



Follow-Up Report

Submitted by

Citrus College
1000 West Foothill Boulevard
Glendora, CA 91741

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

March 15, 2017

FOLLOW-UP REPORT CERTIFICATION PAGE

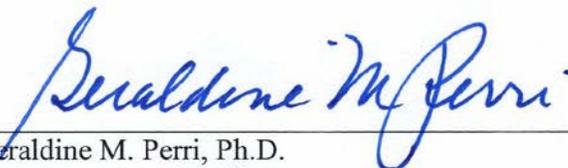
Date: March 15, 2017

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Geraldine M. Perri, Ph.D., Superintendent/President
Citrus College
1000 West Foothill Boulevard
Glendora, CA 91741

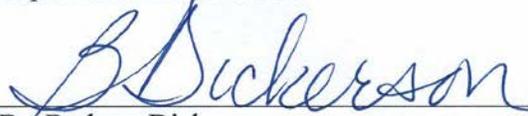
This Follow-Up Report is submitted to the ACCJC in response to the Commission's recommendations and concerns as requested in its February 5, 2016 action letter. This report demonstrates that the College has resolved all deficiencies and meets all standards.

I certify that there was broad participation by the campus community, and I believe this report accurately reflects the nature and substance of this institution.



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

2/28/17
date



Dr. Barbara Dickerson
President, Board of Trustees

3/7/17
date



Arvid Spor, Ed.D.
Accreditation Liaison Officer, Vice President of Academic Affairs

2/24/17
date



Ms. Roberta Eisel
Accreditation Co-chair

2/28/17
date

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Preparation of the Report

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, acted at its meeting on January 6-8, 2016 to reaffirm Citrus College's accreditation for eighteen months and to require a Follow-Up Report. Citrus College was notified of this action in the Commission's letter dated February 5, 2016. The Commission made two recommendations and raised two Commission concerns to be addressed by Citrus College in its March 15, 2017 Follow-Up Report.

Following the exit meeting with the visiting accreditation team in October 2015, Citrus College personnel began the process of self-reflection and analysis of areas addressed by the team. The College conducted a survey of the personnel who served as co-leads for the Standards writing teams to assess training, preparation, and effectiveness of the self-evaluation process. To assure compliance with Commission policies, the College conducted an analysis of the policies and documented the College's evidence of compliance.

The following institutional groups, whose members come from throughout the College's various constituencies, were consulted in the review and analysis of the Commission's recommendations and concerns as the College developed this Follow-Up Report. This list demonstrates broad participation by the College community and helps assure the accuracy and thoroughness of this report.

- Human Resources Advisory Committee
- Institutional Effectiveness Committee
- Associated Students of Citrus College
- Educational Programs Committee
- Deans Council and Directors
- Academic Senate
- Physical Resources Committee
- Financial Resources Committee
- Student Learning Outcomes, known as the HotShots
- Program Review Committee
- Management Team
- Student Services Committee
- Institutional Research and Planning Committee
- Classified Employees - California School Employees Association (CSEA)
- Distance Education Committee
- College Information Technology Committee

In fall 2015, the College reviewed its process for determining institution-set standards for student achievement, and in spring 2016, the College adjusted upward the 2016 standards in preparation for the 2016 annual report. Simultaneously, the College began a process of assessing and setting additional institution-set standards which were then woven into the College's 2016-2021 Strategic Plan.

Upon receipt of the Commission action letter in February 2016, the College analyzed the report and developed an index of recommendations, references in the team report, and the language of the cited Eligibility Requirements and Standards. The Institutional Effectiveness Committee and the Steering Committee addressed Commission recommendations and concerns throughout spring and fall 2016.

During fall 2016, as part of the broad institutional participation in the follow-up report process, the accreditation liaison officer and the accreditation co-chair engaged the institutional shared governance committees listed above in specific dialog about the Commission's findings and the College's responses to them.

In addition to members of groups listed above, specific individuals who contributed to analysis, assessment, and responses to recommendations and concerns include:

- Vice President of Academic Affairs and Accreditation Liaison Officer;
- English Faculty and Accreditation Co-chair;
- Administrative Assistant to Academic Affairs and Accreditation Support;
- Vice President of Student Services;
- Dean of Students;
- Director of Human Resources and Diversity;
- Title IX Coordinator;
- Director of Institutional Research, Planning, and Effectiveness;
- Research Analyst; and
- Dean of Social and Behavioral Sciences and Distance Education

The Steering Committee, the College participatory governance decision-making body, considered preliminary findings at its November 27, 2016 meeting.

The College accreditation liaison officer and the accreditation co-chair presented a public forum on the Follow-Up Report process and findings on December 1, where members of the public made comments and suggestions which were then incorporated into the report. The draft report was reviewed and approved by the Steering Committee on December 5, 2016 with the understanding that final comments for improvement were still welcomed. The draft report was posted for review and public comments on December 20, 2016 as the report was finalized.

The revised report was reviewed by the Board of Trustees at its January 17, 2017 meeting, and the finalized report was reviewed and approved by the Board of Trustees on February 7, 2017.

Recommendation #1: Integrity in Communications with the Public

In order to meet the Eligibility Requirement and the Standard, and to comply with federal regulations, the team recommends the college include precise, accurate, and current information concerning grievance and complaint procedures and sexual harassment in its print or electronic catalog for its constituencies (ER20, II.B.2.c).

Citrus College welcomes this opportunity to improve its commitment to providing precise, accurate, and current information concerning grievance and complaint procedures and sexual harassment in its print and electronic catalog and through additional methods. Integrity in communications with the public is a core value at this college.

In section II.B.2.c, the team report states, “it is difficult to locate the complaint and grievance process in the catalog and on the website; additionally, new federal legislation regarding sexual violence and harassment (i.e. Violence Against Women Act – VAWA) is not available to students or the public” (p. 38).

When this concern emerged during the evaluation team visit, Citrus College acted immediately to assure students and members of the public that the College provides easy access to grievance procedures and complaint processes. The College also proceeded to offer precise, accurate, and current information regarding sexual harassment. The College confirms that the print and electronic catalog present the most current information concerning grievance and complaint procedures and sexual misconduct and harassment.

Analysis

Student Grievance

The Student Grievance Procedure is addressed on [pages 257 and 258 of the Citrus College Catalog, 2016-2017](#),^(R1-1) as follows:

Grievance Procedures

Student grievance procedures provide every student with a prompt and equitable means of seeking an appropriate resolution for any alleged violation of his or her rights. The rights protected under these procedures include, but are not limited to, those guaranteed by the established rules and regulations of the Citrus Community College District and the Education Code of the State of California.

The student grievance procedure does not apply to student disciplinary actions covered under separate board policies and administrative procedures and parking citations “tickets” obtained on campus. Students are advised that grievances must be filed within 20 school days of the occurrence. The procedures do not apply to the employment rights of students. Sexual harassment or discrimination complaints are made to the Office of Human Resources.

Citrus College students are, by law, protected against capricious, arbitrary, unreasonable, unlawful, false, malicious or professionally-inappropriate evaluations or actions by an employee of Citrus College.

For information regarding student grievance procedures, contact the Office of the Vice President of Student Services at (626) 914-8532 or read further on the Citrus College website at www.citruscollege.edu/stdntsrv/studentaffairs/grievances ^(R1-2).

The student grievance procedure is grounded in [Board Policy \(BP\) 5530, Student Rights and Grievances](#) ^(R1-3) which states, "...students shall have access to a due process procedure for the remediation of complaints regarding any violation of law or District policy." This policy was revised in December 2015. The companion procedure, [Administrative Procedure \(AP\) 5530, Student Rights and Grievances](#) ^(R1-4) revised in December 2015, articulates the procedure "to provide prompt and equitable means of resolving student grievances," and the procedures address grievances regarding course grades and the exercise of free expression.

Student Complaints

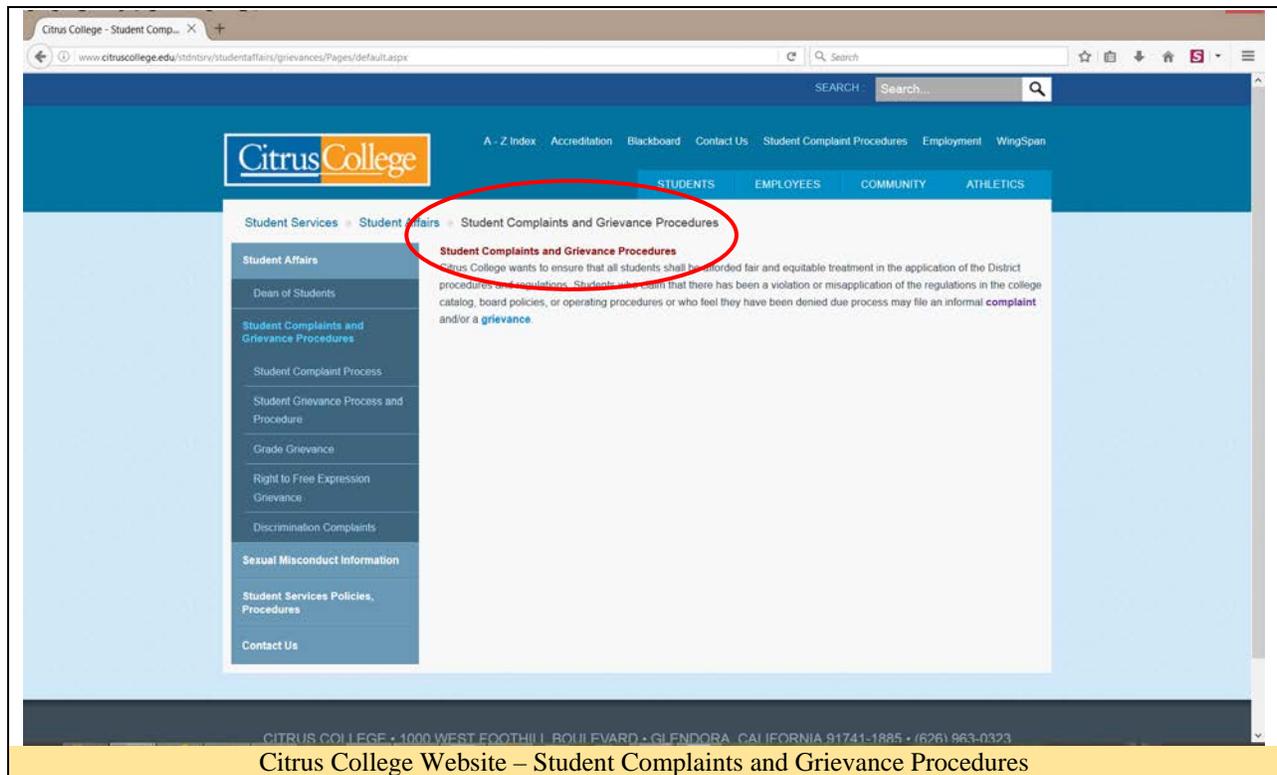
Student complaints are addressed on [page 257 of the Citrus College Catalog, 2016-2017](#): ^(R1-5)

Student Complaint Procedures

Citrus College wants to ensure that all students are afforded fair and equitable treatment in the application of the District procedures and regulations. Students who believe that there has been a violation or misapplication of the regulations in the college catalog, board policies, operating procedures, or who feel they have been denied due process may file a complaint. Please complete the "Student Complaint Form," which can be found at this website: www.citruscollege.edu/stdsrv/studentaffairs/grievances. ^(R1-6)

The **Student Complaint** form can be accessed from the College website. This form cross-references the Student Grievance Procedure and form with the following statement: "If you have a complaint relating to course grades or the right to free expression then please complete the 'Student Grievance Form' which can be found at this website: www.citruscollege.edu/stdntsrv/studentdean/Documents." ^(R1-7)

To further improve access for students from the college website, Citrus College created a new link, “Student Complaint Procedures,” on the [header area of the website homepage](#).^(R1-8) A click on that hyperlink leads students and other users to this page:



To improve College procedures, processes, and practices regarding student grievances and complaints, the accreditation liaison officer identified institutional groups with related experience and responsibility, and assigned them to analyze current processes and recommend improvements. As a result, the College has separated its complaint process from its grievance process and created individual forms for each. In October 2015, at the direction of the accreditation liaison officer, the vice president of student services and the dean of students initiated the revision of these processes and forms. The Deans Council, the Student Services Committee and the leadership of the Associated Students of Citrus College participated in this process.

On October 15, 2015, the vice president of student services began researching best practices for student grievances and complaints and collected samples from a wide range of community colleges. In February 2016, the dean of students shared best practices and presented drafts of new forms for student grievances and complaints to the Deans Council whose members include academic and student services deans and directors. This group enhances coordination between Academic Affairs and Student Services.

Two deans, one from academic affairs and one from student services assessed the proposed forms, procedure, and process. They consulted with faculty members and representatives of the

Citrus College student ambassadors for their suggestions on the ease of access and use of the forms and their online links. The Deans Council discussed these matters at its February and March 2016 meetings. The council approved them at the April 13, 2016 meeting. Minutes of the [February 10, 2016](#),^(R1-9) [March 23, 2016](#),^(R1-10) and [April 13, 2016](#)^(R1-11) meetings of the Deans Council document these actions.

Sexual Harassment

Current information on matters related to sexual misconduct are made available to students and the public on [pages 258 and 259](#)^(R1-12) of the Citrus College Catalog, 2016-2017. Specifically, page 258 provides sexual misconduct information (Title IX) and states, “Citrus Community College District is committed to providing an educational environment that is safe and free from all forms of discrimination, sexual harassment, and sexual misconduct.” The section on “Sexual and Other Assaults” defines sexual assault and affirmative consent as required by Title IX. The catalog provides five courses of actions for a victim of sexual assault, including information on how to contact the Title IX coordinator at Citrus College.

Additional evidence of Citrus College’s commitment to provide precise, accurate, and current information regarding sexual misconduct is found in [Administrative Procedure 7101.1, Discrimination Complaint Procedure: Students](#),^(R1-13) which “is implemented with the purpose of providing students with a fair and expeditious process for the adjudication of all discrimination complaints, including sex (gender) discrimination, sexual harassment and sexual violence (assault)” as required by references in Title IX and Title 5. This procedure was approved by the Human Resources Advisory Committee on November 16, 2016; the Academic Senate approved it on [November 30, 2016](#)^(R1-13.1); the Steering Committee approved it on December 5, 2016, and it was sent to the Board of Trustees for information on January 17, 2017.

AP 7102, Prohibition of Harassment: Employees and AP 7102.1, Prohibition of Harassment: Students are two administrative procedures that address sexual misconduct. BP 3540, Sexual and Other Assaults and AP 3540, Sexual and Other Assaults, address requirements of current federal legislation regarding sexual violence and harassment (i.e. Violence Against Women Act – VAWA). This policy and administrative procedure were reviewed in March 2016.

Citrus College maintains a suite of board policies and administrative procedures that address sexual misconduct, sexual harassment, sexual violence and related complaint procedures. The following table provides an overview of these policies and procedures.

Table 1 Board Policies and Administrative Procedures

Citrus College Policy, Procedure	Summary	Review Date
BP 3540 ^(R1-14) AP 3540 ^(R1-15) Sexual and Other Assaults	Defines sexual assault or physical abuse; addresses affirmative consent; role of Title IX coordinator; provides education and prevention information. Cross references AP 7101, Discrimination Complaint procedure.	3/10/16
BP 7101 ^(R1-16) Non-Discrimination AP 7101 ^(R1-17) Discrimination Complaint Procedure: Employees and Job Applicants	Explains that the District will provide all job applicants, employees, and students with an expeditious and effective procedure for resolution of complaints alleging unlawful discrimination and sexual harassment; describes informal and formal procedures; addresses filing and investigation of complaints, timelines, and appeals.	BP:7/19/16 AP:2/27/17
AP 7101.1 ^(R1-18) Discrimination Complaint Procedure: Students	References Title IX; states purpose of providing students with a fair and expeditious process for the adjudication of all discrimination complaints, including sex (gender) discrimination, sexual harassment and sexual violence (assault).	12/6/16
BP 7102 ^(R1-19) Prohibition of Harassment: Students and Employees AP 7102 ^(R1-20) Prohibition of Harassment: Employees AP 7102.1 ^(R1-21) Prohibition of Harassment: Students	Defines sexual harassment; sets forth procedure for investigation and resolution of complaints by or against any student within the District; addresses complaint procedure; addresses academic freedom and harassment.	BP:2/27/17 AP:12/02/14

Citrus College takes seriously its responsibility to assure students and the public have access to complaint procedures and grievance procedures. The College seeks to assure it provides all required disclosures regarding sexual misconduct through its print and electronic catalog and through other means.

Through comprehensive review of processes and procedures and through concomitant changes in methods and practices, Citrus College has corrected this deficiency.

Eligibility Requirement 20 and Standard II.B.2.C: To assure compliance with Eligibility Requirement 20, Citrus College has assessed its [current catalog](#), ^(R1-22) both print and electronic, and confirms that the catalog addresses the following:

Table 2 Citrus College Catalog Index

	2016-2017 Catalog page
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	8
Course, Program, and Degree Offerings	77-139, 153-254
Academic Calendar and Program Length	7, 78-137
Academic Freedom Statement	256
Available Student Financial Aid	50-53
Available Learning Resources	56-58
Names and Degrees of Administrators and Faculty	262-266
Names of Governing Board Members	5
Requirements	
Admissions	15-16
Student Fees and Other Financial Obligations	18
Degree, Certificates, Graduation and Transfer	66, 69, 78-130
Major Policies Affecting Students	
Academic Regulations, including Academic Honesty	256
Nondiscrimination	260
Acceptance of Transfer Credits	38
Grievance and Complaint Procedures	257-258
Sexual Harassment	258-60
Refund of Fees	18
Locations or Publications where Other Policies may be found	
	www. citruscollege.edu

Evidence

Citrus College has acted expeditiously to correct deficiencies identified in Recommendation #1. The processes for student grievances and complaints have been separated, and links to the forms for each process are readily available to students and members of the public in the print and electronic versions of the college catalog. Additionally, the College has created an access link on the main page of the College website. Sexual Harassment procedures have been updated as of December 6, 2016 and this information is published in the print and electronic versions of the 2016-2017 catalog. These procedures can be accessed from the College website. The College has assessed the Citrus College catalog to assure it expresses all information required by Eligibility Requirement 20.

Evidence:

- R1-1 [Citrus College Catalog, 2016-2017, pages 257-258](#)
- R1-2 [Student Complaints and Grievance Procedures](#)
- R1-3 [Board Policy \(BP\) 5530, Student Rights and Grievances](#)
- R1-4 [Administrative Procedure \(AP\) 5530, Student Rights and Grievances](#)
- R1-5 [Citrus College Catalog, 2016-2017, pages 257-258](#)
- R1-6 [Student Complaints and Grievance Procedures](#)
- R1-7 [Student Complaint and Grievance Forms index](#)
- R1-8 [Citrus College website homepage](#)
- R1-9 [Deans Council Notes, February 10, 2016](#)
- R1-10 [Deans Council Notes, March 23, 2016](#)
- R1-11 [Deans Council Notes, April 13, 2016](#)
- R1-12 [Citrus College Catalog, 2016-2017, pages 258 and 259](#)
- R1-13 [Administrative Procedure \(AP\) 7101.1, Discrimination Complaint Procedure: Students](#)
- R1-13.1 [Academic Senate meeting minutes, November 30, 2016](#)
- R1-14 [Board Policy \(BP\) 3540, Sexual and Other Assaults](#)
- R1-15 [Administrative Procedure \(AP\) 3540, Sexual and Other Assaults](#)
- R1-16 [Board Policy \(BP\) 7101, Non-Discrimination](#)
- R1-17 [Administrative Procedure \(AP\) 7101, Discrimination Complaint Procedure: Employees and Job Applicants](#)
- R1-18 [Administrative Procedure \(AP\) 7101.1, Discrimination Complaint Procedure: Students](#)
- R1-19 [Board Policy \(BP\) 7102, Prohibition of Harassment: Students and Employees](#)
- R1-20 [Administrative Procedure \(AP\) 7102, Prohibition of Harassment: Employees](#)
- R1-21 [Administrative Procedure \(AP\) 7102.1, Prohibition of Harassment: Students](#)
- R1-22 [Citrus College Catalog, 2016-2017](#)

Recommendation #2: Integrity in its Relations with the Accrediting Commission

In order to meet the Eligibility Requirement and the Standards, the team recommends the college comply with Commission requests, directives, decisions and policies, and make complete, accurate, and honest disclosure (ER 21, I.A.3, I.B.3, IV.A.4).

Citrus College welcomes this opportunity to demonstrate its commitment and practice to comply with Commission requests, directives, decisions and policies, and make complete, accurate, and honest disclosure. Meeting Eligibility Requirements and Standards is crucial, of course, but doing so for Citrus College goes beyond compliance. This institution values the peer review process, and the College has acted to improve its practices accordingly. The intention is that this Follow-Up Report demonstrates Citrus College responds expeditiously to Commission recommendations.

Analysis

Eligibility Requirement 21:

Citrus College committed an uncharacteristic oversight in the completion of its 2015 Institutional Self-Evaluation Report. While the College demonstrated compliance with the preponderance of Commission Standards, Eligibility Criteria and policies, the Institutional Self-Evaluation Report did not address key policies directly as required. The visiting team report states, “the Citrus College Institutional Self-Evaluation Report did not include the institution’s analysis and evidentiary information demonstrating that the institution addresses policies specific to the college mission and activities” (p. 15). Instead, the College addressed Commission policies within the standards-related context of the Institutional Self-Evaluation Report. The College regrets this especially since the visiting team found that “Moreover, the Citrus College Institutional Self-Evaluation did not include a breadth of information and reflective evaluation narrative representative of the high quality practices the external evaluation team determined to exist based on interviews and evidentiary review” (p. 16). With the exception of Public Notification of an Evaluation Team Visit and Third Party Comment, Citrus College demonstrated compliance with Commission Policies. The College has posted the public notification of an Evaluation Team Visit and Third Party Comment form on its accreditation pages. ([Accreditation homepage](#))^(R2-1). Improved standards for performance with respect to student achievement are addressed below and in the response to Commission Concern 2.

The visiting team report further notes, “Nor did it [Citrus College] include a presentation of statements of evidence showing that the College meets Commission policies and federal regulations as required by Commission instructions for the preparation of an Institutional Self Evaluation” (p 15-16). The following is a summary of the visiting team’s findings from the Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies (Appendix, p 76-83):

1. Public Notification of an Evaluation Team Visit and Third Party Comment: Not met.
2. Standards and Performance with Respect to Student Achievement: Addressed in ISER and met.
3. Credits, Program Length, and Tuition: Not addressed in ISER, but met.
4. Transfer Policies: Not addressed, but met.
5. Distance Education and Correspondence Education: Not addressed, but met.
6. Student Complaints: Met, but follow-up is recommended.
7. Institutional Disclosure and Advertising and Recruitment Materials: Not addressed in ISER, but met.
8. Title IV Compliance: Not addressed in ISER, but met.

October 2015, Summary of Findings by Accreditation Visiting Team

Citrus College acted to assure the Commission of the College's attention to and compliance with policies identified in the Manual for Institutional Evaluation, August 2014 in its December 3, 2015 letter to the Commission. The following information details the College's commitment to make complete, accurate, and honest disclosure to the Commission as required.

1. *Public Notification of Evaluation Team Visit and Third Party Comment:*

The visiting team found Citrus College did not meet this policy. Currently, Citrus College posts the Commission's Third Party Comment form on the College web page at: www.citruscollege.edu/accreditation/Documents/Public?ThirdPartyCommentForm.pdf^(R2-2) Further, all accreditation [materials shared](#)^(R2-2.1) with the College community during information sessions, public forums, and meetings include the Third Party Comment form and information regarding its use and importance.

2. *Standards and Performance with Respect to Student Achievement:*

The visiting team found that Citrus College addressed this policy in its Institutional Self-Evaluation Report and found the College meets the standard. The College addresses the Commission's recommendation regarding institution-set standards for student achievement in its response to Recommendation #2 below. Briefly, the Citrus College Institutional Effectiveness Committee (IEC) is responsible for monitoring student achievement data and leads the institutional efforts to analyze, assess, and adjust student achievement standards. Intermediate metrics of these standards are woven into the Strategic Plan; "institution-set standards" is a standing agenda item for all meetings of the IEC.

3. *Credits, Program Length, and Tuition:*

According to the team evaluation report, Citrus College did not address this policy in its Institutional Self-Evaluation Report, but the College meets the standard. To clarify, Citrus College credit hour assignments and degree program lengths are appropriate to practice in higher education. The College verifies assignment of credit hours and degree program lengths. Tuition is consistent across degree programs. Citrus College does not offer programs wherein conversions from clock hour conversions to credit hour apply.

4. *Transfer Policies:*

The visiting team found Citrus College meets Commission requirements related to transfer policies. Information on requirements for degrees, certificates, graduation, and transfer is provided in the Citrus College Catalog.

5. *Distance Education and Correspondence Education:*

According to the team report, Citrus College meets the Commission's requirements for distance education. The College does not provide correspondence education.

All courses, regardless of modality, are approved and reviewed through the curriculum approval process as described in the Citrus College Curriculum Handbook. Faculty address the methods of instruction, communication, and evaluation that may be unique to this delivery mode. Faculty evaluate student outcomes, courses and programs through the regular learning outcomes assessment and through program review. Faculty review achievement data for course sections offered through the distance education modality.

Courses offered via distance education are addressed through the ongoing process of development and review and have clearly defined and appropriate learning outcomes.

Instructional programs analyze data on enrollment, completion, and success for all courses, and they can compare data for sections delivered through the distance education modality with traditional face-to-face sections. The Distance Education Committee provides training, resources, and support to faculty who instruct in this modality and conducts an academic support program review of these resources and structures.

Citrus College provides the Commission advance notice of its initial intent to provide programs via the delivery mode of distance education. The most recent substantive change proposal was made in March 2015, and the Commission approved the changes in May 2015.

[Administrative Procedure 4105, Distance Education](#),^(R2-3) declares that, "Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit." To assure this, the College applies one or more methods to authenticate or verify a student's identity. These methods include secure credentialing/login and password or proctored examinations. Administrative Procedure 4105 states "the District will provide each student at the time of registration, a statement of the process in place to protect student privacy."

[Board Policy 5040](#)^(R2-4) and [Administrative Procedure 5040, Student Records, Directory Information, and Privacy](#),^(R2-5) provide for notice of student rights and that students be informed upon initial enrollment and annually thereafter of their rights under this policy. This notification is printed in the [2016-2017 Citrus College Catalog, page 260](#).^(R2-6)

Students in courses delivered via distance education log into courses through the College website using Blackboard. To do so, they must provide their student identification number and their unique password in order to authenticate the log-in. The Distance Education Committee developed and adopted Attendance Guidelines in 2011 to ensure student participation. Citrus College posts the following statement which precedes a student’s entry of username and password: “Through the entry of my username and password, I affirm that I am the student who is registered/enrolled. Furthermore, I affirm that I understand and agree to follow the regulations regarding the academic integrity and the use of student data as described in the Standards of Conduct (BP 5500) that governs student rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to expulsion from the college.”

6. *Student Complaints:*

Processes regarding student grievances, complaints, and sexual harassment are the subject of Commission Recommendation #1, and are addressed above. Student grievance procedures have been separated from student complaint processes. Students and others can access the procedures and processes and related forms by clicking a button on the home page of the Citrus College web site. Administrative Procedure 7102.1 defines the complaint procedures for sexual discrimination, sexual harassment, and sexual violence (assault). The 2016-2017 Citrus College Catalog, [pages 257 -259](#) ^{(R2-7) (R2-8)} both print and online formats, provide information on these policies and procedures.

7. *Institutional Disclosure and Advertising and Recruitment Materials:*

The visiting team found that Citrus College provides accurate, timely, and appropriately detailed information to students and the public about its programs, locations, and policies. This matter is addressed in the College’s response on Standard IV.A.4 below. The College clearly states required information concerning its accredited status.

8. *Title IV Compliance:*

Citrus College is diligent in keeping loan default rates at an acceptably low level and complies with the program responsibilities defined by the U.S. Department of Education. The default rates for Citrus College are indicated in the table below.

Table 3 Citrus College Loan Default Data

	Cohort Year 2010-11	Cohort Year 2011-12	Cohort Year 2012-13
Loan default rate	10.5%	16.8%	14.0%

These rates are substantially below the maximum default rate of 30 percent. Citrus College follows up with student loan applicants who are selected for verification. The College uses the services of a consulting firm to analyze College data on any potential defaults. Additionally, Citrus College advises students to seek all other available financial aid resources before applying for a loan.

To further assure sustained attention to compliance with Commission policies, Citrus College has adopted the [Checklist for Evaluating Compliance](#) ^(R2-9) with Federal Regulations and Related Commission Policies (revised June 2016) as one assessment tool for use by governance and leadership groups. This tool was included in the [discussion packets](#) ^(R2-10) shared with 16 participatory governance groups during the fall 2016 semester. Committees with clear responsibility for matters addressed in these policies provided analysis and commentary on the college's response to policies identified on the checklist. For example, the Distance Education Committee analyzed the Policy on Distance Education and Correspondence Education and assessed College practices to determine compliance with the Policy. Another example is the work of the Human Resources Advisory Committee, which reviewed and endorsed the language in AP 7101.1, Discrimination Complaint Procedure: Students, before it was routed through the shared governance review and approval process.

Continuous compliance with Eligibility Requirement 21 and Commission policies has been emphasized in all discussions with governance committees and constituent groups and will be addressed in future trainings throughout the institution.

I.A.3:

The visiting team report states that Citrus College has “not defined a regularized cycle for review and revision that clearly aligns with the review cycles for other primary planning documents” (p. 21).

The Integrated Planning Manual delineates the regular timing of the review of the mission. The Citrus College [Integrated Planning Manual 2016-2017](#) ^(R2-11) states the mission is “reviewed every five years as a first step in the development of a new strategic plan” (p. 9). This statement has appeared consistently in editions of the Integrated Planning Manual approved by the Institutional Effectiveness Committee on March 24, 2014, March 23, 2015, and June 6, 2016. See also:

[Integrated Planning Manual 2013-2014](#) (Page 9, see *Timeline*) ^(R2-12) and [Integrated Planning Manual 2014-2015](#) (Page 9, see *Timeline*) ^(R2-13).

Accordingly, the strategic planning workgroup whose 35 members included staff, faculty, administrators, and students took as its first task the review of the institutional mission. The workgroup prepared two drafts of the mission for consideration by constituent groups throughout the institution. An online survey to 833 internal and external stakeholders determined that the following should be the mission of Citrus College:

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

The Board of Trustees approved the revised mission on April 5, 2016. The Citrus College [Strategic Plan, 2016-2021](#) ^(R2-14), is now in place following approval by the Board of Trustees on August 16, 2016. The next regular review of the mission will occur in 2020-2021 as the College begins the next strategic planning cycle.

This regularized process is in line with [Board Policy BP 1200, Mission](#) ^(R2-15), which states “the mission is evaluated on a regular basis.” This board policy was reviewed in April 2016.

The following table illustrates the Institutional Planning Cycle developed for the College’s major planning processes which are linked to the review of the institutional mission.

Table 4: Institutional Planning Cycle

	Mission	Strategic Plan	Educational & Facilities Master Plan	Program Review	Technology Plan
2015-2016	revisit and review	Year 5; finalize the new plan	Year 5; midterm review and status check	Year 4	Year 4
2016-2017		new plan Year 1	Year 6	Year 5	Year 5; develop new plan in line with Strategic Plan
2017-2018		Year 2	Year 7	Year 1 – Assessment & Planning	Year 1
2018-2019		Year 3	Year 8	Year 2	Year 2
2019-2020		Year 4	Year 9; start planning the new plan	Year 3	Year 3
2020-2021	revisit and review	Year 5	Year 10; finish the new plan	Year 4	Year 4
2021-2022		new plan Year 1	new plan Year 1	Year 5	Year 5; develop new plan in line with Strategic Plan

I.B.3:

The Evaluation Report states, “In its judgment, the team felt that the College’s institution-set standards, based on lowest historic performance trends, to be unreasonable. Moreover, though the College has reported institution-set goals in the ACCJC Annual Reports, it has not assessed its progress in achieving these goals. The College does not meet this Standard (I.B.3)” (p. 25).

The matter of institution-set standards being too low is reiterated in Commission Concern 2: “The Commission discussed the institution-set standards established by Citrus College, and like the team, believes that they are set low. The College should review and consider resetting those standards to a more rigorous level. (Standard I.B.2).”

The Institutional Effectiveness Committee, at its [March 28, 2016 meeting](#) ^(R2-16) [minutes: Page 1, Item II; Attachment Two, page 7], acted to recommend institution-set standards be adjusted for fall course completion rate, number of students graduating with an associate degree, number of students receiving a certificate, number of students transferring to CSU, UC, in state private and out of state colleges and universities. Table 5 below, which is also provided in the College’s response to Commission Concern 2, reflects these adjusted standards.

Table 5: Institution-set Standard vs. Actual Achievement as reported in 2014, 2015, 2016 ACCJC annual reports

Successful student course completion		
As reported in...	Institution-set Standard	Actual Achievement
2014 Annual Report	67%	69.2%*
2015 Annual Report	67%	69.2%
2016 Annual Report	70.3%	69.3%

*The commission was notified about the correction in 2015.

Number of students achieved completion of degrees		
As reported in...	Institution-set Standard	Actual Achievement
2014 Annual Report	778	1,056
2015 Annual Report	778	1,244
2016 Annual Report	1,270	1,254

Number of students achieved completion of certificates		
As reported in...	Institution-set Standard	Actual Achievement
2014 Annual Report	429	496
2015 Annual Report	429	404
2016 Annual Report	1,140	1,127

Number of students transferred to 4-year colleges or universities		
As reported in...	Institution-set Standard	Actual Achievement
2014 Annual Report	905	952
2015 Annual Report	905	1,082
2016 Annual Report	1,260	1,234

Citrus College engages in ongoing discussion of these student achievement standards. Upon receipt of the Commission’s recommendation and concern, the College intensified its assessment of baseline data to better inform decisions for the spring 2016 ACCJC Annual Report. The Institutional Effectiveness Committee, a shared governance committee, leads this effort and works to integrate college wide analysis and assessment of student achievement standards. Such analysis and assessment entails integrating standards reported to the California Community Colleges Chancellor’s Office as well as those reported to ACCJC. The Institutional Effectiveness Partnership Initiative (IEPI) report requires colleges to set goals as well, and Citrus College has set additional standards in areas of student equity. On April 27, 2016, the accreditation liaison officer and the co-chairs of the Institutional Effectiveness Committee shared proposed institution-set standards for student achievement with the Academic Senate for discussion, and the Steering Committee reviewed them on May 9, 2016.

In addition to upward adjustments to the student achievement standards reported to the Commission in the Annual Report, Citrus College has set institutional objectives that are embedded in the [Strategic Plan, 2016-2021](#) ^(R2-17). Strategic plan objectives serve as standards for continuing improvement that will be addressed, assessed, and analyzed through the annual implementation plans and evaluation reports. Table 6, below, indicates the College objectives that function as intermediate metrics for standards reported to the Commission and the California Community College Chancellor’s Office in either the IEPI report or the Citrus College Student Equity Plan.

Table 6: College Objectives Reference Guide

Institutional Goal: Increase student success and completion College Measurable Objectives Stated in the 2016-2021 Strategic Plan	Requirement Source		
	ACCJC	IEPI*	Student Equity
1. Increase the basic skills course completion rate in math and English by 2% per year.	X	X	
2. Increase the pass rate in noncredit ESL (baseline to be established in 2016-2017 academic year).	X	X	
3. Increase the course completion rate of academic programs that are below the College average by 1% per year.	X	X	
4. Increase the course completion rate for disproportionately impacted groups by 2% per year.	X		X
5. Increase the fall-to-spring persistence rate of first-time freshmen by 1% per year.	X		
6. Increase the fall-to-fall persistence rate of first-time freshmen by 2% per year.	X		
7. Increase the number of students who graduate with an associate degree within three years by 2% per year.	X	X	
8. Increase degree and certificate completion of disproportionately impacted groups by 2% per year.	X		X
9. Increase transfer of disproportionately impacted groups by 2% per year.	X		X
10. Increase degree completion by 1% per year.	X	X	
11. Increase certificate completion by 1% per year.	X	X	
12. Increase overall transfer to four-year colleges and universities by 2% per year.	X	X	
13. Increase the number of underrepresented students completing STEM programs of study by 2% per year.	X		X
14. Increase licensure and industry-valued third-party credential pass rates for skill builders and CTE program completers by 1% per year.	X		
15. Increase the completion rate in programs leading to high-wage, high-skill, and high-demand occupations in local and regional industry clusters by 1% per year.	X		
16. Increase wage gain of skill builders and CTE program completers.	X		

* IEPI = Institutional Effectiveness Partnership Initiative, California Community Colleges Chancellor's Office

This process assures wide engagement in the development and support for these standards. Embedding intermediate measures of these standards in the Strategic Plan will produce assessment of progress in achieving them.

IV.A.4:

The institution maintains [agreements with external agencies](#), ^(R2-18) and these agreements can be found on the Citrus College website.

In addition to the Accrediting Commission of Junior and Community Colleges, Citrus College receives program level accreditation from the following entities:

- Board of Vocational Nursing and Psychiatric Technicians
- Bureau of Registered Nursing
- California Department of Public Health
- Commission of Dental Accreditation of the American Dental Association
- Dental Board of California
- Los Angeles County Department of Health Services (DHS)
- National Automotive Technicians Education Foundation (NATEF).
- National Registry of Emergency Medical Technicians (NREMT)

Citrus College maintains agreements with the following external agencies:

- Azusa Unified School District
- Claremont Unified School District
- Duarte Unified School District
- Glendora Unified School District
- Monrovia Unified School District

Evidence

Citrus College reaffirms its dedication to integrity in its relations with the Accrediting Commission. In light of the exception captured by the external evaluation team, Citrus College renews its commitment to institutional integrity and will demonstrate improved diligence in all dealings with the Commission.

The institution has resolved the deficiencies identified in Recommendation #2 by clarifying its regularized process for review of the mission that clearly aligns with the review cycles for its other primary planning documents. Citrus College assures assessment of progress toward achieving institution-set standards by 1) evaluating and adjusting institution-set standards for student achievement, and 2) by weaving these standards in the strategic plan process which includes annual implementation plans and evaluation reports to the College and the Board of Trustees. Citrus College has improved its public posting of relationships and contractual agreements with external agencies.

Evidence:

- R2-1 [Citrus College Accreditation home page](#)
- R2-2 [ACCJC Third Party Comment Form](#)
- R2-2.1 [Discussion/Training packet, Fall 2016](#)
- R2-3 [Administrative Procedure \(AP\) 4105](#), Distance Education
- R2-4 [Board Policy \(BP\) 5040](#), Student Records, Directory Information, and Privacy
- R2-5 [Administrative Procedure \(AP\) 5040](#), Student Records, Directory Information, and Privacy
- R2-6 [Citrus College Catalog 2016-2017, page 260](#)
- R2-7 [Citrus College Catalog, 2016-2017, pages 257-258](#)
- R2-8 [Citrus College Catalog, 2016-2017, pages 258-259](#)
- R2-9 [Checklist for Evaluating Compliance](#)
- R2-10 [Discussion/Training packet, Fall 2016](#)
- R2-11 [Integrated Planning Manual 2016-2017](#)
- R2-12 [Integrated Planning Manual 2013-2014](#)
- R2-13 [Integrated Planning Manual 2014-2015](#)
- R2-14 [Strategic Plan, 2016-2021](#)
- R2-15 [Board Policy \(BP\) 1200](#), Mission
- R2-16 [IEC Meeting, March 28, 2016](#)
- R2-17 [Strategic Plan, 2016-2021](#)
- R2-18 [Agreements with External Agencies](#)

Commission Concern #1

The Institutional Self Evaluation Report was disappointing, particularly with respect to providing access to evidence and including all of the required information in the team report. The Commission notes that evaluation team also stated that Citrus College did not provide the evidence of its own excellent performance with respect to some of the Standards, and therefore the College may not have developed an accurate assessment of its own quality, as is the purpose of the self-evaluation process. The Commission urges Citrus College to develop a different approach to its next report to the Commission – one that provides for broader college input, more careful attention to presenting the factual evidence of the College’s performance with respect to standards, and more careful review of the report before finalizing it.

Citrus College regrets the identified weaknesses in the 2015 Accreditation Self-Evaluation Report and the processes that led to its development.

Analysis

Citrus College hopes that the institution’s solid record over several decades demonstrates the College’s long-standing commitment to the peer review process. With this report, the College would like to reiterate the respect it brings to the self-evaluation process and the requirements to comply with Standards, Eligibility Criteria, and policies of the Commission. This Follow-Up Report provides an opportunity to redouble the College’s examination of evidence of institutional excellence.

As indicated below, Citrus College will design and commit resources to expand constituent engagement in accreditation processes. These will include wider and more regular engagement of the accreditation liaison officer (ALO) and the faculty co-chair with the shared governance committees. Also, the College seeks to implement a college-wide, cloud-based database system that will integrate planning, assessment, and program review with continuous attention to accreditation standards, eligibility requirement, and policies.

Citrus College would like to reiterate the institutional enthusiasm and diligence that led to the development of the 2015 Self-Evaluation Report, even while its reception and evaluation suggest otherwise. This Follow-Up Report expresses the commitment of Citrus College to embrace a more robust approach and to strive for continuous improvement.

In October 2015, shortly after the comprehensive evaluation visit, the accreditation leadership team made up of the ALO, the accreditation co-chair and the administrative support staff person conducted a [survey](#)^(C1-1) of the Standards writing teams co-leads. The survey covered areas of preparation, training, and overall experience of the process.

Sixteen of 24 recipients replied to the survey, for a response rate of 67 percent. Everyone responding to the survey felt they were prepared to be a co-lead for their Standard section. Many

of the respondents felt that the process had prepared them well, and just over half, 7 of the 13 (54 percent), indicated in some way that they did not think there was anything the College could have done to better prepare them.

Common themes emerged from the responses regarding how the college could have better prepared the co-leads. Types of suggestions included providing additional training and examples of peer colleges' self-study reports. Respondents also suggested conducting formative assessment and a better estimate of work commitment and type of work/research involved/expected.

Eighty-one percent of the respondents reported that they completed the ACCJC online training program. For the question relating to whether the training was helpful in preparing to serve as a co-lead, three respondents said yes, it helped, whereas two respondents indicated it did not help in preparing them to serve as a co-lead. Out of the comments relating to the online training program, one respondent commented that it was very straightforward and informative while another found it helped to orient her to the process. Regarding the process, one respondent suggested more discussion was needed to ensure they were all on the same page as the Commission. A similar suggestion was to get the co-leads together to reflect on the online training.

Regarding the strength of the Citrus College Self-Evaluation process, 16 respondents commented that the process was collaborative, broad-based, well-organized, and inclusive. They mentioned the gap analysis as a strength in the process.

Fifteen recipients responded to the prompt regarding weaknesses in the schedule or process that could be improved. Of those 15, five indicated there were no weaknesses. Other comments of weaknesses in this schedule or process that could be improved upon include more specific direction regarding collection of evidence, more examples of well-written sections, more discussions and examples about evidence, more time for final drafts, and clearer draft deadlines.

The survey probes whether co-leads received adequate support during the information gathering, writing, and editing processes. Fifteen respondents (94 percent) answered this question. Over three quarters of respondents (12, or 80 percent) said they received adequate support throughout the information gathering, writing, and editing process.

For the respondents who felt there could be more support, one person commented on co-leads being focused on surface issues rather than on critical components. A third respondent did not feel there was a lot of support in terms of information gathering.

All 16 respondents answered the question, "Were your team members involved? If not, what would you suggest to bring a higher level of involvement?" Almost two thirds of respondents (10, or 63 percent) indicated their team members were involved.

Of the minority who indicated their team members were not involved commented that students could have contributed more to the process.

The other comments for future practices are:

- Improved documentation for college committee meetings as meeting minutes constitute important evidence for accreditation. It was suggested that training be provided for committee chairs and recording secretaries.
- A workshop at the writing phase that highlights difference between descriptive narrative and analytical text.
- A broader scope of cross reading needed.
- In general, a higher level of awareness of the ACCJC accreditation standards.

Citrus College has acted on many of these concerns and suggestions and will use them to guide new approaches and structures in future reports to the Commission including the annual reports and the midterm report.

Ever mindful of encouraging broad input from throughout the institution, the ALO and the accreditation co-chair regularly attend meetings of the various constituencies either as members or as speakers scheduled to report on accreditation concerns and updates and to gather ideas and suggestions. Since the fall 2015 visiting team exit report and the subsequent Evaluation Report and Commission action letter, the College has dedicated itself to reasserting its sincerity and diligence in matters related to accreditation.

The ALO and/or the accreditation co-chair are regular members of most shared governance committees where they report on accreditation-related matters and engage members in discussion and review of reports and institution-set standards. Most important among these is the Steering Committee, the College's penultimate decision-making body. Additional key committees include Institutional Effectiveness, Educational Programs, Academic Senate, Student Services, Human Resources, Physical Resources, Financial Resources, Technology, Program Review, and Student Learning Outcomes, known as HotShots. Additionally, the ALO or the accreditation co-chair regularly visit additional leadership groups such as Associated Students, Classified Staff, Institutional Research and Planning, Supervisors/Confidential, Deans Council, Management Team, and Distance Education.

By way of clarification, the fall 2015 Self-Evaluation Report process engaged some 134 individuals who conducted at least 200 interviews throughout the institution in their efforts to assess institutional effectiveness in meeting the Standards. The members of the Standards writing teams came from throughout the institution, pulling from faculty, staff, students, and administrators. Eighty-one percent of the standards' co-leaders completed the ACCJC online training program and earned their certificates. To maintain currency with Commission Policies, Eligibility Requirements, and Standards, Citrus College supports employees who serve on visiting teams. In fact, four Citrus College leaders had been trained and served as visiting team members within two years of the fall 2015 visit. To assure currency in the 2014 standards and related U.S.D.E. regulations and Commission policies, the ALO and the co-chair served on visiting teams in spring and fall 2016. The superintendent/president, the accreditation liaison officer, and the accreditation co-chair continue to read, analyze and share correspondence, newsletters, and actions of the Commission.

Evidence

Citrus College resolves to improve its approach in the development of all reports to the Commission. Toward this end, the current strategic plan assures continuous assessment and review of institution-set standards as part of the annual implementation plans and evaluation reports. The duties of the accreditation co-chair have been revised to include increased responsibility for shared leadership and training throughout the College. Related activities include meeting with standing committees of Steering to identify links between their roles and the Standards, annotating Standards for areas of emphasis with each standing committee of Steering and with instructional programs, engaging in regular contact and interaction with participatory governance groups, and developing and maintaining a matrix of major college endeavors and the Standards.

More specifically, Citrus College plans to implement a comprehensive database system of data gathering, discussion, analysis, and reporting throughout the institution in a central repository. The College has investigated and evaluated products that would allow for integration of institutional assessment and accreditation. One product was considered and vetted during the 2015-2016 academic year and disregarded. Currently, the College is actively considering adopting a more suitable product with the goal of possible adoption by fall 2017.

Because links to accreditation Standards can be embedded in program review reports throughout the institution, this process will assure continuous attention to accreditation Standards throughout the college and will accommodate evidence generation and retrieval that engenders analysis and improvement. Further, this process will provide an ongoing method for self-evaluation and assessment related to Standards, Eligibility Criteria, and related policies by maintaining what is in effect, a “program review” of the accreditation process.

Evidence:

C1-1 [Survey of Co-leads](#)^(C1-1)

Commission Concern #2

The Commission discussed the institution-set standards established by Citrus College, and like the team, believes that they are set low. The College should review and consider resetting those standards to a more rigorous level. (Standard I.B.2)

Analysis

Citrus College assures the Commission that the College is dedicated to forward-looking aspirational goals that are achievable and are integrated into the planning, leadership, and governance processes of the College. The Institutional Effectiveness Committee (IEC) conducts ongoing discussion and analysis of standards the College sets for itself in successful student course completion, number of degrees and certificates, transfer, examination pass rates and job placement rates as reported in the [2016 ACCJC Annual Report](#).^(C2-1)

Additionally, the College sets standards in response to the Institutional Effectiveness Partnership Initiative (IEPI) of the California Community Colleges Chancellor's Office and the Citrus College Student Equity Plan.

Beyond standards required in these reports, Citrus College has established intermediate metrics to assure continuous progress toward achieving stated goals. As demonstrated below, institution-set standards for student achievement and success are embraced and woven into the Citrus College [Strategic Plan, 2016-2021](#).^(C2-2)

I.B.2:

In response to questions during the fall 2015 accreditation comprehensive review visit and the subsequent action letter, the IEC held continuing discussions of standards related to student achievement. The IEC focused on the need to make standards more aspirational. At the [March 28, 2016 meeting](#)^(C2-3) [minutes: Page 1, Item II; Attachment Two, page 7] the IEC acted to reset standards in fall course completion rate, number of students graduating with an Associate degree, number of students receiving a certificate, number of students transferring to CSU, UC, in state private and out of state colleges and universities. The table below reflects these adjusted standards.

Table 7: Institution-set Standard vs. Actual Achievement as reported in 2014, 2015, 2016 ACCJC annual reports

Successful student course completion		
As reported in...	Institution-set Standard	Actual Achievement
2014 Annual Report	67%	69.2%*
2015 Annual Report	67%	69.2%
2016 Annual Report	70.3%	69.3%

*The commission was notified about the correction in 2015.

Number of students achieved completion of degrees		
As reported in...	Institution-set Standard	Actual Achievement
2014 Annual Report	778	1,056
2015 Annual Report	778	1,244
2016 Annual Report	1,270	1,254

Number of students achieved completion of certificates		
As reported in...	Institution-set Standard	Actual Achievement
2014 Annual Report	429	496
2015 Annual Report	429	404
2016 Annual Report	1,140	1,127

Number of students transferred to 4-year colleges or universities		
As reported in...	Institution-set Standard	Actual Achievement
2014 Annual Report	905	952
2015 Annual Report	905	1,082
2016 Annual Report	1,260	1,234

Now that the College has addressed the matter of institution-wide standards, it will focus on *program-level* measures such as examination pass rates through the program review process.

As a measure of the importance of aspirational goals for student achievement and success, Citrus College has woven institution-set standards into the objectives of the Citrus College Strategic Plan, 2016-2021 which was approved by the Board of Trustees on August 16, 2016.

An exhaustive review and revision of the institutional mission was one of the initial steps in developing the 2016-2021 strategic plan. The mission was approved by the Board of Trustees on April 5, 2016. This process assures that institution-set standards woven into the strategic plan are appropriate to the College mission. These standards are expressed in measurable terms so the College can assess how well it is achieving them. They are aspirational, so they assure pursuit of continuous improvement. As part of the institutional strategic plan, these standards are published, and progress on activities related to them will be reported at meetings of the Board of Trustees and published within annual implementation plans and progress reports to the Board of Trustees (I.B.3., 2014).

In May 2016, the Director of Institutional Research, Planning, and Effectiveness conducted a college wide informational session on the proposed strategic plan objectives. The purpose was to explain the baseline data for each objective and to discuss the methods for setting standards. This session was [presented to the Academic Senate](#) ^(C2-4) [Minutes, May 11, 2016, page 3, Item VI] as well.

The single, overarching institutional goal that Citrus College aims to accomplish in the course of the five year strategic plan is to **increase student success and completion**. The College has established 18 college wide measurable objectives to ensure accountability and attainment of this institutional goal. Sixteen of these objectives set standards for annual improvements or increases in rates of student success and completion.

The strategic plan objectives identified on table 8, below, serve as institutional-set standards and intermediate metrics of standards reported to the Commission as well as to the California Community Colleges Chancellor's Office through either the Institutional Effectiveness Partnership Initiative or the Citrus College Student Equity Plan. Purposefully placing these standards in the institutional strategic plan assures they will be addressed, evaluated, and analyzed in the implementation and evaluation reports.

Table 8: College Objectives Reference Guide

Institutional Goal: Increase student success and completion College Measurable Objectives Stated in the 2016-2021 Strategic Plan	Requirement Source		
	ACCJC	IEPI*	Student Equity
1. Increase the basic skills course completion rate in math and English by 2% per year.	x	x	
2. Increase the pass rate in noncredit ESL (baseline to be established in 2016-2017 academic year).	x	x	
3. Increase the course completion rate of academic programs that are below the College average by 1% per year.	x	x	
4. Increase the course completion rate for disproportionately impacted groups by 2% per year.	x		x
5. Increase the fall-to-spring persistence rate of first-time freshmen by 1% per year.	x		
6. Increase the fall-to-fall persistence rate of first-time freshmen by 2% per year.	x		
7. Increase the number of students who graduate with an associate degree within three years by 2% per year.	x	x	
8. Increase degree and certificate completion of disproportionately impacted groups by 2% per year.	x		x
9. Increase transfer of disproportionately impacted groups by 2% per year.	x		x
10. Increase degree completion by 1% per year.	x	x	
11. Increase certificate completion by 1% per year.	x	x	
12. Increase overall transfer to four-year colleges and universities by 2% per year.	x	x	
13. Increase the number of underrepresented students completing STEM programs of study by 2% per year.	x		x
14. Increase licensure and industry-valued third-party credential pass rates for skill builders and CTE program completers by 1% per year.	x		
15. Increase the completion rate in programs leading to high-wage, high-skill, and high-demand occupations in local and regional industry clusters by 1% per year.	x		
16. Increase wage gain of skill builders and CTE program completers.	x		

* IEPI = Institutional Effectiveness Partnership Initiative, California Community Colleges Chancellor's Office

Evidence

Citrus College has resolved this concern.

The [2016 ACCJC Annual Report](#)^(C2-5) reflects the College's assessment and resetting of student achievement standards for fall completion rate, number of students graduating with an Associate degree, number of students receiving a certificate, and number of students transferring to CSU, UC, in state private and out of state colleges and universities.

The focus on student achievement and success is central to the strategic planning efforts of the College as evidenced by the Citrus College Strategic Plan, 2016-2021. Sixteen of the 18 strategic plan objectives directly relate to student achievement. They are aspirational and measurable, and therefore advance the mission of the College.

Evidence:

- C2-1 [Citrus College 2016 ACCJC Annual Report](#)
- C2-2 [Strategic Plan, 2016-2021](#)
- C2-3 [IEC Meeting, March 28, 2016](#)
- C2-4 [Academic Senate, Meeting Minutes](#), May 11, 2016
- C2-5 [Citrus College 2016 ACCJC Annual Report](#)

