

Standard I: Institutional Mission

The institution demonstrates a strong commitment to a mission that emphasizes achievement of student learning and to communicating that mission both internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

DESCRIPTIVE SUMMARY

In 2006, Citrus College revised and adopted an updated mission statement with the objectives of defining its broad educational purposes, its intended student population, and its commitment to achieving student learning as described in the statement below. (IA-1, IA-2)

College Mission Statement

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

Mission Objectives

Citrus College is a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development.

As Citrus College continues to advance as a dynamic center for life-long learning, we are committed to:

- providing general, lower division coursework leading to an associate degree in the arts or the sciences;
- preparing students to transfer to four-year colleges and universities;
- offering technological services and support for students, faculty, and staff;
- delivering programs to improve basic math, reading, communication, and ESL skills;
- granting opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
- furnishing support services for the intellectual and personal development of all Citrus College students, including opportunities to participate

- in campus governance;
- fostering a comprehensive and enriching program of extracurricular activities;
- conducting community education programs that encourage learning at every stage of life;
- awarding occupational certificates and degrees for career preparation and advancement;
- administering customized training programs for business and industry;
- increasing academic and career development support for students, faculty, and staff through career counseling, job preparation, and job opportunities;
- collaborating with local high schools in articulation and curriculum development;
- advancing cultural and personal enrichment programs for the college and community members, and promoting inter-collegiate competition opportunities for students.

The revision of the college's mission statement in 2006 acknowledges the understanding by the college and its constituents that the nature of the college is an evolving global community that no longer serves only the students and the communities of the San Gabriel Valley. (IA-3, IA-4)

The process of developing the current mission statement began in spring 2005 during the reflective stage of the mid-term accreditation report. It was discovered that although our former statement supported local communities, it needed to be revised to take into account the broader scope of Citrus College's *Strategic Plan*, accomplishments, and growth over the past 10 years. Through the collaboration of the Academic Senate and the college's formal committee structure, the mission statement was revised during the 2005-06 academic year. During this process faculty, staff, and student groups were solicited for their input. (IA-4, IA-5, IA-6, IA-7, IA-8, IA-9)

As now elucidated in the mission statement, Citrus College is an open-access, higher education institution whose intended population resides locally within the defined trustee representation districts of the San Gabriel Valley, regionally through our instructional programs, and globally through the rapid development of our distance education coursework. (IA-1)

SELF EVALUATION

Citrus College meets this standard.

As evidenced in the 2006 *Report to the Community*, Citrus College's new mission statement clearly expresses what the institution offers in terms of our investment in the growth, success, and development of learners across their lifespan. These goals are supported by the continued development of the *Strategic Plan*, which is then influenced by the feedback of all constituent groups at the college as seen in the Office of Institutional Research's spring 2007 campus survey. **(IA-1, IA-6, IA-9, IA-10, IA-11, IA-16)**

The college's instructional programs are continuously evaluated to assess their relevance and effectiveness in delivering the high-quality instruction mandated by the mission statement. To accomplish this, student learning outcomes and assessment (SLOA) and program review are mandatory processes and, as such, are a high priority in evaluating all instructional programs and course offerings. **(IA-12, IA-13, IA-14)**

The school relations and outreach efforts, as well as the counseling seminars schedule, demonstrate that the college is invested in fostering a diverse educational community by reaching out intentionally to all schools both in our surrounding districts and, on invitation, outside the district. Over the years, the college's outreach activities to local schools have expanded to include campus tours, a two-day open house, Parents' Information Night and Early Decision Day. The college is also actively involved in creating support programs for underrepresented and special needs students through its Extended Opportunity Programs and Services (EOP&S) and Disabled Student Programs and Services (DSP&S). In addition, campus extracurricular opportunities such as the Associated Students of Citrus College (ASCC), student affairs, athletics, and a rich variety of clubs and student organizations, encourage students to pursue community advocacy, leadership, and scholarship. **(IA-19, IA-20, IA-21, IA-24, IA-25)**

PLANNING AGENDA

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

I.A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY

The institutional mission is the foundation for efforts to assure that Citrus College establishes student learning programs and services that align with its purposes, character, and student population. Citrus College prides itself on supporting the success of learners at all stages of academic preparation and achievement. Examples of our purpose and character are clear from our fervent support of our student population, many of whom are first-generation or first-time college students. This can be shown empirically through long-term data collected through the Community College Survey of Student Engagement (CCSSE), our catalog of services provided to students, and our annual enrollment increases over the past accreditation cycle. **(IA-17, IA-33, IA-34)**

Board Policy 4025 articulates the criteria for the associate degree and general education and is the foundation for establishing programs and support services. **(IA-53)**

In our efforts to ensure a successful transfer to four-year colleges and universities and develop a qualified work force, we continue to develop critical support services for incoming students through basic skills, DSP&S and EOP&S. The Center for International Trade Development (CITD), community education, and the programs offered through career education offer consulting services and classes for students and members of the community who desire to develop skills, establish businesses, or seek personal enrichment. **(IA-20, IA-21, IA-22, IA-23, IA-35, IA-36)**

Student services offer ongoing support through admissions, counseling, financial aid, assessment and placement testing, student activities, health services and security. In addition, the Citrus College Library, Learning Resource Center, and Technology and Computer Services (TECS) offer support for all programs and services of the college. Our Veterans Program, the Citrus College Veterans Network, is a nationally recognized support service for soldiers transitioning from active duty back to school. This program offers counseling, academic support and mentorship. Counseling courses benefit students as they become acquainted with the skills and responsibilities that come with collegiate enrollment. To that end, the Counseling Department publishes a schedule of counseling workshops at the beginning of each academic year. These workshops include information sessions for students at risk of being placed on academic probation, transfer application workshops, and life skills classes. **(IA-24, IA-25, IA-26, IA-27, IA-37, IA-38, IA-39, IA-40)**

Soliciting and receiving feedback concerning all aspects of the college's instructional and student services programs occurs on an ongoing basis at all levels from the governing board to all constituent groups. Policies are reviewed as described in our practices for shared governance. Shared governance is the process by which Citrus College constituents which include the board of trustees, faculty, managers, classified staff, supervisors/confidential team, and students promote wise and timely decisions. Students provide feedback and input through their constituent group, ASCC and their representation on all college policy groups. **(IA-28, IA-41, IA-42)**

In 2006, a new director of institutional research joined Citrus College to coordinate strategic planning, institutional research, and institutional effectiveness of the college. The work of this office enables the college to use data in developing, modifying, and evaluating its programs and services. Additionally, institutional research maintains, manages, and reports information on students, faculty and staff, academic programs, national and peer institutions, higher education trends, and agency data. Institutional research has been a driving factor in leading the college towards making decisions and implementing programs that are data driven. *The Citrus College Fact Book*, published spring 2009, serves as Citrus College's statistical abstract and features community and student demographics, student retention and success data, and employee demographic profiles. **(IA-17, IA-43)**

Research data were among the driving elements of the *Strategic Plan*, which was implemented in 2007-08 and updated in 2008-2009. The *Strategic Plan* serves as a blueprint that identifies the college's primary goals and objectives. The results of an employee survey that measured staff perceptions of the college overall and their role as employees, were an important part of the direction and content of the *Strategic Plan*. Also important to this process were the results from the Community College Survey of Student Engagement (CCSSE), which is a gauge of student attitudes. Upon implementation of the *Strategic Plan*, a website was established in 2007 to provide members of the Citrus College community with the opportunity to learn about and participate in the strategic planning process at Citrus College. **(IA-10, IA-11, IA-16, IA-17, IA-32)**

Strategic planning has become an integral part of college operations. Its areas of concentration - student learning outcomes, student success, fiscal transparency, and communication - are periodically monitored to ensure the college continues to align its work with its mission. **(IA-10, IA-12, IA-16, IA-30, IA-31)**

Since the 2002 adoption of the new SLOA standards, the emphasis on student learning outcomes and assessment has been a widely supported effort by all constituents of the college community. Faculty, staff, administrators, and students all have roles in the student learning outcomes and assessment process. Learning outcomes and assessments have been applied within courses, programs and departments throughout the college. These assessments include the methods Citrus College employs to gather evidence and evaluate the quality of our instructional and service programs. The ongoing process of student learning outcomes and assessment pervades the fabric of our college - from its mission, to its classrooms, to its services in support of student success. **(IA-12, IA-13, IA-14, IA-15, IA-16)**

The college has adopted educational core competencies, modified the curriculum process to embrace learning outcomes, and engaged in outcome considerations through both the program review process and college-wide strategic planning. As we move forward towards sustainable, continuous, quality improvement in this area, and as we enrich the academic landscape both inside and outside the classroom, we are expanding our efforts to include assessment, analysis, and planning based on the development and tracking of student-learning outcomes. **(IA-12, IA-14)**

Held twice annually, Flex Day exists to allow all Citrus College faculty, full-time and adjunct, to participate in planned activities that encourage and support professional enhancement. Every full-time faculty member is required to attend six hours of flexible activities, which are specifically designed to enhance, deepen or update the instructor's knowledge of his or her craft. These activities may include, but are not limited to, technology seminars, new teaching strategy presentations, or experiences that expand on the instructor's cultural understanding of his or her specific craft. In addition to the scheduled on-campus workshops, faculty are also given the opportunity to complete their flex hours in an approved departmental activity or by individual contract allowing academic professionals to engage in activities they consider to be professionally enriching and supportive of their ability to successfully meet the expectations of student learning outcomes. **(IA-44, IA-45, IA-46)**

Opportunities for professional growth are also available to faculty through professional development funding to cover expenses associated with workshops, conferences and seminars. Faculty is encouraged to develop and participate in programs that focus on quality of instruction, innovative teaching techniques, educational technology, testing and as-

essment, and knowledge of one's discipline. (IA-44)

SELF EVALUATION

The standard is met.

PLANNING AGENDA

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

I.A.2 The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY

The mission statement was approved by the board of trustees on June 20, 2006, and has been published in the college catalog, schedule of classes, faculty and student handbooks and throughout the college website. Since 2006, the college's holiday greeting card has featured the mission statement and the college mission was the theme of the 2006 *Report to the Community*. (IA-2, IA-18, IA-33, IA-34, IA-47)

SELF EVALUATION

The standard is met.

The mission statement revision came about as a result of the 2003 accreditation evaluation report which stated:

It is recommended that the mission statement be reviewed to ensure that it articulates the educational purposes and programs to be offered by the college and provides guidance for planning and operations. Additionally, the college should implement a review process to ensure the mission statement is current. (1.2, 1.3, 1.4)

The superintendent/president assigned a high-priority status to the mission statement revision and formed a committee comprised of representatives from each constituent group. This committee engaged in an inclusive and interactive process that allowed for dialogue, revision, and a sharing of diverse opinions. Through face-to-face meetings and electronic communication, the committee developed language for a new mission statement and objectives reflecting the college community's input and sentiments. In addition to the wide involvement and input from all constituent groups, the Academic Senate played a key role in the development of the mission statement and objectives. (IA-3, IA-7, IA-8)

The mission statement was approved by the board of trustees at its June 20, 2006 meeting. (IA-2)

PLANNING AGENDA

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

I.A.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY

During the previous accreditation cycle, the Institutional Research and Planning Committee was assigned the long-term role of reviewing and updating the *Strategic Plan*. However, during the 2005-06 updates to the mission statement, a broader group of constituents was brought together in the place of this committee to serve this purpose. The rewrite process allowed for dialogue, revision, and sharing of diverse opinions. The 2006 mission statement was board-approved after being reviewed by groups comprised of all campus constituents. (IA-7, IA-8)

SELF EVALUATION

The standard is met.

We are invested in the continued success of Citrus College and believe that by regularly reviewing the mission statement we can clearly show our commitment to student success and the opportunities available at Citrus College.

PLANNING AGENDA

The college's ongoing commitment to improvement in this area is expressed in institutional planning agenda item number five. The college will demonstrate its commitment to continuous quality improvement through updating and review of the effectiveness of the college's five major planning documents and being deliberate in utilizing the content within them in budget development.

- Mission Statement
- *Strategic Plan*
- *Educational Master Plan*
- *Technology Master Plan*
- Program Review

I.A.4 The institution's mission is central to institutional planning and decision-making.

DESCRIPTIVE SUMMARY

As we look to align the purpose of the college with its resources (budget), mission (education), and output (successful students), the mission statement

drives our efforts to move forward with effective planning and decision-making. Every year, Citrus College's Board of Trustees begins their process for developing annual goals for the college with the mission statement. Since it was adopted in 2006, the mission statement has prefaced the annual board goals. The mission statement also provides an overarching theme that specifically addresses the strategic planning goals. In addition, managers from key instructional, student services and administrative areas present status reports to the board of trustees and explain how their departmental activities and accomplishments have advanced the board goals. (IA-29, IA-48)

The mission statement has transitioned from a statement that defines Citrus College into a viable working document accompanied by the vision and values statements that were developed at a spring 2009 flex day workshop and subsequently adopted by the college community. The college's mission, vision and values serve as preface to and set the tone for the policies and procedures outlined in the Governance Handbook, and the goals and objectives presented in the *Educational Master Plan*. (IA-29, IA-48)

As a college, we have developed several successful practices and processes that will guide us to be intentional in our planning, budgeting, and resource allocation. These actions should provide continuity, consistency, and institutionalized patterns through which we will continually revisit our mission and the efficacy of our efforts to advocate for student and community success. We are invested in these efforts through the development and implementation of our

- Institutional Student Learning Outcomes
- Program Review Process
- *Governance Handbook*
- *Educational Master Plan*

Each of these processes requires the frequent introspection expected of a healthy institution that must be as organic and flexible as the changing face of our circumstances and the needs of our student population. Successful implementation of these processes will help us best use the resources available to us to truly meet the goals, objectives and mission we set before ourselves as a college.

Institutional Student Learning Outcomes

Citrus College prides itself on delivering high quality instruction that empowers students. As an institution, the college has resolved to develop outcomes to demonstrate our commitment to meeting this worthy challenge that is central to our purpose and mission: to make available excellent instruction, student support services, and institutional support. The outcomes for the college are:

- Academic Excellence (General Education)
- Economic Opportunity (Career and Technical Education)
- Personal Achievement (Life-long learning)

It is with these primary outcomes in mind that the following areas create the network through which we communicate, collaborate, and continually investigate the process of bringing excellence into our classrooms.

Program Review

The major objective of program review is to improve the quality of education at Citrus College. This continuous process includes an over-arching six-year review of instructional programs as well as annual reviews by each instructional discipline of their effectiveness, needs and student population. These annual reviews serve as a jumping off point for discussion among and between faculty about the success, challenges and needs for the department to meet the course, program, and departmental student learning outcomes, mission, and vision they've set for themselves. Needs discovered through discussion are then forwarded in the report to the Office of Instruction. It is from this point that all departmental requests for funding begin to ensure that the request is matched to a documented, quantifiable need to improve the quality of what is provided to our students. Program review is not limited to instruction. At Citrus College, every area of the college is involved in this process from instruction to student services to instructional support to institutional support. Instructional departments are reviewed using five criteria: Mission, Need, Quality, Feasibility and Compliance.

- *Mission* refers to how the program fits into the college's mission.
- *Need* addresses why the program is necessary/needed.
- *Quality* addresses whether the curriculum meets district and Title 5 standards, whether there is faculty development, and whether the faculty minimum qualifications are appropriate.
- *Feasibility* corresponds to faculty, faculty/staff and equipment needs as well as library resources.
- *Compliance* addresses whether the program is compliant with federal, state and district regulations, licenses and standards.

The hope and reality of this process is expressed in the following guidelines.

- To provide the college with information on how well the program functions in relation to its objectives, the mission of the college, the college's *Educational Master Plan* and the needs of the community.
- To promote meaningful collaborative planning

and decision-making based on data analysis and dialogue.

- To improve programs and services.

The college has established inclusive measures to inform the campus community of decisions and topics of significant impact, such as the adopted budget, the finalized state budget and its effect on campus operations and the emergency preparedness forum. These meetings are planned by the college administration and their staff, as well as the appropriate committee involved. This reflects our mission as the foundation of the college's active role in communicating important issues to the campus community and to the external community (**IA-10, IA-30, IA-49, IA-50, IA-51, IA-52, IA-53**)

PLANNING AGENDA

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

IA EVIDENCE

IA-1	Mission Statement http://www.citruscollege.edu/admin/mission
IA-2	Board of Trustees Minutes, June 20, 2006 http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes
IA-3	Accreditation Self Study 2003 http://www.citruscollege.edu/admin/research/Pages/AccreditationandSelf-Study.aspx
IA-4	Accreditation Midterm Report 2006 http://www.citruscollege.edu/admin/research/Pages/AccreditationandSelf-Study.aspx
IA-5	Board of Trustees Minutes, March 8, 2005 http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes
IA-6	Strategic Planning Goals 2007-2008 http://www.citruscollege.edu/admin/planning
IA-7	Academic Senate Mission Statement Discussions, 2004-2005 and 2005-2006 Minutes http://www.citruscollege.edu/as
IA-8	Mission Statement Group to Include Faculty, Students, and Managers (Hard Copy)
IA-9	Mission Objectives Prioritized http://www.citruscollege.edu/admin/mission
IA-10	Strategic Plan 2007 http://www.citruscollege.edu/admin/planning
IA-11	All-Employee Survey, Spring 2007 http://www.citruscollege.edu/admin/planning/Documents/All%20Employee%20Survey,%20Spring%202007/allemployeesurveyps07.pdf
IA-12	Student Learning Outcomes and Assessment (SLOA) Website http://www.citruscollege.edu/sloa
IA-13	Student Learning Outcome Assessment Cycle (SLOAC) Position Description http://www.citruscollege.edu/sloa/Documents/2007-039_SLO52407_coordinator.pdf
IA-14	Student Learning Outcomes (SLO) Presentations http://www.citruscollege.edu/sloa
IA-15	SLO Faculty Staff Event Fliers http://www.citruscollege.edu/sloa
IA-16	Strategic Planning at Citrus College Website http://www.citruscollege.edu/admin/planning
IA-17	Citrus College Fact Book Spring 2009 http://www.citruscollege.edu/admin/research/Pages/FactBook.aspx
IA-18	Report to the Community 2006 http://www.citruscollege.edu/info/reports
IA-19	School Relations and Outreach Webpage http://www.citruscollege.edu/stdntsrv/highschool
IA-20	Disabled Student Programs and Services (DSP&S) Brochure http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A
IA-21	Extended Opportunities Programs and Services (EOP&S) Brochure http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A
IA-22	College Success Program (Basic Skills) Website http://www.citruscollege.edu/success
IA-23	Career/Transfer Center College Planning Guide http://www.citruscollege.edu/stdntsrv/transcntr/Documents/Forms/AllItems.aspx
IA-24	Counseling Workshops Brochure http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A
IA-25	Student Affairs Website http://www.citruscollege.edu/stdntsrv/studentaffairs
IA-26	Veterans Program http://www.citruscollege.edu/stdntsrv/veterans
IA-27	Veterans Program Wal-Mart Foundation Grant Announcement http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes/2008%20Minutes/11_18_08.pdf
IA-28	Organization and Governance Handbook http://www.citruscollege.edu/governance
IA-29	Board of Trustees Goals http://www.citruscollege.edu/admin/bot
IA-30	Budget Forum Presentation http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A
IA-31	Adopted Budget Press Release http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A
IA-32	Community College Survey of Student Engagement (CCSSE) Survey 2006 http://www.citruscollege.edu/admin/research/Pages/CCSSE.aspx
IA-33	College Catalog http://www.citruscollege.edu/schedule/Pages/Catalog.aspx
IA-34	Schedule of Classes http://www.citruscollege.edu/schedule

- IA-35 Continuing Education Website
<http://www.citruscollege.edu/ce>
- IA-36 Continuing Education Schedule of Classes
<http://www.citruscollege.edu/ce>
- IA-37 *Technology Master Plan*
<http://www.citruscollege.edu/tecs/Documents/Forms/AllItems.aspx>
- IA-38 Student Services Website
<http://www.citruscollege.edu/stdntsrv>
- IA-39 Library Website
<http://www.citruscollege.edu/library>
- IA-40 Learning Center Website
<http://www.citruscollege.edu/lc>
- IA-41 Steering Committee Meeting Minutes
<http://www.citruscollege.edu/admin/president/steering/Documents/Forms/AllItems.aspx>
- IA-42 Associated Students of Citrus College (ASCC) Website
<http://www.citruscollege.edu/stdntsrv/studentaffairs/ascc>
- IA-43 Institutional Research Website
<http://www.citruscollege.edu/admin/research>
- IA-44 Faculty Development Website
<http://www.citruscollege.edu/staffdev/facdev>
- IA-45 Flex Committee Website
<http://www.citruscollege.edu/staffdev/flex>
- IA-46 Flex Day Schedules
<http://www.citruscollege.edu/staffdev/Documents/FlexDay>
- IA-47 Holiday Cards
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-48 Board Goals Presentation
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-49 Emergency Preparedness Forum Presentations
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-50 Instructional Program Review Handbook
<http://www.citruscollege.edu/as/programreview>
- IA-51 Non Instructional Program Review Outline
<http://www.citruscollege.edu/pr/student>
- IA-52 Institutional Support Program Review Process
<http://www.citruscollege.edu/pr/institutional>
- IA-53 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>