

IV.B Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY

The board of trustees is composed of five representatives elected from communities within the district, including Azusa, Bradbury, Claremont, Duarte, Glendora, Monrovia, and portions of San Dimas, Pomona, Arcadia, Covina and Irwindale. Members serve four-year terms, and elections are staggered so that two seats are filled in one election and three in the following election. In addition, a non-voting student trustee is elected annually in a general student election. The board meets twice monthly in open session, with agendas posted in public places at least 72 hours in advance. The board meets monthly in summer months.

Board members are active in their communities and take public interest into careful consideration when making decisions. The board encourages the college to participate in many partnerships, such as with local public school districts and community organizations, and this participation informs the college on items of public interest.

The board advocates for the institution at the regional, state and national level. At the national level, the board is a member of the Association of Community College Trustees (ACCT) and American Association of Community Colleges (AACC) and

represents the institution at annual conferences associated with these organizations. The board represents the institution at the state level through membership in the Community College League of California (CCLC) and through active participation in the League's legislative conference. One of the trustees has served for several years on the California Community College Trustees Board of Directors. At the regional level, the board is a member of the Los Angeles County Committee on School District Organization and the Los Angeles County School Trustees Association. The Citrus College board is a founding member of the San Gabriel /Foothill Association of Community Colleges (SanFACC), which is composed of six community colleges in the local region and advocates for local issues.

The voting record of the board demonstrates that decisions are usually reached unanimously. Statements about decisions and policies are issued from the board as a unified group, showing that the board acts as a whole instead of as individual members. Furthermore, the board assures that the superintendent/president routinely receives and considers input from constituent groups, such as the Academic Senate, CSEA, the Associated Students of Citrus College and the management and supervisory groups. Board meetings are open to the public, and meeting minutes are available through the college website for review. **(IVB-1)**

SELF EVALUATION

The college meets this standard. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Board members are active in their representative communities and are attentive to the needs of the community when considering campus policies. The board members are very active advocates for the community college system in general and for Citrus College in particular. Members are very deliberate in advocating for and representing the institution at the local, regional and national levels.

PLANNING AGENDA

None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY

The board of trustees establishes policies consistent with the mission statement to ensure the quality, integrity and improvement of student learning programs and services. The board is committed to and abides by the institutional mission statement when it establishes policies. Policies routinely need revising as a result of changes in state law, regulations or campus practice. Suggestions for revisions to policy are forwarded to the board for approval following a rigorous process of shared decision-making involving all of the campus constituency groups. Policy revisions begin in one of several standing committees, then are forwarded to constituency groups. Finally, before going to the board, they must be reviewed one final time and approved by the Steering Committee, the umbrella campus shared decision-making body.

The board of trustees, acting through the superintendent/president, recently convened a campus-wide effort to develop a new *Strategic Plan* to identify goals to implement the college mission and improve student learning programs. Existing board policies and regulations on the topics of instruction and student services demonstrate the board's practice of establishing policies to support the student learning programs and services of the institution. In addition, all program reviews are presented to the board for information, and the board has supported a faculty re-assignment to coordinate campus development of student learning outcomes and assessment. The board regularly audits and reviews budget reports to ensure that necessary resources are available to support campus programs. Substantial policy revisions were required by changes in state regulations in 2008, and the college convened a task force to streamline the process, due to the large number of policies to be revised. Revisions required by these Title 5 changes are largely complete. **(IVB-2, IVB-3, IVB-4)**

SELF EVALUATION

The college meets this standard. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board also recognizes that policy revision is an on-going process that requires due diligence and the willingness to adapt to changing national, state, and local regulations as they arise. Recently, the governing board has hired an outside consultant from the Community College League of California to guide the college in updating its existing policies to maintain compliance with expectations from other agencies.

The board demonstrates its interest in and commitment to quality programs through consideration of each program review, as well as frequent presentations on student learning outcomes and strategic planning.

PLANNING AGENDA

The college's ongoing commitment to improvement in this area is expressed in the institutional planning agenda item number four. As part of the comprehensive review and update of board policies, scheduled for completion by July 1, 2010, the superintendent/president will establish procedures to ensure future systematic evaluation and updates are incorporated into the planning processes of the institution. In this way, the superintendent/president will ensure that board policies and administrative procedures are revised and updated in a systematic, periodic manner, including a three-year cycle for the review of all policies.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTIVE SUMMARY

Title 5 and the Education Code give authority to the board of trustees for all matters dealing with educational quality, legal matters and financial integrity of the college. Board policies show the lines of responsibilities among the constituents of the college. Board Policy 2200 delineates the responsibilities of the board by stating, "The board is committed to fulfilling its responsibilities to: represent the public interest; establish policies that define the institutional mission and set prudent, ethical and legal standards for district operations; hire and evaluate the superintendent/president; delegate power and authority to the superintendent/president to effectively lead the district; assure fiscal health and stability of the district; monitor institutional performance and educational quality to ensure that it is meeting current community needs and future trends; advocate for and protect the district." Board Policy 2430 states that "The superintendent/president may delegate any powers and duties entrusted to him or her by the board of trustees, but will be specifically responsible to the board for the execution of such delegated powers and duties." The board hears regular reports from the Academic Senate in board meetings, and all curriculum changes are presented to the board for approval. The board reviews and approves hiring decisions that affect educational quality, such as which faculty positions are to be replaced or added. **(IVB-5, IVB-6)**

The board has ultimate responsibility for educational quality as stated in Board Policy 4020 Program, Curriculum and Course Development and Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education. The board establishes policies on satisfactory academic progress, grading, student grievances and all campus practices that maintain the integrity of the educational pathway. All curriculum revisions are presented directly to the board by the campus Curriculum Committee. **(IVB-7, IVB-8, IVB-9, IVB-10, IVB-11)**

The board has responsibility for legal matters, and has delegated to the superintendent/president the duty to assign responsibility for compliance with major federal and state requirements. Cabinet members are authorized to seek legal counsel and report to the superintendent/president in areas such as labor relations, employee rights, student due process and privacy matters, and related topics. The superintendent/president keeps the board informed of legal issues that may have a significant impact on the college.

The board takes very seriously its role as having the ultimate responsibility for financial integrity. Board Policy 2200 clearly states the board's responsibility for district finances. Each year, the vice president of finance and administrative services provides a detailed analysis of the budget development process and budget assumptions for building the budget for the new fiscal year. When the budget is completed, it must be board approved in open session where board members can ask questions and discuss fiscal implications of the budget. The Citrus College board has traditionally been very committed to maintaining a prudent ending balance to protect the college from unanticipated emergencies or economic downturns, such as the current one. **(IVB-5, IVB-12)**

Further evidence of the responsibilities of the board can be found in the description of the board meetings and minutes resulting from those meetings. **(IVB-13)**

SELF EVALUATION

The college meets this standard. The board of trustees has ultimate responsibility for educational quality, legal matters and financial integrity as documented in board policies and administrative procedures. The board carefully reviews matters of educational quality through policy revisions, program reviews and reports on strategic planning and student learning outcomes. The board oversees the budget development process and is attentive to audit results and recommendations.

PLANNING AGENDA

The standard is met, and the college will continue to support meeting the standard.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY

All of the board's policies are available on the college website. In fall 2008, the board contracted with the Community College League of California to assist with the updating of all board policies and administrative procedures. During the policy revision process, both the existing policies and newly approved policies are available on the college website so that the campus and community can follow the changes. **(IVB-14)**

The board has been active in the development of policies specifically related to the board's duties, responsibilities, structure and operating procedures. These policies and administrative procedures were recently completed, and they are included in Chapter 2 of the policy manual.

SELF EVALUATION

The college meets this standard. The board publishes its bylaws and policies on the college website which is accessible to constituent groups and the public at large. The board has completed the development and approval of policies on their size, duties, responsibilities, structure and operating procedures.

PLANNING AGENDA

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTIVE SUMMARY

The governing board acts in a manner consistent with its policies and bylaws. Currently, the board is revising old and writing new policies. The board is working with a consultant from the Community College League of California to write new and update existing policies and procedures. Policies that affect student learning or campus operations will go through the approved shared governance commit-

tees and constituencies for approval before final approval in a board meeting. Board Policy 2000 details the board's authority to set policy. The Steering Committee Constitution, Article VII, explains the process of policy development and revision through the shared governance process. **(IVB-15, IVB-16)**

Throughout the years, the board has evaluated its practices and made changes to better advocate for and represent the institution within the community. The board has also adopted more regular goal-setting and strategic planning practices. Board Policy 2745 details the procedure by which the board performs self-evaluation. **(IVB-17)**

Many Citrus College policies are reviewed and revised as needed, but many are out-of-date and essentially dormant. Last year the campus revised many policies to be in compliance with recent Title 5 changes. One of the major board goals for the year is to make sure that all campus policies are updated as needed, and the board, through the superintendent/president, has defined a process and timeline for institutional review of board policies and administrative regulations.

SELF EVALUATION

The board acts in a manner consistent with its policies and bylaws. The board is currently revising many of its policies and continually evaluates its practices to better serve the institution and its goals.

PLANNING AGENDA

The college's ongoing commitment to improvement in this area is expressed in the institutional planning agenda item number four. As part of the comprehensive review and update of board policies, scheduled for completion by July 1, 2010, the superintendent/president will establish procedures to ensure future systematic evaluation and updates are incorporated into the planning processes of the institution. In this way, the superintendent/president will ensure that board policies and administrative procedures are revised and updated in a systematic, periodic manner, including a three-year cycle for the review of all policies.

IV.B.1.f. The Governing Board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

The board of trustees has established practices and procedures for board member development and orientation. Once new board members are elected, they are invited to attend all board meetings until they are installed in December. New board members meet individually with the superintendent/president to discuss the college's educational programs, services, culture and initiatives. Board Policy 2740 supports board study sessions, access to reading materials and conference attendance for board members. **(IVB-18)**

In addition, the district is a member of the Community College League of California (CCLC), which provides guidelines and workshops for new member orientation. The district encourages new board members to attend the annual CCLC new trustee orientation offered in January each year. At the orientation, new trustees receive a CCLC trustee handbook. All board members are encouraged to attend the CCLC annual trustees conference, the CCLC annual conference, and the CCLC annual legislative conference, where they receive specific information related to the roles of trustees and relevant community college issues.

Each year, the district receives an updated trustee handbook from CCLC, and trustees are advised it is available for their review. The CCLC handbook contains specific information about the board's role in the accreditation process. **(IVB-19)**

The board adheres to Education Code 72022, mandating staggered terms of office, so that "as nearly as practicable, one-half of the trustees are elected in each odd-numbered year." In addition, Education Code 5009 mandates staggered terms of office and Education Code 5090 mandates how board vacancies are to be filled. **(IVB-20, IVB-21, IVB-22)**

The terms of office of board members are staggered so that two are elected in one election and three the next. The district's audit of financial statements and supplementary information including reports on compliance, history and organization, verifies this practice. **(IVB-23)**

Information from the Los Angeles County Office of Education regarding "Biennial Governing Board Member Elections" is on file in the superintendent/president's office. **(IVB-24)**

Information from the Los Angeles County Office of Education regarding "Process for Filling Governing Board Member Vacancies" is on file in the superintendent/president's office. **(IVB-25)**

The past practice for filling a vacancy on the board of trustees is on file in the superintendent/president's office. Board Policy 2110 provides the current policy for filling vacancies on the board through election or appointment and is consistent with the education code. **(IVB-26, IVB-27)**

SELF EVALUATION

The college meets this standard. The orientation for a new board member elected in the fall of 2007 employed these established practices and procedures.

PLANNING AGENDA

The standard is met, and the college will continue to support meeting the standard.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY

The board creates a set of yearly goals at a board retreat, which are formally adopted at a board meeting and distributed to the campus. These goals, which support the college mission and *Strategic Plan*, become the foundation for the board's self evaluation. **(IVB-28)**

The board has established processes to regularly evaluate its own performance. According to Board Policy 2745, the board will appoint an ad-hoc committee to determine the instrument or process to be used in board self-evaluation, which is to occur at the end of the spring term. Any evaluation instrument will incorporate criteria contained in board policies regarding board operations, as well as criteria defining board effectiveness developed by recognized practitioners in the field. **(IVB-17)**

In the past, evaluation topics have reflected the priorities of the college mission and *Educational And Facilities Master Plan*; internal and external relationships; and board goals. All board members complete the evaluation form and then submit it to the superintendent/president. The results are tallied by the superintendent/president and then discussed by the board at a session scheduled for that purpose. **(IVB-29, IVB-30)**

SELF EVALUATION

The standard is met. The process for board self-evaluation is clearly defined, implemented and published in board policies.

PLANNING AGENDA

The standard is met, and the college will continue to support meeting the standard.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTIVE SUMMARY

One of the recommendations from the prior visiting team was that the board move quickly to adopt a code of ethics statement. In the mid-term report it was reported that the board adopted a code of ethics in 2004. This code of ethics has now been formalized in Board Policy 2715 Code of Ethics/Standards of Practice, along with the accompanying administrative procedures. **(IVB-31, IVB-32, IVB-33)**

SELF EVALUATION:

Board Policy 2715 delineates a code of ethics for board members, and Administrative Procedure 2715 describes how the board will address violations of the code. Administrative Procedure 2715 also states that the board will review its code of ethics annually at the organizational meeting.

PLANNING AGENDA

None

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY

Board Policy 3200 states that "the superintendent/president shall keep the board of trustees informed of approved accrediting organizations and the status of accreditations." It further states that "the superintendent/president shall ensure that the board of trustees is involved in any accreditation process in which board participation is required." **(IVB-34)**

The board of trustees has been informed about and involved in the accreditation process through regular reports from the accreditation co-chairs at board meetings. Accreditation information and updates were provided at the following board meetings over the last three years **(IVB-35)**:

2006	2007	2008	2009
02-07	03-20	02-19	01-13
03-07	04-03	03-18	02-17
08-15	10-16	04-01	03-03
09-12	11-06	05-06	05-05
10-03	11-20	06-17	06-16
11-07		08-19	07-21
		09-09	
		10-07	
		10-21	
		11-04	

Also, information on the accreditation process was provided at the fall 2008 convocation.

A member of the board serves on accreditation standard IVB committee. In addition, board members sit or have sat on the strategic planning teams; the Facilities Committee; the Foundation Board; Measure G committees and subcommittees; and other college planning committees.

The board held a campus-wide strategic planning meeting in May 2007, where accreditation standards provided the framework. All board members were present and participated. Based on widespread involvement of campus participants, the *Strategic Plan* was then developed and implemented. **(IVB-36, IVB-37)**

The board is committed to supporting and improving student learning outcomes as reflected in the accreditation standards and expectations for institutional improvement. For example, Citrus College has an individual designated as the student learning outcomes coordinator, and student learning outcomes are currently being developed for all disciplines, programs, degrees and services.

The board is informed of institutional reports due to the commission and of commission recommendations to the institution through regular updates at board meetings. The board also receives program reviews on all college programs.

The board is knowledgeable regarding accreditation standards and board members have served on accreditation teams for other districts. In addition, accreditation standards are incorporated into the board goals.

SELF EVALUATION:

The college meets this standard. The board is actively involved in the accreditation process, hearing frequent reports at board meeting and participating on the governance standard committee. The self study will appear on the board agenda for two readings before final approval.

PLANNING AGENDA

The standard is met, and the college will continue to support meeting the standard.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

DESCRIPTIVE SUMMARY

The board of trustees has the primary responsibility for selecting and hiring the superintendent/president. The established process for search and selection includes, hiring a consultant, board training on search and selection, discussion of search and selection during board retreats, requests for input from the entire campus community on search and selection, and an open meeting held to provide an opportunity for community input. The board has used these processes for the two previous presidential searches. In addition, the board of trustees has recently revised its policy on superintendent/president selection, Board Policy 2431, adopted January 2009. **(IVB-38)**

Consistent with Board Policy 2430, the board delegates to the superintendent/president the executive responsibility and administrative authority for administering the policies adopted by the board and executing all decisions of the board requiring administrative action. The board remains focused at the policy level, as evidenced in board meetings. **(IVB-6)**

In addition, the board specifies in the superintendent/president's contract his/her responsibility to be in charge of all educational and financial matters of the district and to serve as chief executive officer. The board regularly reviews these policies and responsibilities with the superintendent/president. **(IVB-39)**

The superintendent/president provides a report to the board at each board meeting regarding institutional performance. The superintendent/president also holds an agenda review one week prior to all

board meetings, where he/she discusses the entire agenda in detail with the vice presidents, deans, directors and others who have placed items on the agenda for board approval. In addition, the superintendent/ president provides a written weekly trustee update to the board. The Steering Committee meets twice a month during the spring and fall semesters and once a month at other times and receives information on institutional performance. The superintendent/president chairs the meeting and information is provided to the board in the form of reports at regularly-scheduled board meetings. **(IVB-13, IVB-40)**

The board receives reports from the superintendent/president and the vice presidents or directors in charge of instruction, student services, human resources, finance and administrative services; the Academic Senate; the California School Employees Association (CSEA) and others, at regularly-scheduled board meetings. This practice provides the board with sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity. **(IVB-13)**

The board evaluates the superintendent/president's performance using an evaluation process developed and jointly agreed to by the board and the superintendent/president. **(IVB-41)**

SELF EVALUATION

The college meets this standard. The board has the responsibility for selecting and evaluating the superintendent/president and delegates full responsibility and authority to her to implement board policies.

PLANNING AGENDA

The standard is met, and the college will continue to support meeting the standard.

IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a The president plans, oversees and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size and complexity. He/she delegates authority to administrators and others consistent with their responsibilities as appropriate.

DESCRIPTIVE SUMMARY

The president of Citrus College plans, oversees and evaluates an administrative structure which is organized and staffed to reflect the institution's purpose, size and complexity.

The president directly oversees and evaluates the members of the President's Cabinet, which is composed of the vice president of instruction, the vice president of student services, the vice president of finance and administrative services and the director of human resources. Each member of the president's cabinet evaluates the managers within their respective divisions. The president chairs the president's cabinet which meets on a weekly basis.

The president also directly oversees the director of institutional research, the chief information services officer, and the executive director of development and external relations. The dean of physical education and athletics reports to the president on matters related to college athletics. The president delegates authority to administrators and others consistent with their duties and responsibilities, as appropriate.

The college's administrative structure also includes deans and directors who report directly to their respective vice president or manager. The instructional division led by the vice president of instruction has nine deans:

- Dean of Business, CSIS, Distance Education and Library
- Dean of Career, Technical and Continuing Education
- Dean of Fine and Performing Arts
- Dean of Language Arts and Enrollment Management
- Dean of Mathematics and Health Sciences
- Dean of Physical Education and Athletics
- Dean of Physical and Natural Sciences
- Dean of Social and Behavioral Sciences

The instructional division also includes eight directors that provide administrative support over specific areas and programs:

- Director of the Associate Degree in Nursing Program
- Director of Center for International Trade and Development
- Director of the Child Development Center
- Director of College Success
- Director of Cosmetology
- Director of Health Sciences
- Director of the Performing Arts Center
- Director of Workforce Development

The student services division led by the vice president of student services has three deans:

- Dean of Admissions and Records
- Dean of Counseling Programs and Services
- Dean of Students

The student services division is also supported through the administrative support of two directors:

- Director of Financial Aid
- Director of EOP&S, CARE and CalWORKS

The administrative services division is led by the vice president of finance and administrative services and has several directors who provide administrative support:

- Director of Facilities and Construction
- Director of Fiscal Services
- Director of Purchasing and Warehouse

Additional administrators who support the superintendent/president include:

- Chief Information Services Officer
- Director of Human Resources
- Director of Institutional Research
- Executive Director of Development and External Relations

In addition to weekly meetings with the president's cabinet, the president also chairs the Steering Committee, which meets twice a month. The Steering Committee is composed of the president, the chairs of the standing committees and representatives from the classified staff, supervisors/confidential employees, management, Academic Senate and student body. The Steering Committee is the college's major governance body responsible for promoting and implementing college-wide policy decisions through the process of shared governance. This committee provides for communication between the various constituent groups on campus and is responsible for carrying out the mission and objectives of the college. The board has recently adopted (May 19, 2009) Board Policy 2510 and Administrative Procedure 2510 which reflect the campus philosophy toward shared governance and the local decision-making process. The policy outlines basic tenets of the philosophy and the procedure indicates guidelines for fostering participation from all constituent groups so that decision-making can allow a more holistic approach and solicit input from all affected groups. The role for each constituent group is clearly outlined in the procedure as are the duties and responsibilities of each standing committee charged with participation in the decision-making process. **(IVB-58)**

The president also convenes an agenda review meeting, which meets prior to each meeting of the board

of trustees to review each item on the upcoming board agenda. In addition, the president also convenes the "Big Five" group, which is composed of the vice presidents of instruction and student services and the president and vice president of the Academic Senate. The "Big Five" group meets twice a month to review matters pertaining to instructional and student service programs.

Although the full-time faculty view these committees as being positive for fostering dialogue between administration and faculty, it must also be noted that faculty have not been adequately consulted with regard to changes that have occurred in campus organizational structure. Some faculty feel that communication between deans and students has been compromised since the deans were unilaterally removed from the classroom by the district in 2004. Some faculty feel that this organizational model is costly and has made communication less accessible than previous organizational models. It is the hope of many faculty members that the district will consider alternatives to the current organizational model that will address these concerns.

The superintendent/president delegates authority to administrators and others consistent with their responsibilities as appropriate. Most positions that report directly to the president serve on the president's cabinet and actively participate in weekly meetings to discuss campus priorities, concerns and take action to facilitate completion of tasks. Instruction, student services and administrative services vice presidents all meet with their teams to discuss campus goals and priorities, assignments and share concerns. **(IVB-6, IVB-42, IVB-43)**

SELF EVALUATION

The college meets this standard. The president ensures that the administrative structure of the institution is appropriately organized to address the college's purposes, size and complexity.

PLANNING AGENDA

The standard is met, and the college will continue to support meeting the standard.

IV.B.2.b The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and distribution to achieve Student Learning outcomes; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts.
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DESCRIPTIVE SUMMARY

The superintendent/president of Citrus College guides the institutional improvement of the teaching and learning environment.

Values, Goals and Priorities: The mission statement provides the foundation for all institutional operations, programs and services. The mission statement reflects the values, goals and priorities established by the superintendent/president through the shared governance process. The process of creating a new mission statement began at the start of the 2005-2006 academic year. The process included representatives from all constituent groups on campus. Representatives provided insight into the purpose of the college, along with an overall evaluation of the goals and values of the institution. The board of trustees approved the revised mission statement in the summer of 2006. In his spring 2007 report to the community, the former president provided the community with a detailed explanation of the mission statement and how it was created and developed. (IVB-44, IVB-45)

In May 2007, the former president initiated the process of developing strategic planning goals for the college by encouraging students, faculty and staff to volunteer and attend an all-campus strategic planning retreat. The retreat was designed to evaluate and discuss the results of the All-Employee Survey that was conducted during spring 2007, the Community College Survey of Student Engagement (CCSSE) that was conducted during spring 2006 and the Accountability Report for Community Colleges (ARCC). It provided members of the Citrus College community the opportunity to learn about and participate in the strategic planning process. From the survey results and retreat discussions, four themes

were identified: student success, student learning outcomes, fiscal transparency and open communication. The strategic planning goals have been integrated into the framework of the institution and are reflected in the college's values, goals and direction. (IVB-46, IVB-47, IVB-48, IVB-49, IVB-50)

The president works closely with the Steering Committee on all collegewide-policy decisions. The Steering Committee is composed of the president, the chairs of the standing committees and representatives from the classified staff, management, supervisors/confidential employees, Academic Senate and student body. This committee provides for communication between the various constituent groups on campus and is responsible for carrying out the college's values, goals and direction.

The president communicates the values, goals and direction of the college both internally and externally within the community.

Research and Analysis: In October 2006, the college appointed a new director of institutional research who reports directly to the president, filling a position that was previously vacant. The president and the director of institutional research have weekly meetings to discuss information related to college research. The president encourages the use of data to promote a campus-wide culture of evidence. The president ensures that decisions related to educational planning and resource allocation are based on high quality research and analysis on external and internal conditions. Examples of the kind of data used regularly in decision making include six-year longitudinal data for program reviews, data on priorities in the *Strategic Plan*, daily enrollment reports during registration periods, Accountability Report for Community Colleges (ARCC) data, student outcome data for basic skills, learning communities, and fast track classes, and survey information such as the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE).

The college has recently conducted surveys to measure institutional performance. In spring 2006, the college conducted the CCSSE, and in spring 2008, the college conducted both the student survey and the CCFSSSE in order to assess where Citrus College students and faculty ranked in comparison to other community colleges. In May 2007, students, faculty and staff were encouraged to volunteer and attend an all-campus strategic planning retreat. The retreat was designed to evaluate and discuss the results of

the All-Employee Survey that was conducted during spring 2007. The results from both surveys were used to develop and implement the strategic planning goals of the college, which are used to evaluate decisions made related to planning and improvement efforts. The results of both surveys are posted on the Office of Institutional Research website. **(IVB-48, IVB-49)**

Educational Planning: The president works with the president's cabinet and vice president of finance and administrative services to ensure that educational planning and resource allocation are linked to the college's evaluation processes. The president ensures that the college's strategic planning goals are linked to resource planning and allocation. The president allocates funds according to need and outcome assessments, ARCC report data, apportionment attendance report data and through the use of the program review process. **(IVB-51)**

Evaluation of Overall Institutional Planning: The president and president's cabinet monitor institutional outcomes on a regular basis. The president utilizes the daily enrollment report produced by TeCS in conjunction with input from the vice president of instruction and instructional and student services deans to ensure classes and programs are accessible to students. The report allows the vice president of instruction to make modifications and adjustments to course offerings within the current semester as well as make projections for future semester offerings. The program review process, both instructional and non-instructional, is utilized to evaluate the effectiveness of instructional and institutional programs. The president has access to a variety of reports and analyses produced by the office of institutional research that evaluate and assess institutional outcomes. Review and advisory boards are integral in the evaluation and monitoring of career and technical education programs, such as automotive technology, cosmetology, drafting and dental assisting.

SELF EVALUATION

The college meets this standard. The president and constituent groups work collaboratively using the process of shared governance in order to establish the college's values, goals and priorities. The president utilizes high quality research and analysis to link educational planning and resource allocation. The president has effectively established a process to evaluate overall institutional planning and implementation efforts.

PLANNING AGENDA

The standard is met, and the college will continue to support meeting the standard.

IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures the institutional practices are consistent with institutional mission and policies.

DESCRIPTIVE SUMMARY

The president has the primary responsibility for assuring the implementation of statutes, regulations, and governing board policies and for assuring that the institutional practices are consistent with the institutional mission and policies.

The president meets weekly with the president's cabinet to discuss matters related to board policy and to ensure the effectiveness and consistency of board policies and regulations within the institutional practices of the campus. The president also chairs the Steering Committee, which meets twice a month. The Steering Committee is composed of the president, the chairs of the standing committees and representatives from the classified staff, supervisors/confidential employees, management, Academic Senate and student body. The meetings include discussions of statutes, regulations and board policies, as well as institutional practices and the college mission. The president also chairs the "Big Five" group, which is composed of the vice presidents of instruction and student services and the president and vice president of the Academic Senate. The "Big Five" group meets twice a month to review and discuss matters pertaining to campus goals and operations. The president and "Big Five" group members evaluate potential problems on campus and work proactively to resolve any potential issues. **(IVB-52, IVB-53)**

The board of trustees is actively revising all current board policies and regulations, as evidenced in their 2008-2009 board goals. The board has established a sub-committee of two board members who are working with a consultant from the Community College League of California to develop new and update existing policies and procedures related to their role in governance for the consideration and action of the full board. The president is actively involved in this process and will incorporate the new policies and procedures into the daily dialogue between the various committees and constituent groups on campus. **(IVB-54)**

SELF EVALUATION

The superintendent/president assures the implementation of statutes, regulations and governing board policies and assures the institutional practices are consistent with the institutional mission and policies. With the support of the board of trustees, the president's cabinet and the various shared governance bodies on campus, the president is able to ensure that the statutes, regulations and board policies are implemented and adhered to on a daily basis.

The board has made it a top priority to update all campus policies in an expeditious manner. The president, board of trustees and various constituent groups on campus are actively evaluating and revising all current board policies and procedures. The president will ensure that all policies and procedures are evaluated and revised in a manner that incorporates the strategic planning goals of the institution and is consistent with the mission of the college.

PLANNING AGENDA

The college's ongoing commitment to improvement in this area is expressed in the institutional planning agenda item number four. As part of the comprehensive review and update of board policies, scheduled for completion by July 1, 2010, the superintendent/president will establish procedures to ensure future systematic evaluation and updates are incorporated into the planning processes of the institution. In this way, the superintendent/president will ensure that board policies and administrative procedures are revised and updated in a systematic, periodic manner, including a three-year cycle for the review of all policies.

IV.B.2.d. The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY

The president effectively controls budget and expenditures through a process of shared governance designed to create and implement the college's strategic planning priorities. The *Facilities and Educational Master Plan* provides direction for educational planning, as well as direction for the maintenance and expansion of the campus facilities. The vice president of instruction began the process of updating the college's *Educational Master Plan* in fall 2008. **(IVB-55)**

The president meets with the director of human resources, cabinet and the Faculty Needs Identification Committee to prioritize resources for the hiring of classified staff and full-time faculty, often shifting resources in order to improve the effectiveness of the college.

The president receives regular budget reports from the vice president of finance and administrative services. The president works with the vice president of finance and administrative services to monitor all departmental budgets and campus expenditures. All college expenditures and budget transfers are reviewed by the budget supervisor and the vice president of finance and administrative services and are approved by the board. The vice president of finance and administrative services plays a key role in the development, implementation and monitoring of the college budget. By actively tracking and monitoring all expenditures, the vice president of finance and administrative services has created a system of checks and balances that prevents unnecessary spending. For example, audited expenditures in major object codes do not exceed budgeted amounts.

The president ensures the college's strategic planning goals are effectively communicated to the president's cabinet and their respective divisions and departmental staff. Requests for funding are evaluated against the goals established by the college and funded accordingly.

The president works closely with the members of the president's cabinet to ensure they are consistently monitoring their respective divisional and departmental budgets. During the developmental phase of the budget process, the members of the president's cabinet work closely with their respective instructional deans and directors to provide input to the proposed, tentative and adopted budgets. The vice president of finance and administrative services and the president discuss and evaluate the budget recommendations and allocate funds in accordance with the college's fiscal priorities ensuring the expenditures are linked to the strategic planning goals set forth by the institution. The shared governance process ensures the president's ability to make consistent budgetary decisions.

The college utilizes the program review process to link institutional planning and resource allocation. The president works with the vice president of instruction to evaluate the results of the program review process and make the necessary recommendations for instructional development and resource allocation. Results from the program review process are evaluated according to the guidelines created by the strategic planning goals, the standards set forth by the mission of the college and the annual goals established by the president and board of trustees. **(IVB-56)**

SELF EVALUATION

The college meets this standard. The president successfully controls the budget and expenditures of the college. The president works with cabinet members and employee group representatives to communicate effectively about budget controls. When an unusual situation arises, she may hold a forum to explain budget concerns to ensure accurate information to the campus community and to allay fears and rumors. Citrus College has enjoyed a long history of effective budget management.

PLANNING AGENDA

The standard is met, and the college will continue to support meeting the standard.

IV.B.2.e. The president works and communicates effectively with the communities serviced by the institution.

DESCRIPTIVE SUMMARY

The superintendent/president works to communicate effectively within the communities serviced by the institution. The superintendent/president communicates and participates within the college district in a variety of ways.

- The superintendent/president is an active member in the local Chambers of Commerce.
- The superintendent/president is involved in local legislative and city council meetings. The superintendent/president includes city council members and legislative representatives in campus events, such as the recent dedication of the Louis E. Zellers Center for Innovation.
- The superintendent/president participates in local business and service organizations, fundraisers, and community events, such as the local parades within the district.
- The superintendent/president encourages members of the community, local school districts and legislative groups to visit and tour the campus.
- The superintendent/president meets with the Foundation Board and attends many donor-related events.
- The superintendent/president encourages the use of the campus as a host for special events and invites the community onto the campus whenever possible. Most recently, the college

hosted *The Women's Conference*, sponsored by the State of California. Students, faculty and staff could view the live feed from the Center for Innovation community room or watch the streaming video from their office computers. In November 2008, the campus hosted a 'Salute to Veterans' event, which included a flyby of helicopters from the U. S. Army and a 21-gun salute. Many members of the community attended the event.

- The superintendent/president is in constant communication with the local community, through phone calls to community partners and through the local city and county newspapers.
- The superintendent/president is often requested to make presentations to local organizations and businesses, such as the Rotary Club, Kiwanis Club and Chambers of Commerce meetings.
- The superintendent/president actively communicates with the local high school superintendents and principals with the intention of building strong partnerships with our district high schools, as well as strengthening outreach efforts with our feeder high schools.
- The superintendent/president includes representatives from the community in the decision-making process on campus. The former superintendent/president established the Bond Measure G Citizens' Oversight Committee, which allows citizens within the Citrus College district to monitor Measure G funds. **(IVB-57)**
- In the event the superintendent/president is unable to attend campus or community events, a designee attends as a representative of the college.

SELF EVALUATION

The college meets this standard. The superintendent/president actively works to communicate within the communities served by the institution.

PLANNING AGENDA

The standard is met, and the college will continue to support meeting the standard.

IVB-EVIDENCE

- IVB-1 Board of Trustees Meeting Minutes, 2007
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVB-2 Board Regulations, 6000 Series
<http://www.citruscollege.edu/admin/bot/policiesarchive/Pages/Policies6000.aspx>
- IVB-3 Board Regulations, 5000 Series
<http://www.citruscollege.edu/admin/bot/policiesarchive/Pages/Policies4300.aspx#5000>
- IVB-4 Board Minutes Showing Last Year's Title V Changes, August 19, 2008
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVB-5 Board Policy 2200 Board Duties and Responsibilities
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-6 Board Policy 2430 Delegation of Authority to Superintendent/President
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-7 Board Policy 4020 Program, Curriculum, and Course Development
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-8 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-9 Board Policy 5127 Probation and Dismissal
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-10 Board Policy 6050 Grading System
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-11 Board Policy 5530 Student Rights and Grievances
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-12 Board Policy 2200 Board Duties and Responsibilities
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-13 Board Minutes
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVB-14 Board Policies Website Showing Both Old and New Policies
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-15 Board Policy 2000 Board Policy and Administrative Procedure
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-16 Constitution of the Steering Committee
<http://www.citruscollege.edu/admin/president/steering>
- IVB-17 Board Policy 2745 Board Self Evaluation
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-18 Board Policy 2740 Board Education
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-19 Community College League of California (CCLC) Trustee Handbook (Hard Copy)
- IVB-20 Education Code 72022
<http://www.aroundthecapitol.com/code/getcode.html?file=../edc/72001-73000/72022-72035>
- IVB-21 Education Code 500
http://www.lawsolver.com/law/state/california/codes/california_education_code_5009
- IVB-22 Education Code 5090
<http://law.justia.com/california/codes/edc/5090-5095.html>
- IVB-23 Audit of Financial Statements
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVB-24 LA County #296
http://lacoed.edu/includes/templates/document_frame.cfm?toURL=bulletins&id=2660&OrgID=1
- IVB-25 LA County #435
http://lacoed.edu/includes/templates/document_frame.cfm?toURL=bulletins&id=2839&OrgID=1
- IVB-26 Board Document Filling a Vacancy on the Board of Trustees, May 22, 1998 (Hard Copy)
- IVB-27 Board Policy 2110 Vacancies on the Board
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-28 Annual Board Goals
<http://www.citruscollege.edu/admin/bot/Documents/Annual%20Board%20Goals>
- IVB-29 Self Evaluation Form November 04, 2008 (Hard Copy)
- IVB-30 Board Minutes October 17, 2006
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVB-31 Board Code of Ethics Statement September 14, 2004 (Hard Copy)
- IVB-32 Board Policy/Administrative Procedure 2715 Code of Ethics/Standards of Practice
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-33 Community College League of California (CCLC) Ethics Guide
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20B>
- IVB-34 Board Policy 3200 Accreditation
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-35 Board Minutes (2006-2009)

- <http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVB-36 Strategic Planning Website
<http://www.citruscollege.edu/admin/planning>
- IVB-37 Strategic Planning Brochure
<http://www.citruscollege.edu/admin/planning>
- IVB-38 Board Policy 2431 Superintendent/President Selection
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-39 Superintendent/President Contract (Hard Copy)
- IVB-40 Weekly Trustee Update (Hard Copy)
- IVB-41 Board Policy 2435 Evaluation of Superintendent/President
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-42 Organization Chart
<http://www.citruscollege.edu/OrgChart/CitrusCollegeOrgChart.pdf>
- IVB-43 Board Policy/Administrative Procedure 2000 Board Policies and Administrative Procedures
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-44 Mission Statement
<http://www.citruscollege.edu/admin/mission>
- IVB-45 *Report to the Community Spring 2007*
<http://www.citruscollege.edu/info/reports>
- IVB-46 All-Campus Strategic Planning Retreat Invitation
<http://www.citruscollege.edu/admin/planning/Pages/AllCampusStrategicPlanningRetreat.aspx>
- IVB-47 Strategic Planning Website
<http://www.citruscollege.edu/admin/planning>
- IVB-48 All-Employee Survey Spring 2007
<http://www.citruscollege.edu/admin/research/Pages/CampusSurveys.aspx>
- IVB-49 Community College Survey of Student Engagement (CCSSE) Results
<http://www.citruscollege.edu/admin/research/Pages/CCSSE.aspx>
- IVB-50 Strategic Planning Goals, 2007-2008
<http://www.citruscollege.edu/admin/planning>
- IVB-51 Accountability Report for Community Colleges (ARCC) Report Data
<http://www.citruscollege.edu/admin/research/Pages/ARCC.aspx>
- IVB-52 Steering Committee Agendas and Minutes
<http://www.citruscollege.edu/admin/president/steering/Documents/Forms/AllItems.aspx>
- IVB-53 President's Cabinet Minutes (Hard Copy)
- IVB-54 Board Goals, 2008-2009
<http://www.citruscollege.edu/admin/bot/Documents/Annual%20Board%20Goals>
- IVB-55 *Educational Master Plan 2009*
<http://www.citruscollege.edu/info/reports>
- IVB-56 Program Reviews
<http://www.citruscollege.edu/pr>
- IVB-57 Bond Measure G Citizens Oversight Committee
<http://www.citruscollege.edu/finance/bond>
- IVB-58 Board Policy/Administrative Procedures 2510 Participation in Local Decision Making
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>