues and \$58,734,592 in its general fund expenditures for a budget deficiency of \$34,288. In addition, the Adopted Budget reflects \$1,368,677 in transfers to various other funds resulting in a projected ending fund balance of \$6,164,147 (10.49 percent of expenses). During FY2008-09 the college spent 50.03 percent of its budget on instruction (III.D.2.a).

The college has entered into agreements with retirees to provide health benefits until a certain age. The length of coverage depends upon total years of service at the college. The college has chosen to prefund retiree health benefits based upon the actuarial report dated July 31, 2008. The future liability of the plan is projected as of May 1, 2008, at \$15.9 million. This amount is not reflected in the 2008 financial statements as a long-term debt, in accordance with GASB Statement No. 45. However, as of June 30, 2008, \$1.2 million has been placed in an irrevocable trust that can be offset against this liability when GASB Statement 45 is required to be implemented (III.D.1.c).

In March 2004, voter-approved general obligation bond measure (Measure G) for \$121 million was passed, which has augmented the college's resources to allow for construction of the new facilities as defined in the Facilities Master Plan.

Findings and Evidence:

The college's Independent Auditor's Report for the years ending June 30, 2008, 2007, and 2006 note that the college has received an "unqualified" report. The audit report for fiscal year ended June 30, 2008, identified no findings or questioned costs related to the financial statements or federal awards (III.D.2.a).

The college received voter approval for a \$121 million general obligation bond (Proposition G) in March 2004. The funds are being used to upgrade campus safety and security, expand academic facilities and vocational technology, repair leaky roofs, plumbing and sewer systems, construct new buildings and equip buildings with new technology. The college has issued two bond series under Proposition G. As of June 30, 2008, the college's long-term debt equals \$58.7 million. The college has maintained a bond rating of AAA. The college has

a bond oversight committee that reviews performance and financial accountability related to Measure G projects (III.D.1.c).

The college's institutional planning is working to use the program review process as a foundation for resource allocation. The planning processes are informed and driven by the college's mission (III.D.1.a). The budget crunch has resulted in a realignment of resources at the college that appears to be realistic and prudent (III.D.1.b). Academic Program Review is effectively in place at the department level. The non instructional areas of the college need to implement an effective program review process that will be used in the budget building process. Academic Program Review is effectively used in the staffing of faculty through FNIC. Academic requests for facilities and equipment, and staff are evaluated and prioritized at the division level, by deans and by respective vice presidents. Final decisions are made at the Cabinet level. The college should be commended for its work in Program Review at the instructional level and should continue to implement effective program planning in the non instructional areas of the college. Capital additions primarily comprise replacement, renovation, and new construction of facilities as well as significant investments in equipment, including information technology as of June 30, 2008 (III.D.3).

In an all-employee survey conducted in 2007, approximately one-third of the respondents disagreed that they have sufficient opportunities to participate in the development of college financial plans and budgets. The survey indicated that more communication is in order regarding the budget processes through shared governance committees and collegewide open forums. Since the survey, the college has made efforts to make the budget development process and the budget decision making process more transparent. Budget forums have been held and small department presentations have been made to help divisions and constituent groups learn more about the budget and budget development processes. The college leadership has expressed its commitment to continue efforts that improve communication through regular meetings of the Financial Resources Committee and through sharing of financial and budgetary information campuswide. While the budget documents reflect agreed upon allocation of available resources, concern was expressed in discussions during the site visit with various constituencies and confirmed by the team that the budget book would be easier to understand if it included a more detailed analysis of budget assumptions, descriptions of various funds and resources of revenue, and a discussion that outlines parameters used for budget decision making (III.D.1.d, III.D.3).

With regard to its financial reporting, the college takes into account long range financial priorities when making short term financial plans. The college identifies and plans for payment of liabilities and future obligations. In addition, the college is committed to maintaining significant reserves to meet long range financial priorities. The California Community College Chancellor's Office recommends a five percent unrestricted general fund reserve. The college has maintained a reserve of nine percent and twelve percent for the last ten years and is committed to maintaining adequate general fund reserves throughout the current fiscal year (III.D.3).

The college participates in four Joint Power Authority (JPA) organizations to manage its risk. The Statewide Association of Community Colleges (SWACC) JPA provides liability and

property insurance coverage. The Southern California Community College District's Self-Funded Insurance Agency (SCCCD) provides workers' compensation coverage. The Protected Insurance Program for Schools (PIPS) provides workers' compensation reinsurance protection. The California Statewide Delinquent Tax Finance Authority (the Authority), which purchases delinquent ad valorem property taxes from school agencies in Los Angeles County to receive additional unrestricted revenues through financing of property tax delinquencies. The Authority is a pass-through entity; the college received \$386,342 from local revenue to the Authority for corrections in tax calculations. These JPAs are not component units of the institution for financial reporting purposes. The JPAs are governed by boards consisting of a representative from each member district (III.D.2.d, 2.f).

The college practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. The Associated Students of Citrus College (ASCC) is an agency auxiliary organization of the college. ASCC financial activity is maintained in a separate fund of the college (III.D.2.d).

The financial information system used by the college is the Los Angeles County Office of Education PeopleSoft financial system hosted by the County Office of Education. It provides information for budget development and control and is accessed through the college's computer network (III.D.2.d).

Conclusion:

The college partially meets Standard III.D. The college is financially sound. It operates with a balanced budget and has adequate reserves to absorb unanticipated financial events should they occur particularly as it relates to uncertainty related to the state's current fiscal and budgetary crisis (III.D.1). The college should continue to communicate and educate with regard to budget development and financial outcomes so that both remain transparent and easily understood to ensure integrity in the process and foster trust (III.D.3).

Recommendations:

Recommendation 5

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

Recommendation 6

In order to improve, the team recommends that the published final budget would be more transparent and easier to understand if it includes a more detailed analysis of budget assumptions, descriptions of various funds and sources of revenue and an outline of parameters for decision-making. (Standards III.D.1.d, III.D.2.a, b, III.D.3)

STANDARD IV

Leadership and Governance

A. Decision-Making Roles and Processes

General Observations:

The college has established a governance body known as the Steering Committee. All constituency groups are represented on the Steering Committee and are involved in the decision making process. The Steering Committee is the college's major shared governance body that formally recommends action to the board of trustees via the superintendent/president.

The Steering Committee's purpose, as stated in the in its constitution, is to provide a participatory governance body to carry out the mission objectives, address the annual goals, and focus on the Strategic Plan of the college.

The representatives are well aware of their roles on the Steering Committee. Communication among constituency group members is adequate in ensuring wide dissemination of the information, shared conversations and proposed changes they discussed in the Steering Committee.

Findings and Evidence:

The board of trustee's stated goals are: student success; student learning and assessment; fiscal transparency; communication.

Starting summer 2010, the college is starting mandatory orientation for all students both full- and part-time. This is done to ensure that all students are given an equal chance of being successful at Citrus College. The college produces an annual report to communities, and other major reports indicate endorsement and review dates by campus. Many of their reports are available online. Major committees on campus show diverse staff and student representation.

When Citrus College was experiencing mid level declining enrollment in 2005-2006, all constituents came together and agreed to implement a late start 16 week academic program. Banner was purchased for their Enterprise Resource Program, and the college implemented the system for student and record keeping.

In 2007, Citrus College conducted an All Employee Survey and for the most part the majority of the employees (93.3 percent) were positive in their remarks. The survey found that 93.3 percent of respondents indicated awareness of and support for the college mission, and believed that the college is actively working toward fulfilling its vision and mission. 87.4 percent of respondents believe that Citrus provides a high-quality learning environment for students; 86.6 percent of respondents believe they are treated fairly and ethically. 65.7 percent were satisfied with their level of involvement and 26.6 percent of responders disagreed or strongly disagreed with the statement, "Employees opinions are given

appropriate weight.” Citrus shared in their All Employee Survey (2007) that areas of concern at that time included dissatisfaction with employee participation in the decision making process.

Faculty leadership were quick to say that you cannot judge Citrus College on a two-year-old survey, and that governance has improved markedly with new leadership. It appears that the president and the board have made a strong commitment to maintaining strong internal and external communications. The president generates an internal (campus) and external (community) E weekly newsletter (IV.A.1). During interviews with members of the Steering Committee, members felt that employee group participation was healthy. The classified leadership acknowledged that sometimes it is difficult to get classified employees to participate. In fact, classified leaders thought that classified employees often do not take the opportunity to participate. They do appreciate that the president has an open door policy and she encourages feedback (IV.A.2.a).

Student leadership also commented that the president makes herself available to meet with students and that she values student input. As was mentioned in an open forum by the dean of students, when there is not student representation serving on a committee, people are quick to start calling her for students to serve on various committees. Student input is valued at Citrus College. According to the student body president, students were polled to see if they agreed that mandatory orientation for all students (both full- and part-time) would be helpful. The student body president was very informed on how decisions were made on campus and how information is vetted through the various groups on campus (IV.A.2.a).

Faculty and staff appear to have clearly defined roles in instructional governance, institutional policies, planning and budgets that relate to their areas of responsibility and expertise (IV.A.2.b, IV.A.3).

Citrus acknowledges several areas with room for improvement. Communication is and will always be an area that can be improved. Citrus has made transparency and communication two of their four strategic plan goals.

The Steering Committee serves as the primary shared governance body of the college. The college notes that regular evaluation reviews have not been a formal part of college governance. The president is addressing this issue and formalizing procedures and scheduling timelines for periodic reviews (IV.A.5.b).

Citrus has candidly looked at the areas that they need to improve. This includes a central source that makes governance structures and processes readily available. Now there exists a formal review. To fill this void they have created an Organizational and Governance Handbook – Spring 2009 that is available on line.

Conclusion:

The college is to be commended on its openness and positive attitude that seems to permeate the Citrus College community since the earlier survey. In large part due to the leadership of

the president, the faculty, staff, and managers shared positive impressions of the new administration. There is an openness and candor from the employees that is quite refreshing. Internal and external relationships appear to be very positive. The college appears to be headed in the right direction. With five district communities represented by the board, the board and the president appear to represent the college at every available opportunity.

In addition, the college is to be commended for an excellent, comprehensive website. The website was completely redesigned in 2006. This includes a decentralized departments-driven system for updating information on a continuing basis. This allows campus users (and others) immediate access to a wide variety of reports and data (IV.A.2.a).

The college meets Standard IV.A.

Recommendations:

None.

B. Board and Administrative Organization

General Observations:

The Citrus College Board routinely reaches decisions unanimously. The Board consistently acts as a whole. The Board appears very clear on serving as a policy creating body. A hired consultant from the California Community College League is currently updating the college's policies to maintain compliance with expectations from other agencies. All board policies are available on website.

Findings and Evidence:

Four of the five members of the Board met with the team during a Special Board Meeting held during the site visit. The Board demonstrated an understanding of its role and of the need to support the president/superintendent.

The board and the administrative team have worked together to develop a data-driven process to set organizational goals, including a six year longitudinal data for program reviews, data for program reviews, data on priorities in the strategic plan, daily enrollment reports, etc. In 2006, the college conducted the Community College Survey of Student Engagement (CCSSE). In 2008, the college conducted both the Community College Faculty Survey on Student Engagement (CCFSSE) and the Community College Survey of Student Engagement (CCSSE). The results were used to develop and implement strategic planning goals (IV.B.2.c). The president ensures that the college strategic planning goals are linked to resources planning and allocation.

The president and the senior leadership team review enrollment data, including information from the TeCS report, to ensure student access to classes to the extent possible with reduced state funding. The college has already made substantial progress towards its self identified goal to utilize a collaborative governance process to establish collegewide goals, values, and priorities (IV.B.2.a, IV.B.2.b, IV.B.2.c, IV.B.2.e). The president meets regularly with the Cabinet and also with the chairs of the Steering Committee.

The board has identified regularly reviewing and updating policies as a high priority. With respect to budget management, the college has enjoyed a long history of effective budget management. In recent years, the process has been improved by integration of the Facilities and Education Master Plan and by the involvement of the Faculty Needs Identification Committee.

Conclusion:

The college meets Standard IV.B. The current administration appears to have a productive, effective working relationship with the governing board. In the past year, the college has made substantial progress towards its goal of expanding participation in decision-making processes.

Recommendations:

None.