

## Standard II.B. Student Support Services

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

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**II.B.1.** The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

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### DESCRIPTIVE SUMMARY

Citrus College assures the quality of its student services through the entire student pathway in order to support students and realize its mission. Data are analyzed regularly to clearly understand the students we serve and to drive decisions about student services.

Student recruitment efforts involve the cooperation of several entities at the college to support students with assessment and placement information and prepare them before classes begin with a student educational plan. Student achievement is enhanced by giving students vital information early in their Citrus College career. Prior to the funding of collegewide recruitment efforts and the establishment of an outreach office in 2005, through two Hispanic Serving Institution (HSI) grants, the Counseling and Advisement Center coordinated efforts with local high schools to provide an educational advisor at our main feeder high schools one day a week. Now the outreach team works with counselors/advisors in Non-Credit Matriculation, the Center for Teacher Excellence, California High School Exit Exam (CAHSEE), athletics, Extended Opportunities Programs & Services (EOP&S), Disabled Students Programs & Services (DSP&S), Financial Aid, and instruction to provide pre-enrollment services to students on the high school campus. In addition, efforts to bring prospective students to the Citrus campus have been fruitful. Efforts include an Early Decision Day that combines assessment, placement and orientation for local high school students; Parent Night, where stu-

dent ambassadors and college staff provide orientation for students and their parents; the High School Counselor Breakfast, orientation for high school counselors; and Welcome Day, where workshops and tours are offered to students before classes begin. In 2006, the Office of External Relations worked with counselors to create an orientation on DVD (also posted on the web) to appeal to our younger student population. **(IIB-1)**

The college recruits and admits students from diverse backgrounds and provides a wide range of support services. The college employs several counselors fluent in Spanish as well as Asian languages including Cantonese, Mandarin, Taiwanese and Vietnamese. Other bilingual staff speak Greek, Arabic and Dutch. Nearly all services have a counselor fluent in Spanish. In some cases counselors teach orientation courses at local high schools including continuation high schools. Having counselors and staff who speak a number of languages supports student achievement by allowing students to quickly establish rapport with someone from their own culture.

To serve students, the college is continuing efforts to increase articulation with UC, CSU, and private colleges and universities. Transferrable courses developed within the last two years include:

#### UC/CSU

1. ENGR 135 Statics
2. MATH 212 Linear Algebra
3. PE 176 Elementary School Physical Education
4. MATH 168 Mathematics for Elementary Teachers I
5. MATH 169 Mathematics for Elementary Teachers II
6. BIOL 109 Biology for Educators
7. CHEM 109/PHYS 109 Chemistry/Physics for Educators
8. ESCI 111 Earth and Space Science for Educators
9. PSY 203 Research Methods

Students' academic needs are identified through assessment, orientation and counseling. Students may take the assessment test anytime on a drop-in basis. Students who are identified as basic skills students are directed to see the college success counselor whose office is near the Testing Center. Students are also strongly encouraged to attend a new student workshop, and if possible, see a counselor before they start classes. New student workshops cover information on course enrollment, review of placement, multiple measures used in placement, adding and dropping courses, avoiding academic/progress probation, and developing a student educational

plan. New student workshops are available throughout the year with the majority of workshops taught prior to the fall semester.

The Student Services Program Review and Technical Assistance Site Visit team visited the campus in May 2008 and encouraged the college to “continue the work recommended by the advisory committee [matriculation/assessment committee] in moving toward mandatory orientation.” This was also a recommendation of the College Success and Basic Skills plan. In winter 2009, the Counseling and Advisement Center worked with the Testing Center to offer a mandatory orientation pilot program for 690 students. Additionally, the appointment tracking system recorded 3,243 students who came to see a counselor for registration, orientation, or new student workshops over the last year.

Student needs are also identified through the Office of Institutional Research (OIR). In addition, the Counseling and Advisement Center administered a survey to students during graduation practice in May 2007 and June 2008. The dean of students’ office and the Career/Transfer Center participated in 2008. To supplement this, each area of student services created and assessed SLOs in 2008.

The graduation survey revealed that students who graduate see a counselor 4-6 times during their enrollment at Citrus College.

The entire student pathway through the college is characterized by a concern for student access, progress, learning and success. To assist in these efforts, the College Success Committee oversees funding for the Basic Skills Initiative. A director of basic skills was hired in 2007 through funding provided by a Title V Hispanic Serving Institution grant aimed at helping students who begin in basic skills courses. These courses are now called “college success” courses. These enhancements to the matriculation program are described in the Student Services Program Review and Technical Assistance Self-Evaluation. **(IIB-2)**

The Matriculation/Assessment Committee oversees matriculation services including assessment, orientation, counseling and student follow-up. The committee is chaired by the dean of counseling and a faculty member appointed by the Academic Senate. Representatives on the committee include faculty from math, language arts, English as a Second Language (ESL), and counseling. The deans from these areas as well as the director of basic skills attend monthly meetings. The committee oversees research on assessment cut scores, implementation of prereq-

uisites (along with the curriculum committee) and shares ideas on orientation and counseling. The non-credit matriculation program sponsors a program called POWER Math to assist students who need to brush up on their math skills before retaking the assessment test and starting the math course sequence. During the recent site visit for student services and categorical programs, the team commented on the positive working relationship between student services and instruction. **(IIB-2, IIB-3, IIB-4, IIB-32)**

As students continue down the pathway to meeting their goals, counseling services are available to keep students on track. Students who enroll in basic skills/college success courses receive a letter and a classroom visit urging them to see a counselor. Students who have not declared a major or goal are contacted. Students on probation must complete an intervention through a workshop or an individual appointment. A probation contract is completed with a counselor before registration privileges are reinstated. Students who need online counseling services can contact a counselor through this new program introduced in fall 2008. **(IIB-5, IIB-6)**

Citrus College celebrates student success. Signs are all over the campus near the time of graduation, “It’s not too late to graduate!” or “Got transfer? We can help you get it!” Most programs hold recognition ceremonies for students including Disabled Student Programs & Services (DSP&S), Non-credit Matriculation, Extended Opportunity Programs & Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), and Career/Transfer Center. Also, the dean of students’ office plans the academic achievement awards dinner each spring. **(IIB-7)**

Another quality assurance measure is the program review process for student services. Program reviews for student services began in 1996. All programs were reviewed by 2003-04, and the cycle will be complete once more by 2009-10. A new process was introduced for categorically funded counseling programs through the California Community College System Office. Citrus participated in the program review and site visit in May 2008. As a result, DSP&S, EOP&S, CARE, CalWORKs, non-credit matriculation, and credit matriculation all completed program reviews and responded to recommendations made by the visiting team. Several members of these programs visited other colleges as site review team members in order to gain valuable knowledge to strengthen their own programs. The site visit process is influencing our program review process for other

non-instructional programs, and student services staff and faculty worked with the Academic Senate to adopt a new program review process. **(IIB-9)**

## SELF EVALUATION

Citrus meets the standard. The newly formed outreach office coordinates outreach and recruitment, and most counseling programs visit our feeder high schools at least monthly and often weekly. In addition, radio ads were recently developed to reinforce our efforts. **(IIB-1, IIB-10, IIB-11, IIB-12, IIB-13, IIB-14)**

Students' academic needs are identified through the admission, assessment, orientation and counseling process. The college uses data from the Community College Survey of Student Engagement (CCSSE), student learning outcomes, and program review to make decisions that will enhance the learning environment and the support services it provides and assure that all students benefit from our programs. Bilingual counselors are available to students and most offices have a Spanish speaking counselor. Citrus is adapting to the demand for more online services by offering an orientation DVD online with closed caption and Spanish versions available. Online counseling services were introduced in spring 2009. **(IIB-8, IIB-15)**

Students report they are satisfied with the quality of support services they receive. In a survey distributed at graduation practice in 2007 and 2008, over 90 percent of respondents listed counseling services as helpful or very helpful in developing a student educational plan. The bookstore surveyed 208 students in spring 2008 and 192 of those surveyed strongly agreed or agreed that their overall experience with the bookstore was positive.

The student services program review format was developed in 1996 and was updated in fall 2008. The California Community College System Office provided an excellent template for the updated process. Each categorically funded counseling program was reviewed and validated by a visiting team in May 2008. Each program developed SLOs over the last two years, and many have completed the assessment cycle twice. Therefore, Citrus College has a regular cycle of evaluation, planning and improvement, contributing to a sound mission statement and integrity of programs.

Citrus College will continue to align student services goals with other college goals such as board of trustees goals, *Strategic Plan*, Student Equity Plan, and program review. The vice-president of student services holds an annual planning retreat where all of these goals are discussed.

## PLANNING AGENDA

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

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**II.B.2** The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

### II.B.2.a. General Information

- Official Name, Address(s), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offering
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

### II.B.2.b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

### II.B.2.c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

**II.B.2.d.** Locations or publications where other policies may be found

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## DESCRIPTIVE SUMMARY

Citrus College provides printed copies of the catalog in the bookstore and distributes free copies to college offices upon request. Students may peruse the catalog in the library and all counseling offices. The college catalog is also available online at:

<http://www.citruscollege.edu/schedule/Pages/Catalog.aspx>

The college strives to make sure catalog information is accurate. The catalog contains general information, requirements, and major policies affecting students. College policies are also available on the Citrus College website.

Also, the catalog includes the academic calendar; college administration and faculty, including their degrees; names of the board of trustees members; college history, vision, and mission; general information such as descriptions of admissions, available student services, financial aid, policies and regulations, trans-

fer information, degree requirements, associate degree programs, certificates, general education philosophy and learning outcomes; and course and program information including credit and non credit programs.

Policies affecting students are included in the student code of conduct; drug-free environment and drug prevention program; parking regulations; grievance procedure; hazing, sexual assault/sexual violence policy; catalog rights; nondiscrimination policy; open enrollment; student rights and privacy; and student right-to-know laws.

The Citrus College catalog is updated annually. Updates to the catalog are coordinated by the Office of External Relations in cooperation with other entities on campus. All departments receive a draft to update during the year. In the spring, they are invited to look at a proof before the catalog goes to print. All curriculum changes are approved by the board of trustees prior to appearing in the catalog.

## SELF EVALUATION

Citrus College meets this standard. The careful timeline and wide distribution of pages for update shows a commitment to timely, accurate information. During 2008-09, the Academic Senate worked with faculty and the Office of External Relations to produce an academic freedom statement to be published in the 2009-10 college catalog. (IIB-6, IIB-16)

## PLANNING AGENDA

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

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**II.B.3** The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

**II.B.3.a** The institution assures equitable access to all of its students by providing appropriate comprehensive and reliable services to students regardless of service location or delivery method.

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## DESCRIPTIVE SUMMARY

The Citrus College strategic planning goals developed in 2007 define student success: "Student success is attained as a student narrows the gap between their aspirations and their actual achievement. It is traditionally measured by rates of pass/fail, transfer, certificate, and degree completion, career placement, life-long learning participation and other

commonly used indicators. This success becomes dependent upon the institution partnering with every student to establish practical short and long term goals." (IIB-30)

The college identifies student needs in a number of ways including the application and admissions process, assessment, orientation, counseling, instructor interaction, and SLO surveys. (IIB-5)

In summer 2008, Citrus started construction of a new student services building to house key student support programs in one location. Admissions, most counseling programs, financial aid and the health center will all be housed in this new facility scheduled for completion in 2010.

Citrus College allows for equitable access regardless of service location or delivery method. Since the last accreditation visit, the college adopted an online admissions application and offers the following methods of orientation: new student workshops, orientations for DSP&S, EOP&S, CARE, CalWORKs, non-credit matriculation, Early Decision, Welcome Day, counseling courses at various locations and on the Internet, online orientations in English, Spanish, and closed captioned. During these sessions, students are directed to services to help them choose a goal and get the support they need to accomplish their goal. With the implementation of online counseling in spring 2009, the college is prepared to better serve the needs of distance education students.

Support services include articulation; assessment; athletics/athletic counseling; CalWORKs; DSP&S; EOP&S; CARE; financial aid; health services; outreach; student government; student activities; services for veterans, including Boots to Books; counseling course sections; International Student Center; counseling and advisement services; Career/Transfer Center; Center for Teacher Excellence; non-credit matriculation; Student Employment Services; tutoring; and Learning Center/College Success. In fall 2008, many services combined efforts to offer a workshop brochure for the year. Many offices also publish their own brochures.

### Admissions and Records

This department receives and processes applications. Citrus College provides an online application format; paper applications are available for students who cannot access the online application. In February 2009, the college adopted CCCApply. Soon thereafter the application was available in Spanish. The Admissions and Records Office also facilitates registration and verifies student grades. The purpose of this de-

partment is to provide accurate, efficient and student-friendly application, registration and record keeping functions utilizing current technology to facilitate all procedures where possible. Students who participate in the admissions process develop core competencies of communication (reading analytically and critically), and technology/information competency.

### **Articulation**

Citrus College has a full time faculty member who serves as the articulation officer. The process of faculty review leading to the intersegmental articulation of courses is coordinated and facilitated by the articulation officer. It is the responsibility of the articulation officer to monitor each stage of the articulation process, to follow up with departments and faculty for timely responses, and to initiate highly complex and sensitive articulation with four-year California State Universities, University of California, and private colleges and universities.

In addition, the articulation officer serves on the Curriculum Committee, Curriculum Technical Review Committee, Educational Programs Committee (EPC), the Matriculation/Assessment Committee, and the Transfer Task Force (TTF). The dissemination of accurate and current articulation data to students, faculty, and staff is an integral function of this position. The articulation officer serves as liaison with other institutions and statewide offices such as Articulation System Stimulating Interinstitutional Student Transfer (ASSIST and assist.org). This position includes being the gatekeeper of Intersegmental General Education Transfer Curriculum (IGETC), California State University General Education (CSUGE), Transfer Course Agreement (TCA) lists, baccalaureate lists, and other articulation-related data.

### **Associated Students**

The Associated Students of Citrus College (ASCC) is recognized by the board of trustees as the official student government organization, and is open to all student members who pay the ASCC student service fee. Members of ASCC's executive and program boards plan and execute a variety of educational and social activities that are open to all members. ASCC has an active voice in campus-wide governance committees, making sure that students' needs and opinions are considered in decisions affecting their education. The ASCC offers a number of opportunities and activities to meet the needs and interests of all students. ASCC members enjoy many services and benefits, as well

as discounts at local businesses and amusement parks. Students who participate in student government develop core competencies in communication, creative, critical, and analytical thinking, community/global consciousness and responsibility, and receive specific content material in leadership studies.

### **Athletics**

Citrus College is a member of the Western State Conference and the Southern California Football Association. The Citrus College athletic programs are guided by the California Community College Athletic Association rules and regulations. Men's intercollegiate sports include baseball, basketball, cross-country, football, golf, soccer, swimming, track and field, and water polo. Women's intercollegiate sports include basketball, cross-country, golf, soccer, softball, track and field, volleyball, swimming and water polo.

Beginning in the fall of 2007, the Citrus College athletic department began to participate in a new athletic academic achievement program called Scholar Baller. Scholar Baller places an emphasis on the athlete's performance in the classroom, and seeks to recognize those athletes who do positive things not only on the field but off it as well. As incentive, student-athletes who maintain a GPA of 3.0 or above throughout the academic year receive a ThinkMan or ThinkWoman patch to wear on their jersey or warm-ups, letting everyone know that they are Scholar Ballers. Students who participate in athletics develop core competencies in communication (speaking and listening actively), community/global consciousness and responsibility (respect for others, cultural awareness, ethics, and self-esteem), and subject area content. (**IIB-7, IIB-17**)

### **Athletic Counseling**

Citrus College athletic counselors are responsible for advising student athletes in educational, vocational, and personal matters. The athletic counselor works with these students to develop a student educational plan (SEP) which is required for all athletes to be eligible to compete. Athletes are required to complete an SEP each semester due to the continual change of requirements and recommendations for colleges and universities. Athletic counselors also guide student athletes according to their academic, career, and athletic goals. They educate and counsel student-athletes according to the National College Athletic Association (NCAA), National Association of Intercollegiate Athletics (NAIA),

and California Community College Athletic Associate (CCCAA) eligibility and transfer rules. Additionally, the full-time athletic counselor teaches COUN156 - College Planning for Student Athletes to incoming student-athletes as a means of introducing them to college life. Athletic counselors also provide study skills, college applications, career/major, and time management workshops for the student athlete population.

### **California Work Opportunity and Responsibility for Kids (CalWORKs)**

California Work Opportunity and Responsibility for Kids (CalWORKs) is the state's welfare-to-work program for families with children that are receiving Temporary Aid for Needy Families (TANF). The Citrus College CalWORKs Program works in collaboration with the Department of Public Social Services and Greater Avenues for Independence (GAIN) to assist students with education, training, and job skills. CalWORKs students receive assistance with completion of county paperwork for GAIN and child care, work-study job placement, and referrals to community resources. Students meet with the counseling staff regularly to ensure they are in compliance with the county regulations, as well as being successful in their classes. In order to help students enhance their skills and/or develop new skills, CalWORKs students complete short-term training programs such as child development certificates, business skill certificates, and skill awards in vocational training. Acquiring these skills assists students in finding employment and becoming self-sufficient. Additionally, CalWORKs students have the opportunity to establish education and career paths which will help them as they transition off of cash aid. Students who participate in the CalWORKs program develop core competencies in communication, creative, critical, and analytical thinking (problem solving and decision making) community/global, consciousness and responsibility (respect for others, cultural awareness, citizenship, and self-esteem).

### **Campus Security**

Crimes on the campus are few and violent crimes are almost nonexistent. Safety record information is available at the campus security website and in the schedule of classes. The mission of the Citrus College Security Department is to ensure the safety of students, faculty, staff and visitors while on property owned and operated by the college; protect the property and facilities of the district, its students, employees

and visitors; and enforce parking regulations. Campus Security has the authority to enforce the Standards of Student Conduct and to be the liaison with local law enforcement agencies in all criminal action cases. This department also provides a security escort for any member of the college community from dusk until dawn. Additionally, visitors to Citrus College can purchase a daily parking permit and receive a campus map, parking information, and general information regarding location of buildings and offices. Campus Security also serves as the "Lost and Found" for the campus.

### **Career/Transfer Center**

#### **Career Services**

The Career/Transfer Center serves the career development needs of students. Career counselors help students explore occupations and career fields through comprehensive printed and computerized resources. Career testing may be recommended by counselors to measure interests, skills, personality and work values. Students may receive help with job search either individually, by appointment, or during workshops. Also, the Career/Transfer Center helps students arrange interviews with members of the local business community so students may get a realistic view of the occupations they are considering. In addition, the Career/Transfer Center maintains a collection of web-based resources to help students with their career exploration needs. Students who take advantage of career/transfer services develop core competencies in communication, creative, critical, and analytical thinking (problem solving and decision making).

#### **Transfer Services**

The Career/Transfer Center offers many services to help students prepare for transfer to a baccalaureate-granting institution. Students receive individualized help from friendly and professional staff.

- Assistance with admission requirements and procedures (university applications)
- Regularly scheduled visits by college representatives
- Web-based transfer related research
- Fieldtrips to universities and tours of campuses including a trip during spring break to universities in Northern California
- Library of updated college catalogs, brochures, and general college information
- Articulation agreements with UC, CSU, and several private universities
- Transfer-related workshops/events
- Cross-enrollment information for a UC or CSU

- Transfer Admission Guarantees to UC
- College Fairs
- Scholarship search and application assistance
- Award-winning newsletter

Students who take advantage of Career/Transfer services develop core competencies in communication, creative, critical, and analytical thinking (problem solving and decision making). (**IIB-18, IIB-19, IIB-20**)

#### **Child Development Center (CDC)**

The CDC is accredited by the National Association for the Education of Young Children. The purpose of the CDC is to provide quality early care and education services in partnership with families, Citrus College, and the community to children two and one-half years to five years, and to complement the services and education objectives of the college by providing education, care and nurturing for the children of students, staff, faculty and community members; utilizing culturally and developmentally appropriate practices; and serving as a role model of child development excellence for the community at large. Childcare fees are on a sliding scale based on family income and availability of funds. State funding assistance is available to eligible parents who need help in paying for services.

#### **Center for Teacher Excellence (CFTE)**

Citrus College received a Title V cooperative grant from the U.S. Department of Education October 1, 2006, and has formed a partnership with the University of La Verne to prepare the next generation of educators. Thus, the Center for Teacher Excellence was created to prepare future teachers by offering academic advising and counseling; teacher education resource library; supportive learning environment; appointments with university representatives; referrals to CBEST and CSET test preparation workshops and study guides; financial aid and scholarship assistance; help with university transfer applications; and networking opportunities through the student chapter of the California Teachers Association (CTA). The Center for Teacher Excellence helps students interested in teaching build an educational plan and will make sure students have the resources they need to meet their educational goal. The program offers guidance in choosing a major and credential pathway that best suits students' interests. Additionally, they provide orientations and workshops for students interested in teaching. Students who take advan-

tage of the Center for Teacher Excellence services develop core competencies in communication, creative, critical, and analytical thinking (problem solving and decision making).

#### **College Success Program**

The College Success Program offers educational opportunities for students to improve their reading, writing, math and communication skills, through a variety of resources designed with student success in mind. These resources include College Success Centers, a college success counselor, learning communities, and Fast Track accelerated classes. 1) The College Success Centers offer tutoring, learning software, and workshops on study skills, test taking and more. 2) Learning communities are formed with two or more "linked" classes that create a community of instructors and students, providing more support for student success, and 3) Fast Track accelerated classes in English, reading, math and English as a Second Language allow students to complete a 16-week course in 8 weeks.

The College Success program also offers resources in support of students through assigned faculty leads for each basic skills course who mentor adjuncts and oversee curriculum; the College Success Advisory Committee composed of faculty and managers from student services and instruction who work together on long-term planning; ongoing faculty development activities through workshops, conference opportunities and Flex Day. Students who participate in College Success programs develop core competencies in communication, computation, creative, critical and analytical thinking, technology/information competency, and discipline-specific content.

#### **Counseling and Advisement Center**

From assessing students' skills to identifying career goals and selecting appropriate classes, the Counseling and Advisement Center offers the specialized services students may need for success at Citrus College and beyond. With the assistance of professional counselors and educational advisors, Citrus College students satisfy the assessment, orientation and advisement requirements of matriculation; complete the college's online orientation; develop an educational plan appropriate to their objectives and reevaluate the plan as necessary to reflect changes in educational objectives; gain a clear understanding of the college's certificate programs, associate degree requirements, and transfer

requirements; review their study habits and increase their opportunities for academic success through Early Alert Workshops; and discuss personal concerns and issues affecting their academic progress one-on-one with a counselor. Students are encouraged to meet with a counselor during their first semester to develop a Student Education Plan. Additionally, courses in college planning, career exploration, decision-making and communication are taught by counselors to assist students. Students who take advantage of the Center for Teacher Excellence services develop core competencies in communication, creative, critical, and analytical thinking (problem solving and decision making).

### **Disabled Students Programs and Services (DSP&S)**

Citrus College's DSP&S Department is committed to providing students with disabilities an accessible educational environment that allows each student the opportunity to reach his/her academic goals and participate in a full range of campus programs and activities. Upon receipt of appropriate verification of a student's disability and educational limitations, DSP&S provides support services to compensate for the student's disability-related educational limitations. Such support services are essential components of the educational program because they help students with disabilities realize their educational potential in mainstreamed academic programs. DSP&S provides adaptive technology; adapted testing services; additional tutoring hours; alternate media; Braille; campus and community referrals; learning disability assessments; deaf and hard-of-hearing services; equipment loans; outreach to high schools and community-based organizations; new student orientation; NCR paper; priority registration; Summer Bridge Program for high school students; and Telecommunications Devices for the Deaf (TDD). Students who participate in DSP&S programs develop core competencies in adaptive technology, communication, creative, critical, and analytical thinking (problem solving and decision making), community/global, consciousness and responsibility (respect for others, cultural awareness, citizenship, and self-esteem).

### **Extended Opportunity Programs and Services (EOP&S)**

Extended Opportunity Programs and Services (EOP&S) was established to help community college students from economically and educationally disadvantaged backgrounds succeed in either completing an associate degree, certificate, and/or transferring to a four-year institu-

tion. EOP&S provides students with the tools to get the most out of what college has to offer. The program enhances student educational success through academic counseling that includes a comprehensive student educational plan, assessment, campus and community referrals, career test fee waivers, enrollment, outreach to high schools and community based organizations, peer advising, priority registration, self-development workshops, a summer bridge program for incoming high school graduates, textbook purchase assistance and tutoring. As a team, the EOP&S staff offers students guidance in a supportive atmosphere that promotes independence, self-esteem, and overall personal success. Students who participate in EOP&S programs develop core competencies in communication, creative, critical, and analytical thinking (problem solving and decision making), community/global, consciousness and responsibility (respect for others, cultural awareness, citizenship, and self-esteem).

### **Cooperative Agencies Resources for Education (CARE)**

The Cooperative Agencies Resources for Education (CARE) program was established to help EOP&S students who are single parents, with a child or children under the age of 14 and are current TANF/CalWORKs participants. The CARE program is designed to help break the cycle of dependency by offering additional support services to eligible students who are pursuing college-level career training or a degree program that will lead to financial self-sufficiency. CARE services include supplemental textbook funds, counseling and advisement, CARE grants, meal tickets, peer networking, school supplies, transportation assistance, and workshops designed specifically for low-income, single parent students. Students who participate in CARE programs develop core competencies in communication, creative, critical, and analytical thinking (problem solving and decision making), community/global, consciousness and responsibility (respect for others, cultural awareness, citizenship, and self-esteem).

### **Financial Aid**

The Financial Aid Office is responsible for the initiation, supervision, disbursement, and monitoring of funds provided by federal, state and local government agencies in the form of grants, employment, loans and scholarships. The financial aid programs are intended to assist eligible students from all income levels, and specifically those students from low and middle income families. Recipients of aid from federal and state



funded programs must be regular students enrolled in an eligible program of study for the purpose of obtaining a degree, certificate or transfer program, and must maintain satisfactory academic progress toward their educational objective. The Financial Aid Office staff is available to meet with students and assist them in filling out their Free Application for Student Aid (FAFSA) application online or by mail. In addition, a computer lab is available to students to complete their FAFSA application online. Students who take advantage of financial aid develop core competencies in communication, computation, and technology/information competency.

### **Foundation Office**

The mission of the Citrus College Foundation is to nurture relationships which provide resources to further the district's mission of advancing students' educational goals. The foundation raises funds and 'raises friends' for Citrus College through the development process and advocacy in order to further the mission of the college. Through its foundation, Citrus College offers a variety of scholarships that are available each semester for new, continuing, graduating and transferring students. Students are also encouraged to apply for scholarships available from sources outside of Citrus College.

### **Food Services**

The Stuffed Owl Cafe offers a wide range of food selections. Many breakfast items are offered; standard grill items are available for lunch, plus fresh pizza, fresh salads tossed to order, deli sandwiches, taco, burrito and tostada bar, and entrees of the day. Vending service is available at various locations on the campus.

### **Health Center**

The mission of the Student Health Center is to support the educational process and overall mission of Citrus College by providing quality health services and promoting positive health outcomes for the Citrus College community. The program is supported by the student health fee, and there is no additional charge for the college nurse, nurse practitioner, physician or mental health counseling. Some tests, medications and procedures require a minimal fee. The Student Health Center offers the following services to currently enrolled students: treatment of acute illness/ambulatory care; immunizations (Tetanus, Hepatitis B series; Measles/Mumps/Rubella, Influenza); tuberculin skin tests; over-the-counter medications (non-prescription); condoms and personal hygiene items; blood pressure and weight checks; com-

monly used prescription medications at low cost prescribed by campus health care providers (physician and/or nurse practitioner); family planning services/women's health; Plan B - emergency contraception; free sexually transmitted disease testing; free confidential and anonymous HIV testing; hearing and vision screening; off-campus referrals as needed and short-term personal counseling. The Health Center promotes positive health outcomes for students by providing health education materials (audio-visual, brochures, and reference files); AIDS information and referral resources; substance abuse information and referral resources; eating disorders information and referral resources; 12-step program referrals; and accident and medical insurance information. While there is no ramp on the main entrance of the Student Health Center to accommodate students with disabilities, there is a ramp located on the east side of the building. Temporarily, accommodations are made to see students with disabilities by seeing them on the east side of the health center in the counseling room. This challenge will be solved in 2010 with the completion of the new Student Services Building which will have all the necessary accommodations. Students who participate in the Student Health Center programs develop core competencies in communication (listening actively), and creative, critical, and analytical thinking (problem solving and decision making).

### **International Student Center**

The International Student Center directs and coordinates international student services and activities in compliance with federal regulations. Citrus College international students represent 46 countries, further enhancing the diversity of the campus. The interaction and networking among all students has proven to be an invaluable experience for everyone involved. The International Student Center also assists students through its orientation and support programs, ensuring students' completion of their objectives. The program assists students with many issues, including admission to the Intensive ESL Program or the standard academic college program; academic and personal counseling; transfer to and from Citrus College to another school; visa and immigration needs; employment information for international students; deferral of tuition payment; health insurance; student housing/home stay information; course registration; and activities, events and trips. The International Student Center staff is trained and prepared to assist and support students to successfully reach their educational goals and ob-

jectives. Students who participate in international student programs develop core competencies in communication, creative, critical, and analytical thinking (problem solving and decision making), community/global consciousness and responsibility (respect for others, cultural awareness, citizenship, and self-esteem).

### **College Success Center**

The College Success Center provides multimedia computer programs, workshops, directed learning experiences and one-on-one assistance with trained staff who need to meet their English lab requirements, and any student seeking to improve skills for writing, reading, and ESL. Students who take advantage of the College Success Center services develop core competencies in communication, computation, creative, critical and analytical thinking, technology/information competency, and discipline/subject area specific content material.

### **Non-Credit Matriculation and Counseling**

Non-Credit Matriculation and Counseling provides matriculation services to non-credit students and the broader community who are building the basic skills levels needed for personal and professional growth. Although there are many reasons to enroll in non-credit classes, a few reasons include preparation for the college placement test (Accuplacer); completing the high school equivalency diploma (GED), or the California High School Exit Exam (CAHSEE); strengthening skills for employment and college; acquiring learning tools for college success and continuing the learning support received during students' credit college programs. An orientation is required prior to enrollment in the Success Center, English as a Second Language, short-term vocational programs, and selected counseling services.

The POWER Math program is an intensive, eight-day, math preparation program that helps students strengthen and refresh their math skills to their fullest potential. The components of the program consist of class lectures, small group tutoring, computer lab, counselor support and college success workshops. By successfully participating in POWER Math, students are given the opportunity to retake the math portion of the college's math placement test. By potentially obtaining a higher math placement score, students are able to save time taking additional math classes, and may save hundreds of dollars in tuition, supplies and textbook expenses.

The non-credit matriculation and counseling department provides guidance to students in establishing their goals, and in effectively planning their educational experience. Students make an orientation/intake appointment to meet with a knowledgeable and friendly counselor to learn more about the following services:

- Academic, personal and career counseling
- Career assessment and guidance
- Preparation for the college placement test (Accuplacer)
- Summer program to improve math placement scores (POWER Math)
- Non-credit student educational plan development
- GED or CAHSEE exam preparation
- Orientation with personalized enrollment assistance
- Transition assistance to degree/certificate programs
- Support and parenting skills groups
- Academic, career and personal enrichment workshops

Students who participate in non-credit matriculation counseling develop core competencies in communication, creative, critical, and analytical thinking (problem solving and decision making), community/global consciousness and responsibility (respect for others, cultural awareness, citizenship, and self-esteem).

### **Owl Bookshop**

The Owl Bookshop is owned and operated by the Associated Students of Citrus College as a service to the campus and local community with the purpose of making available educational materials and related items as economically as possible. Profits from its operation are used to fund student activities, grants, scholarships, equipment purchases and campus improvements. Located adjacent to the Campus Center, the Owl Bookshop is open five days a week with seasonal hours and is open 24 hours a day through its online operations at [www.owlbookshop.com](http://www.owlbookshop.com), and a supply vending machine at the front of the store. The bookstore also buys back textbooks at the beginning and end of each semester.

The Owl Bookshop is a dynamic and rewarding place to work where store employees contribute to the academic and professional success of students, are supportive of each other and of the store's values, personify ethical conduct and

professionalism, and are involved in the campus community to improve the overall quality of life at Citrus College. The Owl Bookshop also has a strong commitment to creating the store's future, not merely allowing it to occur. This is demonstrated by an ongoing program of student learning outcomes and program review which reveal various opportunities for change by identifying and implementing productive innovations including, but not limited to, those of a technological and procedural nature. This approach to the constantly changing environment enables Owl Bookshop to maintain and improve quality services to students and provide competitive pricing.

### **School Relations and Outreach**

The Office of School Relations and Outreach works closely with high school counselors, administrators, prospective students and parents/guardians to provide students with a variety of services to facilitate the transition from high school to college. This program provides weekly visits from outreach staff to local high schools to meet individually with students, make presentations regarding Citrus College departments, programs, and general college information; and offer application workshops to discuss programs and services available at Citrus College. The Early Decision program, offering high school seniors the opportunity to receive priority registration and placement testing, explanation of scores, counseling/advisement, and parent orientation, gives parents/guardians of prospective students an opportunity to visit the college campus to receive an in-depth presentation and ask questions regarding the instructional programs and services offered at Citrus College.

### **Student Ambassador Program**

Student ambassadors serve as Citrus College representatives to all schools and the community, providing campus tours and acting as role models to prospective students. They symbolize success and motivate their peers to pursue their personal goals by encouraging their classmates to seek guidance and utilize the services offered on campus.

As a result of participating in the Student Ambassador program, the ambassadors develop leadership skills and refine their goals. Upon completion of the program, the student ambassadors are prepared to compete and participate in a diverse global community.

### **Service Learning**

Service learning is a program that integrates

community service with what a student is learning in the classroom. Students work with their instructor and the service learning coordinator to find meaningful volunteer opportunities in the community. Through service learning, the student has the opportunity to apply concepts from his or her coursework, explore possible career choices, and earn valuable work experience. Additionally, the student gains an increased awareness of community needs and work to address those needs. Service Learning fosters a sense of caring for others and a commitment to civic responsibility. It also awards academic credit for demonstrated learning achieved through service. Students who participate in service learning programs develop core competencies in communication (listening actively), creative, critical and analytical thinking (curiosity, decision making, aesthetic awareness), community/global, consciousness and responsibility (respect for others, cultural awareness, citizenship, and self-esteem).

### **Student Activities**

The student activities program at Citrus provides students with opportunities to engage with the campus community, to develop important life skills, and to increase their awareness and appreciation of diversity. Some of the more popular activities are Welcome Back, Rock the Vote Week, Homecoming, the annual Food and Toy Drive, Springfest, blood drives, 101 Series lectures/workshops, and St. Patrick's Day. The Student Life Office also co-sponsors events and activities with other campus departments, including Hispanic Heritage Month, Veterans' Day Celebration, Black History Month, and health and wellness workshops. Students who participate in student activities develop core competencies in communication, creative, critical, and analytical thinking, community/global consciousness and responsibility, and receive specific content material in leadership studies.

### **Student Employment Services (SES)**

Student Employment Services (SES) is a free job referral service for currently enrolled Citrus College students, as well as for alumni. A job board, divided by job classification, lists a wide variety of employment opportunities, from full-time to part-time, permanent to temporary, day or night, on-campus or off-campus. The job board is continually updated to provide job seekers with the most current job openings. Also, SES offers various job preparation resources such as helping students with job search techniques, interviewing skills, and resume-writing.

### **Umoja Program**

Umoja, a Kiswahili word meaning "unity," is a community and mentoring program dedicated to enhancing the cultural and educational experience of students from all races, cultures, and backgrounds, with a focus on African American male students and athletes. Utilizing existing instructional and student support services on campus, Citrus College initiated the Umoja Program in fall 2008 with a learning community made up of History 111: History of African-Americans and Counseling 145: Career/Life Planning. An important element of the program is mentoring support for all Umoja learning community students. While the program is primarily targeted to African American males, all students are welcome to participate in the Umoja learning community and mentoring program, and all interested faculty, administrators and staff are encouraged to become mentors. Students who participate in the Umoja program develop core competencies in communication, creative, critical, and analytical thinking, community/global consciousness and responsibility, discipline area specific content.

### **Veterans Center**

The Citrus College Veterans Center occupies a new physical location in the Education Development building and employs one full-time staff member. In 2008, the college received a sizeable grant from Wal-Mart to help fund veterans services. An advisory committee oversees this grant. Citrus College is approved as a degree granting institution for veterans and eligible dependents seeking educational and/or vocational training under Title 38, United States Code. Students attending Citrus College under Title 38, Chapters 30, 31, 35, 1606, 1607, and California veterans are invited and urged to take advantage of the academic and career training offered by Citrus College. In spring 2007, the counseling department worked with an instructor, who is also a veteran, to develop sections of a Boots to Books course for veterans. The course was implemented in fall 2007. Returned service personnel are aided in securing training to realize their vocational aims. Citrus College cooperates with the Veterans Administration and with the California State Bureau of Vocational Rehabilitation in helping veterans and their eligible dependents achieve their educational and vocational goals. This program is recognized by the Bureau for Private Postsecondary and Vocational Education in the Department of Consumer Affairs for Education Benefits. Students who participate in veterans services develop

core competencies in communication, creative, critical, and analytical thinking, community/global consciousness and responsibility, discipline area specific content. **(IIB-31)**

### **SELF EVALUATION**

Citrus College meets this standard. In May 2008, the Student Services Program Review and Technical Assistance Site Visit Team commended the college for (general commendations pg 3):

1. Establishing a caring, inviting, and vibrant environment where students feel that staff, counselors, instructors, and administrators take a personal interest in them and are vested in ensuring their success. Students expressed that the college has that small college personal touch, where office personnel are friendly and helpful and counselors assure students they can reach their dreams. This is a college where students feel that instructors are willing to spend extra time with them if they are willing to put in the work. The college has every right to be proud of its services and quality of instruction.
2. Excellent coordination among all the student service programs due to the dean of counseling meeting once a month with counselors from all programs, bi-monthly with all student service program coordinators and managers, and monthly meetings with all categorical program staff.
3. Excellent coordination between student services and instruction, as demonstrated by the collaborative efforts in implementing the Title V HSI Basic Skills Grant and the state Basic Skills Initiative. In addition, the dean of counseling is a standing member of the vice president of instruction's twice-monthly meetings with the deans of instruction.
4. Completing the first cycle of student learning outcomes (SLOs), including the development of the assessment, analysis, and revisions of programs based on the analysis of data.
5. Program files found to be complete, validating the self evaluation.

The college has expanded its services to students by offering an online application, orientation, and counseling. Traditional services have expanded to enhance services to DSP&S students, veterans, and students who place into basic skills courses. The college hired six new counselors since the last accreditation visit to provide more counseling services to students.

Evidence to support the self evaluation is found in the All-Employee Survey (p.3). "Most respondents believed that their areas seek to provide excellent service to students (92 percent). Employees when asked stated they're confident they have the knowledge to refer students to various services on campus" (89.7 percent).

The standard is met, and the college will continue to support efforts to meet this standard. DSP&S is creating Braille signs for absent instructors and/or room changes, etc.

## PLANNING AGENDA

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

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**IIB.3.b** The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

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## DESCRIPTIVE SUMMARY

The Associated Students of Citrus College (ASCC) is the elected voice of the student body. ASCC offers students the opportunity to participate in activities that foster personal and civic responsibility. Also, ASCC promotes intellectual, aesthetic and personal development. The ASCC officers include the president, vice president, treasurer, legislative liaison, student trustee and seven senators. In addition, there are a secretary and commissioners-at-large. This organization provides an opportunity for students to participate in many aspects of college life. ASCC maintains an active voice in campus-wide governance committees and is included in decision making processes. ASCC leaders actively participate on every college committee that requires student representation. College committees with student membership include Academic Calendar Committee; Curriculum Committee; Educational Programs Committee; Enrollment Management Committee; Financial Resources Committee; Human Resources Committee; Information Technology Committee; Library Committee; Parking Citation Review Committee; Physical Resources Committee; Steering Committee; Student Services Committee; Workforce Council; board of trustees; and Academic Senate. Additionally, student representatives serve on Hot-Shots, the collegewide SLO support team.

ASCC sponsors a variety of co-curricular opportunities and activities designed to enhance and promote student campus life. Leadership development is a key component of the ASCC program that includes a student government class, workshops and seminars.

Activities that promote campus life include Welcome Back Week, annual homecoming, spring festival, and various cultural heritage events.

ASCC's diverse cultural and social clubs provide the opportunity for school involvement and dialogue with other students, faculty and administration. Through participation in clubs, students develop leadership skills and learn about teamwork and develop valuable skills to last a lifetime while also developing future career and personal contacts. Students may form a new club by contacting the Student Activities Office. The following clubs are currently available for students: Alpha Gamma Sigma, Anime Connection, Change Collegian Network (CCN), Chess Club, Chicanos/Latinos for Community Medicine, Cinepheliacs Unite Together, Citrus Business Association, Citrus C.A.R.E. Club, Citrus Cheer Club, Cosmetology Club, Gamers Unite Tomorrow Society, International Friendship Club, Latinos Unidos Student Association, Licensed Vocational Nursing, Mac Users Group, Philosopher's Club, Photography Club, Proving Ground, Psi Beta Honor Society for Psychology, Psychology Club, Registered Nursing Club, Rotaract, Sexploration, Students for the Ethical Treatment of Animals (SETA), and Turntablism (DJ Club).

Citrus College maintains a deep commitment to the protection of students' first amendment rights. Nine bulletin boards/large walls around campus are identified as "open posting" locations for students, staff and the community. These locations are maintained by the Student Activities Office and are cleared on a bi-weekly schedule. The campus allows free speech/expressive activities throughout the campus as long as the activities do not materially disrupt the educational process or hamper the ingress and egress of students. Off-campus groups who come to campus to engage in free speech activities are asked to register with the Security Office as a courtesy.

Discipline procedures contribute to the development of civic responsibility and personal development. The Citrus College student discipline procedures provide a prompt and reliable means to address violations of the Citrus College standards of student conduct, and guarantees to the student(s) involved the due process rights assured them by board policy. These procedures ensure compliance with Board Policy 5500 and Administrative Procedure 5520 which state that "It is the policy of the Citrus Community College District to establish rules of student conduct that are in the best interests of both the student and the college. Further, rules of due process shall be established to ensure that students' rights will be scrupulously guarded. Enforcement procedures will be fair and equal for all. These procedures

are intended to supplement rather than replace criminal prosecution when such action would also be appropriate.” (IIB-33)

## SELF EVALUATION

Citrus College meets this standard.

## PLANNING AGENDA

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

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**IIB.3.c** The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

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## DESCRIPTIVE SUMMARY

The Citrus College counseling division provides academic, career, and personal counseling to all students. The Counseling and Advisement Center provides the lead in comprehensive services to all students from initial advisement to graduation and/or transfer. The Counseling and Advisement Center’s mission is to support Citrus College’s mission by helping students realize their full potential. The primary objective is to provide opportunities for students to clarify their values and goals so they can make informed decisions about their educational, career/transfer and life pursuits. We are dedicated to cultivating future leaders by providing encouragement and support toward our students achieving their goals. (IIB-21)

Specialized counseling and advising services are offered through the following programs: EOP&S, DSP&S, CalWORKs, Career/Transfer Center, International Student Office, Center for Teacher Excellence, Boots to Books (veterans), athletics, College Success/Basic Skills, Honors, Early Alert, articulation, non credit, nursing, career and technical education, and financial aid. The college also works to assist students in crisis, and counselors participate on the Student Conduct Team. Additionally, Citrus College is in the process of developing online counseling services.

Opportunities for communication and professional development occur on a regular basis. For example, a division-wide meeting is held monthly for counselors and educational advisors. Each department within the counseling division holds a monthly meeting, and a counselor workgroup to address instructional and programmatic issues meets twice monthly. Minutes of counseling division and department meetings are provided electronically to all coun-

selors and educational advisors. Guest speakers present in these various venues as needed. Counselors attend regional and statewide meetings and conferences to stay current in the profession and to bring information back to share with colleagues. Adjunct counselors are also encouraged to attend conferences to stay current. (IIB-22)

Training is a high priority of the counseling division. A counselor-developed training manual is available in all counseling offices, and annual training is provided to educate and update full-time counselors, adjunct counselors, and educational advisors. Job shadowing opportunities are provided for counselors and educational advisors.

In spring 2008, many full-time counselors attended online counseling training to learn about appropriate parameters and ethics for online counseling. Other topics covered through conference attendance included improving transfer rates, career development, multicultural programs, disability programs and services, developing future teachers, basic skills, honors, athletics, non-credit counseling, and more.

Counseling services are evaluated through program review every six years. Counseling courses are part of the instructional program review process and counseling programs have a separate review. Additionally, each department presents goals and accomplishments at an annual planning meeting. Beginning fall 2008, departments also share student learning outcomes and discuss how they will be assessed. (IIB-23)

## SELF EVALUATION

Citrus College meets the standard. Planning begins each September with program heads in each department sharing goals. Training occurs during the monthly Counseling Programs and Services meeting and continues at smaller department meetings. In addition, full-time counseling faculty attend a counselor work group twice a month to address instructional and programmatic issues, which may include identifying training needs. A counseling department retreat is held every two years, and training occurs on-campus and through conference attendance. The college has made diligent efforts to promote diversity on campus and to encourage a diverse student population to transfer.

The Student Services Program Review and Technical Assistance Site Team visited the college in May 2008 and commended the college for the following:

1. Its comprehensive pre-enrollment services, specifically the “Early Decision Program.” This program provides a streamlined and clear process for high schools students to

matriculate to Citrus College.

2. Its commitment to providing exemplary academic follow-up services.
3. Its campus-wide participation in coordination and training. The dean of counseling is supportive of training opportunities for all employees regardless of their status as full or part-time.
4. Its excellent collaboration between instruction and student services. This is exemplified through the learning communities and the services that have been implemented as a result of the basic skills grant.

The site visit team, in commendation 4, also commended the college for “collaboration between EOP&S/CARE and the Career/Transfer Center in providing 26 slots to eligible EOP&S/CARE students to participate in the 4-day college visit bus tour to colleges and universities in Northern California, entitled the “Northern Tour.” (IIB-2)

## PLANNING AGENDA

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

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**II.B.3.d.** The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

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## DESCRIPTIVE SUMMARY

There is an institutional commitment to diversity at Citrus College. The college hires staff and faculty who demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college staff and students. The college provides programs, practices and services to enhance student understanding and appreciation of diversity. The college has a highly diverse population and is located in a community that is also very diverse. In 2007-08, the board of trustees established a goal to, “foster a diverse community of students and staff that responds to, and recognizes the achievements and needs of all people.”

Over the years the college population has grown in diversity and students of color are well represented. The following data are from the spring 2009 *Citrus College Fact Book*:

Race/Ethnicity	District Residents by Ethnicity	Student Body by Ethnicity
<u>Ethnicity</u>	<u>(Table 1.3 on p.8)</u>	<u>(Table 3.5 on p.30)</u>
Asian	7.9%	11.6%
Black	4.6%	5.8%
Hispanic	36.1%	43.2%
White	48.0%	28.5%
Other	3.4 %	10.9%
Total	100%	100%

“Other” includes: Native American, Alaskan Native, and Declined to State. The “Other” category for student data also includes missing data in the college data system as fall 2007 was the first semester that Banner was implemented. (IIB-28, IIB-29)

The college’s goal of promoting diversity awareness and appreciation is evidenced in many college-sponsored events including the Umoja learning community and mentoring program designed to support African American men; diversity speaker *From Hate to Hope 2007*; Dr. Terrance Roberts, Black History Month speaker in 2006 and 2009; Michelle Serros, speaker for Hispanic Heritage Month in 2006; the annual Dia de los Muertos celebration; Christine Chavez, Hispanic Heritage Month speaker in 2007, Sal Castro, Hispanic Heritage Month speaker in 2008; annual Cinco de Mayo celebrations; Disability Awareness Day 2008, and diversity conferences for students, faculty and staff.

Many student services courses include diversity components including Counseling 145 (workplace trends and issues), Counseling 154 (intercultural awareness), Counseling 156 (exploring cultural diversity), Counseling 160 (examining values and comparing to those of diverse cultures). Each categorical program sponsors an annual recognition ceremony to acknowledge student accomplishments including DSP&S, EOP&S/CARE, Non-Credit Matriculation, and CalWORKs. These events promote diversity awareness.

Citrus College supports student success by promoting learning communities. The following is an example of a diversity assignment for a Counseling 160 and English 100 learning community course:

“Each student will select a person to interview—the interviewee must be someone who is not in the student’s family, and preferably not a close acquaintance. The interviewee should have at least THREE significant cultural differences from the student (examples of differences are: race, age, religion, gender, nationality, etc.). The interviews will be turned into a writing assignment contrasting the student’s opening impression of these differences with his/her ideas following the interview.” (IIB-7)

The college recently completed the Community College Survey of Student Engagement (CCSSE) Spring 2008 survey and discovered that in response to the question, "how much has the college contributed to your knowledge, skills and personal development in understanding people of other racial and ethnic backgrounds," 20 percent of student said "very much;" 26 percent said "quite a bit;" and 32 percent said "some."

Diversity and global awareness are promoted in counseling appointments, program sponsored events such as Disability Awareness Day and field trips to the Museum of Tolerance, and in student clubs and student activities. The student services faculty and staff are diverse and multilingual. As a result, they are able to speak to students in their first language and understand the students' culture. **(IIB-8)**

Some programs have made specific efforts to support an understanding and appreciation of diversity:

Center for Teacher Excellence program offers:

- Workshops on "teaching to a diverse population in K-12 grades"
- Outreach brochures in Spanish
- A full-time bilingual counselor
- Outreach activities in Spanish
- A scholarship resource called "Becas Para Todo Estudiante Sin Importar El Estatus Inmigratorio" (A scholarship for all students!)

Disabled Students Programs and Services (DSP&S) offers:

- Student appointments and DSP&S courses that aim to teach students with a diverse array of abilities adaptive ways to succeed in higher education
- An annual DSP&S Recognition Celebration to encourage students and staff to become more aware of the struggles and successes of students with disabilities

Non-Credit Matriculation/Counseling offers:

- Men's support groups through California High School Exit Exam (CAHSEE) 2007 grant (topics included men/women roles, etiquette, and social situations)
- A culture's influence on behavior course
- Improving communication skills workshops
- Support groups through non-credit counseling (topics may include male/female roles and generational differences)
- A gender learning differences course

Student Activities and Clubs offer:

- Black History Month (5-events)
- Diversity Week
- From Hate to Hope
- Holocaust Survivors
- Celebrating the Life of Martin Luther King
- African American Portraits of Courage
- Salute to Veterans
- Producer Shakti's "Personal Journey in a Cross-Cultural Community"
- Worldwide Forced Labor "Stop the Traffic"

There are 42 student clubs on campus. Currently, 28 clubs represent diversity in terms of race, ethnicity, academic interests, gender, and abilities/disabilities. In collaboration with advisors, clubs sponsor events that promote diversity and global awareness. **(IIB-24)**

## SELF EVALUATION

Citrus College meets this standard as evidenced by the information from the faculty and student versions of the Community College Survey of Student Engagement.

## PLANNING AGENDA

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

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**II.B.3.e** The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

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## DESCRIPTIVE SUMMARY

Citrus College complies with guidelines from the California Community College System Office and regularly evaluates its assessment/placement instruments. Citrus hired a statewide consultant to work with the matriculation/assessment committee to complete the project. The last study to validate cut scores was completed in 2007. The college adopted Accu-placer in 2004. A disproportionate impact study was conducted at the same time. The college does not use an assessment for admissions.

Once the study was completed, the matriculation/assessment committee discussed the results in several meetings. The committee meets monthly and includes deans and faculty in language arts, mathematics and counseling.

The college administers approximately 24,000 assessment instruments each year and uses the Accu-placer for English, reading, math, and ESL. Most



students take the assessment on a drop-in basis at the Testing Center. High school seniors are invited to take the assessment in the spring semester along with peers. Before beginning the formal assessment, each student answers additional questions that are used as multiple measures to determine placement, which may increase a student's placement level.

The college also uses Accuplacer to determine ability-to-benefit scores necessary for some students in financial aid who do not have a high school diploma.

The Testing Center allows students to take an assessment on a drop-in basis. There are 38 computers in the center. Additionally, there is one computer in ED216C designated for DSP&S student use.

The California Chemistry Diagnostic Exam was adopted in 2008 for use with chemistry course placement. Currently the college is exploring a suitable assessment instrument for use with non-credit ESL students. **(IIB-25)**

Admissions information is based on Title 5 regulations. The application was developed with state requirements in mind. In February 2009 the college adopted CCCApply and this application is also available in Spanish. Most students complete the application online, and assistance is available by staff in person, by phone or by e-mail. Bilingual staff are available during all office hours. The college moved to the online application in 2007, and since that time almost 100 percent of the student population is using the online process for admissions and registration. Electronic applications are uploaded daily.

### SELF EVALUATION

The college meets this standard. Citrus College admissions and placement instruments are regularly assessed and validated to assure their effectiveness and to minimize biases.

Making the transition to a web application provides students access at any time. Computer stations near the admissions counter allow staff to assist students who need help.

### PLANNING AGENDA

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

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**II.B.3.f** The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

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### DESCRIPTIVE SUMMARY

The Admissions and Records Office maintains student records. The college abides by Title 5 regulations in regard to the type of records retained. Prior to spring 2004, the college used permanent record cards; they are stored in a secure facility. Scanned versions of the permanent record cards are also available. In spring 2007, the college implemented a new Enterprise Resource System (ERP), Banner. The aforementioned documents are also available in Banner. All files are secured each night on the college's protected network server.

High school transcripts are maintained in the Counseling and Advisement Center in a locked cabinet and are also scanned into extender document imaging program. In anticipation of the new ERP system, the admissions and records staff held several meetings to inform staff and faculty about the Federal Rights and Privacy Act (FERPA). Employees are issued a personal ID number through Banner and must sign a *Statement of Agreement to Adhere to Confidentiality Policies*.

Students' academic history is maintained by admissions and backed up each evening in cooperation with Technology and Computer Services (TeCS) on the college's protected network server. Although most information is available electronically, some petitions are still available only in a paper format. These forms are kept in locked filing cabinets.

Before student information is given to a third party, students must provide a written authorization to release the information. Exceptions to this include information authorized by the Solomon Act for military recruiters, documents required for a court subpoena, a search warrant, and information for the National Student Clearing House. **(IIB-26)**

### SELF EVALUATION

Citrus College meets this standard.

### PLANNING AGENDA

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

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**II.B.4** The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of Student Learning Outcomes. The institution uses the results of these evaluations for the basis of improvement.

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## DESCRIPTIVE SUMMARY

Citrus College evaluates its student support services to assure their adequacy in meeting identified student needs. Since 1996, student services has participated in the six year program review cycle. In addition, each program has completed at least one student learning outcome (SLO) cycle. Annually, each program submits goals along with a report: Strengths, Weaknesses, Opportunities, Threats, and Trends (SWOTT report). Student learning outcomes are submitted to the vice-president of student services each fall as part of a planning retreat. Finally, each program discusses the results of the student learning outcomes before beginning the cycle again. In addition, the California Community College System Office conducts site visits to evaluate categorically funded programs such as Matriculation (credit and non-credit), DSP&S, EOP&S, CARE, and Cal-WORKs. Citrus College participated in this process in May 2008.

The following are some examples of Student Learning Outcomes:

- **Student Employment Services** is helping students learn interviewing skills.
- **Counseling and Advisement Center**-students who see a counselor understand transfer and associate degree requirements.
- **Counseling and Advisement Center**- students need more help understanding assessment scores. Goal: Matriculation and College Success committees will re-examine orientation.
- **Counseling and Advisement Center**- only 24 percent of students surveyed used online orientation. Of this group only 50 percent understood the information. Matriculation and College Success Committees will re-examine orientation.
- **Counseling and Advisement Center**- Students on probation who clear their status through an appointment or a workshop are able to get back on track and find the intervention helpful.
- **Disabled Students Program and Services (DSP&S)** is helping students with disabilities learn self-advocacy skills.

## SELF EVALUATION

Citrus College meets this standard. The vice president of student services is working with each student services program to refine the process. Student services faculty are assisting through their involvement in the HotShots Committee. **(IIB-5, IIB-27)**

## PLANNING AGENDA

The college's ongoing commitment to improvement in this area is expressed in institutional planning agenda item number one. In order to fully achieve the proficiency level identified in the ACCJC rubric relative to student learning outcomes by the year 2012, the college has developed a comprehensive timeline for SLOs in the areas of courses, programs, degrees and certificates, as well as instructional support programs, student services programs and institutional support services.

## IIB EVIDENCE

- IIB-1 Orientation DVD on Web  
<http://www.citruscollege.edu/videos>
- IIB-2 Student Services Program Review and Technical Assistance-Self Evaluation  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-3 Counseling Student Surveys (Graduation 2007 and 2008)  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-4 College Success Minutes  
<http://www.citruscollege.edu/success/data>
- IIB-5 Counseling and Advisement Center SLO 1.5 Probation  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-6 Catalog on Website  
<http://www.citruscollege.edu/schedule/Documents/catalog08-09.pdf>
- IIB-7 Syllabi for All Counseling Courses  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-8 Bilingual Counseling Programs Staff List  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-9 Non-Instructional Program Review Guidelines  
<http://www.citruscollege.edu/pr/student>
- IIB-10 Outline for Welcome Day  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-11 Outline for Parent Night  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-12 Outline for Early Decision  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-13 Outline for Basic Skills Classroom Letter  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-14 Outline for Site Visit  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-15 Community College Survey of Student Engagement (CCSSE)  
<http://www.citruscollege.edu/admin/research/Pages/CCSSE.aspx>
- IIB-16 Board Policies  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIB-17 Student-Athlete Transfer Guide  
<http://www.citruscollege.edu/Athletics/Pages/AthleticCounselingAthleticTraining.aspx>
- IIB-18 Available Interest Inventories  
<http://www.citruscollege.edu/stdntsrv/transcntr/careersvcs/Pages/OnlineCareerAssessments.aspx>
- IIB-19 Link to Transfer on Website  
<http://www.citruscollege.edu/stdntsrv/transcntr>
- IIB-20 Counseling Events and Workshops Calendar 2008-2009  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-21 Non Instructional Program Review 2006-2007  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-22 Counseling Programs and Services Minutes 2005-2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-23 Counseling Program Reviews and Documents from Student Services Planning Meetings  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-24 Club Flyers  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-25 Gordon Associates Research Report 2007  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-26 Statement of Agreement to Adhere to Confidentiality Policies  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-27 HotShots Committee Minutes  
<http://www.citruscollege.edu/sloa>
- IIB-28 *Citrus College Fact Book*  
<http://www.citruscollege.edu/admin/research/Pages/FactBook.aspx>
- IIB-29 2000 Census Data  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-30 Strategic Planning Goals  
<http://www.citruscollege.edu/admin/planning>
- IIB-31 Veterans Center Website  
<http://www.citruscollege.edu/stdntsrv/veterans/Pages/VeteransCenter.aspx>
- IIB-32 Matriculation/Assessment Committee Minutes  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20B>
- IIB-33 Board Policy 5500 Standards of Conduct and Administrative Procedure 5520 Student Discipline Procedures  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>