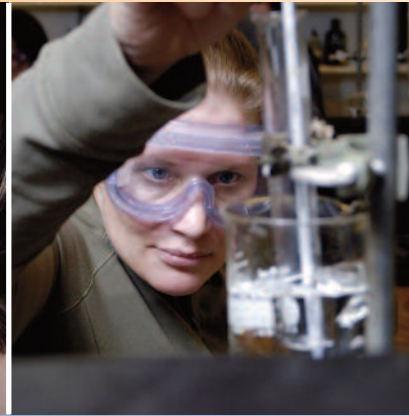
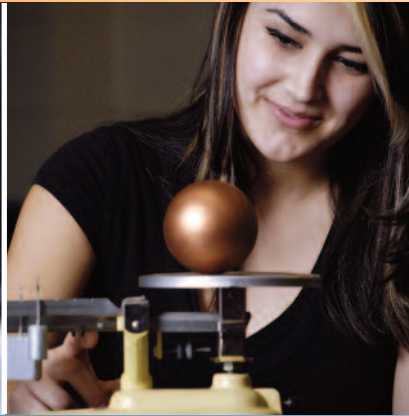


Abstract of the Report/Themes



Abstract of the Report

Standard I: Institutional Mission and Effectiveness

Standard IA: Institutional Mission

The Citrus College mission statement affirms that “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.” The revision of the mission statement in 2006 acknowledges the understanding by the campus 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. 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. The college uses data and collaboration in developing, modifying and evaluating its programs and services. Strategic planning has become an integral part of college operations, and its areas of primary concentration – student learning outcomes, student success, fiscal transparency and communication – are monitored annually to ensure the college continues to align its work with its mission.

Standard IB: Improving Institutional Effectiveness

Since the last reaffirmation of accreditation in 2003, and especially since the midpoint in the accreditation cycle, Citrus College has hit its stride in the area of improving institutional effectiveness. The self study report cites specific actions that demonstrate the college’s commitment to support student learning and assessment thereof. Major changes and improvements in the areas of student learning outcomes and evidence of institutional performance are in place.

In the spirit of continuous sustainable quality improvement, Citrus has identified one area for continued improvement (standard I.B.6). In this area of the standard, Citrus College sees itself in mid-stride.

While methods to assess effectiveness of ongoing planning and resource allocations processes have long been underway, the college dedicates itself to a more formalized and integrated approach. To this end, the college has adopted an institutional planning agenda which details the current commitment to update and review the effectiveness of the five major planning documents and to being deliberate in using the content within them in budget and planning processes.

Standard II: Student Learning Programs and Services

Standard IIA: Instructional Programs

Citrus College offers a full range of educational programs consistent with its institutional mission to serve a broad and diverse community of individuals. Instructional programs are designed to foster development of students’ personal, social, and intellectual qualities and capabilities. The college offers credit, non-credit and fee-based courses to meet the educational needs of its diverse students, and instructors use a variety of delivery modes including online instruction.

The curriculum process at Citrus College assures the quality of instructional courses; the program review process assures evaluation and improvement of courses and programs. Citrus College ensures high quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning through academic master planning, curriculum approval, and program review processes. The combined work of the Office of Institutional Research, Curriculum Committee (including Technical Review), program review, Educational Services Committee, and Steering Committee ensures this quality.

Citrus College identifies student learning outcomes (SLOs) for courses, programs, certificates and degrees. The general education core competencies, developed in 2004, provide a common focus for SLOs throughout the institution. The curriculum process assures development of SLOs for courses, certificates and degrees. SLOs are included in the course outlines of record. Program level SLOs are developed and assessed through the six-year program review cycle and are updated at the time of the newly instituted annual program review. The col-

lege has made great progress in developing and assessing SLOs at all levels. Furthermore, in order to fully achieve the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, the college has developed a comprehensive timeline for SLOs in all campus programs, including instructional courses and programs and instructional support areas. (See institutional planning agenda 1)

The college is committed to represent itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel. The college conducts regular reviews of its policies and practices regarding publications to ensure integrity through shared governance which includes faculty, deans, program coordinators, students, and the Office of External Relations and TeCS. More and more frequently, electronic methods are used to represent the college and its programs and services, so the college continues efforts to develop and employ “best practices” for presenting and reviewing electronic information.

Standard IIB: Student Support Services

Citrus College assures the quality of its student services through the entire student pathway in order to support students and realize our mission. Data are analyzed regularly to clearly understand the students we serve and to drive decisions about student services. The college recruits and admits students from diverse backgrounds and identifies student needs through assessment, orientation, counseling and student surveys. The student support programs offered by the college include: admissions; articulation; assessment; athletics counseling; CalWORKs; Disabled Student Programs and Services (DSP&S); Extended Opportunity Programs and Services (EOP&S); Cooperative Agencies Resources for Education (CARE); financial aid; health services; outreach; student government; student activities; veterans services; international student services; counseling and advisement; career and transfer services; credit and non-credit matriculation; student employment services; service learning; a center for teacher preparation and a new Umoja program.

Citrus College evaluates its student support services to assure their adequacy in meeting identified student needs. Since 1996, student services programs have participated in a six-year program review cycle. The outline for non-instructional program reviews was revised in 2008, and a consistent format is now used for all non-instructional programs. In addition, each student services area has completed at least

one student learning outcome cycle, including assessment. Annually, programs present new goals and progress on prior year goals at a planning retreat off campus. In addition, each program reviews its progress and best practices on student learning outcomes and assessment before beginning the cycle again.

In order to fully achieve the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, the college will develop a comprehensive timeline for SLOs in all campus programs, including student support programs. Institutional planning agenda #1 addresses this.

Standard IIC: Library and Learning Support Services

Librarians consult directly with faculty in academic programs regarding the collection, new acquisitions and needs that arise for materials to support the instructional program. The library staff provides a library resource profile to each academic program for their program review. The library’s collection consists of approximately 53,000 print volumes; 6,000 multimedia items; 25,000 electronic books; over 40 Internet-based full text database subscriptions; 53 public access computers; and 48 computers in a classroom and computer lab.

The library reference desk is staffed by librarians and senior library technicians during all open hours. The reference librarians and staff are highly qualified and able to promptly assist students, faculty and staff with professional research advice. Librarians offer training to faculty on services and resources each semester. The library continues to develop and improve its online instructional resources, and during the last two years has added the following features: new user’s guide; faculty and distance education guides; library tour; online library orientation; subject guide to databases; primary sources search; research tips; and database access passwords available for download via the catalog.

Utilizing American Library Association standards and learning outcomes, the library has developed and assessed student learning outcomes for its services.

The Learning Center regularly consults with faculty on acquisition of materials and equipment, including digital programs, adapted equipment or software to serve students with disabilities, or testing software. The Learning Center’s collection of materials and holdings consists of approximately 300 print volumes and over 200 multimedia items/programs to support

tutorial services, enhance learning in the College Success Center and supplement instruction in the Language Lab. The Learning Center is highly responsive to requests for materials and equipment identified by programs, departments and faculty to support student learning. Learning Center staff is qualified and trained to assist students in understanding how to access services, programs and equipment. Mandatory orientations provide guidance on completing lab requirements and taking placement tests. An online tutoring program was one of the first of its kind in the nation.

In addition to the open computer stations in the library, there is one lab open to all students with 60 workstations. There are four labs associated with specific disciplines, including health sciences, ESL and foreign languages, science and mathematics. There are two labs available on a reservation basis, including one primarily used as a training facility for faculty. There are 17 classroom labs, one DSP&S high-tech lab, and one academic skills lab. Recent budget restrictions have resulted in the reduction of hours of availability for computer labs.

Standard III: Resources

Standard IIIA: Human Resources

Citrus College employs qualified personnel who demonstrate commitment to the college's mission. The district's recruitment and selection processes are designed to encourage a broad representation of persons from diverse backgrounds. Completion of a new equal employment opportunity procedure is included in the institutional planning agenda item that addresses systematic evaluation and updates of planning processes of the institution (See institutional planning agenda 4). The new equal employment opportunity procedure will ensure that the district's commitment to employing a diverse work force is legally and effectively implemented.

Human resource planning is integrated with institutional planning. For example, hiring requests must be supported by data, especially from program review, and proceed through planning and budgeting processes. The recent development of a program review process for institutional support areas, including the Office of Human Resources, will assure that human resource planning is integrated with institutional planning and that the results of this process will be the basis for improvement.

Citrus College has developed two institutional planning agendas that address concerns in human re-

sources. In order to more fully meet standards, the director of human resources will work with classified employees and managers to revise and develop job descriptions where they are needed (See institutional planning agenda 2). Also, the director of human resources will work with the board and appropriate campus constituent groups to develop written procedures for the recruitment and selection of academic administrators, managers, supervisors and classified staff (See institutional planning agenda 3). When these tasks are accomplished, the college will commit itself to sustainable continuous quality improvement in all areas related to human resources.

Standard IIIB: Physical Resources

Citrus College plans, constructs, maintains and replaces its physical resources to provide a high-quality learning environment; one that is safe, secure, comfortable and attractive, and that supports student learning programs and services. Physical resource planning is coordinated with institutional planning through the *Educational and Facilities Master Plan*, which outlines facilities planning through 2010. Bond Measure G, passed by local voters in March 2004, and Proposition 1D, a statewide initiative passed in 2006, provide funding for new construction and renovation projects on campus. The college developed an implementation plan that describes all projects in terms of scope, estimated costs, space utilization and relation to the master plan. The implementation plan has also assisted the college in identifying additional projects required to support campus expansion and secondary effects attendant to major construction and program relocation. The college has been deliberate in coordinating facilities projects with long range planning and instructional and student services program reviews.

All facilities are constructed and maintained to assure access, safety, security and a healthful learning and working environment while meeting instructional and institutional goals.

Standard IIIC: Technology Resources

Information technology at Citrus College is an integral component of multiple aspects of learning, teaching and student support as well as the foundation and infrastructure for administrative and business processing. Technology resources and services support learning programs and services and the growth of learning outcomes assessment as well as improved institutional effectiveness. A philosophy shift from developing home grown applications to

implementation of commercial products, which has taken place over the current reporting period, has brought functional users more fully into decision and implementation roles.

Training is provided in a variety of ways to meet the needs of faculty, students, staff, managers and administrators. The college has a five year network refresh cycle and a comprehensive maintenance and upgrade plan that includes a replacement cycle for all desktop machines and regular upgrades of major campus servers and other systems.

Technology planning is integrated with institutional planning. This integration will be more effective once the new *Technology Master Plan* is fully implemented beginning in fall 2009. To assure this integration and to assure our commitment to sustainable continuous quality improvement, the college has developed an institutional planning agenda that addresses a regular review cycle of the college's five major planning documents which includes the *Technology Master Plan* (See institutional planning agenda 5). This planning agenda assures that Citrus College will be deliberate in utilizing the content within these plans in planning and budget development.

Standard IIID: Financial Resources

Financial planning at Citrus College is integrated with and supports institutional planning. The college has established a culture of annual and ongoing planning based on mission, goals, program reviews, presidential priorities and board goals that drive budget development and resource allocation decisions. Academic and facility needs are linked to and drive the budget process. The Financial Resources Committee, comprised of representatives from all college constituent groups, is responsible for reviewing expenditures and income, making recommendations, and informing the college community of the status of funding and expenditures and any modifications made to the budget throughout the year in response to funding changes. The college plans and acts conservatively with regard to budget assumptions for revenues and expenditures. Decisions are made after college-wide dialogue and input at all levels, aligning district planning priorities and realistic needs analyses.

The college identifies and plans for payment of liabilities and future obligations and is committed to maintaining significant reserves to meet long-range financial priorities. Over the last decade, the college ending balance has exceeded the minimum recommended by the system office.

One of the college strategic planning goals is increased fiscal transparency. An employee survey in 2007 indicated a lack of understanding of the budgeting process, so the Financial Resources Committee has undertaken a number of actions to improve fiscal transparency.

Standard IV: Leadership and Governance

Standard IVA: Decision-Making Roles and Processes

Citrus College faculty, staff, administrators and students are all empowered to be active participants in campus decision-making and in charting the course of the institution. College committee membership is diverse, and care is taken to ensure that membership of major committees includes representation from management, faculty, classified staff and students. Faculty leadership is supported with release time, and students are actively engaged in shared governance and leadership throughout the college. Citrus College is committed to shared and participatory governance and actively solicits and encourages all constituencies to participate in governance. Further, Citrus College promotes processes and practices that support effective communication among campus constituencies. When the 2007 All-Employee Survey indicated weakness in the areas of communication and fiscal transparency, the strategic planning team set two of the four goals to address these concerns. This demonstrates Citrus College's proactive commitment to assuring ethical and effective leadership and communication. Citrus College complies with ACCJC accreditation standards. The college has addressed recommendations from the previous accreditation visit as well as self-identified planning agenda tasks. The midterm report was filed in a timely manner and accepted by the commission. Throughout the process of preparation for the accreditation site visit, Citrus administration, faculty, staff and students have embraced a process that is inclusive, open and honest. Citrus College demonstrates similar integrity in dealing with external agencies and partners. Institutional planning agenda five shows that Citrus College continues efforts that support sustainable continuous quality improvement of governance and decision-making structures.

Standard IVB: Board and Administrative Organization

The board of trustees is composed of five representatives elected from communities within the district, including Azusa, Bradbury, Claremont, Duarte, Glendora, Monrovia, and portions of San Dimas, Pomona, Arcadia, Covina and Irwindale. Board members are active in their communities and take public interest into account when making decisions. The board encourages the college to participate in many partnerships, such as with local school districts and community organizations, and this participation informs the college on items of public interest. The board advocates for the institution at the regional, state and national level.

The governing board recognizes that policy revision is an ongoing process that requires due diligence. One of the board's goals is to make sure that all campus policies are updated as needed, and the board, through the superintendent/president, has defined a process and timeline for institutional review of policies and regulations. This commitment is reflected in institutional planning agenda 4.

One of the recommendations of the prior visiting team was that the board adopt a code of ethics statement. The board adopted a code of ethics in 2004, which has now been formalized in Board Policy 2715 Code of Ethics/Standards of Practice.

Themes Essays

Dialogue

Citrus College fosters an institutional environment that embraces dialogue. The college has many avenues, both formal and informal, which allow regular, informed and open discussions regarding planning processes, budget issues, student learning, student success and collegewide initiatives that promote our mission, vision and values.

The *Strategic Plan* developed in fall 2007 identified communication and fiscal transparency as areas of primary focus for improvement. Since identifying these objectives, campus-wide dialogue is greatly improved. For example, strategies for improving communication in 2007-08 included improving campus-wide understanding of decision-making processes. As a result, wide discussion and improved communication is evident on campus. In 2008-09, the mid-year budget revisions provided multiple opportunities to inform and include college constituents in the process. Budget forums and presentations of the budget planning process were held in a variety of venues increasing dialogue and input in this area.

In the writing of this self-study, it was noted that excellent dialogue occurs within the various constituency and governance groups such as, but not limited to, the Steering Committee, Education Programs Committee (EPC), Student Services Committee, Physical/Financial Services Committee, Human Resources Committee, Information Technology Committee, the Academic Senate and the Associated Students of Citrus College. Although dialogue and communication were successful within these groups, inter-group communication opportunities were not as clear. Reports and updates from these groups occurred orally and were detailed in the minutes of the Steering Committee, but a written resource document was needed. To that end, an ad-hoc group was formed to develop the *Organization and Governance Handbook*, which provides detailed information on the structure, purpose, composition and meeting times of governance committees. This handbook is an example of meaningful, open collegewide dialogue that identifies an institutional need and results in an improved outcome.

Our superintendent/president regularly attends faculty, staff and student meetings. She holds open forums on topics ranging from the budget to ongoing campus-wide concerns and issues such as emer-

gency preparedness and parking. The Academic Senate holds forums on topics such as instructional materials procurement and the move to a compressed calendar. Students hold forums on issues such as open access and political issues. Staff participate in Flex Day activities of direct interest to their constituents. Regular meetings of the superintendent/president, the vice president of instruction, the vice president of student services, the president and vice president of the Academic Senate occur where faculty issues are discussed. These meetings, referred to as Big Five are informal, honest and productive in establishing open dialogue between faculty and administration that engender respect and trust. Other venues that foster open and productive dialogue include program review meetings/processes; division, department and program assessment discussions; board of trustee sub-committees and workshops; focus groups; ad hoc committees and the student services annual retreat. Evidence of this communication is found in meeting agendas and minutes, employee and student surveys, transportation surveys, flyers, brochures, focus group reports, workshop reports, enrollment reports, debates and published information summarizing campus-wide discussions of the *Strategic Plan* and the *Educational Master Plan*.

Communication is also disseminated through written modes on campus, both in hard-copy form and electronically. A *Board Highlights* is distributed in hard copy after each board meeting, giving succinct information to the entire campus. The *Weekly Bulletin* is issued electronically each Monday morning, informing the campus of a wide range of topics, from forums, to events, to the menu at the Owl Café. The student newspaper, *The Clarion*, is published bi-weekly and offers a forum for students to express their opinions and engage in debate about campus as well as societal issues. The much-heralded web version of *The Clarion* offers online message boarding for dialogue in an Internet-based world. The faculty association regularly publishes an open and honest newsletter that allows faculty to express opinions about campus issues and events which is distributed directly to the faculty through the campus mail system.

Academic departments and divisions hold regular meetings where dialogue can occur within disciplines. Minutes are published within their various divisions resulting in e-mails that continue discussion and debate about specific topics. In preparing for this self-study, all constituent groups met and dis-

cussed candidly each theme topic. The Academic Senate observed good dialogue practices within many individual divisions, but noted problems that hinder open and honest dialogue within others. These problems were addressed and improvements were made as a direct result of these discussions. Likewise, the goals for improved communication in the *Strategic Plan*, a direct result of open dialogue, led to very specific activities delineated in the 2008/2009 AIP to further promote a culture that promotes good dialogue on campus.

A functional and effective institution is driven by informed input from all constituency groups. Citrus College strives to use qualitative and quantitative information to facilitate dialogue collegewide in an effort to improve its decision making and planning processes. One example of this effort that we are most proud of is the all campus Flex Day activities of spring 2009, sponsored by the Faculty Learning Institute. This day of fun, interactive and participatory activities joined classified and academic employees with management to lay the groundwork for our vision and values for the next five years - an effort that typifies a campus culture that embraces open and honest dialogue.

Student Learning Outcomes

Supporting student success in the pursuit of academic excellence, economic opportunity and personal achievement is at the core of Citrus College's mission. To foster that success, Citrus College has centered its decision-making processes on student learning outcomes (SLOs). The continuous development, assessment and refinement of SLOs at the course, program and institutional levels has established a regular, systematic cycle of evaluation, planning and improvement across the college. The process for incorporating SLOs into our college culture began with a review of current practices on campus. This resulted in the adoption in 2004 of the following General Education Institutional Core competencies:

1. Communication (personal expression and information acquisition)
2. Computation
3. Creative, Critical, and Analytical Thinking, Information Competency
4. Community/Global Consciousness and Responsibility
5. Technology
6. Discipline/Subject Area Specific Content Material

These core competencies provide a framework for developing SLOs for both instructional programs and student services. Revisions of the curriculum and program review approval processes mandating inclusion of SLOs were approved in 2004. All course outlines and all programs (instructional and non-instructional) at Citrus College are required to include SLOs. Student services has been fully engaged in the SLO and Assessment process since 2005. As these programs underwent program review, they adopted SLOs. At the recommendation of the Curriculum Committee, the adoption of CurriNET in fall 2007 provided an immediate venue to document SLOs and their assessment at the course-level. Faculty were encouraged to take advantage of the opportunity afforded by this transition to update course outlines with SLOs before their required review during the six-year program review cycle.

The assessment of course-level SLOs is built-in to the language of each learning outcome. Faculty assess, evaluate and refine course SLOs in a systematic way such that course-level SLOs and assessments are reviewed at least once every six years via the program review cycle. Since course-level SLOs are mapped to program-level SLOs, assessment and refinement of SLOs at the course-level provide program-level assessment data. This, in turn, generates recommended changes to the program which are implemented in the annual program review process. Annual program reviews are used by deans, faculty and administration as a primary rationale for budget, staff, facilities and other planning decisions. The annual reviews are used by the Faculty Needs Identification Committee (FNIC), the Curriculum Committee, the Faculty Learning Institute (FLI), the Financial Resources Committee, the Physical Resources Committee, Educational Programs Committee and the Steering Committee to prioritize requests and to make decisions. As desired, SLO-driven recommendations serve as a major resource for academic, educational, budget, and facilities master planning. The annual reviews ensure that SLO-driven recommendations are acted upon as soon as possible. General education learning outcomes were adopted in spring 2009 and will be assessed through systematic analysis of course- and program-level assessment results.

Instituting SLOs campus-wide has been a collaborative effort between the faculty, staff and administration at Citrus College. The Academic Senate, with the full support of the administration, established the position of student learning outcomes and assessment coordinator. The coordinator provides support to the faculty and administration on all aspects of implementing SLOs. On-going training for faculty and

non-instructional staff is provided regularly. The Student Learning Outcomes and Assessment Committee (SLOAC and also known as the “HotShots”) was established and tasked with the development and oversight of SLOs campus-wide. This is an active and diligent committee that is working on all levels of the campus to promote student learning outcomes and assessment, one of the four goals of the *Strategic Plan*.

Looking ahead, Citrus College is currently developing Institutional Outcomes (IOs). IOs in the areas of General Education, Career and Technical Education, and Life-long Learning will demonstrate commitment to the college’s mission of academic excellence, economic opportunity and personal achievement, respectively. Since the majority of courses are now in the assessment and analysis phase of the SLO evaluation cycle, SLOAC is currently discussing revisions to this process – specifically, the need to and feasibility of accelerating the pace of the course-level SLO and assessment cycle. Strategies for implementing and documenting each assessment for each outcome at the program and degree level are not fully developed, but are currently being discussed campus wide.

In summary, the majority of courses and all of the student services areas have developed SLOs and are assessing those SLOs. Using SLOs to drive strategic planning has become embedded in the decision-making process campus-wide. These efforts highlight Citrus College’s commitment to developing SLOs at the course, program and student services levels, assessing those outcomes, and using these outcomes to make changes to improve student success.

Institutional Commitments

Citrus College has a mission statement that defines its commitment to high quality education and scope of educational purpose. The college’s mission drives institutional goals, decision making processes and educational as well as strategic planning. It reaffirms our commitment to a diverse educational community to allow for a broad variety of student goals. The college’s mission statement is as follows:

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 community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

Citrus College facilitates its mission through a comprehensive list of specific objectives. Our mission objectives state that we define ourselves as a “safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development.” Our multiple objectives to fulfill our mission include providing general, lower-division coursework leading to an associate degree in the arts or sciences; preparing students to transfer to four-year colleges and universities; and offering technological services and support for students, faculty and staff. We work to offer grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications. We furnish support services for the intellectual and personal development of all students, including opportunities to participate in campus governance. We strive to foster a comprehensive and enriching program of extracurricular activities; to conduct community education programs that encourage learning at every stage of life; to award occupational certificates and degrees for career preparation and advancement; to administer customized training programs for business and industry; and to increase career development support for students, faculty and staff through career exploration. In addition, we provide counseling; job preparation; job opportunities and staff development for academic and classified employees; collaborate with local high schools in articulation and curriculum development; and advance cultural and personal enrichment programs for college and community members, which include promoting inter-collegiate competition opportunities for students.

Citrus College’s mission drives institutional planning, goal setting and decision making. The mission statement is the essential document that drives the annual Board Goals which are set at their annual retreat. These goals, in turn, drive the goals and activities of the institution’s various constituent groups. Our mission statement served as a guide for both the updated *Educational Master Plan* in 2008/2009 and the *Strategic Plan* developed in 2007.

Our mission statement acknowledges our broad-based student population, and we ensure academic excellence to this population through a process that emphasizes measurable outcomes of success and the achievement and measurement of student learning outcomes. We have developed, refined and continue to examine our institutional core competencies. They are:

1. Communication
2. Computation
3. Creative, Critical and Analytical Thinking, Information Competency
4. Community/Global Consciousness and Responsibility
5. Technology
6. Discipline/Subject Area Specific Content Material

These core competencies are guideposts that drive the development, rationale and assessment strategies of student learning outcomes at the course, program and institutional level. Plans are in place to continually review these strategies to create a cycle that ensures relevancy to the mission's main objectives.

The Steering Committee is the primary campus-wide governance committee that has a broad representation from all campus constituencies. Annually, it reviews elements of the *Strategic Plan*, updates progress on its goals and makes recommendations to changes therein as necessary. This is referred to as the 2008/2009 Annual Implementation Plan (AIP) which targets each of the four primary focus areas of the *Strategic Plan*. The AIP is detailed in rubrics which identify objectives, note primary contacts, list specific activities to attain the objectives and lastly, provide projected measurable outcomes to ensure that accurate assessment is in place for each of the objectives.

There are many specific examples that show correlation between the college's mission, the *Strategic Plan* that is derived from it, and the college's implementation and planning processes. Programs that demonstrate the college's commitment to academic excellence and the goals of our mission include the College Success Center, Math Success Center and the Learning Communities, which emphasize basic skills; the STEM and Hispanic Serving Institution (HSI) grants, which promote innovative teaching; the testing and tutoring centers; and the Faculty Learning Institute, which focuses on staff development and enrichment. The program review process has continued to evolve with the implementation of an annual program review, in which each academic program annually reexamines all recommendations of their respective programs, then shares priorities with the Office of Instruction to drive the budget process. As a direct result of the institution's commitment to student learning outcomes and assessment, areas such as biology, ESL and career/tech have already revised instruction methodologies. All campus surveys, such as an in-house employee survey (spring 2007), the Community College Survey of Student Engage-

ment (CCSSE) (spring 2006 and spring 2008), and the Community College Faculty Survey of Student Engagement (CCFSSE) (spring 2008), are utilized periodically to ensure feedback from students and staff; this feedback is disseminated campus-wide in an effort to guide, advise and improve upon the *Strategic Plan* and the *Educational Master Plan*. The Office of Institutional Research was created three years ago (October 2006) and has proved to be an enormous asset in providing accurate, detailed data as the basis for study and planning of all of the programs and services listed in this essay.

As the goal setting and planning processes continue to grow and refine, Citrus College is fully engaged in a periodic review of its mission, seeking always to evaluate its relevancy to our changing society and ensure that it accurately reflects the needs of our student population and our commitment to academic excellence. This process relies upon both internal and external data, using measurable outcomes as a basis for continuous planning and improvement.

Evaluation, Planning and Improvement

Citrus College is committed to the ongoing evaluation of student needs and institutional performance, and to the implementation of plans that specifically address areas where improvement will benefit student success. While the college's internal operations have always involved self assessment and goal setting, over the past decade Citrus has moved toward formalizing a fully coordinated *Educational Master Plan*, one that directly and measurably connects the institution's vision and goals with its educational programs and distribution of resources.

Student needs have traditionally been measured and defined through a variety of means including the process of program review, the regular analysis of enrollment trends, and student representation on several standing committees and on the board of trustees. In addition, several recent developments have significantly increased the college's databank relative to tracking specific student trends. Among these developments are the re-establishment of the Office of Institutional Research in 2006, which has lead to the publication of the first *Citrus College Fact Book*, and the adoption of the Banner/WingSpan system to facilitate, regulate and monitor student enrollment.

The effectiveness of Citrus' response to the needs of its students is evaluated both internally and externally. The campus-wide revision of the program re-

view process to incorporate student learning outcomes in all course outlines has led to a systematic examination of the way each course measures student success. Further, with the establishment of an annual program review system, specific goals can be targeted and assessed for each year of the six-year self-evaluation cycle. Across the campus, each academic department and several standing committees, including the Steering Committee and the Academic Senate, regularly scrutinize student progress and concerns as part of their primary duties. Since the college's last self-evaluation, the implementation of a two-year CCSSE survey and annual ARCC reports begun in 2007 have further bolstered the college's ability to evaluate its success in helping students progress towards their educational goals.

Since the initial development of the *Educational and Facilities Master Plan* in 2001, Citrus has worked toward building a fully integrated organization of the college's structure and resources. With the increased access to data provided by the Citrus College All-Employee Survey, as well as the CCSSE and ARCC reports, the college community formed a *Strategic Plan* in 2007. The plan has four clearly defined goals: student success, student learning outcomes, fiscal transparency, and communication. The adoption of these goals is now reflected throughout the college's infrastructure, from the governing board's annual list of strategic goals to each department's revision of course curricula through the SLOA process. The success of the *Strategic Plan* in focusing the college's direction has been augmented by the formation of an *Educational Master Plan* that will link the efforts of Citrus' academic departments and committees, its student services, and its facilities and technology departments to a blueprint for the college over the next five years. The plan has been designed in conjunction with and supports the objectives of the state's plan for California community colleges.

Based on data and input from across the campus, resources are allocated as available to ensure that the college's prioritized goals are met as fully as possible. Regular budget reviews are made within each division of the school. Budget requests are dealt with through a well established procedure involving successive levels of faculty, staff and administration. When particular student needs are identified, discretionary funds are directed towards meeting those needs, as in the formation of the Boots to Books program, the nation's first collegiate credit course designed specifically for veterans and current members of the military. The budget's effectiveness in advancing the college's primary goals is determined through the regular processes of program review (both annual and six-year-cycle) and feedback between campus departments and administration. As a

result of one of the strategic planning goals, the budget decision-making process has been laid open to scrutiny and discussion through a series of all campus budget update forums.

When resources are not readily available, as in recessive budget cycles like the one we are in currently, the college makes cuts on the basis of input from all departments, focusing on the preservation of those courses and services most essential to the achievement of Citrus' primary goals. Additionally, the college has been successful in securing external funding, such as HSI and STEM grants, which are focused directly toward student populations and needs identified through the various tools of self-evaluation.

The evaluation of the college's overall performance in achieving its institutional goals is ongoing and multi-faceted. In addition to program review, regular division meetings and publication of external studies (ARCC data), students are surveyed in a variety of forms, including faculty evaluations and performance surveys that directly relate to specific departments or programs, such as the Testing Center or the learning communities program. Additionally, the annual student services retreat as well as the deans and directors end of year retreat involve college representatives from every level and department of the school in an assessment of the previous year's efforts in reaching the goals of the Strategic Plan, along with the formation of new, specific goals for the coming year. In all of these endeavors, the institution strives to maximize its effective use of resources in the interests of advancing the quality of its students' education and increasing the rate of their success.

Organization

From its mission, through its classrooms and to its services, Citrus College is organized to improve student success. Learning outcomes and assessments have been identified for courses, programs and departments across the campus and the institution is focused on supporting, evaluating and improving those outcomes.

The identification of student learning outcomes begins at the point of services delivered to the student. Supported by the SLOA coordinator and the Student Learning Outcomes and Assessment Committee, known as the "HotShots," faculty identify course-level learning outcomes and relate them to outcomes of their educational programs. Student services staff identify student needs utilizing data from the CCSSE, assessment, orientation, counseling, instructor interaction and the application and admis-

sions process. Facilities personnel relate their duties to the maintenance and improvement of the learning environment.

Course learning outcomes are now published in CurricUNET, a computerized curriculum management system adopted in 2007. The progression of the SLOA cycle is overseen by HotShots and available to the college community through organized plans that are disseminated campus-wide through the various constituent group meetings. This recent increase in accessibility of curriculum and SLOA data provides a mechanism for discussion which has significantly increased input and scrutiny. Thus the SLOA cycle is frequently agendaized in shared-governance committees, Academic Senate and faculty division meetings.

The college evaluates instructional and non-instructional program learning outcomes through a cyclical review process. Data analyses provided by the Office of Institutional Research, typically representing the preceding six years, informs this process. Aided by additional resources such as the Online Analytical Processing (OLAP) data cubes, which contain longitudinal datasheets for program review such as student success and retention rates, the *Citrus College Fact Book*, student surveys and customized research studies and classroom assessments, faculty and staff measure students' learning.

The diverse departments of the institution are organized to provide the resources needed for the implementation of recommended improvements in teaching, curriculum course content, instructional resources, and academic support services arising from annual course and program assessment. Curricular improvements are scrutinized by the Curriculum Committee for quality; the Technical Review Committee, a subcommittee of Curriculum Committee, provides editing, crafting suggestions and resources to faculty originators.

The success of underprepared students has received special attention. In response to assessment data, the student success director, led by a cross-discipline faculty committee and funded by state and federal grants, is addressing the needs of these students. Shared interest student cohorts have been organized into learning communities to observe successful learning strategies and encourage success, such as the Umoja Program support for African American students, Fast Track Program and the Scholar Baller Program.

The Office of Instruction identifies program review recommendations with fiscal implications and through the dean's and director's meeting prioritizes the requests based on the potential effect on student

learning outcomes and the *Educational Master Plan* objectives. The Financial Resources Committee, comprised of representatives from all college constituency groups, reviews expenditures and income and informs the college community of the status of funding, expenditures and any budget modifications made throughout the year. Budget planning assumptions are generated and widely discussed to ensure that priorities and decisions meet the college mission and goals.

Program review recommendations for new faculty positions are submitted by the deans to the Faculty Needs Identification Committee (FNIC) which annually establishes criteria to develop a prioritized list of positions to be considered for recruitment. Human resources, now equipped with an online job posting system, oversees a hiring process that results in the selection of highly qualified personnel.

Recommendations for new and replacement facilities are incorporated into the *Five-Year Construction Plan*, resulting in a safe, secure, comfortable and attractive learning environment. Recently completed projects include the Math/Science Building and the Center for Innovation. A Vocational Technology Building and Student Services Building are now under construction, and plans have been completed for a new Art Center. Technical Services has identified, acquired and installed the most appropriate and effective technologies for college classroom application. These technologies provide access to network and Internet multimedia resources and optical digitization and display devices in addition to traditional DVD and video multimedia resources.

Citrus College is organized to support, assess and improve student learning because faculty, staff and administrators have made improving students' learning a career goal. As plans are discussed, as decisions are pondered, a common question heard in Citrus offices and meeting rooms is, "What is best for our students?" These are not idle words. They are the heartbeat of an educational institution seeking to enrich students' lives.

Institutional Integrity

The multi-faceted pieces of Citrus College fit together to form an integrated whole. They come together by effective communication and open dialogue and commitment to a single mission. Institutional integrity demands openness and transparency, fairness and impartiality, honesty and constant self-examination. All of these are essential to the wholeness and effectiveness of the institution.

The college's commitment to openness and transparency is demonstrated in the means and methods it employs to represent itself. Through a variety of both internal and external publications and open forums, the college goes to great lengths to represent itself accurately in ways that are easily accessible and understandable. Each fall on convocation day, a day dedicated to the open exchange of information between constituent groups on campus, the superintendent/president delivers a state of the college address to inform and educate the campus community on a wide range of topics—from student enrollment to the status of campus construction projects; from administrative goals and priorities to budgetary challenges facing the college. The superintendent/president also routinely conducts other open forums on matters of particular importance, most recently on topics such as budget development, emergency preparedness and strategic planning. Additionally, throughout the year the superintendent/president's office keeps the campus community informed via e-memos and a variety of publications issued through the college's Office of External Relations. Board meeting minutes are scrupulously reviewed for accuracy and published as a matter of public record, and the college's protocol & government relations office publishes and distributes *Board Highlights* after each board meeting to keep the campus community apprised of actions and activities in board meetings.

The Office of External Relations is responsible for publications and communications, including the college catalog, the schedule of classes, the *Weekly Bulletin*, and a variety of informational flyers and brochures aimed at keeping the college and community informed. The college's commitment to openness and honesty is reflected in its Annual Report, which keeps the community apprised of the college's priorities, goals, financial status, new programs and other issues related to community relations. The Office of External Relations adheres to rigorous professional standards to ensure that all of its publications are clear, accurate and understandable, working closely with other departments to ensure the accuracy and timeliness of information. Press releases and communication with the media are the responsibility of the Office of External Relations, and here, too, the department goes to great lengths to ensure the college's voice is candid, honest and accurate.

The college's website serves as an open window to the college to anyone with a computer and access to the Internet. Here, students and the general public can find not only information on classes and instructional programs, but a collection of topics carefully

assembled to portray a clear and accurate representation of the Citrus College experience. These topics range from student conduct and discipline to financial aid and housing information; from press releases to reports from the Citizen's Bond Oversight Committee. Board policies and *Board Highlights* are posted on the website, as are messages from the president, information on the college's financial situation, updates on campus parking, and much more. In short, the Citrus College website, along with all of the other means and methods the college employs to represent itself, offers an open, honest picture of the college and serves to foster a culture of candor and integrity.

The college's policies, procedures and practices ensure that students, faculty, staff and all who deal with Citrus College are actually treated fairly and impartially. The college's hiring and recruiting processes and procedures, for example, are in strict compliance with legal requirements and are carefully followed to ensure that the college's recruitment net is cast in an equitable manner and the hiring process itself is unbiased and fair. Qualifications, job requirements and selection criteria are clearly stated on job announcements, and the application screening process is carefully monitored to ensure that all applications receive fair and objective reviews. All selection panel members must undergo training to ensure that they are thoroughly familiar with the legal requirements for impartiality in the applicant selection process. In each interview, a diversity officer from the college's Office of Human Resources monitors the interview process to ensure it is conducted fairly, objectively and impartially. Similarly, the college's procedures for evaluating employees adhere to principles of consistency and fairness. Routine performance evaluations are completed in a timely fashion and are discussed in detail with employees. (See institutional planning agenda 3).

Further, the college embraces collaborative and inclusive decision-making as a means of ensuring fair and equitable treatment for all constituencies. Toward this end, Citrus College has adopted and codified the practice of shared governance, ensuring that faculty, students and staff participate effectively in decision-making. In response to observations in the college's self-study process, the *Organization and Governance Handbook* was developed to depict shared and participatory governance principles practiced at Citrus College. This handbook is available to all college faculty and staff to acquaint them with the process itself and their roles and responsibilities in making the process work.

Faculty provide opportunities for open inquiry and discourses in the classroom as stated in Board Policy 4030 Academic Freedom. Faculty use student learning outcomes in the classroom, and encourage critical thinking, one of the cornerstones of our core competencies. Grading standards are included within course syllabi, and these standards are ensured and balanced for students through the student appeal process. Board Policy 5500 Standards of Conduct clearly identifies in articles 12 and 13 that cheating and plagiarism are not tolerated at the college.

In order to ensure that all parties doing business with the college are treated fairly and equitably, the district purchasing and business offices adhere to established legal practices and self-imposed standards of due diligence and fairness in selecting vendors, contractors, consultants and other service providers. For all projects and equipment purchases that exceed legal bid limits, plans and/or specifications are carefully prepared, advertisements are published and blind bid openings are conducted to assure absolute impartiality in selecting successful bidders. For projects that do not exceed legal bid limits, the college employs a self-imposed limit of \$6,000, above which requires competitive proposals in the selection of contractors. For equipment and material purchases that do not exceed the bid limit, the college purchasing department shops for the best value from an extensive pool of reliable vendors.

For professional consulting services on large projects, the college utilizes a request for proposal process to provide a level playing field for those consultants who deserve consideration for a given project. In this process, selected consultants are given the opportunity to submit detailed proposals describing the scope of their services, their understanding of the project, the means and methods they will employ to achieve solutions and accomplish their scope of work, and the fees they will charge for their services. These proposals are carefully and independently evaluated by college staff utilizing a predetermined scoring system.

Supporting its commitment to fairness is the college's commitment to ethical behavior, honesty and the constant self-examination that must accompany it. In 2007 the governing board adopted a policy detailing a code of conduct for employees and students. This code articulates the shared values of honesty, integrity, accuracy and accountability that are central to the college's culture and absolutely necessary for creating a climate of trust and respect. Additionally, the *Citrus College Instructor Handbook*

sets forth a Code of Ethics for faculty which focuses specifically on the ethical conduct of teachers in the academic environment. "Standards of Student Conduct" are articulated in board policy and are posted on the college's website and printed in the college catalog. These standards address the important issue of academic honesty and ethical behavior for students.

The college's commitment to honest, ethical business practices is unwavering. Annually, the college undergoes an external financial audit to ensure that it is in compliance with accepted accounting principles and sound business practices. For the past 13 years, the college has received an "unqualified opinion" rating as a result of these audits. The college's fiscal services staff scrupulously employ system-wide internal controls to provide checks and balances, separation of duties and a multiple approval processes to ensure the safety and security of the college's resources. Similarly, the purchasing department utilizes processes and procedures that assure honest, ethical business conduct among college staff and between the college and its outside vendors. An online purchasing program generates all requisitions. The program requires multiple approvals for all purchases, provides selective requestor access to budget cost centers and records the receipt of purchased items. This information is available to the college's accounts payable office to expedite payment for received items—a practice that has made Citrus College a trusted business partner.

The college's commitment to honesty and integrity is evidenced by the safeguards it employs to ensure ethical behavior. Every year managers who are in a position to make purchases, award contracts or hire consultants are obligated to prepare a conflict of interest statement identifying any interests which might compromise their ability to make honest, impartial judgments in the execution of their duties. The college maintains, through its Office of Risk Management, a "We Tip" hotline to provide a means for individuals to anonymously report instances of fraud and other crimes or illegal behavior.

Citrus College is committed to a culture of genuine honesty accompanied by ongoing self-examination. In this spirit, the college conducted an all-employee survey in 2007 to measure employee perception and satisfaction with the Citrus College work environment. This survey asked candid questions about issues ranging from hiring practices, college-wide planning, shared governance to questions about campus safety, parking and facilities maintenance. The results of the study were published in 2007. All

non-instructional departments and divisions on campus have been given the mandate to complete comprehensive program reviews to assess their effectiveness, identify their weaknesses and evaluate their contributions toward the educational mission of the college. Many of these program reviews have been completed and many more are underway.

Finally, at Citrus College, openness, fairness and honesty are more than components of an ethical code; they are essential elements that bind the institution together as an effective, organic whole. We know that open and frequent communication, fair and equitable treatment of people and honest self-examination are critical keys to the successful evolution of any effective institution. At Citrus College, doing the right thing is not only a moral imperative; it's a practical imperative essential to the accomplishment of our educational mission.

Comprehensive Institutional Planning Agendas

1. In order to fully achieve the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, the college will develop 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. The college's institutional support services will continue their work to identify SLOs where appropriate, establish assessments and use the results for improvement.

The college will continue its work to thoroughly incorporate student learning outcomes into the curriculum and program review processes, identify systematic measureable assessments, and use the results for the improvement of student learning and institutional effectiveness.

Each area will develop meaningful assessments that will enhance planning, evaluation and lead to program improvement and feed seamlessly into the program review process to support college decision-making.

Continued progress toward integrating results of assessment in college processes will assure that planning and resource allocation contribute to student-centered institutional effectiveness.

2. The director of human resources will work with classified employees and managers to review and revise classified job descriptions by July 1, 2010. The director will establish a process to ensure periodic updating of job descriptions.

Systematic updating of job descriptions will foster institutional improvement through a structured review of changes in the nature of classified assignments as a result of technology and changing campus goals and activities. In the absence of systematic updating, such changes occur on a piecemeal basis, leading to an uneven application of standards and many individual reclassification requests.

3. The director of human resources will work with the board and the appropriate campus constituent groups to develop written procedures for the recruitment and selection of academic administrators, managers, supervisors and classified staff by July 1, 2010.

The development of written procedures for the recruitment and selection of academic adminis-

trators, managers, supervisors and classified staff will allow for a comprehensive evaluation of the effectiveness of hiring procedures. This process will foster institutional improvement through improved processes and better understanding of hiring requirements by the campus community.

4. As part of the comprehensive review and update of board policies, scheduled for completion by July 1, 2010, the superintendent/president will establish procedures to ensure future systematic evaluation and updates are incorporated into the planning processes of the institution. In this way, the superintendent/president will ensure that board policies and administrative procedures are revised and updated in a systematic, periodic manner. Special attention will be given to:
 - Completion of a new equal employment opportunity procedure
 - Implementation of a three-year cycle for the review of all policies

The superintendent/president will establish procedures by July 1, 2010 to ensure that the periodic update of board policies is incorporated into the ongoing, systematic evaluation and planning processes of the institution.

Regular updating of board policies will foster institutional improvement through ensuring that changes in state law, regulations or local practice are reviewed through the appropriate governance channels, and are more widely understood on campus.

5. 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

The superintendent/president will develop guidelines for the updating and review of major planning documents on a regularly scheduled cycle. Appropriate campus constituencies will participate in an ongoing evaluation of the effectiveness of the planning documents, processes and linkages to budget.

This planning agenda will improve student learning and foster institutional improvement through dialogue about how the various planning processes and documents work together to achieve the college mission and improve student learning. This dialogue will result in a more coordinated approach to campus priorities and better use of limited resources.