

# Citrus College



Institutional Self Study Report 2009





# **Institutional Self Study in Support of Reaffirmation of Accreditation**

Submitted by

**Citrus Community College District**

1000 West Foothill Boulevard  
Glendora, CA 91741-1899

To

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

**August 2009**

# Certification of the Institutional Self Study Report

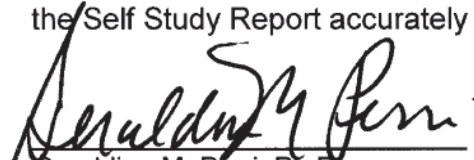
Date: August 14, 2009

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

From: Citrus Community College District  
1000 West Foothill Boulevard  
Glendora, CA 91741-1899

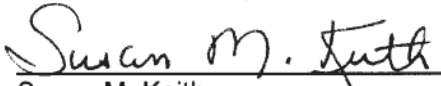
This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.



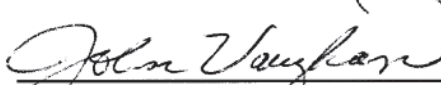
Geraldine M. Perri, Ph.D.

Superintendent/President



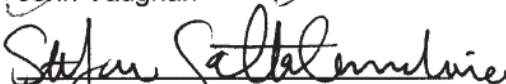
Susan M. Keith

President, Board of Trustees



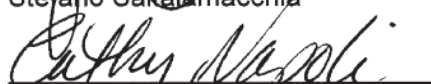
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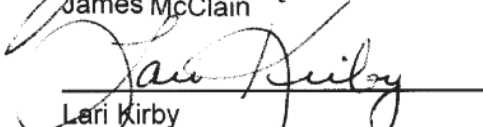
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# Introduction



# History of the College



Citrus College is a public community college serving the Los Angeles County communities of Azusa, Bradbury, Claremont, Duarte, Glendora and Monrovia. Approximately 200,000 people reside in these communities, which include five K-12 school districts.

Citrus College is the oldest community college in Los Angeles County and the fifth oldest in California. Founded in 1915, the college opened with an estimated 35 students, 11 faculty members and a curriculum that emphasized advanced college preparatory studies. The student body grew slowly, reaching 150 students in 1952. Enrollment climbed to 5,810 students by fall 1966. Since that time, the college has experienced consistent growth, increasing from 9,083 students in 1985 to over 14,000 students per semester today. In addition, basic skills and English as a second language courses have increased substantially in recent years, as has student enrollment in online classes. Citrus College offered more than 110 online sections serving approximately 3,000 students in fall 2008.

Today the college grants eight associate degrees in 48 subject areas, provides coursework for transfer to four-year colleges and universities, offers basic skills and an intensive English as a Second Language

Program, and career preparation through its economic workforce development programs. There is an active student government on campus, numerous social clubs and events, student organizations, and college-wide activities. Citrus College offers many free student support services, including personal and academic counseling, transfer information and assistance, academic tutoring, veterans support, and career planning. The college also conducts community education programs that encourage learning at every stage of life.

For several years, the college was located on the same campus as Citrus Union High School. When the high school and college outgrew the existing building, voters passed a \$300,000 bond measure to relocate the campus to a 17-acre site, subsequently expanded to its current 104 acres. In 1961, the Citrus Union High School District disbanded and Citrus Junior College became an independent entity serving the communities of Azusa and Glendora. In 1967, voters approved the Citrus Junior College District, adding Bradbury, Claremont, Duarte and Monrovia to the newly created district and elected a board of trustees to represent each of those cities. The district became the Citrus Community College District in 1970 to better describe the role of two-year institutions in the community. In 1983, the col-

lege was annexed to the city of Glendora. During the 1990s, college administrators aggressively sought state funds for capital projects, leading to more than \$60 million in new buildings, renovations and additions to the campus facilities. These projects enhanced the learning environment, increased access for the disabled, improved safety and added technological capabilities to classrooms. With the addition of the adapted physical education facility and the high-tech lab, campus accessibility was greatly improved.

With the passage of Measure G in March 2004, Citrus College began experiencing many exciting facility improvements to the campus. Since bond-funded construction began in 2006, Citrus College has witnessed the construction and completion of the Louis E. Zellers Center for Innovation (CFI). The CFI fosters and develops collaborative, innovative instructional activities for Citrus College students and faculty. Another important step for Citrus College students is the design of a new Student Services Building, which will consolidate student support services into a single, efficient facility. The Central Plant is another significant project that was completed in 2007. Twelve months of working with Southern California Edison's Savings by Design Incentive and Peak Management Program resulted in a state-of-the-art facility that is capable of serving the heating and air conditioning needs of the entire campus.

Over the past decade, the ethnic composition of the student body has changed dramatically from approximately 70 percent white Non-Hispanic students to an ethnic plurality of 34 percent white Non-Hispanic and 40 percent Hispanic students. As a result, Citrus College is now a Hispanic Serving Institution (HSI), which is defined by the U.S. Department of Education as a college or university whose Hispanic students comprise 25 percent or more of the total student body.

The HSI designation enabled the college to receive several major grants to assist Hispanic and other students who can benefit from enhanced services and programs. Two new programs are funded through HSI grants: the College Success Program, which offers resources to students who perform at the pre-collegiate level in math, English or reading; and the



*Louis E. Zellers Center for Innovation (CFI)*

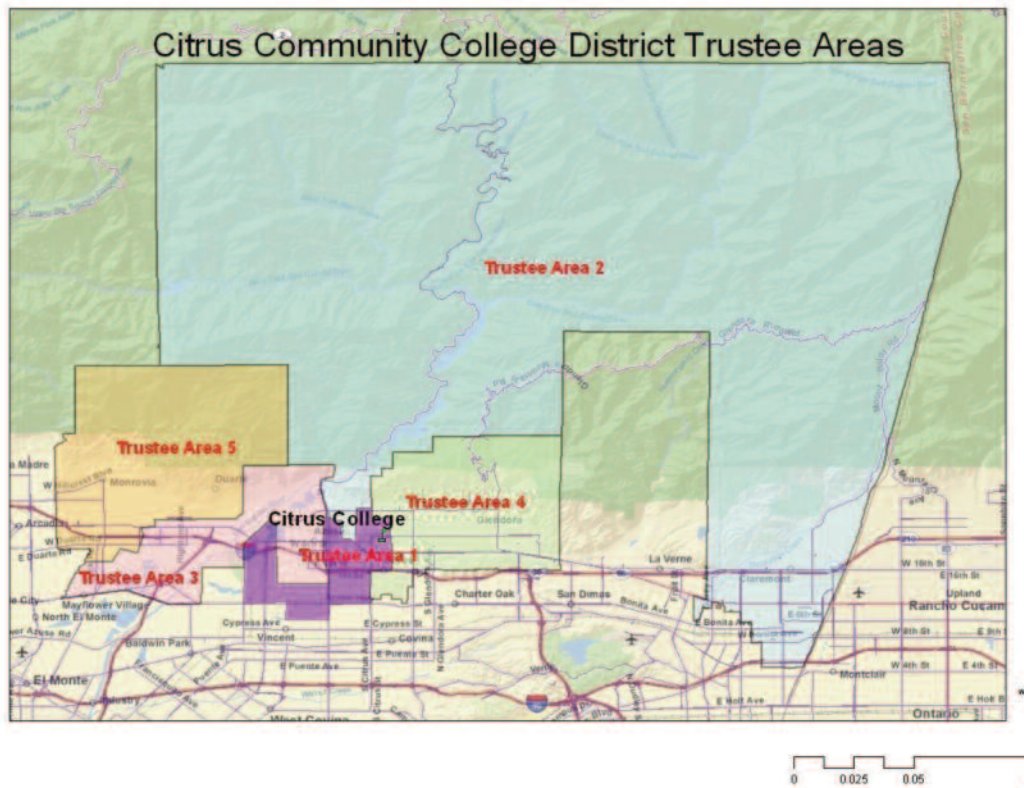
Center for Teacher Excellence, a teacher preparation partnership with the University of La Verne. In fall 2008, Citrus College also received a U.S. Department of Education grant to increase the number and success rate of first-generation, low-income and underrepresented college students in the science, technology, engineering and mathematics fields (STEM). The grant provides resources to equip students with the skills they need for the emerging professions of the 21st century.

Citrus College is accredited by the Western Association of Schools and Colleges (WASC), and is a member of the American Association of Community Colleges (AACC) and the Community College League of California (CCLC).

The district is governed by a board of trustees elected from five trustee areas. The geographic boundaries of the Citrus Community College District and each trustee area are depicted in Figure 1.



**Figure 1**  
**Citrus Community College District**



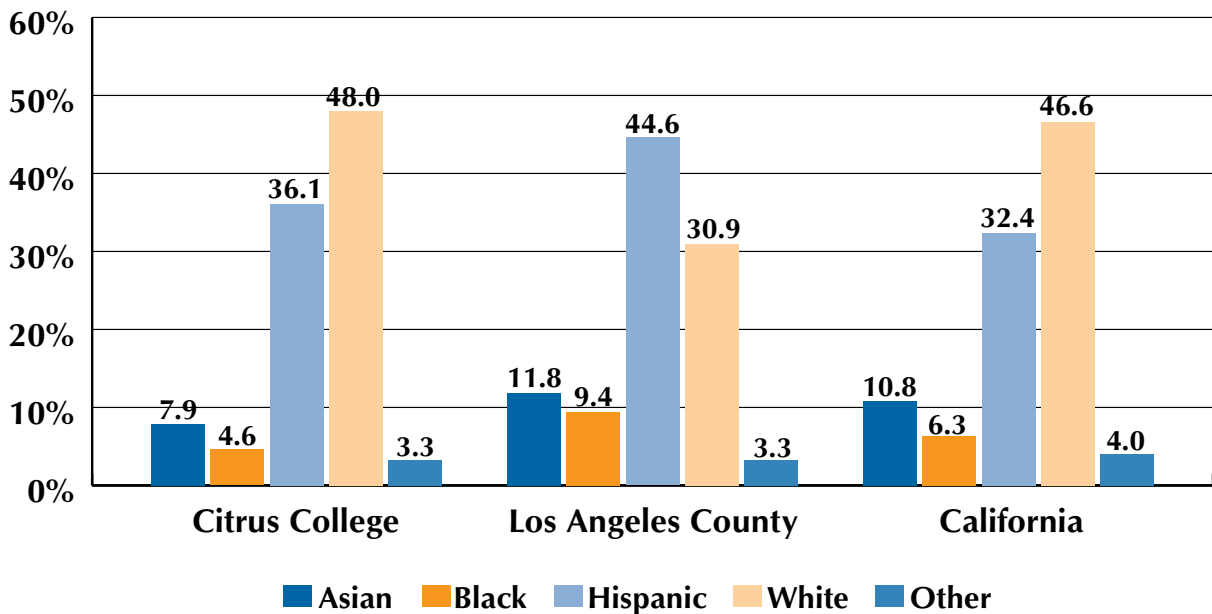
	<b>Board Representative</b>	<b>Cities</b>
<b>Area 1</b>	Dr. Gary L. Woods	<b>Azusa/Covina/Glendora/Irwindale</b>
<b>Area 2</b>	Mrs. Susan M. Keith	<b>Claremont/Azusa/La Verne/Pomona</b>
<b>Area 3</b>	Dr. Edward C. Ortell	<b>Duarte/Arcadia/Azusa/Monrovia</b>
<b>Area 4</b>	Dr. Patricia Rasmussen	<b>Glendora/Azusa/San Dimas</b>
<b>Area 5</b>	Mrs. Joanne Montgomery	<b>Monrovia/Bradbury/Duarte</b>

# Student Demographics

## Ethnic Composition of the District

About 36 percent of Citrus Community College District residents are of Hispanic origin. As shown in the figure below, Citrus College has a lower concentration of Hispanic residents than Los Angeles County, but a slightly higher concentration than that of California.

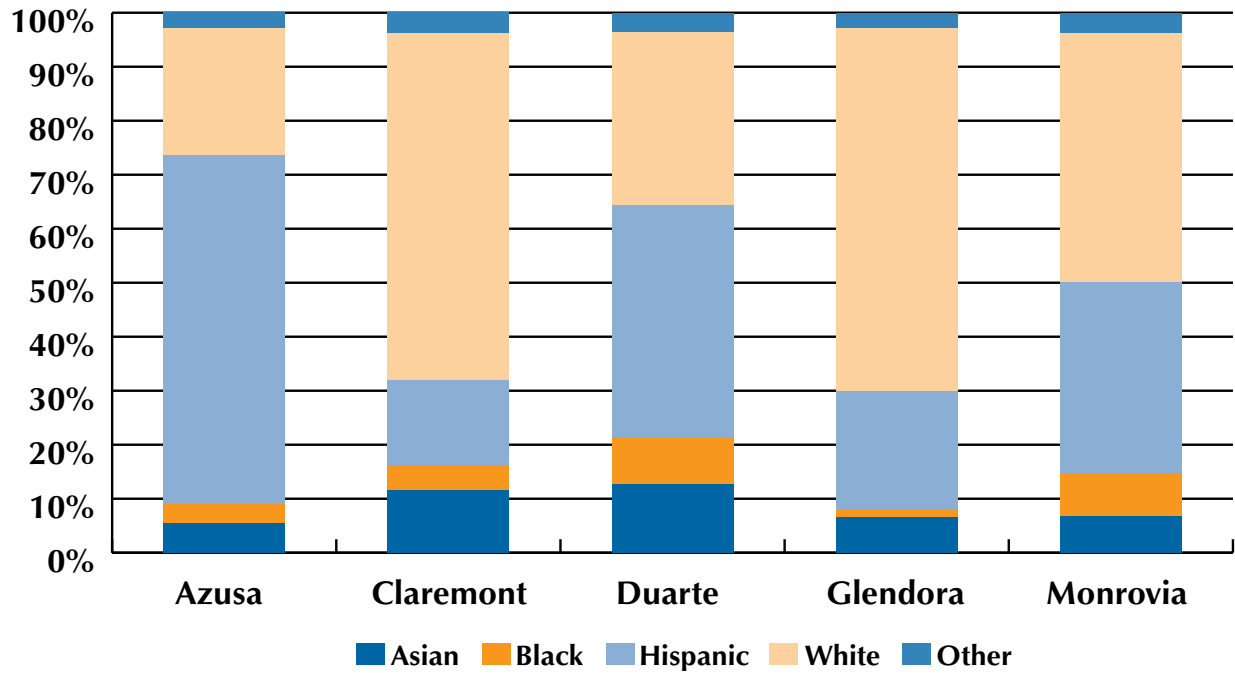
**Figure 2**  
**Citrus Community College District Residents by Ethnicity – 2000**



Source: Census 2000

Azusa and Duarte are the two cities within the Citrus College service area with the highest population of Hispanic residents, followed by Monrovia, Glendora and Claremont.

**Figure 3**  
**Citrus Community College District Residents by City – 2000**



Source: Census 2000

# Educational Attainment

In general, the highest level of education attained by adults 25 years or older is higher in the Citrus Community College District than in Los Angeles County and California. This is true for residents with professional degrees, master’s degrees, associate degrees, and residents attending some college for one or more years. The percent of residents with a bachelor’s degree is slightly lower in the Citrus Community College District than California, but higher than Los Angeles County.

**Table 1**  
**Educational Attainment**

Education Attainment	Citrus Community College District	Los Angeles County	California
Less than 9th grade	9.8%	16.2%	11.4%
9th to 12th grade, no diploma	11.0%	13.8%	11.7%
High school graduate (includes equivalency)	19.6%	18.8%	20.1%
Some college no degree	23.9%	20.0%	22.9%
Associate degree	7.8%	6.2%	7.1%
Bachelor’s degree	16.6%	16.1%	17.1%
Graduate or professional degree	11.2%	8.8%	9.5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: US Census 2000, P37 [35] Universe: Population 25 years and over

As Table 2 displays, there is a vast difference in the educational attainment level of the population 25 years of age and over among the five cities within the Citrus service area. For example, in Claremont, 52.4 percent of the adult population holds a bachelor’s degree or higher, whereas only 14.2 percent of Azusa’s adult population are college graduates.

**Table 2**

**Percent Distribution of Educational Attainment for Population 25-Years Old and Over by City**

	<b>Azusa</b>	<b>Claremont</b>	<b>Duarte</b>	<b>Glendora</b>	<b>Monrovia</b>	<b>Los Angeles County</b>
Less than 9th grade	22.1%	2.7%	12.9%	4.1%	9.5%	16.2%
9th to 12th grade, no diploma	17.2%	4.8%	12.7%	8.8%	12.4%	13.8%
High school graduate (includes equivalency)	19.9%	14.4%	22.3%	21.7%	19.6%	18.8%
Some college, no degree	20.7%	18.8%	21.5%	29.5%	25.4%	20.0%
Associate degree	5.9%	6.8%	7.0%	10.2%	7.9%	6.2%
Bachelor’s degree	9.9%	24.1%	16.3%	16.5%	16.9%	16.1%
Graduate or professional degree	4.3%	28.3%	7.3%	9.1%	8.2%	8.8%
Total population 25 years and over	100%	100%	100%	100%	100%	100%

# Enrollment Trends

Annual headcount enrollment has fluctuated from 2005-06 to 2006-07. In the mean time, FTES (full-time equivalent students) have been rising in the last three years.

**Table 3**  
**Annual Headcount Enrollment**

Year	Enrollment
2005-2006	21,468
2006-2007	20,525
2007-2008	23,410

**Table 4**  
**Annual FTES**

Year	FTES
2005-2006	11,564
2006-2007	11,882
2007-2008	11,981

## Student Demographics

As depicted in the table below, the majority of Citrus College students enrolled in credit classes belong to the traditional age group, age 24 and younger, and their proportion has been increasing in the last five years from 69.8 percent in fall 2004 to 73.4 percent in fall 2008. There are more female students than male students, but the gap has been decreasing over recent years. Citrus College also has a fairly diverse student population. In fall 2008, about 10 percent of Citrus students were Asian, 5 percent black, 25.7 percent white, and 42 percent Hispanic. As a federally-designated Hispanic Serving Institution, it should be noted that the percent population of Hispanic students at Citrus College is much higher than that of the state-wide average of students attending a community college: 43.2 percent versus 33.4 percent based on fall 2007 enrollment.

**Table 5**  
**Credit Students by Age, Fall 2004 to Fall 2008**

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>19 or younger</b>	3,978	32.8%	4,040	33.9%	3,886	34.2%	4,384	34.3%	4,798	34.9%
<b>20-24</b>	4,486	37.0%	4,376	36.8%	4,210	37.0%	4,843	37.9%	5,296	38.5%
<b>25-29</b>	1,283	10.6%	1,268	10.6%	1,200	10.5%	1,320	10.3%	1,510	11.0%
<b>30-34</b>	665	5.5%	620	5.2%	582	5.1%	686	5.4%	649	4.7%
<b>35-39</b>	489	4.0%	474	4.0%	450	4.0%	471	3.7%	490	3.6%
<b>40-49</b>	810	6.7%	718	6.0%	671	5.9%	661	5.2%	645	4.7%
<b>50 and above</b>	419	3.5%	407	3.4%	367	3.2%	418	3.3%	363	2.6%
<b>Data not Available</b>	4	0.0%	4	0.0%	9	0.1%	4	0.0%	3	0.0%
<b>Total</b>	12,134	100%	11,907	100%	11,375	100%	12,787	100%	13,754	100%

Source: MIS Referential Files (CCCCO)

**Table 6**  
**Credit Students by Gender**

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	6,862	56.6%	6,678	56.1%	6,391	56.2%	6,929	54.2%	7,350	53.4%
Male	5,270	43.4%	5,228	43.9%	4,981	43.8%	5,729	44.8%	6,047	44.0%
Data not available	2	0.0%	1	0.0%	3	0.0%	129	1.0%	357	2.6%
<b>Total</b>	<b>12,134</b>	<b>100%</b>	<b>11,907</b>	<b>100%</b>	<b>11,375</b>	<b>100%</b>	<b>12,787</b>	<b>100%</b>	<b>13,754</b>	<b>100%</b>

Source: MIS Referential Files (CCCCO)

**Table 7**  
**Credit Students, by Race/Ethnicity**

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American Non-Hispanic	707	5.8%	673	5.7%	611	5.4%	743	5.8%	743	5.4%
Asian	1,637	13.5%	1,645	13.8%	1,474	13.0%	1,480	11.6%	1,389	10.1%
Hispanic	4,990	41.1%	4,996	42.0%	4,900	43.1%	5,519	43.2%	5,816	42.3%
Native American/Alaskan Native	88	0.7%	88	0.7%	79	0.7%	96	0.8%	109	0.8%
White Non-Hispanic	3,914	32.3%	3,718	31.2%	3,532	31.1%	3,648	28.5%	3,540	25.7%
Other	247	2.0%	262	2.2%	235	2.1%	234	1.8%	193	1.4%
Decline to State	488	4.0%	460	3.9%	488	4.3%	404	3.2%	317	2.3%
Data not available	63	0.5%	65	0.5%	56	0.5%	663	5.2%	1,647	12.0%
<b>Total</b>	<b>12,134</b>	<b>100.0%</b>	<b>11,907</b>	<b>100.0%</b>	<b>11,375</b>	<b>100.0%</b>	<b>12,787</b>	<b>100.0%</b>	<b>13,754</b>	<b>100.0%</b>

Source: MIS Referential Files (CCCCO)



## Educational Goals

Among those students who clearly stated their educational goals, many hope to receive a two-year associate degree or transfer to a four-year institution. Since the inception of online application and registration, it has not been mandatory for students to indicate their educational goal; as a result many students did not answer that question in fall 2007 and fall 2008. It is expected that the number of students who did not state will decrease substantially in the future terms.

**Table 8**  
**Student Educational Goals**

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Transfer</b>	8,074	66.5%	7,891	66.3%	7,661	67.3%	1,890	14.8%	3,902	28.4%
<b>A.A/AS or Certificate</b>	2,402	19.8%	2,424	20.4%	2,240	19.7%	1,664	13.0%	3,254	23.7%
<b>Career/Ed Development</b>	541	4%	495	4%	433	4%	850	7%	1,396	10.1%
<b>Improve Basic Skills</b>							111	1%	120	0.9%
<b>Did not State</b>	1,117	9%	1,097	9%	1,041	9%	8,272	65%	5,082	36.9%
<b>Total</b>	12,134	100%	11,907	100%	11,375	100%	12,787	100%	13,754	100%

Source: MIS Referential Files (California Community College Chancellor's Office)

# Progress on Action Plans from 2003

Note: Results achieved at the time of the midterm report are in regular type. Results achieved since then are indicated in bold. Footnote comments were original to midterm report.

## Standard One: Institutional Mission

Planning Agenda	Action
1. The Institutional Research and Planning Committee (IRPC) will periodically review the mission statement and revise it, when and if necessary.	Completed <sup>1</sup>
2. The IRPC will be reactivated by the college president and will consider whether the mission statement should be revised.	Completed
<p>3. The IRPC will work to improve communication about the college's long range plans.</p> <p><b>2009 Update: The director of institutional research and the IRPC have worked to clearly describe and promote participation in the campus strategic planning process. In the spring of 2007, the college conducted an all-campus survey followed by a planning retreat which included approximately 150 faculty, administrators, classified, supervisors, students and board members. From this retreat, four major strategic goals were identified: student success, student learning outcomes, fiscal transparency and communication.</b></p> <p><b>The director of institutional research has completed work identified in the 2003 planning agenda by including large numbers of campus students and employees in the development of the most recent <i>Strategic Plan</i> and by actively reporting annual goals and accomplishments in campus shared decision making bodies including the Steering Committee, Academic Senate, Educational Programs Committee, Student Services Committee, HotShots (the student learning outcomes and assessment committee), Financial Resources Committee and President's Cabinet.</b></p>	<b>Completed since midterm report</b>
4. The IRPC will publicize the <i>Citrus College Educational and Facilities Master Plan</i> , alerting all constituencies where it can be read.	Completed
5. The Academic Senate will include long-range planning on its agenda in at least one of its bi-monthly meetings.	N/A <sup>2</sup>

<sup>1</sup> While the Institutional Research and Planning Committee is inactive, a separate broad-based committee was formed to review and revise the mission statement. The revision is complete and the new mission statement was adopted by the board in June 2006.

<sup>2</sup> The Academic Senate routinely addresses long range planning issues as they arise. One example is the exploration of alternative academic calendars. The senate has also been involved in on-going planning and implementation of the new Enterprise Resource System, facilities planning, and review of graduation requirements, all long-range projects.

## Standard Two: Institutional Integrity

Planning Agenda	Action
<p>1. Although academic freedom is central to the teaching profession and process, it has received little attention in college publications. The Office of External Relations (formerly referred to as Publications and Student Recruitment in the Self Study) should consider including a statement on academic freedom in future campus documents.</p> <p><b>2009 Update: As stated in the midterm report, the Academic Senate has adopted a statement of academic freedom. As part of the review of institution policies and procedures, a new statement on academic freedom was adopted in spring 2009. The academic freedom statement will be included in the 2009-2010 college catalog and other publications.</b></p>	<p><b>Completed since midterm report</b></p>
<p>2. Faculty should be encouraged to reference the standards of student conduct in their syllabi.</p>	<p>Completed<sup>3</sup></p>
<p>3. The Office of External Relations will review the need to include additional information in the schedule of classes about the standards of student conduct.</p> <p><b>2009 Update: The college catalog and schedule of classes include the standards of student conduct.</b></p>	<p><b>Completed since midterm report</b></p>
<p>4. The dean of counseling and the EOP&amp;S staff will identify ways to supplement services to offset anticipated fund reductions to the EOP&amp;S program.</p>	<p>N/A<sup>4</sup></p>
<p>5. DSP&amp;S will survey faculty, staff and students to determine the level of successful accommodation and accessibility.</p> <p><b>2009 Update: Each spring, DSP&amp;S conducts a confidential student satisfaction survey.</b></p> <p><b>Future surveys will include faculty and staff. Further, the college climate survey, scheduled for spring 2010, will include questions to address this important matter.</b></p>	<p><b>Continued</b></p>
<p>6. DSP&amp;S staff and the distance education staff will increase coordination to create and modify the instructional websites to be accessible for students with disabilities.</p>	<p>Completed</p>
<p>7. The Human Resources Office will update the sensitivity training program and provide more retraining to hiring committee members. Staff will recruit and train more monitors.</p>	<p>Completed</p>

<sup>3</sup>The Academic Senate has endorsed the suggestion that faculty be encouraged to reference the standards of student conduct in their syllabi.

<sup>4</sup>Anticipated funding reductions didn't materialize and subsequent funding has been sufficient to provide services.

8. The Vocational Education and the External Relations offices will increase activities to recruit males and females to nontraditional programs (i.e. males for child development; females for heating and air conditioning).	Completed <sup>5</sup>
9. The <i>Student Athlete Orientation Handbook</i> was last revised in 1999. The department will review and update this document as needed.	Completed
10. Goals will be set for adding more services, training facilities and options for women's participation in athletics.	Completed <sup>6</sup>
11. The Athletic Department will strive to improve gender balance when hiring new coaches.	Completed <sup>7</sup>
<p>12. The college will examine ways to increase student awareness of policies and procedures.</p> <p><b>2009 Update: Student affairs professionals throughout the state of California acknowledge Citrus College's student government, ASCC, as one of the best student organizations in the state. The Office of Student Affairs works with the ASCC Executive Board to increase student awareness of the college's policies and procedures. During fall 2007, ASCC and the Office of Student Affairs conducted focus groups to identify improvements for the cafeteria and develop a priority list of needs. The ASCC also conducted focus groups during spring 08 semester to determine student's views on the college moving to a paperless schedule of classes. During fall 08, the students also held focus groups on the high cost of text books and identified solutions to lower the cost of books.</b></p> <p><b>In 2007-08, students raised concerns about the grievance policy and brought it to the Student Services Committee with suggested changes. It then went through the approval process. The ASCC board is the elected voice of the student body and takes its role very seriously. Students are present at most shared governance committee meetings. This semester, the ASCC board has been very involved in the revision of college policies and procedures.</b></p> <p><b>Most student services areas implemented student learning outcomes that include surveys of the services provided to students. Results from these surveys directly affect procedures within those departments as the goal is to provide services that are supportive of student success.</b></p> <p><b>Finally, participation in shared governance is part of the annual student learning outcome evaluation process for the Office of Student Affairs.</b></p>	<b>Completed since midterm report</b>
13. Administrators in student services, instruction and external relations will develop a plan to provide more consistent oversight of the web pages to ensure that pages are updated on a regular basis.	Completed <sup>8</sup>

<sup>5</sup>Efforts to increase gender balance in the student population span the campus. Faculty and administrators in programs that are traditionally male, such as automotive technology, have targeted some of their outreach efforts to females. Leaders of programs that are traditionally female, such as child development or dental assisting, have made particular efforts to attract males into their programs. Core Indicators are reviewed by vocational faculty and administrators to track the success rate of special populations in their programs. The Office of External Relations and Vocational Education Office continue to encourage these efforts.

<sup>6</sup>New softball and women's soccer fields are scheduled to be built, a new full-time counselor has been hired to work with student athletes and two full-time women coaches were added to the faculty. A new handbook has been provided for coaches in the past year. Upcoming construction includes a new woman's team room and locker room.<sup>7</sup>Two women have been hired as full-time faculty to coach women's sports. A female assistant coach has been added to work in women's basketball.

<sup>7</sup>Two women have been hired as full-time faculty to coach women's sports. A female assistant coach has been added to work in women's basketball.

<sup>8</sup>The college is implementing a new web site in September 2006 that includes a Content Management System (CMS). This system provides tools for each office and department to quickly and easily update their respective web pages.

# Standard Three: Institutional Effectiveness

Planning Agenda	Action
<p>1. The college will identify and implement an effective method to base annual planning on research findings. The plan should be comprehensive and the responsibility of the IRPC. The plan will identify the types of research to be done and who is to do it.</p> <p><b>2009 Update: The college has made substantial progress in this area since the midterm report. The director of institutional research, with strong support from the college president and the campus community, has been successful in integrating planning and research in an explicit way into campus deliberations and decision-making. Examples of this integration include providing a comprehensive program review data workbook for each instructional program as it prepares its program review, both for the six-year cycle and the annual review. Campus survey data and Accountability Report for Community Colleges (ARCC) data were used to develop the current <i>Strategic Plan</i>, and labor force data and demographic data inform in the recently updated <i>Educational Master Plan</i>.</b></p>	<p><b>Completed since midterm report</b></p>
<p>2. The college president will identify a person responsible for coordinating institutional research and planning.</p>	<p>Completed</p>
<p>3. The mathematics and English faculty will review assessment cut scores and validation studies to ensure appropriate placement.</p>	<p>Completed</p>
<p>4. The college president will assign responsibility for research and planning to a qualified staff member who will chair the IRPC and delegate research projects for completion.</p>	<p>Completed</p>
<p>5. The IRPC will develop a format for bringing together the many measures now available to evaluate accomplishment of the mission and add other measures as needed.</p> <p><b>2009 Update: Since the midterm report, the director of institutional research has provided comprehensive information for the college to use in the evaluation of our mission. Examples include the program review data workbooks for instructional programs and the campus factbook. Additionally, systemwide ARCC data provide a comprehensive set of measures that address overall campus success.</b></p>	<p><b>Completed since midterm report</b></p>
<p>6. The IRPC will develop a plan to evaluate how well the college meets its mission and purpose.</p> <p><b>2009 Update: The HotShots Committee (SLOA) has developed institutional level learning outcomes from the mission statement, including methods for assessment, and the General Education Committee has developed institutional level student outcomes related to general educational. Additionally, systemwide ARCC data provide a comprehensive set of measures that address overall campus success.</b></p>	<p><b>Completed since midterm report</b></p>

<p>7. The college will clarify and revise the planning process in light of reduced personnel in the area.</p> <p><b>2009 Update: Since the midterm report, the college has utilized funding from several grants to increase staffing dedicated to research, including the replacement of the full-time director, two full-time research analysts and a half-time secretary.</b></p>	<p><b>Modified and completed since midterm report</b></p>
<p>8. The goals and recommendations from the program review process will be used as a method for establishing priorities in decision making and revising department plans.</p>	<p>Completed</p>
<p>9. The IRPC will design a comprehensive process to integrate evaluation and planning in order to identify priorities for program improvement.</p> <p><b>2009 Update: The program review process in both instruction and student services has been modified in order to accomplish this goal. Program reviews are prepared by departments using appropriate data, then goals are set which reflect the various data, including student learning outcome assessments.</b></p>	<p><b>Completed since midterm report</b></p>
<p>10. The vice presidents of instruction and student services will review the program review process with campus constituents to ensure consistent quality and utilization in departmental planning and evaluation.</p>	<p>Completed</p>
<p>11. The IRPC will review outcome measures and publish a document annually which specifies the achievement of core outcomes.</p> <p><b>2009 Update: The campus factbook addresses the achievement of core outcomes. The HotShots Committee and the General Education Committee have developed student outcomes that are institutional and comprehensive in nature, including measurement methods. Additionally, ARCC data address campuswide achievement of core goals.</b></p>	<p><b>Completed since midterm report</b></p>
<p>12. The IRPC will review and streamline planning and evaluation procedures so that the process is easier to understand and so that results are more clearly visible.</p> <p><b>2009 Update: The director of institutional research and the IRPC have implemented a strategic planning process that included large numbers of college faculty and staff in a clear planning process that provided the foundation for the latest <i>Strategic Plan</i>. The plan has been published and disseminated in multiple venues to various constituent groups. In 2008-09 an annual implementation plan was added to identify annual activities to address the four comprehensive goals of the <i>Strategic Plan</i>. In addition, the IRPC has developed a flowchart that illustrates the planning process, and how student learning outcome data and program review data drive the planning and budget process.</b></p>	<p><b>Completed since midterm report</b></p>

## Standard Four: Educational Programs

Planning Agenda	Action
1. Each instructional dean will ensure that associate deans and directors conduct meetings within their departments to review their program majors and certificates for sequencing and relevancy.	Completed <sup>9</sup>
2. The Instruction Office will work with academic departments to develop additional key distance education courses, particularly in the sciences and mathematics.	Completed <sup>10</sup>
3. Programs with weak enrollments and not adequately meeting the needs of students and industry, as determined by advisory committees, program review and other relevant data, will be assessed by the instructional team for possible elimination. This is critical at a time of shrinking state revenues. Appropriate arrangements for students will be made so that they can complete their educational goals in a timely fashion with minimal disruption.	Completed <sup>11</sup>
4. Student services areas will evaluate the effectiveness of various strategies to be used in the dissemination of information to students so that they will have a clear understanding of the requirements needed to reach their educational goal.	Completed
5. The dean of counseling will work with the instructional vice president to meet the need for at least two classrooms designated for counseling classes.	Completed <sup>12</sup>
6. The dean of counseling will review staffing needs in all areas of counseling and advisement including faculty, classified and technical personnel who directly support counseling and advisement programs.	Completed
7. The vocational education director, working with faculty and administrators in various departments and divisions, will complete the task of bringing the certificate programs into alignment with the chancellor's office requirements.	Completed
8. The Office of Instruction will work with the Distance Education Office to improve student response to faculty and course evaluations to ensure distance education courses are meeting the mission of the college and adhering to curriculum requirements.	Completed
9. The Honors Program coordinator will work with the Honors Transfer Council to expand the number of articulation agreements with public and private four-year institutions.	Completed

<sup>9</sup>Management reorganization has eliminated associate deans.

<sup>10</sup>While we have developed additional distance education courses, successful math and science courses have been an elusive goal. Software such as MymathLab and Aleks have been helpful. The major roadblock to science courses remains the lab component, which is being addressed, but with no satisfactory solution to date.

<sup>11</sup>The program discontinuance policy was adopted by the board in June 2006 and provides a systematic mechanism for evaluating struggling programs and developing assistance or discontinuance plans. (See Appendix E)

<sup>12</sup>Since fall 2004, the counseling department has been assigned one classroom for their curriculum.

10. All new programs, as well as continuing programs (such as military, international students and study abroad), will be evaluated by the regular program and function review process overseen by the Instruction Office.	Completed
11. The vocational education director and instructional deans (formerly deans of faculty) will seek to ensure that all certificate programs have viable advisory committees that meet at least once a year.	Completed
12. The vocational education director will continue to work with appropriate faculty and administrators to update the inventory of certificate programs while striving to ensure certificate program consistency and standards.	Completed
13. The Office of Instruction will work with appropriate academic departments, Student Services and the Office of External Relations to ensure that degree and certificate information is published in the college catalog, on the web and in other sources.	Completed
14. All departments will develop evaluation instruments that better assess student outcomes.  <b>2009 Update: The need for departments to develop evaluation instruments that better assess student outcomes is subsumed under current student learning outcomes and assessment practices. The college is fully engaged in processes that assess student outcomes. With the adoption of the core competencies, the decision to include student learning outcomes in the course outline of record, and the inclusion of student learning outcomes at the program level through the program review process, departments are in a better position to assess student learning outcomes. The college is in the process of creating a central repository of course, program, and general education student learning outcomes and assessment materials.</b>	<b>Modified and continued</b>
15. The Student Services Office will convene a campus-wide committee to review graduation competency requirements and consider possible adjustments in reaction to the new CAHSEE (California High School Exit Exam) in the areas of mathematics, English and reading.	Completed
16. Applicable academic departments will review and evaluate the placement exams in reading, writing and mathematics to ensure their continued relevance and proper placement within the college curriculum.	Completed
17. The Mathematics Department will explore the possibility of including a proficiency exam for measuring mathematics competency in reaction to the possible inclusion of an entrance exam at the CSU and UC.  <b>2009 Update: This is no longer appropriate. According to the articulation community, there is no need for such a tool or process.</b>	N/A  <b>Determined no longer appropriate</b>
18. The Language Arts Department will establish guidelines to ensure the completion of appropriate prerequisites for upper-division coursework.	Completed



<p>19. All vocational faculty will learn to access and analyze core indicators and to use that data in plans and program reviews.</p> <p>The college made an additional Core Indicator workshop available to faculty and managers on January 30, 2008. Those who apply for VTEA funding are required to analyze their program's core indicators and state how the requested funding addresses a weakness in the data. We now use key performance indicators in program review. We continue to familiarize faculty with core indicators.</p>	Continued
<p>20. Departments will analyze the relevant information from the satisfaction survey and other data sources to ensure that minimum competencies are being met by students.</p> <p><b>2009 Update: The assumptions in this planning agenda have been subsumed in the more appropriate emphasis on student learning and assessment. The college adopted core educational competencies in 2004 and since that time has included student learning outcomes in course outlines of record and program review reports. The SLOA process is complemented by the use of the Community College Survey of Student Engagement (CCSSE). Citrus College participated in the CCSSE in 2006 and in 2008. The faculty component of this survey was added in 2008. While these are not exclusively satisfaction surveys, they are the tools the college uses to assess and analyze student engagement in key college services and experiences. Selected areas identified in the survey are clear indicators of student success. In fall 2007, the Academic Senate and the director of institutional research held workshops during senate meetings to review and discuss CCSSE findings. Senate council members shared this material with departmental faculty. The results of this process are posted on the Academic Senate web page.</b></p> <p><b>The results of the 2008 studies are under review. The college will administer the CCSSE and its faculty component again in spring 2010. The SLOA process is ongoing at the course and program levels.</b></p>	<b>Completed since midterm report</b>
<p>21. The Language Arts Department will promote writing across the curriculum by hosting workshops on staff development days.</p>	N/A <sup>13</sup>
<p>22. The Academic Senate and the administration will identify viable options for conducting necessary research.</p> <p><b>2009 Update: Since the Office of Institutional Research and the research advisory committee (now named the Institutional Research and Planning Committee) have been reinstated, the college has made great progress to address viable options of conducting necessary research. The Academic Senate plays an active role with administration and others in identifying research needs. The Office of Institutional Research works with faculty, staff and administration to design research tools and analyze data on an on-going basis.</b></p> <p><b>We are happy to report that for some time now, Citrus College functions in a culture of data that are helpful to the broader college community and linked to institutional planning.</b></p>	<b>Completed since midterm report</b>

<sup>13</sup>The language arts faculty has chosen to focus inter-disciplinary efforts on the development of learning communities. Faculty from reading and English are paired with faculty from mathematics, counseling and psychology to offer one-year linked courses for student cohorts.

23. The handbook of model syllabi will be given to adjunct faculty as well as new full-time faculty.	Completed
24. Appropriate personnel in the Instruction Office will oversee and supervise the move to the larger testing center facility. Increased use of the facility will require funding for additional staff.	Completed
25. The Instruction Office will continue to encourage the development of more distance education classes in mathematics and the sciences to better meet student transfer and graduation requirements. Orientations for first-time distance education students will be developed and encouraged.	Completed
26. Distance education staff will develop a plan to work with all distance education faculty in helping them transition to Blackboard as the program's primary platform. Ongoing training for current and existing faculty on Blackboard, as well as with other new technologies or techniques, will be occurring through the Institute for Distance Education and Autonomous Learning.	Completed
27. Research on student satisfaction and program effectiveness in distance education will become more systematic and institutionalized.	Completed
28. Evaluation of faculty procedures will be refined and more systematically applied to all instructors of distance education courses.	Completed

## Standard Five: Student Support and Development

Planning Agenda	Action
<p>1. The Admissions and Records Office and TeCS (Technology and Computer Services formerly referred to as MIS in the Self Study) will develop an online application alternative for prospective students.</p> <p><b>2009 Update: The college implemented the Banner data system in the spring of 2007. This program includes an online application. More recently the college has changed to CCCApply, which is easier to complete and includes many data elements required by the California Community Colleges System Office. Students have had very little difficulty adapting to the online application process, but admissions staff have been available to assist students in person and by telephone when they have questions.</b></p>	<p><b>Completed since midterm report</b></p>
<p>2. The Admissions and Records Office will review admissions processes and information to see if it is possible to clarify the procedures for returning students, high school students and younger students, and will conduct a workshop for other student services staff.</p>	<p>Completed</p>
<p>3. The Counseling and Advisement Center will review and modify matriculation services and enforcement in light of reduced funding. Online orientation will be required as a part of the assessment process.</p>	<p>Completed</p>
<p>4. The Office of External Relations will work with TeCS to present the entire college catalog online.</p>	<p>Completed</p>
<p>5. The Office of Instruction will complete revisions to the certificate programs so that consistent and accurate information can be published in all documents.</p>	<p>Completed</p>
<p>6. The vice president of student services will work with student services staff, instructional staff and the Office of External Relations to identify additional portions of the catalog and schedule of classes or other documents which should appear in other languages and alternate accessible formats, and the Office of External Relations and Disabled Students Programs and Services (DSP&amp;S) will make the necessary revisions.</p> <p><b>2009 Update: The vice president has worked with student services staff and the external relations department to identify sections of the catalog to be printed in other languages common in our service area. Although there have been delays, the additions will appear in the next printing of the catalog.</b></p>	<p><b>Completed since midterm report</b></p>
<p>7. The student services programs will develop a campaign to encourage students to spend more time on campus studying and using services.</p>	<p>Pending</p>
<p>8. The ACCUPLACER assessment instrument will be fully implemented by the counseling department and Testing Center, in cooperation with English, mathematics and reading faculty. The Testing Center will monitor whether students have the computer skills necessary to take this assessment instrument and provide accommodations for students with disabilities.</p>	<p>Completed</p>
<p>9. Student services managers will include students in annual planning meetings to establish goals for student services programs.</p>	<p>Completed</p>
<p>10. The Student Affairs Office will identify improved methods of recruiting students to participate in shared governance.</p>	<p>Completed<sup>14</sup></p>

<sup>14</sup>Over the past several semesters ASCC has developed and delivered presentations to the counseling staff and the honors classes, the two groups previously identified as primary targets for recruiting.

11. The Student Affairs Office will renew efforts to recruit faculty and staff to serve as club advisors.	Completed
12. The Student Affairs Office will encourage student involvement in activities, especially among Hispanic students.	Completed <sup>15</sup>
13. The Counseling and Advisement Center and Testing Center will complete the transition to the adaptive computerized assessment instrument.	Completed
14. The Office of Instruction, Admissions and Records Office and the Office of External Relations will add information on distance education to the catalog and promote current services available online.  <b>2009 Update: Information about distance education has been added to the catalog, schedule of classes and the website.</b>	<b>Completed since the midterm report</b>
15. The counseling department will add an online college planning course.	Completed
16. The college will implement the improved transcript, online orientation and online registration.  <b>2009 Update: The college has provided an online version of the college orientation since 2003. In 2006, this online orientation was updated and made available both online and by compact discs. The college has recently entered into a contract with Cynosure New Media to provide an updated online orientation beginning fall 2009. The online registration system was updated when the college moved to the Banner system. The college had developed a very serviceable online transcript until changes as a result of Banner made this transcript unusable. Improvement of the Banner transcript has been a difficult process with many setbacks, but it is a top priority and progress is being made.</b>	<b>Completed, but updated since midterm report</b>
17. The college will seek diversity in the promotion of activities to provide interaction among the various ethnic groups on campus.	Completed <sup>16</sup>
18. When the budgetary constraints have lifted, the college will seek to provide more personal counseling services to students with issues that may hinder their success at Citrus College.	Completed
19. The student affairs staff will renew efforts to recruit faculty to participate in the service learning program and other co-curricular campus activities so that a larger number of students can be reached by co-curricular activities.	Completed <sup>17</sup>
20. The staff will review promotional options to encourage student involvement.	Completed
21. As records become more widely available through technology, the college will provide ongoing training to staff regarding access and release of student data.	Completed

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<sup>15</sup>Hispanic students are the largest ethnic group on our campus, and many events are planned with them in mind using Hispanic speakers and entertainers. Literature regarding civic elections is offered in Spanish. The ASCC Executive Board continues to be approximately 50% Hispanic, including the last seven ASCC presidents. New clubs representing specific groups include the Middle Eastern Club and N.O.W. The Black Student Union is reactivated with new student leadership. However, some other groups have become inactive.

<sup>16</sup>The Inter-club Council oversees campus clubs and encourages students to work together. Each semester the council offers a workshop on inter-club collaboration, which generally results in increased interaction.

<sup>17</sup>A service learning coordinator was hired two years ago, and he took over responsibility for recruiting faculty to participate. The Student Affairs Office has continued to recruit faculty to participate in co-curricular activities. The college recently hired a part-time classified staff member to support the program.

## Standard Six: Information and Learning Resources

Planning Agenda	Action
1. The associate dean of library and information services will seek funding to staff the first floor computer lab in the library. In the event that funds for staff are not available, the computer lab will be made available by appointment to instructors for individual class sessions.	Completed <sup>18</sup>
2. The librarians will work with other faculty to maintain and replace print and nonprint resources to keep them current. Reference staff will increase the use of electronic resources to offset the small size of the traditional library collection.	Completed <sup>19</sup>
3. The library staff will update their technology plan to include a replacement schedule for all of the new equipment acquired as part of the remodel.  <b>2009 Update: The replacement of all computer technology is handled by TeCS who update the plan every year and purchase replacement equipment as the financial resources of the district allow.</b>	<b>Completed and continues</b>
4. The language lab's deteriorating audiolingual system will be replaced with a new system during spring 2003.	Completed
5. Representatives of student services and instruction will seek solutions to the current problems with staffing and space in the Testing Center.	Completed
6. TeCS staff will meet regularly with representatives from instruction and student services to investigate all issues related to the use of technology including system configuration, training, intellectual property rights and software.	Completed <sup>20</sup>
7. The TeCS director will make recommendations, including consideration for budget augmentation, to the vice presidents and deans.	Completed
8. TeCS staff will seek funds for direct instructional support to hire additional staff to maintain computers and multimedia support systems.  <b>2009 Update: The TeCS Department was reorganized in the spring of 2006 to better align staff with workload including supporting computers and technology infrastructure. The Technology Operations and Support Services group has three classified staff positions and one supervisory position dedicated to computer desktop support and peripherals. The Network, Central Computing and Telecommunications group also has three classified positions as well as a supervisory position dedicated to network and infrastructure support. This group also has one position dedicated to web support. A technical support position, reporting to the dean of mathematics and health sciences, is now dedicated to supporting science and nursing lab technology needs.</b>	<b>Completed since midterm report</b>
9. The Learning Center coordinator will meet with representatives from the student services and instruction offices to study and evaluate space, services and staffing.	Completed

<sup>18</sup>The library computer lab has been made available by appointment to instructors to use for individual class sessions.

<sup>19</sup>The library staff has purchased many electronic books. Staff has begun weeding out crowded or dated collection subject areas. Librarians are still planning a system of departmental library representatives who could act as ombudsmen for their departments and liaisons with the library.

<sup>20</sup>Communication with TeCS has greatly improved and many concerns are being addressed. Some improvement is still needed in campus awareness on policy issues, technology, and software changes.

<p>10. TeCS staff will seek funds and resources to meet student technology needs through the budgetary process. More information will be disseminated to faculty regarding the existence of a multimedia lab.</p> <p><b>2009 Update: The TeCS Department and the Office of Instruction meet on a regular basis to review and prioritize classroom and lab technology needs and to plan new implementations and upgrades. In coordination with the Office of Distance Education, the TeCS Department provides a Technology Toolbox training session at the start of each academic year. Information about multimedia labs is widely disseminated.</b></p>	<p><b>Completed since midterm report</b></p>
<p>11. TeCS staff will work with representatives from the Office of Instruction to determine the resources needed to equip all faculty members with computers and to establish priorities. These resources will be acquired and brought online as funding becomes available. The Faculty Development Committee will continue to offer programs and in-service training in technology.</p>	<p>Completed<sup>21</sup></p>
<p>12. The associate dean and librarians will request an additional librarian through the Faculty Needs Identification Committee.</p> <p><b>2009 Update: While the library could have made use of another librarian, the needs of the college were being met with approximately 3.5 FTE librarians (two full time, 40 hours per week of part time and one manager who was also a librarian). Recent budget cuts have reduced the number of part-time librarian hours. With faculty and administrator retirements on the horizon, the college will evaluate the need for additional librarians.</b></p>	<p><b>Continued</b></p>
<p>13. Library staff will be encouraged to use information technology and attend staff development programs to improve their understanding and use of computer applications.</p>	<p>Completed</p>
<p>14. The Learning Center coordinator will bring requests for additional staff to the vice president of instruction.</p>	<p>N/A<sup>22</sup></p>
<p>15. TeCS will seek to hire additional support staff to meet the increased demands of technology.</p>	<p>Completed</p>
<p>16. The college recognizes the increased maintenance and support costs associated with new technology both for the library and all other areas of the campus. This problem is being studied and adjustments will be made to the appropriate budgets.</p>	<p>Completed</p>
<p>17. TeCS staff will seek funds for the maintenance and improvements of computer systems, including the introduction of a system maintenance program for all computers.</p>	<p>Completed</p>
<p>18. The library will seek outside vendors for electronic databases to meet the curriculum needs.</p>	<p>Completed</p>

<sup>21</sup>All full-time faculty have access to computers. Adjunct faculty computer access is available in the adjunct faculty office area, which is limited but heavily utilized.

<sup>22</sup>Rather than add staff, the Testing Center was relocated to the Learning Center area for integration and to streamline staffing.

<p>19. The library staff will investigate the feasibility of joining the direct lending agreement, Link Plus (Link+), which provides a single, searchable catalog for books and other materials in participating libraries and allows patrons to electronically request items from participating libraries.</p>	<p>Completed<sup>23</sup></p>
<p>20. The library subcommittee will develop a plan for an overall periodic review of library and media services campus-wide.</p> <p><b>2009 Update: The library staff provides information on their services and collection to all instructional program reviews and encourages suggestions and recommendations as part of all program reviews. The library has begun surveying students about their perceptions of the library. The library will have questions on library services included in the all campus survey developed by Institutional Research in spring 2010.</b></p>	<p><b>Completed since midterm report</b></p>
<p>21. TeCS staff will work with representatives from all areas of the campus to study ways in which to involve more information technology users in an informal evaluation process and to determine the best ways to receive their evaluations and respond to them.</p>	<p>Completed</p>

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<sup>23</sup>LinkPlus was reviewed and determined to be too costly for the probable benefit.

## Standard Seven: Faculty and Staff

Planning Agenda	Action
<p>1. During the upcoming fiscal year, the college constituent groups will consider proposing policy and regulation language regarding hiring procedures for managers, classified supervisors, confidential employees and classified staff.</p> <p><b>2009 Update: This item has not been adequately addressed. The new human resources director has reactivated the Human Resources Committee, and hiring procedures are a priority task for the committee for the 2009-10 year. This concern is addressed in the institutional planning agenda.</b></p>	<p><b>Pending</b></p>
<p>2. The Human Resources Office will make plans for the upkeep of classified job descriptions at the conclusion of the upcoming classification study.</p> <p><b>2009 Update: One component of the recently approved contract with CSEA is a new process to review job descriptions and a systematic process to keep them updated. This will be effective June 2009.</b></p>	<p><b>Completed since midterm report</b></p>
<p>3. Before the 2003-04 academic year, the Human Resources Office will undertake a review of which accrediting bodies it should recognize.</p>	<p>Completed</p>
<p>4. The Human Resources Office will develop a systematic way to clear the evaluation calendar of adjunct faculty who no longer instruct at Citrus College and to coordinate the calendar with the classes instructed during any given semester. There may be a need for a compensation agreement between management and any full-time faculty whenever they are asked to participate in the evaluation of adjunct faculty. Another perspective is that the provisions of AB1725, now chaptered into the Education Code, establish the participation of faculty in peer evaluation as a professional responsibility and an accepted part of the position.</p> <p>The evaluation calendar has been updated to clear the names of adjunct faculty who no longer teach at the college. The college has experienced inconsistent participation of full-time faculty in the evaluation of adjunct faculty, and the human resources director is addressing the issue of effective adjunct evaluations in the negotiations process.</p>	<p>Completed</p>
<p>5. A formal follow-up procedure will be implemented to ensure that classified evaluation forms are completed and returned to human resources in a timely manner.</p> <p><b>2009 Update: The human resources director has provided training to managers and supervisors on effective and timely evaluations. The completion of classified evaluations are now tracked for accountability, but no formal follow up procedure has been implemented.</b></p>	<p><b>Incomplete<sup>24</sup></b></p>
<p>6. A formal procedure with guidelines will be established for faculty assistance programs that result from “needs improvement” evaluations. This will require the input of ETOC and formal approval by the board of trustees and Citrus College Faculty Association. Student representatives will be allowed to present possible changes to the student evaluation instrument to ETOC for possible approval and implementation.</p> <p>The Academic Senate has charged an ad hoc committee comprised of its executive board members to review evaluation and tenure procedures, policies and manual. The senate will consult with the association and make recommendations in fall 2009.</p>	<p>Pending</p>

<sup>24</sup>The new enterprise system will allow for more effective tracking of all evaluations.



<p>7. The classified evaluation form will be reviewed and updated to incorporate the additional space for positive comments when a classified employee exceeds work standards. The form will also include an area for an improvement plan when a classified employee is working below work standards.</p> <p><b>2009 Update: The classified evaluation form has been redesigned, is available online, and includes ample space to include more comments.</b></p>	<b>Completed since midterm report</b>
<p>8. Managers will be trained to evaluate classified employees, understand the collective bargaining agreement and determine what is needed to help a classified employee to improve when evaluated below standard.</p>	Completed
<p>9. The supervisor/confidential group will propose to the district an updated evaluation system.</p> <p><b>2009 Update: The human resources director is working actively with the supervisor/confidential group on their evaluation system. The new procedure has an implementation date of spring 2010.</b></p>	<b>Pending</b>
<p>10. There will be a formal training process for managers who take part in full-time faculty evaluations to ensure that only appropriate material is included in the written portion of the evaluation.</p>	Completed
<p>11. All staff development committees will devote more time and energy identifying the needs of their constituent members and will work more closely together to provide both appropriate and cost-effective local opportunities for staff to acquire and improve their professional and technical skills.</p>	Completed
<p>12. To ensure fairness and consistency, the college will develop comprehensive policies for hiring classified, supervisor/confidential and management positions.</p> <p><b>2009 Update: Addressed in the institutional planning agenda.</b></p>	<b>Pending</b>
<p>13. Due to changes in the law, the affirmative action policy will be removed and the nondiscrimination and sexual harassment policies will be revised.</p> <p><b>2009 Update: The Human Resources Committee is in the process of developing the college Diversity/EEO Plan. The draft is being reviewed fall 2009.</b></p>	<b>Pending</b>
<p>14. The college will establish a systematic annual review of policies and regulations.</p> <p><b>2009 Update: The college has contracted with the Community College League of California to review and revise all college policies and administrative procedures. The human resources chapter of policies and administrative procedures is scheduled to begin review in the fall of 2009.</b></p>	<b>Pending</b>
<p>15. Because the education code requires that the college maintain only one personnel file per employee, the college will ensure that all records concerning employment are stored in human resources.</p>	Completed

## Standard Eight: Physical Resources

Planning Agenda	Action
1. Depending on community receptivity, the college will seek approval of a general obligation bond for the ballot in March 2004.	Completed <sup>25</sup>

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<sup>25</sup>In March 2004, voters in the Citrus Community College District approved Measure G, a \$121 million general obligation bond, to improve and expand campus facilities. (See Appendix F)

## Standard Nine: Financial Resources

Planning Agenda	Action
1. A local general obligation bond is anticipated to be approved by the board of trustees for the March 2004 election. The passage of the bond will allow the implementation of the master plan.	Completed
2. The deans will identify and implement strategies to improve faculty and staff understanding of budget and participation in the budget development process.	Completed <sup>26</sup>
3. The college will implement PeopleSoft in 2003-04.	Completed <sup>27</sup>
4. The Foundation's Finance Committee is considering hiring an outside financial investment firm to diversify the foundation's investments and increase its rate of return.	Completed <sup>28</sup>
5. The Foundation directors are researching ways to relinquish the organization's account functions to an outside agency to increase the timeliness of financial reports.	Completed
6. The college will convert to a new financial system through the Los Angeles County Office of Education in 2003. The selected replacement system is PeopleSoft Financials for Education and Government, version 7.5. The system provides fully-integrated financial software with online and real-time processing, as well as batch/offline processing and ad hoc inquiry and reporting.	Completed
7. The 13 community colleges in Los Angeles County are part of Phase IV implementation scheduled for fiscal year 2003-04. We will be adopting the budget, conducting financial transactions and closing the fiscal year in June 2004 using PeopleSoft Financials. Training is scheduled to begin in January 2003 with a transition date of March 2003.	Completed

<sup>26</sup> Faculty now have more input to the initial budget process but need feedback on the action taken on requests and the rationale.

<sup>27</sup> The college converted to the PeopleSoft financial system in 2003.

<sup>28</sup> The Foundation Finance Committee has selected Bear Stearns to manage the foundation's investments.

## Standard Ten: Governance and Administration

Planning Agenda	Action
1. The president and board will develop a leadership plan to ensure that a sufficient pool of qualified administrators is available to fill future administrative openings.	Completed <sup>29</sup>
2. The college president will encourage trustees to act as chairs for future accreditation reports and activities.	Completed <sup>30</sup>
3. The President's Office will continue to provide trustees with accreditation reports and activities.	Completed
4. The Steering Committee will consider a request by the union representing adjunct faculty to expand committees to include them.	Completed <sup>31</sup>
5. The trustees will direct the new president to articulate planning priorities for instruction and other campus programs.	Completed
<p>6. The college will carefully evaluate and prioritize staff replacements during the budget crisis to maximize services to students while reducing budget obligations.</p> <p><b>2009 Update: As called for in the 2006 midterm report, the college has developed a method for making decisions on positions to be filled in times of budget crisis. The Financial Resources Committee, a standing committee of the Steering Committee, drafts value-based assumptions that are vetted among the various planning groups. Those assumptions guide the priorities for staffing decisions made by departments and units throughout the college.</b></p> <p>This process was used during the 2008 – 2009 academic year as the college faced scarce resources and probable cuts in state apportionment funds.</p>	<b>Completed since midterm report</b>

<sup>29</sup>Since the 2003 self-study, the college has successfully hired a superintendent/president, vice president of instruction, chief human resources officer, chief information services officer, and several deans and directors. The continuing challenge is to find administrative staff in the health services and mathematics areas. Opportunities for leadership development among the faculty have increased, including lead positions in honors, distance education and teacher preparation. The need for a comprehensive plan remains.

<sup>30</sup>The superintendent/president regularly informs the trustees on accreditation issues. The governing board selected a trustee to co-chair the Standard Ten midterm report along with the Academic Senate president-elect and the superintendent/president.

<sup>31</sup>Adjunct faculty are invited to participate in the Steering Committee and Academic Senate.

<p>7. The faculty recommends the following changes to improve shared governance at Citrus College.</p> <p>a) Revise Hiring Policy (P-4107) to give the faculty a majority of one on FNIC; allow Academic Senate president to submit hiring requests to FNIC; require ranking of candidates submitted to the president for final interview and selection and add voting faculty representatives to the final selection committee.</p> <p><b>2009 Update: The current board of the Academic Senate holds that the FNIC and faculty hiring procedures are working effectively. FNIC requests must be supported by program review data which links this process to planning and resources allocation. As stated in the midterm report, many positive changes have been agreed to, including the participation of the chair of the hiring panel in the final interview with the president.</b></p> <p>b) Update evaluation and tenure procedures, policies, regulations and manual to reflect current letter and spirit of the education code.</p> <p><b>2009 Update: The Academic Senate has charged an ad hoc committee comprised of its executive board members to review evaluation and tenure procedures, policies, and manual. The senate will consult with the association and make recommendations in fall 2009.</b></p> <p>c) Move creation of summer calendar to the Academic Calendar Committee.</p> <p>d) Reinstate the institutional research and planning director position.</p> <p>e) The board of trustees should conduct an objective evaluation of the cost, and educational and institutional effectiveness of the current dean, associate dean and director governance system.</p> <p>f) The board of trustees should evaluate, discuss and implement Faculty Proposal on Governance.</p> <p><b>2009 Update: The Academic Senate created an ad hoc committee to investigate enhanced faculty leadership including the possibility of reinstating department chairs. In carrying out its charge, the ad hoc committee has revisited the Faculty Proposal on Governance. Recommendations on this will be brought forward in spring 2009.</b></p> <p>g) Conduct survey questionnaire on faculty satisfaction.</p> <p><b>2009 Update: Faculty satisfaction was addressed in the Citrus College All-Employee Survey, Spring 2007. Faculty satisfaction will be addressed again in the new survey to be conducted in spring 2010.</b></p>	<p><b>No longer appropriate</b></p> <p><b>Continued</b></p> <p><b>Completed<sup>32</sup></b></p> <p><b>Completed</b></p> <p><b>Completed<sup>33</sup></b></p> <p><b>Continued</b></p> <p><b>Completed since midterm report</b></p>
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<sup>32</sup>Currently the Academic Calendar Committee does review and make recommendations on matters related to summer calendar. The Academic Calendar Committee should pay particular attention to the impact of summer scheduling as the college considers moving to a compressed academic calendar.

<sup>33</sup>Following a year-long review of the management structure of the college, the superintendent/president presented a reorganization plan to the board of trustees that went into effect July 1, 2004. The college will continue to monitor the cost effectiveness of the management structure.

8. The board will continue to support the tenets of the institutional mission and look for a new president who is an advocate of shared governance and has a commitment to staff diversity, but has the primary goal of leading an organization which provides excellent educational opportunities to the community.	Completed <sup>34</sup>
9. To improve communication between the board and the faculty, a task force will be formed to develop guidelines and procedures for communicating. It is important that the recommendations of the faculty are clearly understood and that the response of the governing board is communicated. In addition, the faculty request a technical assistance visit from the Statewide Academic Senate and the Community College League of California to receive training on this specific aspect of participatory governance.	Completed <sup>35</sup>
10. To ensure that faculty participation in the shared governance process is maximized throughout the college community, the institution will assign a full-time administrative secretary to the Academic Senate. This position will be evaluated and supervised by the Academic Senate president.	N/A <sup>36</sup>
11. The institution will provide leadership pay for adjunct faculty when they attend Academic Senate meetings and other standing committees. A line item will be created in the Academic Senate budget for this purpose.  <b>2009 Update: While, as stated in the midterm report, reassigned-time, stipends and other forms of compensation are the subject of collective bargaining agreements between the district and the bargaining units, the current executive board of the Academic Senate plans to request that funds in its budget may be used for this purpose.</b>	Pending <sup>37</sup>
12. The Academic Senate will formulate and submit a plan to the board for increasing reassigned time, outlining who will receive the reassigned time, how much reassigned-time will be involved, and the duties that will be performed using that reassigned time.	Completed <sup>38</sup>
13. The Academic Senate will produce a budget plan to inform the board of the amount of funds required in order to meet the Academic Senate's obligations under Title 5 and the shared governance policy.	Completed <sup>39</sup>
14. The CSEA president will convene a group to formalize a procedure by which the leadership can communicate with the board on a regular basis regarding sensitive matters.	Completed <sup>40</sup>
15. The CSEA president will disseminate information on the campus committee structure and solicit more classified staff participation.	Completed
16. The associate dean of students will examine ways to increase student participants in the leadership class, including clarifying graduation requirements and promoting service learning.	Completed

<sup>34</sup>The new superintendent/president is committed to the participatory governance process as well as staff diversity and outreach to the communities served by Citrus College. The college received an award in 2004 from the system chancellor for significantly increasing the diversity of our full-time faculty over the last 10 years. For fall 2006, 58 percent of new full-time faculty are from underrepresented groups. (See Appendix G)

<sup>35</sup>The Statewide Academic Senate and the Community College League of California conducted a technical assistance visit for the college in fall 2004. A task force should be formed to review and address the need to implement what was learned through this level one process. The Academic Senate will take the lead in this matter.

<sup>36</sup>The college has assigned one-half of a full-time secretary to the Academic Senate to provide administrative support. The senate believes this level of support is satisfactory.

<sup>37</sup>Reassigned-time, stipends and other forms of compensation are the subject of collective bargaining agreements between the district and the bargaining units.

<sup>38</sup>In the absence of a formal plan, the superintendent/president has granted additional reassigned time to the Academic Senate. Academic Senate leaders have reviewed the list of reassigned time positions and confirm its content and make recommendations. The Academic Senate will continue to formalize this plan and assist in an annual review of needs, vacancies and recruitment.

<sup>39</sup>The Academic Senate has a cost center in the college budget with increased funds for travel, equipment and supplies.

<sup>40</sup>The CSEA president has a regular slot at each board meeting and Steering Committee meeting for reporting on behalf of the classified staff.

# Student Achievement Data

## Course Success and Retention

Course success is defined as the proportion of A, B, C and CR to all grades given. The success rate is calculated by dividing the total number of successful grades (A, B, C, or P) by the total of all grades given (A, B, C, D, F, P, NP, W).

Retention rate is defined as the percent of students receiving all grades: A, B, C, D, F, CR, NC (no credit), I (incomplete), P (pass), NP (no pass) out of all students who earned a grade or CR, including W (withdrawal).

A student may not be successful but still be retained if he/she did not withdraw from the course. In the last 10 academic years, both college-wide success and retention rates have gradually increased, with some fluctuation.

**Table 9**  
**College-Wide Success & Retention Rates for the Last 10 Academic Years**

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<b>Success Rate</b>	64.5%	65.8%	65.2%	64.4%	64.9%	64.0%	65.8%	65.3%	66.5%	67.9%	67.0%
<b>Retention Rate</b>	88.3%	88.7%	88.9%	88.8%	89.2%	89.4%	90.6%	90.7%	90.8%	93.4%	94.0%

Source: Banner

## Course Success

**Table 10**  
**Success Rate by Gender**  
 Fall 2007 & Fall 2008

Gender	Fall 2007		Fall 2008	
	Enrollment	Success Rate	Enrollment	Success Rate
Female	19,749	67.3%	20,429	68.6%
Male	16,803	63.3%	17,361	65.9%
Not Reported/Declined to State	317	65.3%	1,143	69.0%
<b>Grand Total</b>	<b>36,869</b>	<b>65.5%</b>	<b>38,933</b>	<b>67.4%</b>

Source: Banner

**Table 11**  
**Success Rate by Ethnicity**  
 Fall 2007 & Fall 2008

Ethnicity	Fall 2007		Fall 2008	
	Enrollment	Success Rate	Enrollment	Success Rate
Am. Indian or Alaskan Native	274	61.4%	321	61.7%
Asian or Pacific Islander	4,630	73.8%	4,104	75.3%
Black Non-Hispanic	2,195	56.4%	2,179	58.2%
Hispanic	15,635	61.6%	16,103	63.9%
White Non-Hispanic	10,611	69.4%	10,045	71.5%
Other	697	65.8%	1,548	68.7%
Not Reported/ Declined to State	2,827	63.5%	4,633	67.7%
<b>Grand Total</b>	<b>36,869</b>	<b>65.4%</b>	<b>38,933</b>	<b>67.4%</b>

Source: Banner (data for Fall 2007 as of December 2008)



The two following tables offer a cross-tab look at fall 2007 and fall 2008 success rates of students by gender and ethnicity.

**Table 12**  
**Success by Gender and Ethnicity-- Fall 2007**

Ethnicity	Female		Male		Not Reported		Grand Total	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Am. Indian or Alaskan Native	160	61.3%	114	61.4%			274	61.3%
Asian or Pacific Islander	2,454	76.8%	2,147	70.8%	29	44.8%	4,630	73.8%
Black Non-Hispanic	1,070	56.2%	1,114	56.7%	11	54.5%	2,195	56.4%
Hispanic	8,666	63.1%	6,940	59.8%	29	58.6%	15,635	61.6%
White Non-Hispanic	5,700	71.8%	4,894	66.9%	17	41.2%	10,611	69.5%
Other	384	68.8%	313	57.2%			697	63.6%
Not Reported/ Declined to State	1,315	67.9%	1,281	63.2%	231	71.0%	2,827	66.0%
<b>Total</b>	<b>19,749</b>	<b>67.3%</b>	<b>16,803</b>	<b>63.3%</b>	<b>317</b>	<b>65.3%</b>	<b>36,869</b>	<b>65.5%</b>

Source: Banner

**Table 13**  
**Success by Gender and Ethnicity-- Fall 2008**

Ethnicity	Female		Male		Not Reported		Grand Total	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Am. Indian or Alaskan Native	168	58.0%	153	65.0%			321	62.0%
Asian or Pacific Islander	2,142	77.0%	1,940	73.0%	22	73.0%	4,104	75.0%
Black Non-Hispanic	1,045	55.0%	1,116	62.0%	18	61.0%	2,179	58.0%
Hispanic	8,946	65.0%	7,085	63.0%	72	61.0%	16,103	64.0%
White Non-Hispanic	5,377	73.0%	4,647	70.0%	21	52.0%	10,045	72.0%
Other	881	73.0%	658	64.0%	9	56.0%	1,548	69.0%
Not Reported/ Declined to State	1,870	70.0%	1,762	64.0%	1,001	70.0%	4,633	68.0%
<b>Total</b>	<b>20,429</b>	<b>69.0%</b>	<b>17,361</b>	<b>66.0%</b>	<b>1,143</b>	<b>69.0%</b>	<b>38,933</b>	<b>67.0%</b>

Source: Banner

## Course Retention

Male and female students had very similar retention rates in fall 2007 and fall 2008. The retention rates by race/ethnicity were also very close.

**Table 14**  
**Retention by Gender**  
 Fall 2007 & Fall 2008

Gender	Fall 2007		Fall 2008	
	Enrollment	Retention Rate	Enrollment	Retention Rate
Female	19,749	93.5%	20,429	93.7%
Male	16,803	93.7%	17,361	94.5%
Not Reported/ Declined to State	317	93.7%	1,143	95.6%
<b>Grand Total</b>	<b>36,869</b>	<b>93.6%</b>	<b>38,933</b>	<b>94.1%</b>

Source: Banner

**Table 15**  
**Retention by Ethnicity**  
 Fall 2007 & Fall 2008

Ethnicity	Fall 2007		Fall 2008	
	Enrollment	Retention Rate	Enrollment	Retention Rate
Am. Indian or Alaskan Native	274	93.8%	321	92.2%
Asian or Pacific Islander	4,630	95.5%	4,104	95.3%
Black Non-Hispanic	2,195	93.1%	2,179	93.9%
Hispanic	15,635	93.1%	16,103	93.7%
White Non-Hispanic	10,611	93.6%	1,548	93.7%
Other	697	92.8%	10,045	94.0%
Not Reported/ Declined to State	2,827	93.6%	4,633	95.0%
<b>Grand Total</b>	<b>36,869</b>	<b>93.6%</b>	<b>38,933</b>	<b>94.1%</b>

Source: Banner

Generally more female students (41.8 percent) receive a degree and/or certificate from Citrus College than male students (22 percent). The number for 2007-2008 academic year seems much lower than 2006-2007 primarily because of the increase in students who did not report their gender and ethnicity.

**Table 16**  
**Degrees and Certificates Granted by Gender**  
**2006-2007 & 2007-2008**

Gender	2006-2007		2007-2008	
	Awards	Percentage	Awards	Percentage
Female	786	66.3%	537	41.8%
Male	400	33.7%	282	22.0%
Not Reported/ Declined to State	0	0	465	36.2%
<b>Total</b>	<b>1,186</b>	<b>100.0%</b>	<b>1,284</b>	<b>100.0%</b>

Source: Banner

**Table 17**  
**Degrees and Certificates Granted by Ethnicity**  
**2006-2007 & 2007-2008**

Ethnicity	2006-2007		2007-2008	
	Awards	Percentage	Awards	Percentage
Am. Indian or Alaskan Native	6	0.5%	3	0.2%
Asian or Pacific Islander	127	10.7%	81	6.3%
Black Non-Hispanic	43	3.6%	28	2.2%
Hispanic	460	38.8%	362	28.2%
White Non-Hispanic	460	38.8%	295	23.0%
Other	23	1.9%	19	1.5%
Not Reported/ Declined to State	67	5.6%	496	38.6%
<b>Total</b>	<b>1,186</b>	<b>100.0%</b>	<b>1,284</b>	<b>100.0%</b>

Source: Banner

**Table 18**  
**Degrees and Certificates Granted**  
**by Gender and Race/Ethnicity – 2007-2008**

Ethnicity	Female	Male	Declined to State/ Unknown	Total
Am. Indian or Alaskan Native	1	2		3
Asian or Pacific Islander	57	24		81
Black Non-Hispanic	17	11		28
Hispanic	257	105		362
White Non-Hispanic	181	114		295
Other	10	9		19
Not Reported/ Declined to State	14	17	465	496
<b>Total</b>	<b>537</b>	<b>282</b>	<b>465</b>	<b>1,284</b>

Source: Banner

# Transfer

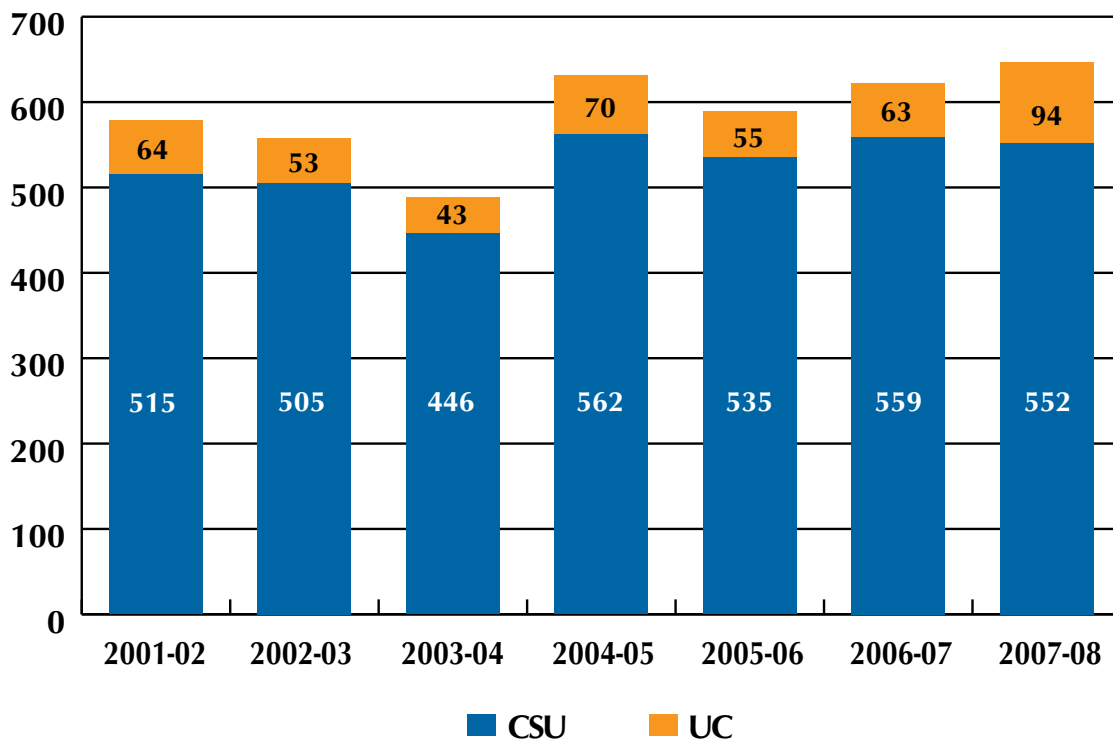
The data on student transfers are from the ARCC Report (Accountability Reporting for Community Colleges). A larger percentage of Citrus College students transfer to CSU than to UC schools. Recently, there has been a steady increase in students who transfer, especially to the UC system.

**Table 19**  
**Transfers to UC and CSU Systems**

System	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
CSU	515	505	446	562	535	559	552
UC	64	53	43	70	55	63	94
<b>CSU/UC Subtotal</b>	<b>579</b>	<b>558</b>	<b>489</b>	<b>632</b>	<b>590</b>	<b>622</b>	<b>646</b>

Source: California Postsecondary Education Commission

**Figure 3**  
**Number of Students Transferring to UC and CSU**  
**2001-02 to 2007-08**



Some Citrus College students transfer to in-state private universities and out-of-state colleges and universities. The two major universities that Citrus College students transfer to are University of La Verne and Azusa Pacific University.

**Table 20**  
**Transfers to In-State Private and Out-of-State**  
**Four-year Colleges and Universities**

<b>System</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>
<b>Out of State (OOS)</b>	113	91	100
<b>In State Private (ISP)</b>	233	230	263
<b>OOS/ ISP Subtotal</b>	346	321	363

Source: California Community College Chancellor's Office.

# Status of Program Review and Planning

**The Commission expects that institutions are at the Sustained Continuous Quality Improvement level for Program Review and Planning on the Commission's Rubric for Evaluating Institutional Effectiveness. The college should describe how ongoing instructional and non-instructional program reviews are tied to the systematic institutional planning and resource allocation processes in support of institutional effectiveness.**

Program Review at Citrus College is vigorous and sincere. All instructional programs conduct program review on a six-year cycle with vocational programs conducting additional reviews every other year.

Non-instructional programs conduct program review every six years. Citrus College has initiated a six-year program review process for institutional support areas as well. Student learning outcomes (SLOs) are addressed in all program reviews conducted throughout the college. Program reviews in all areas generate recommendations that may trigger planning and resource allocation needs. The validation process for these program reviews includes review and discussion at the Educational Programs Committee before reports are sent to the Steering Committee for discussion and adoption. From Steering, the reports are forwarded to the board of trustees.

Instructional program review at Citrus College calls faculty and others in instructional disciplines to reflect on the program's mission, need, quality, feasibility, and compliance matters. The Office of Institutional Research provides six-year longitudinal performance indicator data to each program for dialogue. Faculty and others develop program level learning outcomes, and set a schedule for curriculum review and updates which include development or revision of SLOs. Additionally, course level SLOs are indexed to program outcomes. To make program review outcomes a more vital part of planning and budgeting processes, the Academic Senate, the Office of Instruction, and the Office of Institutional Research implemented an annual component to the instructional program review process in 2008. These annual updates provide current data and resource needs that are tied to institutional planning and resource allocation. Specifically, instructional program review recommendations are reviewed and prioritized within divisions. The deans then come together and prioritize across the Instructional program. Long range goals are listed in the *Educational Master Plan*. Short range goals go forward to Finance and Facilities Committees for planning.

Non-instructional program reviews are completed in two major areas: instructional support and student services. Program review guidelines were reviewed and refined in fall 2008 so that approaches to program review are common among all non-instructional programs and services. The guidelines for non-instructional program review call for dialogue in the areas of integration with other programs; program self-evaluation; effective practices; opportunities for improvement, recommendations and needs identification; and technical assistance/training needs. An index identifies equivalent documents in the instructional program review process.

Instructional support areas include learning center; athletics; college success/basic skills; continuing, contract and non-credit education; distance education; honors; learning services; library; study abroad; success centers; child development center; technical preparation; and performing arts center. Student services areas include career and transfer services, admissions and records, counseling, DSP&S, EOP&S/CARE/CalWORKS, financial aid, food services, health center, student employment, student affairs, bookstore, security, school relations and outreach, non credit matriculation, and credit matriculation.

In the spirit of sustained continuous quality improvement, Citrus College plans to review the instructional program review process through summer and fall 2009. Institutional support areas will refine the process of review, identify areas subject to review, and set the schedule of ongoing review. Citrus College is considering adoption of the CurricUNET program review component. This automated system links to the CurricUNET curriculum management process and would allow for collection and analysis of program review data including identification of resource needs.

# Development and Assessment of Student Learning Outcomes

**The Commission recognizes institutions are in varying stages of developing and assessing student learning outcomes at the course, program, and degree level. The college should describe evidence gathered to date, how it is being used, and what plans exist for continued expansion of this effort.**

Faculty, staff, administrators and students all share in the student learning outcomes and assessment process. Since instruction and student services are at the heart of the educational experience, faculty, through the curriculum process, take the lead in developing outcomes and assessment. Learning outcomes and assessment are applied within courses as well as within programs. Ultimately, learning outcomes and assessment are applied at the general education level and address instructional support services, student support services, and institutional support services.

Citrus College has been engaged in this process since the adoption of the 2002 accreditation standards. We have adopted educational core competencies, modified our curriculum process to embrace learning outcomes, and engaged in outcome considerations through the program review process and through college-wide strategic planning.

Citrus College identified SLOs and assessment as one of four strategic planning areas in fall 2007. Citrus College embraces the awareness and implementation of a cycle of student learning outcomes and assessment as a campus-wide concept that is intrinsically linked to assessment strategies and documentation, and analytical evaluation of these results to drive college planning. To achieve that goal, the HotShots, a college-wide committee, is charged 1) to serve as a resource to assure that SLOs are defined college-wide and to monitor and advise faculty, staff, and others in this process; 2) to serve as a clearinghouse and resource for collection of campus-wide assessment data, assessment tools, and their implementation; 3) to serve as a resource of evidence of college-wide analysis of SLO assessment data; 4) to initiate, analyze and document dialogue that assessment evidence is applied in college planning and implementation of institutional effectiveness. HotShots membership includes students, faculty, staff and managers from throughout the college. The Office of Institutional Research provides ongoing support to the SLO and assessment processes. To coordinate

this process, the Academic Senate proposed a 60 percent release position which was approved as of fall 2007. The HotShots meets at least monthly and coordinates training and resources to advance its stated goals.

The process for incorporating SLOs into our campus culture led to the adoption in 2004 of the general education core competencies. The list of core competencies was updated in 2008. These six areas (communication; computation; creative, critical, and analytical thinking and information competency; community/global consciousness and responsibility; technology; and discipline/subject area content) serve as focal points for student learning outcomes throughout the institution. Since 2006, all course adoptions and revisions must include identification of SLOs and assessment.

As of June 2009, 79 percent of courses have SLOs identified written for the course outline of record. This demonstrates commitment to a vibrant curriculum and to the importance of student learning outcomes. Two college-wide events, Curriculum Marathon Extravaganza in spring 2008 and Marathon II, Son of Extravaganza in fall 2008, were successful in increasing course revisions, including development of SLOs and assessment. Also, these events enhanced awareness and generated discussion on the value of SLO process. In one year, Citrus College faculty doubled the number of course revisions that included development of SLOs. Completion of the approximately 200 remaining courses presents some peculiar challenges. Many of the remaining courses are concentrated in instructional areas with few full-time faculty, creating an uneven burden and calling for modified resources. A new strategy developed in spring 2009 takes resources directly to faculty and others working on curriculum matters including SLOs and assessment. This strategy will be carried through summer and fall 2009.

Nearly 100 percent of student services programs develop and assess SLOs on a regular and ongoing basis. Also, SLOs are addressed in the revised student services program review process which links to institutional planning. Instructional support areas conduct program reviews that include SLOs. Ultimately, the *Educational Master Plan* process culls results from program reviews of instructional programs and instructional support programs and links results to institutional planning.

**Overview of Student Learning Outcomes Status**

- Core competencies for general education were adopted in 2004 and revised in 2008.
- Student learning outcomes were identified as one of four strategic goals in 2007.
- General education SLOs were adopted in fall 2008.
- A general education committee, initiated in spring 2009, will design and implement mapping and assessment of general education outcomes linked to results of course level SLOs in fall 2009.
- Of credit courses, 79 percent have SLOs included in the course outline of record.
- Of credit courses, 79 percent have SLO assessment identified in the course outline of record.
- Assessment is on-going in courses with SLOs.
- Of the instructional programs, 67 percent have program level SLOs identified in program review reports.
- Degrees and certificates identify SLOs since 2008.
- The instructional support program review process includes development of SLOs.
- Student services programs develop and assess SLOs on a regular basis and their program review process includes development of SLOs as well.
- Institutional support areas will address learning outcomes as their program review process is fully implemented.
- Citrus College identified institutional outcomes based on its mission statement in spring 2009.
- A process for institutional support program review, which includes attention to learning outcomes and institutional outcomes, was adopted in June 2009.

**Use of evidence:**

Instructors use results of SLO assessment to reflect on assignments, methods of instruction, materials, course content, and other pedagogical matters. Consideration of SLOs and assessment is part of the program review process, both in the annual review process and the comprehensive six-year program review process. Program review is the vehicle through which evidence related to SLOs and assessment is used. One example of how this links to institutional planning is when requests for faculty hiring must be supported by program review.

**Plans for continued expansion of this effort:**

As part of the accreditation self study process, Citrus College has identified an institutional planning agenda related to student learning outcomes and assessment and has created a comprehensive plan for meeting the proficiency level on the ACCJC Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes. The plan matches institutional behaviors to the expectations stated on the rubric. This plan and timeline adopted in spring 2009 assures that Citrus College will meet this benchmark. While the process of building understanding and acceptance of students learning outcomes and assessment is ongoing, Citrus College, values student success and upholds the principles of accreditation. Therefore, the ongoing process of student learning outcomes and assessment pervades the fabric of our college – from its mission to its classrooms to its services in support of student success.



Level of Implementation: Proficiency	Citrus College		
	Calendar of Institutional Plan to Meet Proficiency Levels by 2012 adopted by Steering Committee June 8, 2009  per Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges  Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes		
	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
Spring 2009	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> Courses –  1. Monitor cycles of assessment and analysis.	SLO HotShots	<input type="checkbox"/>
	<b>Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</b> Institutional support services –  2. Develop institutional support services program review process, including linkage to student learning (human resources; Office of Institutional Research, facilities and construction (done fall 2008); financial services; purchasing and warehouse; TeCS, external relations).	SLO coordinator w/ president's cabinet	<input type="checkbox"/>
	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
Fall 2009	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> Courses –  1. Complete revisions of course outlines of record for all credit courses (currently 79 percent CORs w/SLOs).	Faculty (Senate, Curriculum Committee)	<input type="checkbox"/>
	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> 2. Craft system for faculty to report schedules of assessment for courses.	SLO HotShots	<input type="checkbox"/>
	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> Student services –  3. Completed.	Student services deans	<input type="checkbox"/>
	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> GE –  4. Finalize design of GE assessment; conduct first cycle.	GE committee and director of institutional research	<input type="checkbox"/>

Fall 2009	<p><b>Results of assessment are being used for improvement and further alignment of institution-wide practices.</b></p> <p>Develop and adopt Institutional Outcomes (drafted spring 2009).</p>	HotShots	<input type="checkbox"/>
	<p><b>There is widespread institutional dialogue about the results.</b></p> <p>5. Conduct survey of faculty about development and assessment of SLOs and about their sense of the value of the process (see dialogue in Spring 2009 section).</p>	HotShots and director of institutional research	<input type="checkbox"/>
	<p><b>Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</b></p> <p>6. Complete program review for above (through Fall 2012).</p>	President's cabinet	<input type="checkbox"/>
	<p><b>Appropriate resources continue to be allocated and fine-tuned.</b></p> <p>7. Continue SLO coordinator and evaluate changing needs.</p> <p>8. Create position for curriculum assistant/SLO technical support.</p> <p>9. Evaluate impact on faculty and others to develop, assess, analyze SLOs and implement appropriate changes.</p> <p>10. Create method to identify and track within budget that appropriate resources continued to be allocated.</p> <p>11. Evaluate effectiveness of automated system (CurricUNET expansion) to collect and report.</p>	SLO Oversight	<input type="checkbox"/>
		Faculty (senate)	<input type="checkbox"/>
		HotShots	<input type="checkbox"/>
		Financial Services	<input type="checkbox"/>
	<p><b>Comprehensive assessment reports exist and are completed on a regular basis.</b></p> <p>12. Evaluate effectiveness of automated system (CurricUNET expansion) to collect and report comprehensive assessment reports.</p>	HotShots	<input type="checkbox"/>
<p><b>Course student learning outcomes are aligned with degree student learning outcomes.</b></p> <p>Status: Core competencies used at course, program, student services, and GE levels. Course SLOs mapped to program SLOs.</p> <p>Instructional program level –</p> <p>13. Link instructional program SLOs to GE SLOs (program review).</p> <p>Instructional support program review –</p> <p>14. Integrate core competencies into instructional support program review.</p>	GE committee	<input type="checkbox"/>	
	Office of Instruction and Student Services	<input type="checkbox"/>	
<p><b>Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</b></p> <p>15. ASCC senators work within assigned areas to develop ways to increase student awareness of goals and purposes of courses and programs.</p>	ASCC and HotShots	<input type="checkbox"/>	

	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
Spring 2010	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> Courses - 1. Collect and assemble assessments and store in campus repository on the intranet.	SLO HotShots	<input type="checkbox"/>
	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> Instructional programs - 2. Design program level assessments with linkage to course SLOs, GE SLOs and resource allocation.	SLO HotShots	<input type="checkbox"/>
	<b>Results of assessment are being used for improvement and further alignment of institution-wide practices.</b> Report assessment outcomes via annual program review. Use data and analysis to influence priorities for planning and resource allocation. (See program review annual summary sheets, budget priority processes, and planning cycle flow chart).	Instructional program faculty; deans; Fiscal Resources Committee	<input type="checkbox"/>
	<b>There is widespread institutional dialogue about the results.</b> 3. Include SLO related questions in All-Employee Survey.	Director of institutional research	<input type="checkbox"/>
	<b>Comprehensive assessment reports exist and are completed on a regular basis.</b> 4. Implement system to generate comprehensive assessment reports.	HotShots	<input type="checkbox"/>
	<b>Course student learning outcomes are aligned with degree student learning outcomes.</b> Status: Core competencies used at course, program, student services, and GE levels. Course SLOs mapped to program SLOs. 5. Link instructional support SLOs to GE SLOs when appropriate.	Office of Instruction and Student Services	<input type="checkbox"/>
	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
Fall 2010	<b>Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</b> 1. Develop methods to assess student awareness of goals and purposes of courses and programs.	ASCC and HotShots	<input type="checkbox"/>
	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
Spring 2011	<b>Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</b> 1. Assess student awareness of goals and purposes of courses and programs.	ASCC and HotShots	<input type="checkbox"/>
	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
From Fall 2011	<b>Comprehensive assessment reports exist and are completed on a regular basis.</b> 1. Monitor effectiveness of comprehensive assessment reports.	HotShots and Steering Committee	<input type="checkbox"/>

**Self study institutional planning agenda #1:** In order to fully achieve the proficiency level of the ACCJC rubric relative to SLOs by 2012, the college will complete tasks identified on 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. Each area will develop meaningful assessments that will enhance planning and evaluation and will lead to program improvement and feed seamlessly into the program review process to support college decision-making.

**Citrus College**  
**Institutional Plan to Meet Proficiency Levels by 2012**  
**Adopted by the Steering Committee June 8, 2009**

**Per Accrediting Commission for Community and Junior Colleges**  
**Western Association of Schools and Colleges**

**Rubric for Evaluating Institutional Effectiveness –**  
**Part III: Student Learning Outcomes**

Levels of implementation	Characteristics of institutional effectiveness in student learning outcomes (from ACCJC Rubric)	Institutional behaviors and measures for Citrus College	Responsible parties	Time-frame
Proficiency	<b>A. Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b>	<p>Courses –</p> <ol style="list-style-type: none"> <li>1. Complete revisions of course outlines of record for all credit courses.(currently 79 percent CORs w/ SLOs).</li> <li>2. Collect and assemble assessments and store in campus repository on the intranet.</li> <li>3. Craft system for faculty to report schedules of assessment for courses..</li> <li>4. Monitor cycles of assessment and analysis.</li> </ol> <p>Instructional programs -</p> <ol style="list-style-type: none"> <li>5. Design program level assessments with linkage to course SLOs, GE SLOs and resource allocation.</li> </ol>	<p>Faculty (senate, curriculum committee)</p> <p>SLO HotShots</p> <p>SLO HotShots</p> <p>SLO HotShots</p> <p>SLO HotShots</p>	<p>Fall 2009</p> <p>Spring 2010</p> <p>Fall 2009</p> <p>Spring 2009</p> <p>Spring 2010</p>

Proficiency		Student services –  6. Completed.  GE –  7. Finalize design of GE assessment; conduct first cycle.	Student services deans  GE committee and dir. of institutional research	Fall 2009  Fall 2009
	<b>B. Results of assessment are being used for improvement and further alignment of institution-wide practices.</b>	Report assessment outcomes via annual program review. Use data and analysis to influence priorities for planning and resource allocation. (See program review annual summary sheets, budget priority processes, and planning cycle flow chart).  Develop and adopt Institutional Outcomes (drafted spring 2009).	Instructional program faculty; deans; fiscal resources committee  HotShots	Spring 2010  Fall 2009
	<b>C. There is widespread institutional dialogue about the results.</b>	1. Conduct survey of faculty about development and assessment of SLOs and about their sense of the value of the process.  2. Include SLO related questions in All-Employee Survey.	HotShots and director of institutional research  Director of institutional research	Fall 2009  Spring 2010
	<b>D. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</b>	Institutional support services –  1. Develop institutional support services program review process, including linkage to student learning (human resources; office of institutional research, facilities and construction (done fall 2008); financial services; purchasing and warehouse; TeCS, external relations).  2. Complete program review for above.	SLO coordinator w/ president's cabinet  President's Cabinet	Spring 2009  Fall 2009 – Fall 2012

<b>Proficiency</b>	<b>E. Appropriate resources continue to be allocated and fine-tuned.</b>	<ol style="list-style-type: none"> <li>1. Continue SLO coordinator and evaluate changing needs.</li> <li>2. Create position for curriculum assistant/SLO technical support.</li> <li>3. Evaluate impact on faculty and others to develop, assess, analyze SLOs and implement appropriate changes</li> <li>4. Create method to identify and track within budget that appropriate resources continued to be allocated</li> <li>5. Evaluate effectiveness of automated system (CurricUNET expansion) to collect and report</li> </ol>	<p>SLO Oversight</p> <p>Faculty (senate)</p> <p>HotShots</p> <p>Financial services</p> <p>HotShots</p>	<p>Fall 2009</p> <p>Fall 2009</p> <p>Fall 2009</p> <p>Fall 2009</p> <p>Fall 2009</p>
	<b>F. Comprehensive assessment reports exist and are completed on a regular basis.</b>	<ol style="list-style-type: none"> <li>1. Evaluate effectiveness of automated system (CurricUNET expansion) to collect and report comprehensive assessment reports</li> <li>2. Implement system to generate comprehensive assessment reports</li> <li>3. Monitor effectiveness of comprehensive assessment reports</li> </ol>	<p>HotShots</p> <p>HotShots</p> <p>HotShots and Steering Committee</p>	<p>Fall 2009</p> <p>Spring 2010</p> <p>From Fall 2011</p>

	<p><b>G. Course student learning outcomes are aligned with degree student learning outcomes.</b></p>	<p>Status: Core competencies used at course, program, student services, and GE levels. Course SLOs mapped to program SLOs.</p> <p>Instructional program level -</p> <ol style="list-style-type: none"> <li>1. Link instructional program slos to GE SLO (program review).</li> </ol> <p>Instructional support program review –</p> <ol style="list-style-type: none"> <li>2. Integrate core competencies into instructional support program review</li> <li>3. Link instructional support SLOs to GE SLOs when appropriate</li> </ol>	<p>GE committee</p> <p>Offices of Instruction and Student services</p> <p>Offices of Instruction and Student services</p>	<p>Fall 2009</p> <p>Fall 2009</p> <p>Spring 2010</p>
	<p><b>H. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</b></p>	<ol style="list-style-type: none"> <li>1. ASCC senators work within assigned areas to develop ways to increase student awareness of goals and purposes of courses and programs</li> <li>2. Develop methods to assess student awareness of goals and purposes of courses and programs</li> <li>3. Assess student awareness of goals and purposes of courses and programs</li> </ol>	<p>ASCC and HotShots</p> <p>ASCC and HotShots</p> <p>ASCC and HotShots</p>	<p>Fall 2009</p> <p>Fall 2010</p> <p>Spring 2011</p>

# Off-Campus Sites and Distance Learning

**Information regarding off-campus sites and centers as well as distance learning efforts should be included. Teams are charged with assuring the Commission of quality of all programs.**

The college does not maintain off-campus sites or centers. We do, however, provide non-credit instruction at various locations in the community, primarily on high school campuses.

During the summer, the noncredit program offers high school summer school programs at Azusa High School, Claremont High School, Duarte High School and Monrovia High School. Approximately 3,000 high school students participate in the program, along with 75-80 noncredit adjunct faculty.

All curriculum taught has been approved by our local Curriculum Committee and the Chancellor's

Office for high school completion. All instructors are hired and paid through Citrus College, and must meet state minimum qualifications for community colleges.

A separate and equally rigorous approval process as that applied to traditional classes is required for distance education courses at Citrus College. This process is overseen by the Curriculum Committee. In addition, faculty entering the program are offered training to prepare them for teaching through this medium. Finally, faculty and their distance education websites are reviewed on a regular basis by the dean and faculty coordinator to make certain they conform to accessibility standards as well as maintain academic excellence.

## External Independent Audit and Financial Integrity

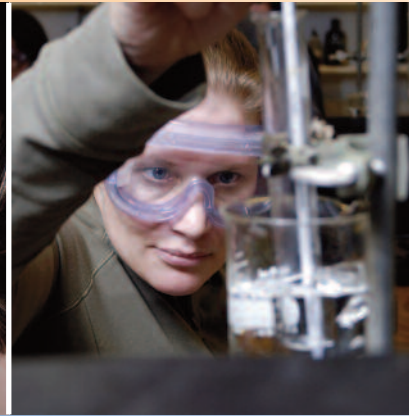
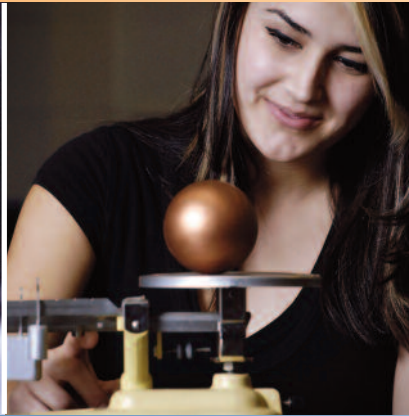
**Information regarding an external independent audit and information demonstrating integrity in the use of federal grant monies.**

Citrus Community College District practices sound and fiscally conservative budget management practices. The institution follows standard accounting practices and consistently meets standards for exemplary audits. Since the last accreditation site visit, Citrus College has continued to receive unqualified audit opinions. In the opinion of Vicenti, Lloyd & Stutzman, LLP, external independent auditing firm, the basic financial statements present fairly, in all material respects, the financial position of the district. No material weaknesses were identified. The district adheres to the legal requirements of the Education Code, California Code of Regulations, *California Community Colleges Budget and Accounting Manual*, federal guidelines and other applicable statutes and regulations. The district also presents the financial statements in accordance with generally accepted

accounting principles for state and local governments. With regard to the demonstration of integrity in the use of federal grant monies, the district provides clean and concise fiscal data to the federal government. Three large federal grants have been received since the last accreditation site visit; the Hispanic Serving Institution Title V Grant (HSI Solo), the Hispanic Serving Institution Title B Grant (HSI Coop), and the Science, Technology, Engineering, Math Grant (STEM). Narrative and fiscal reports have been made on time and in proper order as per all of the necessary requirements and guidelines put forth by the federal government. There is a system of cross checks to ensure integrity in the spending of federal grant monies.



# 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.

# Organization of the Self Study



# Organization for the Self Study

Organization for the self study began in the fall of 2007. A faculty co-chair was assigned to work with the accreditation liaison officer to structure the overall process. This team became the self study co-chairs, and they proposed a structure of 11 sub-committees, each co-chaired by a manager and a faculty member, which was approved by president's cabinet and by the college Steering Committee. Faculty co-chairs were assigned by the Academic Senate president, and manager co-chairs were assigned by the cabinet. Committee memberships were assigned by the leadership of each constituent group, including faculty, managers, supervisors/confidential, classified, and students. Additionally, the co-chairs and the Academic Senate assigned a "theme team" to gather information and write essays on the six themes. A board member served on one of the committees and attended most co-chair meetings as an observer.

The co-chair committee, made up of the co-chairs of the 11 sub-committees and chaired by the self study co-chairs, began meeting in March 2008. The co-chairs provided initial training, including the purpose of accreditation, and a personal notebook including the accreditation standards, committee memberships, the self study manual, timelines for completion, rubrics, and the guide. Co-chair meetings continued throughout spring 2008 to assess progress and provide support and clarification. The training included a demonstration of an online forum to facilitate sub-committee members in contributing information for their standard. The self study co-chairs also made periodic formal reports to the board of trustees and to the Steering Committee on progress in the self study. The co-chairs of the Standard IV. B. subcommittee met with the board in a work session to review the draft of the chapter dealing with the board and superintendent/president.

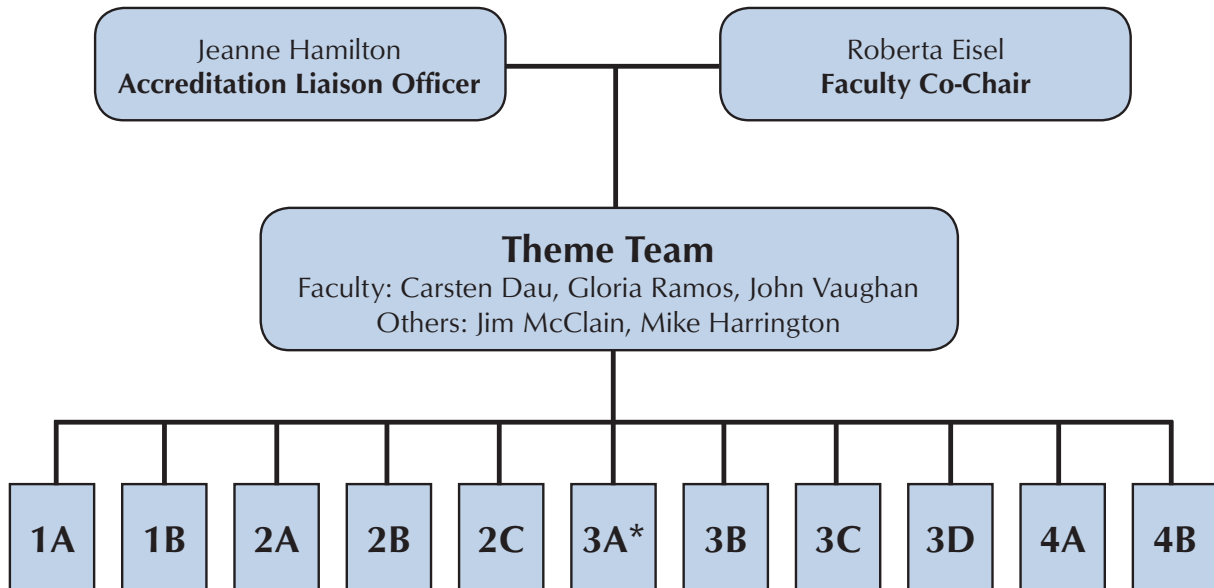
During Fall Semester 2008, sub-committees completed drafts of their chapters, and submitted them to the self study co-chairs to review. During winter and spring 2009, the co-chairs read the drafts and met with sub-committee co-chairs to provide feedback on the initial drafts. Then, teams of co-chairs exchanged their drafts with another team for editing suggestions. When drafts of each chapter had been through two levels of review, their co-chairs made final revisions and submitted them for posting on the college intranet. The co-chair committee also addressed recommendations from the prior visiting team and self-identified action plans from the previous self study.

The accreditation assistant prepared a newsletter for campus distribution, both electronically and in print, announcing the availability of chapter drafts for campus wide review. Regular announcements in the campus *Weekly Bulletin* also invited staff to review the drafts online. Throughout the spring, co-chairs also gathered evidence documents, both print and electronic, to include in their chapters.

The co-chair committee decided to identify campus wide planning agendas, so that the college would be able to understand priorities and focus efforts on major objectives, rather than a long list of minor tasks. The co-chair committee discussed each planning agenda included in the chapter drafts to determine whether it should be included in the report as a planning agenda and then referenced it back to the appropriate chapters. The co-chairs believe that this process will assist the campus in strategic planning related to accreditation standards.

Formal status reports were presented to the board of trustees at three meetings during the academic year. The self study was presented to the Steering Committee, the formal campus shared governance committee, for approval in May and June, and to the board of trustees for adoption in June and July.

# Accreditation Committee Structure



- 1A Mission** N. Shaw/P. Green
- 1B Institutional Effectiveness** D. Ryba/L. Hao
- 2A Instruction** G. White/I. Malmgren
- 2B Student Support Services** J. McLeod/L. Over
- 2C Library and Learning Support Services** B. Rugeley/J. Thompson
- 3A\* Human Resources** R. Sammis/M. Ramos
- 3B Physical Resources** J. Fincher/C. Horton
- 3C Technical Resources** D. Kary/L. Welz
- 3D Financial Resources** D. Korn/C. Horton
- 4A Decision Making Roles** D. Hester/G. Hinrichsen
- 4B Board and Administrative Organization** T. Miles/J. Hamilton

\* No faculty co-chair

# Accreditation Committee Membership

**Accreditation Liaison Officer:** Jeanne Hamilton (M)

**Faculty Co-Chair:** Roberta Eisel (F)

**Theme Team:** Carsten Dau (F), Michael Harrington (M), James McClain (M), Gloria Ramos (F), John Vaughan (F)

**Administrative Support:** Pam McGuern, Administrative Assistant (C); Jolie Elman, Web Page Specialist (C); Sherill Paulus, Accreditation Assistant (C); Rocky Reynolds, Reprographics Supervisor (S/C); Angie Delgado, Publications Specialist (C); Stacey Donaldson, Publications Specialist (C).

**Key: (B) Board Member; (C) Classified; (F) Faculty; (M) Manager; (S) Student; (S/C) Supervisor/Confidential**

## **Standard 1A**

### **Mission**

#### **Co-chairs**

Paula Green (M)

Nicki Shaw (F)

#### **Committee Members**

Maureen Estrada (M)

Arnold Kondo (F)

Marcy Morris (S/C)

Dale Salwak (F)

Jody Wise (M)

Senya Lubisich (F)

Steve Siegel (C)

Daniela Rodriguez (S)

## **Standard 1B**

### **Institutional Effectiveness**

#### **Co-chairs**

Lan Hao (M)

Dave Ryba (F)

#### **Committee Members**

Mickie Allen (M)

Isabel Bellman (C)

Marti DeYoung (S/C)

Denise Kaisler (F)

Christian Ramirez (S)

Paul Swatzel (F)

## **Standard 2A**

### **Instruction**

#### **Co-chairs**

Irene Malmgren (M)

Gailynn White (F)

#### **Committee Members**

Jerry Capwell (C)

Cynthia Cross (F)

Wanda Cunnyngnam (M)

Cathy Day (C)

Lari Kirby (S/C)

Scott Mondrala (F)

Carolyn Perry (F)

Stefano Saltalamacchia (S)

Sylvia Smyth (M)

Lisa Villa (F)

Brian Waddington (F)

Sheryl Walz (F)

## **Standard 2B**

### **Student Support Services**

#### **Co-chairs**

Jennifer McLeod (F)

Lucinda Over (M)

#### **Committee Members**

Karlyn Bradley (S)

Rosalinda Buchwald (M)

Megan Hans (S)

Joanne Hinojosa (S/C)

Matthew Janicke (S)

Quinn Klingerman (S)

Martha McDonald (M)

Michelle Plug (F)

Edith Recinos (S)

Jamie Richmond (C)

Mary Wharton (C)

**Standard 2C**  
**Library and Learning Support Services**

**Co-chairs**  
Barbara Rugeley (F)  
John Thompson (M)

**Committee Members**  
Gene Bohatch (M)  
James Deming (S)  
Katherine Halcrow (F)  
Glenna Johnson (S/C)  
Judith Kemp (C)  
Marcy Morris (S/C)  
Karen Praeger (C)  
Eric Rabbitoy (M)  
Adrienne Thompson (S/C)

**Standard 3A**  
**Human Resources**

**Co-chairs**  
Robert Sammis (M)  
Mike Ramos (C)

**Committee Members**  
Sandra Coon (S/C)  
Brenda Fink (M)  
Dennis Korn (F)  
John Thompson (M)  
Anneliese Trujillo (S)  
Ralph Tippins (F)

**Standard 3B**  
**Physical Resources**

**Co-chairs**  
John Fincher (F)  
Carol Horton (M)

**Committee Members**  
Daniel Aragon (S)  
Shauna Bigby (F)  
Bob Bradshaw (M)  
Leigh Buchwald (S/C)  
Randy Cable (S/C)  
David Casey (F)  
Jeremy Clark (F)  
Jeff Eichler (S/C)  
John Fincher (F)  
Tony Giannone (S/C)  
Mike Harrington (M)  
Lan Hao (M)  
Robert Iverson (M)  
Sam Lee (M)  
Eric Magallon (S/C)  
Irene Malmgren (M)  
Martha McDonald (M)  
Jennifer McLeod (F)  
Peggy Olson (C)  
Jim Pierce (S/C)  
Jamie Richmond (C)  
Linda Welz (M)

**Standard 3C**  
**Technical Resources**

**Co-chairs**  
Dave Kary, (F)  
Linda Welz (M)

**Committee Members**  
Tim Durfield (F)  
Diana Chavez (C)  
Jolie Elman (C)  
Katherine Halcrow (F)  
Glenna Johnson (S/C)  
Stephen Lindsey (M)  
Joyce Miyabe (C)  
Lois Papner (M)  
Karine Ponce (S)  
Dan Volonte (F)  
Fe Lopez (C)

**Standard 3D**  
**Financial Resources**

**Co-chairs**  
Dennis Korn (F)  
Carol Horton (M)

**Committee Members**  
Kathy Bakhit (F)  
Carol Cone (S/C)  
Rich Ghidella (F)  
Joshua Gaglia (S)  
Cheryl Greer (C)  
Toby Guebert (F)  
Lan Hao (M)  
Mike Hurtado (M)  
Eric Magallon (S/C)  
Roseann Manfre-Campillo (C)  
Irene Malmgren (M)  
Lilia Medina (M)  
Peggy Olson (C)  
Rocky Reynolds (S/C)  
Linda Welz (M)

**Standard 4A**  
**Decision Making Roles**

**Co-chairs**  
Dana Hester (F)  
Greg Hinrichsen (M)

**Committee Members**  
Andrew Cress (S)  
Savannah Star Dominguez (S)  
Marilyn Eng (F)  
Mike Hillman (F)  
Bruce Langford (F)  
Cathy Napoli (C)  
Judy Rojas (S/C)  
Jim Shannon (F)  
Bob Slack (M)  
Ara Zaroyan (S)

**Standard 4B**  
**Board & Administrative Organization**

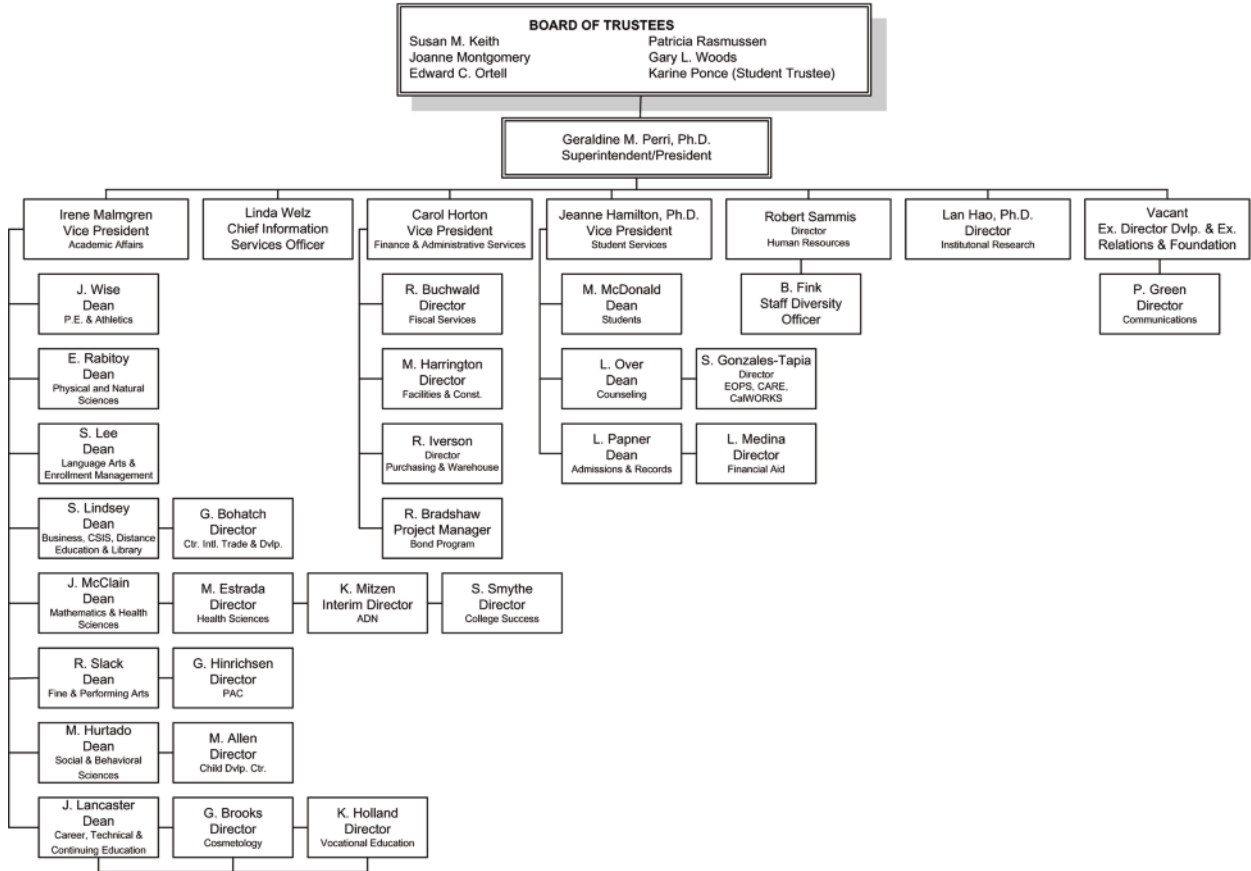
**Co-chairs**  
Terry Miles (F)  
Jeanne Hamilton (M)

**Committee Members**  
Gus Brooks (M)  
Angel Cruz (S)  
Marilyn Grinsdale (S/C)  
June Han (F)  
Jim Lancaster (M)  
Joanne Montgomery (B)  
Debbie Vanschoelandt (S/C)  
Mary Wharton (C)

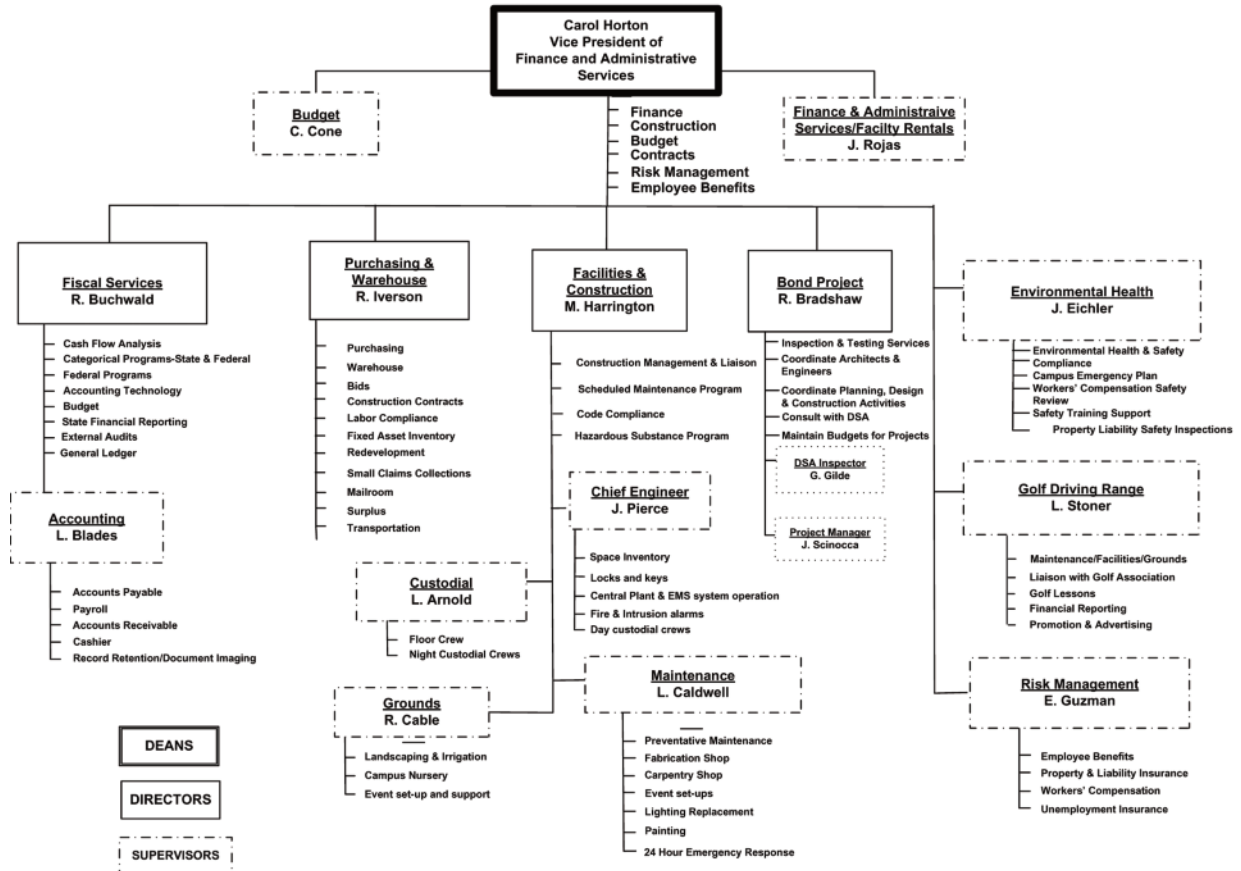




# Organization of the Institution

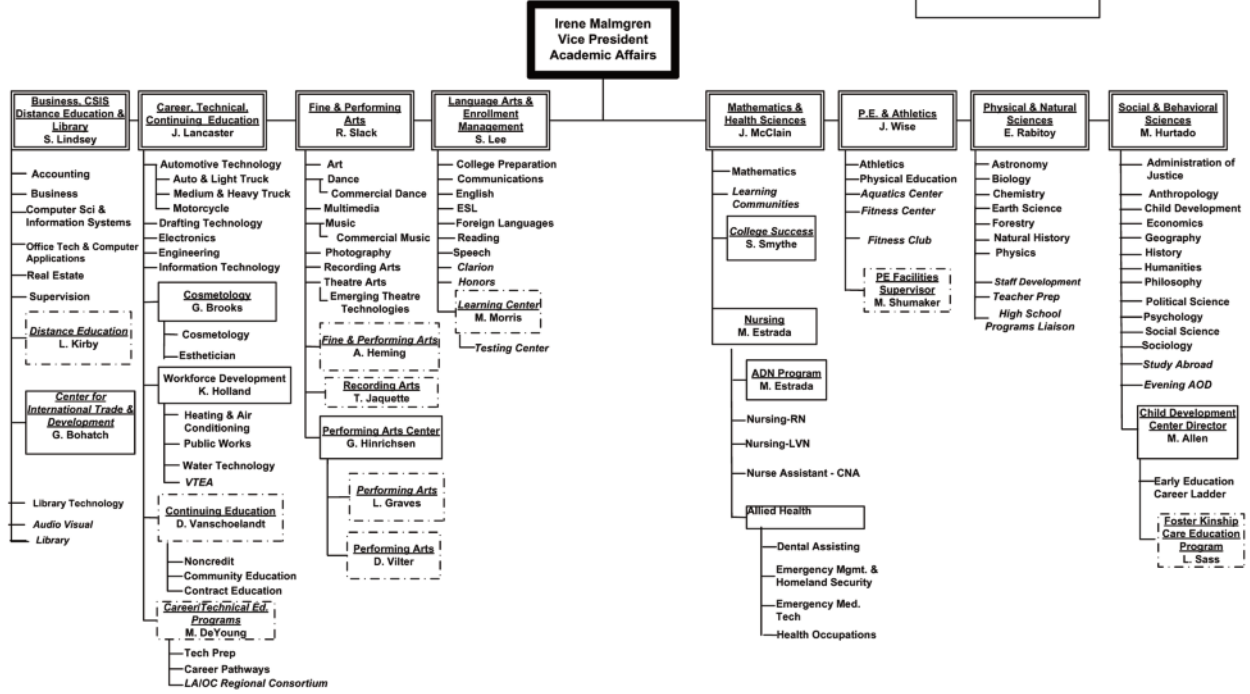


# Finance & Administrative Services



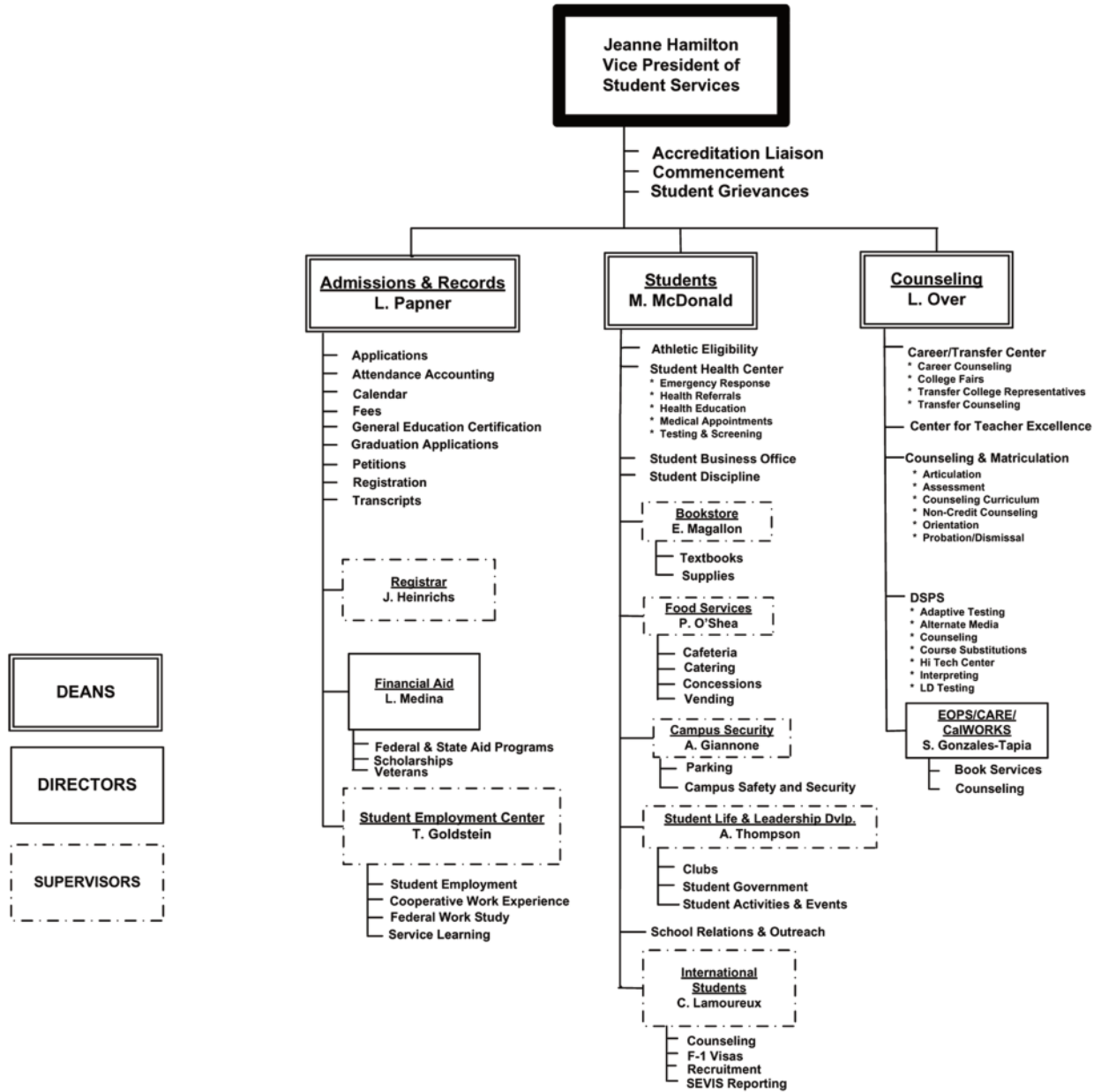
# Academic Affairs

REORGANIZATION  
EFFECTIVE August 1, 2009



July 2009

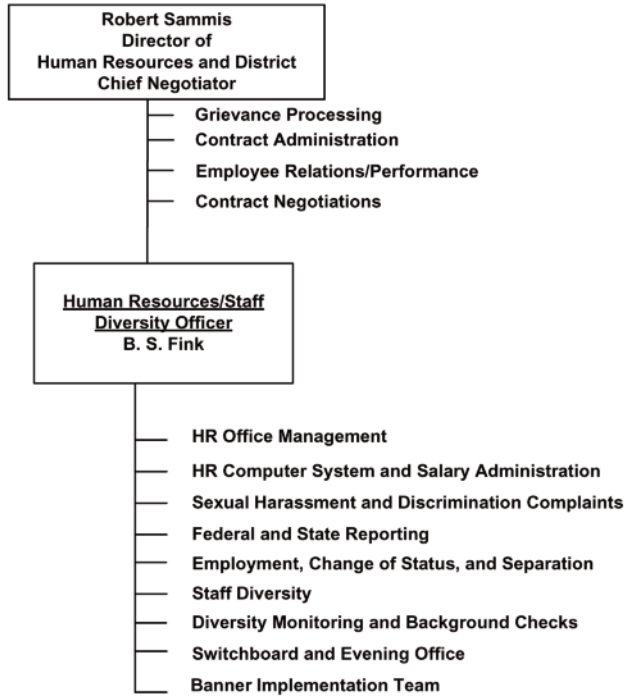
# Student Services



# Institutional Research



# Human Resources

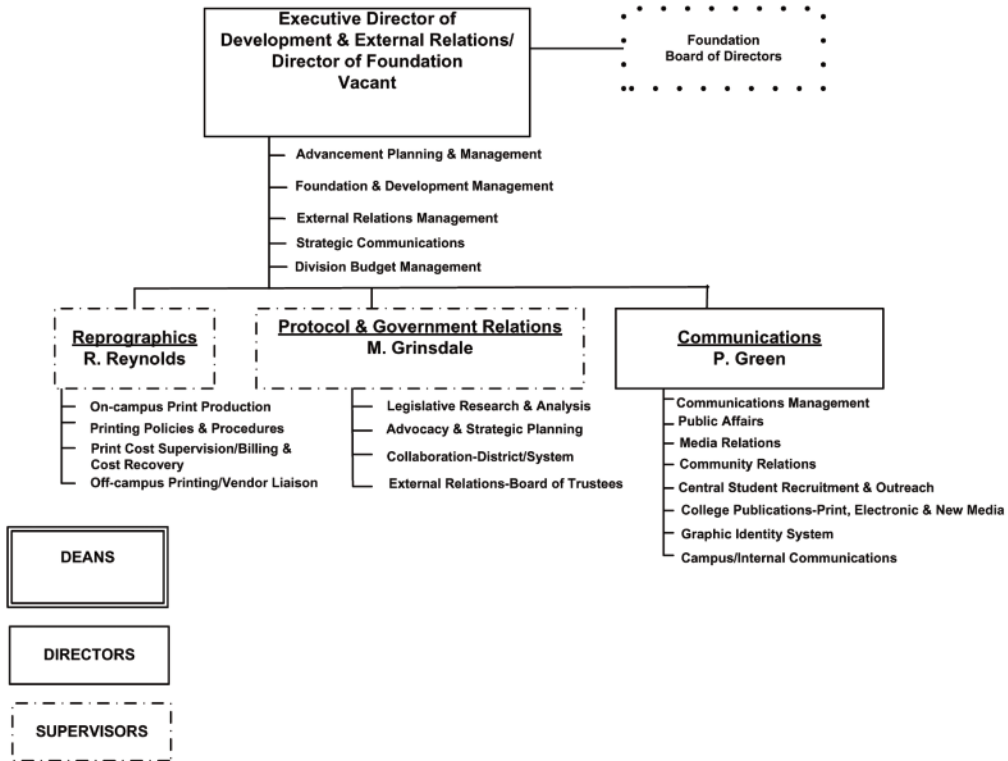


DEANS

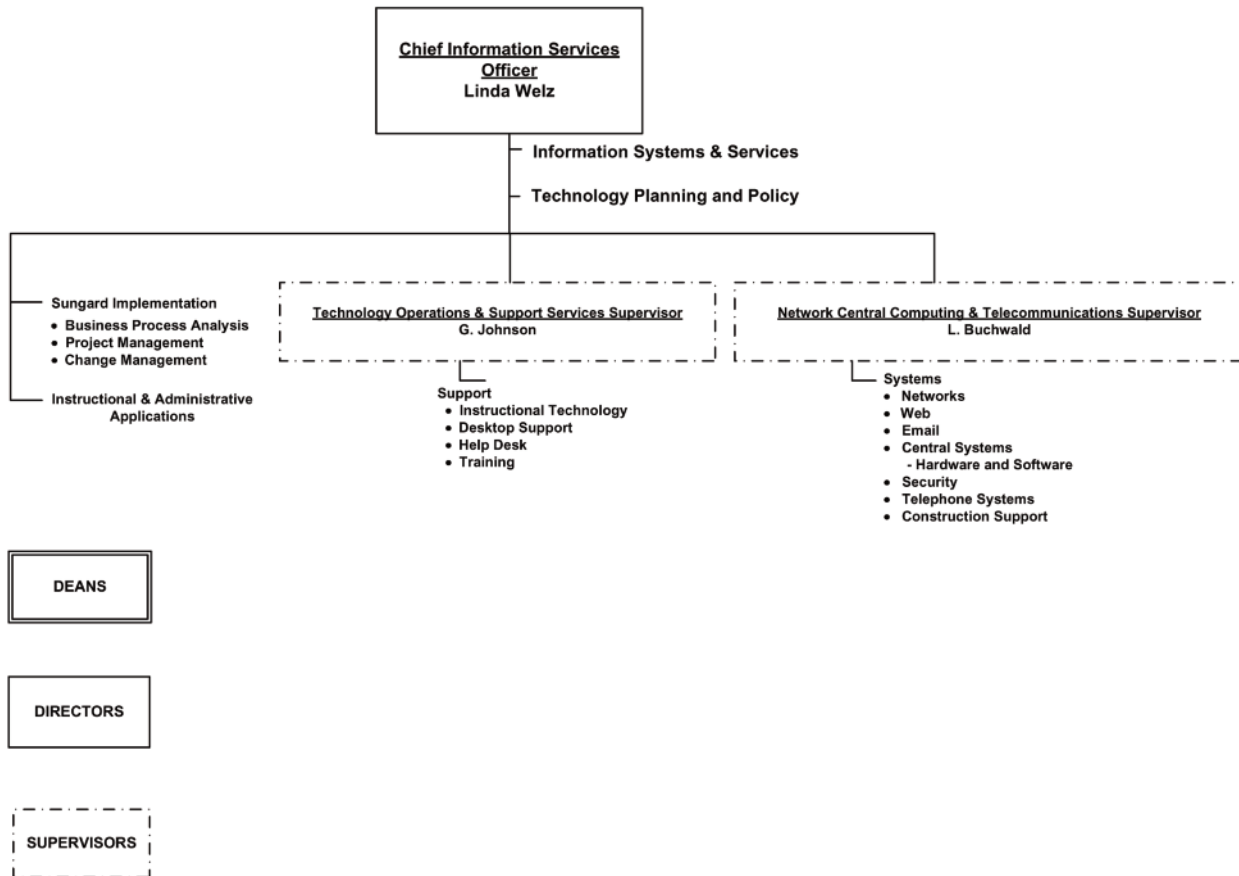
DIRECTORS

SUPERVISORS

# External Relations & Foundation



# Technology & Computer Services

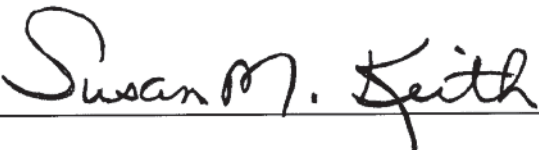


# Certification of Continued Compliance with Accreditation Eligibility Requirements

The Citrus College Steering Committee reviewed the eligibility requirements for accreditation and validated that the college is in continued compliance.

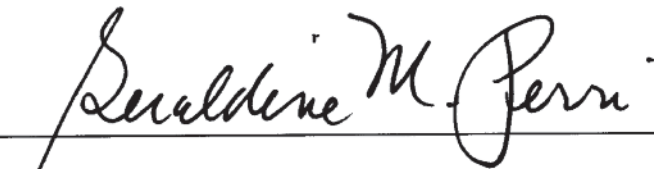
## Statement of Assurance

We certify that Citrus College continues to meet the eligibility requirements for accreditation.



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Susan M. Keith, President, Board of Trustees



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

# Certification of Compliance with Eligibility Requirements





# Compliance with Eligibility Requirements

## 1. Authority

Founded in 1915, Citrus College was the first two-year college to be established in Los Angeles County and the fifth in the state. Citrus College operates under the authority of the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees for the Citrus Community College District. Citrus College is fully accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

## 2. Mission

Citrus College has a mission statement that defines the institution's broad educational purposes, its intended student population and its commitment to student learning. The college's most recently revised mission statement was adopted by the governing board in 2006. The mission statement is published in the college catalog, the schedule of classes, the college website, and the *Annual Report to the Community*.

## 3. Governing Board

A five-member board of trustees is elected by the voters of the Citrus Community College District to represent five designated trustee areas. This board sets policy and provides direction and goals for the district. The board is responsible for the quality, integrity and financial stability of the institution, and considers constituent and public interests in decision-making. The board is an independent policy-making body and ensures that the educational mission of the district is implemented. The board adheres to conflict of interest policies and legal requirements.

## 4. Chief Executive Officer

The board of trustees appoints the superintendent/president as a full-time chief executive officer, and delegates to her the authority to administer board policies and to supervise the general operations of the college, as described in Board Policy 2430.

## 5. Administrative Capacity

The administrative capacity of Citrus College is documented in the organizational charts contained in this self study. The administrators have full-time responsi-

bility to provide leadership to their assigned areas. Administrators are selected based on preparation and experience and are evaluated based on performance of duties.

## 6. Operational Status

Citrus College served approximately 13,000 full time equivalent students in the 2008-2009 academic year. The *Citrus College Factbook* contains data about student achievement, demographics, degrees, certificates and transfers. Enrollment information is also available from the California Community Colleges Chancellor's Office.

## 7. Degrees

The college catalog lists the degrees that are available and identifies the courses required for completion of degrees and certificates. The number of degrees and certificates granted each year is available in the *Citrus College Factbook*.

## 8. Educational Programs

The associate in arts and associate in science degree programs at Citrus College are congruent with the college's mission. By authorization of the Board of Governors of the California Community Colleges, the college confers the associate in arts and the associate in science degree to those who complete 60 units of degree-applicable coursework including general education and major requirements. Fields of study are recognized as appropriate to higher education and are of sufficient content, length, quality and academic rigor. The college also awards certificates for specially designed learning activities.

## 9. Academic Credit

Citrus College awards credit based on the traditional Carnegie unit, which is the generally accepted standard for degree-granting institutions of higher education. The college accepts transfer credits from other regionally accredited institutions to meet degree and transfer requirements, as described in the 2008-2009 college catalog on page 16. Administrative Procedure 4050 Articulation details the process for accepting units from other institutions of higher learning.

## **10. Student Learning Achievement**

Citrus College defines student learning outcomes for courses, programs, certificates and degrees, student services, instructional support, and appropriate administrative support services. Achievement outcomes are defined as well. These outcomes are published in a variety of documents that include, but are not limited to, course outlines of record and program review reports. The six-year cycle of program review as well as the annual program review process assure that learning outcomes are assessed regularly and systematically.

Course level learning outcomes are the foundation for outcomes and assessment at the program, degree and certificate, and general education levels. These linkages assure that students who complete programs achieve stated outcomes.

## **11. General Education**

To ensure breadth of knowledge and promote intellectual inquiry, the college has established general education requirements for the associate in arts and the associate in science degrees. All requirements are published in the college catalog and include demonstrated competencies in writing, reading and computational skills, as well as an introduction to major areas of knowledge. Degree credit is consistent with levels of quality and rigor appropriate to higher education.

## **12. Academic Freedom**

Citrus College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic community in general. Board Policy 4030 Academic Freedom contains the district's academic freedom statement.

## **13. Faculty**

Citrus College has 171 full-time faculty, who teach approximately 65 percent of the college's courses. Adjunct faculty teach the remaining courses. All full-time faculty names and degrees are published in the catalog. The role of faculty in the development and review of curriculum is stated in Board Policy 4020. The Academic Senate constitution and bylaws state that the Curriculum Committee, made up of faculty representatives from instructional departments, has the responsibility to approve and revise curriculum. The chair of the Curriculum Committee is a faculty member and the committee is under the purview of the Academic Senate. The Student Learning Outcomes and Assessment Committee provides leader-

ship to the faculty in the development and assessment of student learning outcomes. Individual faculty members have the responsibility to assess student learning and assign grades for students enrolled in their classes.

## **14. Student Services**

Citrus College provides comprehensive student services consistent with student characteristics and the institutional mission. All support programs are outlined in the college catalog, the schedule of classes and the college website. Services include admissions and records, financial aid, student employment services, counseling, career/transfer, DSP&S, EOP&S, assessment, orientation, health, security, food services, bookstore, international students, veterans and outreach.

## **15. Admissions**

The college catalog describes the institution's admissions policies and procedures, which are in compliance with state regulations. Board Policy 5010 Admission and Concurrent Enrollment delineates admissions requirements.

## **16. Information and Learning Resources**

The college has a full-service library, media services, specialized and open computer labs and technology support. A full description of learning support and technology support can be found in the self study standard **IIC** and **IIIC**.

## **17. Financial Resources**

Citrus College is funded by the state of California based on appropriation guidelines and determined by the number of full-time equivalent students. The college has budget management practices that provide for fiscal stability, with an ending balance that exceeds the state minimum requirement. The district budget is approved by the board of trustees and is available in board agendas, minutes and in public areas of the college.

## **18. Financial Accountability**

Citrus College annually undergoes and makes publicly available a financial audit by an independent certified public accounting firm. The firm makes a presentation to the board in public session about the findings of the audit and explains any recommendations. The financial statements and audit reports are available in the office of the vice president of finance and administrative services.

## **19. Institutional Planning and Evaluation**

The college utilizes its program review process in instruction, student services and administrative services to evaluate the ways in which it is accomplishing its mission. The college publishes information about the outcomes for students in the *Citrus College Factbook*, which presents a wide array of data about student demographics, performance and achievement. The college includes the campus community in the strategic planning process, with three year goals and annual implementation plans. The college has assigned a faculty member to coordinate the student learning outcomes and assessment process and to chair an oversight committee for student learning outcomes, the SLOAC, or “HotShots.”

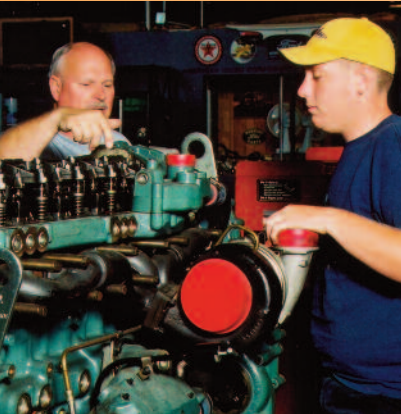
## **20. Public Information**

The catalog serves as the primary document for public information about the college. Information in the catalog is reviewed annually before publication to ensure that information is accurate and current. The catalog includes information for students and the community explaining the college mission, degree and course offerings, calendar, admissions requirements, academic freedom statement, student services and learning resources, names and degrees of administrators and faculty, names of governing board members, student fees and refunds, policy on acceptance of transfer credits, nondiscrimination and sexual harassment, and complaint procedures. The catalog is available in both print copy and on the college website.

## **21. Relations with the Accrediting Commission**

Citrus College adheres to the eligibility requirements, standards and policies of the Accrediting Commission for Community and Junior Colleges. The college complies with all commission requests and reporting requirements with full and honest disclosure in a timely manner.

# Response to Recommendations



# Responses to Prior Recommendations

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

Citrus College recognizes the importance of keeping the mission statement central to everything the college does. The college has initiated a review process to ensure that the mission statement is current. This process is identified in institutional planning agenda 5.

Since the current mission statement was adopted in 2006, it has prefaced the annual goals that the board of trustees establishes for the college. As a result, administrators and staff from key instructional, student services and administrative areas consistently inform the board of their activities, projects and accomplishments, which reflect the goals and standards established by the mission statement and mission objectives.

The mission statement was also the foundation of the college's *Strategic Plan*. The employee survey, one of the driving resources behind the *Strategic Plan*, reported that 93 percent of employee respondents reported they were aware of and supported the college's mission. It provided the framework for the *Strategic Plan* process and established an overarching theme for the four planning goals: student success, student learning outcomes and assessment, fiscal transparency and communication. Staff members play an important role in ensuring the mission statement is current and relevant to the college's planning activities.

As strategic planning has become a mainstay of college operations, the college mission has transitioned into a benchmark of the college's success. Faculty, staff and students are consistently reminded that they are stakeholders in the continued success of the college.

**2. It is recommended that a strategic plan that emanates from the college mission be developed and implemented. All other planning (facilities, technology, staff development, resource allocation, etc.) and program review should link to the mission statement and strategic plan. These then need to have measurable outcomes, with timelines and identified staff responsibility for the implementa-**

**tion, as well as be clearly tied to the budgeting process. Sufficient resources, especially in the area of research need to be allocated.**

After the last accreditation visit in 2003, the college president agreed with the accrediting team's recommendation and identified the evaluation and revision of the college mission statement as a priority. A committee comprised of representatives from all constituency groups was formed and members on the committee engaged in an ongoing, inclusive, and interactive process that developed a new mission statement for Citrus College. After several revision cycles, the final draft was approved by the Steering Committee in May 2006 and by the board of trustees in June 2006.

The director of institutional research was hired in October 2006 after a lengthy position vacancy. The Office of Institutional Research (OIR) was re-established and resumed data analysis and research functions. Since then, the OIR has been instrumental in providing institutional data and analysis to the campus. A campus-wide, all-employee survey was conducted in spring 2007, establishing important baseline data related to employee perception of college governance, communication, budget process, etc. A campus-wide retreat was then organized and open dialogue ensued focusing on the employee survey results and other key institutional data, such as the CCSSE survey and the ARCC report. In fall 2007, four major strategic plan goals were developed: student success, student learning outcomes, fiscal transparency, and communication. An ad hoc committee was formed to address each of the four goals identified.

In the 2008-09 year, with the new superintendent/president coming on board, the strategic planning process continued. An annual implementation plan (AIP) that includes objectives, responsible parties, specific activities, and projected measurable outcomes was developed, and at the end of the year outcomes of the activities were to be reported in a progress report. The outcomes will be used to generate a refined action plan for the subsequent year. As new strategic goals are identified, actions to support goal achievement will be incorporated in future plans. The annual planning process so far has seen the production of the following reports for each of the four strategic planning goals:

- 2007-08 - *Strategic Plan Progress Report*
- 2008-09 - *Strategic Plan: Annual Implementation Plan*

- 2008-09 - *Strategic Plan Progress Report – Fall 09*
- 2009-10 - *Strategic Plan: Annual Implementation Plan – Fall 09*

Since the last accreditation visit, dramatic improvements have been made in both the development of and use of program review data. Formal program reviews have traditionally been completed on a six-year cycle. Now, although the formal program review cycle continues to be six years, the Office of Institutional Research provides each instructional department with updated information on an annual basis. This is a result of a cooperative process between the Academic Senate and the Office of Instruction in defining data and indicators needed for the program review. This provides yearly snapshots of progress and allows corrections to be made as necessary.

The availability of this updated information has made possible a cooperative process involving the Academic Senate, the vice president of instruction and department deans. Program review data are compiled into a prioritized needs document for use in the budget decision-making process. In this way, facilities needs, technology needs, and other instructional requirements are all fairly considered for resource allocation. This document provides a bridge between departmental program reviews and the college budget development process.

**3. It is recommended that the administration and Academic Senate exercise the responsibility with which they are charged under Board Policy on the Curriculum Committee.**

In 2003, significant changes and improvements were made to the Curriculum Committee membership structure. Faculty are the voting members of the full Curriculum Committee, with administrators providing important support. Committee agendas are set by the Curriculum Committee chair, a full-time faculty member. The process now ensures that curriculum is initiated at the faculty level and allows peer faculty the opportunity to review curriculum as it moves through the approval process. Bi-monthly curriculum meetings are well attended, with detailed, and often lengthy agendas provided in advance of meetings. As the process of reviewing and rewriting curriculum to include SLOs has accelerated, Curriculum Committee members have grown more skilled in noting specific areas for improvement and providing curriculum initiators with suggestions for curriculum development and modification.

With the implementation of the CurricUNET curriculum management system in 2006, the Curriculum Committee and curriculum initiators gained a powerful tool to review and track updates to courses, degrees, and certificates. As part of the CurricUNET process, all courses, degrees, and certificates are reviewed by the Technical Review Sub-committee of the Curriculum Committee which is charged with making any recommendations that will strengthen the curriculum prior to full committee review. This structure and review process is working well and has streamlined the submission and approval process.

The *Curriculum Handbook* underwent a major revision during the 2008-2009 academic year to incorporate these improved procedures and to reflect recent changes to Title 5 California Code of Regulations and the California State Chancellor's Office Program and Course Approval Handbook. In addition, in conjunction with the student learning outcomes and assessment coordinator, the Curriculum Committee has sponsored two "marathon" workshops that provided training opportunities for CurricUNET as well as training in the writing and assessment of student learning outcomes at the course, program and general education levels. Both instructional and non-instructional faculty and staff have shared their strategies to provide training with others.

**4. It is recommended that the college give careful consideration to increasing resources for counseling services to meet the educational support needs of a diverse student population.**

Since the last accreditation team visit, the college has increased the number of full-time counselors from 12 to 19. As a result of this increase, the college has been able to increase support in EOP&S, non-credit matriculation, nursing, athletics, teacher preparation, basic skills and learning communities. Funding for part-time counseling hours has also increased, including services for veterans, career/technical and continuing education, Science Technologies, Engineering and Math (STEM) and an Umoja program supporting African American students. The college also received grants for three years to assist local high schools with counseling services related to the California High School Exit Exam (CAHSEE).

**5. It is recommended that the college carefully review its decisions regarding the appropriate number of full-time faculty to ensure that there are sufficient faculty to support the quality of its programs and services.**

Since the last accreditation visit, the district has met or exceeded its full-time faculty hiring obligation. The number of full-time faculty has grown from 156 in the fall of 2003 to 174 in the fall of 2008. Despite reductions in funding for community colleges for the 2008-09 and 2009-10 fiscal years, the district has continued to hire full-time faculty and for the 2009-10 fiscal year will be hiring three additional full-time faculty. The college's Faculty Needs Identification Committee (FNIC) continues to review the full time faculty hiring needs and recommends to the board of trustees the disciplines in which full-time faculty should be hired.

**6. It is recommended that the governing board, college administration and college constituency groups find ways of defining and clarifying governance decision making and communication so that all have a clear understanding of their roles and responsibilities.**

Clarifying governance decision-making and communication is an ongoing process that the college takes seriously. The midterm response to this recommendation mentioned a technical assistance visit which brought Kate Clark, California statewide Academic Senate president, and David Viar, the then executive director of the Community College League of California, to Citrus College for an open forum and luncheon with faculty and staff. Several trustees were also present. The outcome was a better understanding of the roles and responsibilities of all parties involved in college governance and a commitment to work toward ensuring a collaborative governance decision-making process.

Board policy clearly defines the Steering Committee as the major institutional governance body at Citrus College, and the numerous committees that report to the Steering Committee have representation from all college constituencies. The Steering Committee makes governance and decision-making recommendations to the superintendent/president for action by the board of trustees. Both the Steering Committee and the Academic Senate have up-to-date constitutions that clearly identify their respective roles in the governance of the college.

In the week prior to a board of trustees bi-monthly meeting, an agenda review meeting is held. All constituent groups are invited to review the proposed agenda. The agenda review session provides an opportunity for all groups to review and question agenda items prior to the agenda being finalized. The agenda review session has recently been expanded by the superintendent/president to allow constituent representatives a voice in campus-wide issues other than working conditions.

Other examples of the college's efforts to clarify governance and foster communication include:

- The Academic Senate president and vice-president meet with the superintendent/president and vice presidents of instruction and student services on a twice-monthly basis to discuss issues of mutual concern and share information. The group, called the "Big Five," maintains an open agenda.
- One of the four 2007-2008 strategic planning goals identified as an institutional priority focused on communication. This work was shared as part of the 2007 strategic planning process, and the Annual Implementation Plan (AIP) identifies specific activities with measurable outcomes designed to improve various aspects of campus communication.
- The campus website was redesigned in 2006, incorporating functionality thus allowing individual departments to post and update information more efficiently.
- In fall of 2008, the college began a 15 month project to review and update all board policies and regulations, ensuring a full review by all constituent groups.
- Dr. Geraldine Perri, who came to Citrus in July 2008 as superintendent/president, has begun a series of campus-wide forums on a variety of topics of interest to the college community. These forums have provided an opportunity for dialogue on topics such as budget, emergency preparedness, the state of the college, etc.
- During the 2008-2009 academic year, a committee chaired by the vice president of finance and administrative services was created to bring existing campus governance, organizational charts, goals, board policies, committee structures, and related information together into a central source. The resulting *Organization and Governance Handbook* was published in summer 2009, and a summary document will be shared with all staff at the fall 2009 convocation prior to the beginning of the term. Available in print form and online, the handbook is expected to be a valuable reference guide to college faculty and staff, and a resource included with new faculty and staff mentoring materials.

Meeting this recommendation has been, and continues to be an institutional priority. The 2007 employee satisfaction survey found that 62 percent of respondents were satisfied with their opportunities for participation in governance, and 93 percent indi-

cated awareness of and support for the college mission.

**7. It is recommended that the board of trustees move quickly to adopt a code of ethics statement and approve and implement a process for self-evaluation. Further, the board is encouraged to develop board goals and objectives on an annual basis aligned with the mission and goals of the college.**

Since the last accreditation visit in 2003, the Citrus College board of trustees has been involved in drafting a number of documents that demonstrate and emphasize the importance of self-analysis. In September of 2004, shortly after the accreditation report was received by the district, the board of trustees adopted a code of ethics wherein expectations on behavior, decision-making, work ethic, and commitment to the mission of the college were stated. These statements have helped guide members of the board in their capacity to conduct business and represent the college in the communities they serve. Since adopting this code in 2004, the board has revisited this subject by updating the existing code in the form of a board policy that strives to maintain compliance with current accreditation standards (IV.B.1.e, h). Further, the board has taken the additional step of hiring a consultant from the Community College League of California (CCLC) to assist with drafting new board policies that address a range of guiding principles upon which the board of trustees may rely. Among these policies are those dealing with conflict of interest, political activity, personal use of public resources, and communication among board members. All of these policies are clear indications that the board of trustees realizes the importance of ethical practices in both its relationships within the community it serves and the manner in which it views decision-making.

The board of trustees has undergone a regular self-evaluation process since the accreditation visit in 2003. This process began as informal discussions between the members of the board of trustees and the college superintendent/president at annual board retreats. At the October 17, 2006 board meeting, the board formalized self-evaluation through the adoption of the currently-used board of trustees' self-evaluation document. Each member of the board is expected to complete the self-evaluation annually and the results of the individual evaluations are discussed among the members of the board of trustees during closed session at a scheduled board meeting. The criteria on the evaluation parallel some of the current accreditation standards, where applicable, but also the operations of the board and its re-

lationships with various campus, community, and governmental groups. In addition, the board has adopted a board policy on self-evaluation that has been adjusted to maintain compliance with expectations from current accreditation standards.

The board of trustees at Citrus College acted promptly to address the recommendation from the 2003 accreditation visit to develop annual board goals and objectives. These goals have been designed to specifically address the needs of the college and the communities which it serves, and are adjusted accordingly as variables such as community demographics, fiscal resources, educational mandates, and college mission change.

Earlier versions of these goals consisted of a simple list usually ranging in length from 8-15 statements, but in 2006 the board of trustees modified the structure of these objectives to include the College Mission Statement and has bifurcated its objectives into institutional versus those specific to the community it serves. Achievement toward these goals are discussed with the superintendent/president regularly at the annual board retreat.

The recommendations from the last accreditation cycle in 2003 have been followed and the expectations on the board of trustees have been met. Further, the board has modified its initial intent to meet these recommendations by modifying its support objectives and policies to reflect current standards expected for the accreditation visit in 2009.



# Standard I

## Institutional Mission and Effectiveness



# Standard I: Institutional Mission

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

## I.A Mission

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

### DESCRIPTIVE SUMMARY

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

#### College Mission Statement

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

#### Mission Objectives

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

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

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

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

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

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

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

## SELF EVALUATION

Citrus College meets this standard.

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

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

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

## PLANNING AGENDA

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

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

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## DESCRIPTIVE SUMMARY

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

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

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

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

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

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

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

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

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

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

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

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

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

## SELF EVALUATION

The standard is met.

## PLANNING AGENDA

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

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

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## DESCRIPTIVE SUMMARY

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

## SELF EVALUATION

The standard is met.

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

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

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

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

## PLANNING AGENDA

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

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

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## DESCRIPTIVE SUMMARY

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

## SELF EVALUATION

The standard is met.

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

## PLANNING AGENDA

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

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

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

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## DESCRIPTIVE SUMMARY

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

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

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

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

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

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

### **Institutional Student Learning Outcomes**

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

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

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

### **Program Review**

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

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

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

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

and decision-making based on data analysis and dialogue.

- To improve programs and services.

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

### **PLANNING AGENDA**

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

## IA EVIDENCE

IA-1	Mission Statement <a href="http://www.citruscollege.edu/admin/mission">http://www.citruscollege.edu/admin/mission</a>
IA-2	Board of Trustees Minutes, June 20, 2006 <a href="http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes">http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes</a>
IA-3	Accreditation Self Study 2003 <a href="http://www.citruscollege.edu/admin/research/Pages/AccreditationandSelf-Study.aspx">http://www.citruscollege.edu/admin/research/Pages/AccreditationandSelf-Study.aspx</a>
IA-4	Accreditation Midterm Report 2006 <a href="http://www.citruscollege.edu/admin/research/Pages/AccreditationandSelf-Study.aspx">http://www.citruscollege.edu/admin/research/Pages/AccreditationandSelf-Study.aspx</a>
IA-5	Board of Trustees Minutes, March 8, 2005 <a href="http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes">http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes</a>
IA-6	Strategic Planning Goals 2007-2008 <a href="http://www.citruscollege.edu/admin/planning">http://www.citruscollege.edu/admin/planning</a>
IA-7	Academic Senate Mission Statement Discussions, 2004-2005 and 2005-2006 Minutes <a href="http://www.citruscollege.edu/as">http://www.citruscollege.edu/as</a>
IA-8	Mission Statement Group to Include Faculty, Students, and Managers (Hard Copy)
IA-9	Mission Objectives Prioritized <a href="http://www.citruscollege.edu/admin/mission">http://www.citruscollege.edu/admin/mission</a>
IA-10	Strategic Plan 2007 <a href="http://www.citruscollege.edu/admin/planning">http://www.citruscollege.edu/admin/planning</a>
IA-11	All-Employee Survey, Spring 2007 <a href="http://www.citruscollege.edu/admin/planning/Documents/All%20Employee%20Survey,%20Spring%202007/allempleeysurvey07.pdf">http://www.citruscollege.edu/admin/planning/Documents/All%20Employee%20Survey,%20Spring%202007/allempleeysurvey07.pdf</a>
IA-12	Student Learning Outcomes and Assessment (SLOA) Website <a href="http://www.citruscollege.edu/sloa">http://www.citruscollege.edu/sloa</a>
IA-13	Student Learning Outcome Assessment Cycle (SLOAC) Position Description <a href="http://www.citruscollege.edu/sloa/Documents/2007-039_SL052407_coordinator.pdf">http://www.citruscollege.edu/sloa/Documents/2007-039_SL052407_coordinator.pdf</a>
IA-14	Student Learning Outcomes (SLO) Presentations <a href="http://www.citruscollege.edu/sloa">http://www.citruscollege.edu/sloa</a>
IA-15	SLO Faculty Staff Event Fliers <a href="http://www.citruscollege.edu/sloa">http://www.citruscollege.edu/sloa</a>
IA-16	Strategic Planning at Citrus College Website <a href="http://www.citruscollege.edu/admin/planning">http://www.citruscollege.edu/admin/planning</a>
IA-17	Citrus College Fact Book Spring 2009 <a href="http://www.citruscollege.edu/admin/research/Pages/FactBook.aspx">http://www.citruscollege.edu/admin/research/Pages/FactBook.aspx</a>
IA-18	Report to the Community 2006 <a href="http://www.citruscollege.edu/info/reports">http://www.citruscollege.edu/info/reports</a>
IA-19	School Relations and Outreach Webpage <a href="http://www.citruscollege.edu/stdntsr/highschool">http://www.citruscollege.edu/stdntsr/highschool</a>
IA-20	Disabled Student Programs and Services (DSP&S) Brochure <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A</a>
IA-21	Extended Opportunities Programs and Services (EOP&S) Brochure <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A</a>
IA-22	College Success Program (Basic Skills) Website <a href="http://www.citruscollege.edu/success">http://www.citruscollege.edu/success</a>
IA-23	Career/Transfer Center College Planning Guide <a href="http://www.citruscollege.edu/stdntsr/transcntr/Documents/Forms/AllItems.aspx">http://www.citruscollege.edu/stdntsr/transcntr/Documents/Forms/AllItems.aspx</a>
IA-24	Counseling Workshops Brochure <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A</a>
IA-25	Student Affairs Website <a href="http://www.citruscollege.edu/stdntsr/studentaffairs">http://www.citruscollege.edu/stdntsr/studentaffairs</a>
IA-26	Veterans Program <a href="http://www.citruscollege.edu/stdntsr/veterans">http://www.citruscollege.edu/stdntsr/veterans</a>
IA-27	Veterans Program Wal-Mart Foundation Grant Announcement <a href="http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes/2008%20Minutes/11_18_08.pdf">http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes/2008%20Minutes/11_18_08.pdf</a>
IA-28	Organization and Governance Handbook <a href="http://www.citruscollege.edu/governance">http://www.citruscollege.edu/governance</a>
IA-29	Board of Trustees Goals <a href="http://www.citruscollege.edu/admin/bot">http://www.citruscollege.edu/admin/bot</a>
IA-30	Budget Forum Presentation <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A</a>
IA-31	Adopted Budget Press Release <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A</a>
IA-32	Community College Survey of Student Engagement (CCSSE) Survey 2006 <a href="http://www.citruscollege.edu/admin/research/Pages/CCSSE.aspx">http://www.citruscollege.edu/admin/research/Pages/CCSSE.aspx</a>
IA-33	College Catalog <a href="http://www.citruscollege.edu/schedule/Pages/Catalog.aspx">http://www.citruscollege.edu/schedule/Pages/Catalog.aspx</a>
IA-34	Schedule of Classes <a href="http://www.citruscollege.edu/schedule">http://www.citruscollege.edu/schedule</a>



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

## Standard I B: Institutional Effectiveness

**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

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**I.B.1** The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. Standard I B: Institutional Effectiveness

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### DESCRIPTIVE SUMMARY

Citrus College has a variety of formal and informal mechanisms to ensure regular dialogue aimed at improving student learning and institutional processes that foster effective learning. There are regularly scheduled meetings involving various pairings of the college president, senior management, deans, faculty, instruction, student services, finance and administrative services, technology services, institutional research, external relations, associated students, and others. Ongoing, collegial and self-reflective dialogue occurs in, but is not limited to, the following committees: Academic Senate, Steering Committee, Educational Programs Committee (EPC), Student Services Committee, Physical Resources Committee, Financial Resources Committee, Human Resources Committee, Campus Information and Technology Committee (CITC), Institutional Research and Planning Committee (IRPC), External Relations, Associated Students, Classified, Supervisor/Confidential, the Student Learning Outcomes and Assessment (HotShots) Committee, and the *Educational Master Plan* Task Force. (IB-1, IB-2, IB-3, IB-4, IB-5, IB-6, IB-7, IB-8, IB-9, IB-25)

A college-wide All-Employee Survey was administered by the Office of Institutional Research in March 2007. Survey questions were framed around the six accreditation themes: 1) institutional commitment, 2) dialogue, 3) evaluation, planning and improvement, 4) institutional integrity, 5) organization, and 6) student learning outcomes. The survey provided important baseline data for ensuring dialogue

on student learning. Before the re-establishment of the Office of Institutional Research, there had been frequent dialogue regarding student learning at different levels throughout the college; however, the college-wide all-staff retreat in May 2007 started a more formal process for dialogue about strategic planning and student learning. Sub-committees were formed to address each of the four strategic planning goals developed in 2007-08. In 2008-09, existing shared governance committees were assigned responsibility for the strategic planning goals and completed two cycles of evaluating and updating the goals. For example, Educational Programs and Student Services are the action committees for the first strategic goal, student success; the HotShots Committee took responsibility for the second goal, student learning outcomes; Financial Resources Committee is responsible for the third, fiscal transparency; and the Steering Committee is responsible for the fourth, communication.

The Educational Programs Committee is the major committee that facilitates ongoing and self-reflective dialogue on educational programs and student learning. The committee engages in review and approval of all instructional six-year program reviews, striving to ensure that data are discussed in depth to provide the foundation for comparisons, goal-setting, accountability measures and planning efforts. Also, EPC evaluates two-year career/technical program reviews. The committee responds to accreditation recommendations, implementing changes as necessary. EPC reviews policies and procedures for enrollment management, major general education and graduation requirements, and program implementation/discontinuance. Additionally, EPC reviews Career/Technical Education (CTE) program applications prior to regional approval, oversees the inventory of approved programs, and assures that certificates of achievement are in compliance with state requirements. The committee supports the College Success Program, including the implementation of the Basic Skills Initiative. In addition, the EPC strives to promote communication and collaboration regarding educational programs among instruction, student services and students.

During the 2008-2009 academic year, a committee developed the *Organization and Governance Handbook* to bring existing campus governance, organizational charts, goals, board policies, committee structures, and related information together into a central source. The handbook was published in summer 2009, and a summary document will be shared with all staff at the fall 2009 convocation. Available in print form and online, the handbook is expected to be a valuable reference guide to college faculty

and staff, and will be included with new faculty and staff orientation materials.

The superintendent/president sends out frequent electronic memos through the e-mail system, informing the college about critical issues such as the state budget, emergency preparedness, campus parking, and progress on college annual priorities. The student newspaper, *The Clarion*, is a forum for students to express their opinions and serves to update the college on current happenings. **(IB-10, IB-11)**

There are weekly meetings between the president and her cabinet which includes the vice presidents of instruction, student services, finance and administrative services, and the director of human resources. Academic and student services deans generally have monthly or weekly meetings with their departments where information exchange is more informal. An example of the communication that occurs in these meetings is the budget process. First, deans share information with faculty about the availability of resources. After discussion and completion of annual program reviews, the deans communicate funding priorities to the vice presidents of instruction and student services. The requests are then forwarded to the vice president of finance and administrative services, who takes the information to the Financial Resources Committee for budget consideration. Another example is the mentoring program for full-time faculty. This process was revised three years ago and has been an important support mechanism for the new faculty. In fall 2008, the college initiated a mandatory orientation for adjunct faculty who teach basic skills classes. All adjunct faculty are invited to attend either the adjunct orientation or the department Flex Day activities. All of the activities provide a platform for informative discussions on student learning and institutional processes. **(IB-13)**

Dialogue about improvement of student learning led to the creation of the Student Learning Outcomes and Assessment team, known as the HotShots. With leadership from the Academic Senate, especially the Curriculum Committee and the Office of Instruction, Citrus College has conducted workshops on SLOs, including two daylong events to lead faculty through the development process and to showcase successful efforts. Participation in other workshops has been supported by the Office of Instruction, the Staff Development Committee, and the Office of Institutional Research. **(IB-14)**

In 2007, when the college adopted the 16-week compressed calendar, a daily college hour was scheduled during a time with minimal instruction, providing faculty increased opportunity for participation in college dialogue on student learning and institutional processes. **(IB-15)**

## SELF EVALUATION

Citrus College meets the standard. The 2003 accreditation report recommended that “the governing board, college administration and college constituency groups find ways of defining and clarifying governance decision-making and communication so that all have a clear understanding of their roles and responsibilities.” Since that time there have been reorganizations of the management structure, clarification of program review (*Program Review Handbook*), and clarification of the evaluation process for faculty (*ETOC Handbook, CCFA contract*). The philosophy of the college is one that embraces communication and clarity, and the college’s efforts in this area are ongoing. **(IB-13, IB-33, IB-34, IB-35)**

The All-Employee Survey supports what has been documented by various meeting agendas and minutes. These documents clearly show an ongoing, professional dialogue supporting improvement of student learning and institutional processes. Questions regarding dialogue in the All-Employee Survey were overwhelmingly positive. For example, 84.7 percent of respondents agreed that “Citrus College provides a positive work environment;” 83.2 percent agreed with “I am comfortable discussing concerns with my direct supervisor/dean;” 82.6 percent agreed with “effective communication between coworkers is encouraged in my area.” Responses involving “evaluation, planning and improvement” were also strongly positive although there were more people responding with “not applicable/don’t know.” For example, 34.4 percent agreed that “college budget decisions are based on input from all college constituencies.” However, 36.9 percent responded “not applicable/don’t know.” This survey indicates that more communication is in order regarding the budget process through such mechanisms as shared governance committees and college open forums. Since the administration of the All-Employee Survey, several key initiatives have taken place including the development and implementation of the Strategic Plan and the creation of the *Citrus College Organization and Governance Handbook*. The college-wide All-Employee Survey will be administered again in spring 2010. **(IB-16)**

## PLANNING AGENDA

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

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**I.B.2.** The Institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

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## DESCRIPTIVE SUMMARY

Through the strategic planning process, Citrus College articulates its goals and objectives. Developed within the context of the college mission, the 2007-08 strategic planning goals identified four major goals for the college: student success, student learning outcomes and assessment, fiscal transparency, and communication. There were four sub-committees formed with each addressing one of the goals. These sub-committees reported back to the Steering Committee. **(IB-17)**

A college-wide strategic planning retreat was held in May 2007 to review and discuss the results collected from three sources: 1) the All-Employee Survey conducted in March 2007; 2) the Community College Survey of Student Engagement (CCSSE); and 3) the Accountability Report for California Community Colleges (ARCC). This initiated the college-wide dialogue and planning among faculty, staff, students and administrators culminating in the current *Strategic Plan* with four institutional goals. **(IB-18, IB-19, IB-20)**

In addition to the college strategic planning process, the board of trustees sets goals every year that serve to guide all the functional areas of the college. The 2008-09 board goals were developed in the framework of the four strategic planning goals. The superintendent/president takes responsibility for working with the college to meet the goals. The instruction area has an annual planning cycle where deans and directors, working closely with faculty, set divisional goals for the coming year. Student services conducts an annual planning retreat where programs report on what was accomplished toward meeting last year's goals and share new goals for the coming year. All department heads attend and hear others' reports, resulting in discovery of many shared goals. **(IB-21)**

The program review process for instructional, student services and administrative programs describes and quantifies ongoing changes. Student learning outcomes are an essential part of all program review. Part of this process is to recommend future goals

with respect to student success and program quality. As part of the ongoing review cycle, the degree to which past recommendations have been achieved is described and discussed within the department or division and then within EPC. These findings are put forward for budget consideration as appropriate, and then ultimately are presented to the board.

Not only are goals set at board, president's cabinet, and vice president levels, goals are also initiated by the Academic Senate and faculty subcommittees. The Academic Senate adopts goals such as increasing transfer, improving program quality through improved SLOs and SLO evaluation, and increasing faculty participation in governance. The Academic Senate recognizes the value of making achievement of these goals measurable. **(IB-7)**

Improved student success is described in measurable terms in several cases. The Hispanic Serving Institution (HSI) grants establish growth in the programs in terms of the numbers of students reaching specific benchmarks; math and science deans work with area schools to increase the number of college prepared students, and academic success statistics are reported to various stakeholders. **(IB-22)**

## SELF EVALUATION

The college meets the standard. The institution's goal-setting process is working well, and the college faculty and staff work collaboratively toward their achievement. According to the All-Employee Survey, 59.4 percent of all respondents indicate that they are satisfied with the opportunity they had to participate in college-wide planning. A total of 60.3 percent agree that constituent groups work collaboratively toward the achievement of college goals. Nearly half (49.8 percent) agree that Citrus encourages all employees to participate in the decision-making process, although this is one of the questions with higher disagreement proportions (34.4 percent disagree). Finally, 67.9 percent of all the survey participants agree that achievement of college goals is regularly shared with campus constituencies, and 59.7 percent believe that there is sufficient data available to assess the quality and effectiveness of programs. Significantly, after the All-Employee Survey, the college has moved forward in implementing the annual planning process. **(IB-16)**

## PLANNING AGENDA

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

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**I.B.3** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

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## DESCRIPTIVE SUMMARY

The institution uses comprehensive evaluation processes and mechanisms to assess progress in achieving stated goals. Following the all-campus retreat of May 2007, a document titled *Strategic Planning Goals 2007-2008* was presented to the college community. This plan was designed to “systematically develop methods of enhancing the quality of instructional and student services.” The plan defines and describes the execution of goals in the following four areas: student success, student learning outcomes and assessment, fiscal transparency and communication. **(IB-17)**

The program review process serves as the most comprehensive and fundamental evaluation mechanism for the college, and faculty from each department play the key role in this process. To complement the six-year cycle of program review, an annual program review process has been adopted. Effective fall 2008, institutional research supplies each program with six years of longitudinal data on multiple performance indicators including:

- program access (number of courses offered, number of sections offered, enrollment, weekly student contact hours, full-time equivalent students)
- program resources (full-time equivalent faculty, credit reimbursement rate)
- program operation (WSCH/FTEF, FTES/FTEF, fill rate at census)
- program success (course retention, course success)
- student demographic data (headcount by gender, age, ethnicity, and educational goal)
- program resources (revenue, total budget, support personnel, supplies, cost, total FTES for the year, cost per FTES)
- program success (degrees, certificates, skill awards, and licenses)

The Office of Institutional Research is committed to continue supplying these data for the program review process. Further, to facilitate a meaningful program review process, the Office of Institutional Research provides assistance in data interpretation and also facilitates requests for additional programmatic data.

The superintendent/president meets with cabinet members on a regular basis and evaluates the achievement of goals. The replacement of the college’s legacy information system for maintaining student records with “Banner/WingSpan” and the re-establishment of the Office of Institutional Research have greatly improved the precision and accuracy of quantitative data and have enhanced the college’s ability to collect qualitative data. There is a bi-directional flow of information at deans’ meetings that often initiates data collection for use in future planning and resource allocation.

The Academic Senate represents the faculty perspective on college-wide issues related to improvement of institutional effectiveness. The senate is an active participant in the review of quantitative and qualitative data related to student learning. The recent accessibility of data on curriculum and SLOs with CurricUNET and Banner/WingSpan allows the college community direct access to information, improving the college’s instructional effectiveness. The Citrus College Student Learning Outcomes and Assessment Oversight Committee (the HotShots) was formed to ensure that the college achieves its goals for student learning and institutional effectiveness. **(IB-7, IB-9)**

Other areas of the college such as student services, Technology and Computer Services (TeCS), and the Office of External Relations conduct surveys through various venues in order to improve their effectiveness, allocate resources more efficiently, and plan for future needs. External relations, in particular, continues to test, implement, and evaluate methods of communicating with the changing student body. In 2006 and 2008, external relations participated in Interact Communications’ Media Preference Survey, a voluntary online survey where students answer questions describing their media usage habits and their preferences for contact with the college. In addition, external relations was involved in the students’ focus group study that supported the implementation of an online schedule. **(IB-27, IB-28)**

## SELF EVALUATION

The standard is met. In recent years, Citrus College has greatly improved its ability to evaluate quantitative and qualitative data and has utilized an ongoing cycle of evaluation, planning, resource allocation, implementation and re-evaluation.

The 2007 Citrus College All-Employee Survey asked if “there is sufficient data and information available to assess the quality and effectiveness of my program.” Sixty percent agreed with that statement. When asked if “the program review process helps me promote positive change on campus,” 60.6 per-

cent agreed. With regard to SLOs specifically, the statement “Citrus has made student learning outcomes and assessment a focus for the college” had 70 percent agreement, and the statement “Citrus is taking a positive approach toward implementing student learning outcomes and assessment” had 65.6 percent agreement. **(IB-16)**

## PLANNING AGENDA

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

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**I.B.4.** The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

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## DESCRIPTIVE SUMMARY

The Citrus College Strategic Planning Goals serve as one of the main planning documents of the college, together with its companion pieces, the 2007- 2008 Final Plan and the 2008-2009 Implementation Plan. The final plan outlines the progress made in the past year towards achieving the goals and objectives established in the *Strategic Plan*, and the annual implementation plan delineates specific activities for the coming year. The college’s *Strategic Plan* was developed through an extensive process that involved all constituency groups, starting with the May 2007 all-college retreat, to the development of four comprehensive goals, to their assignment to standing committees for implementation.

Another major planning endeavor is the development of the *Educational Master Plan* with representatives from all constituency groups. With the many changes on the horizon in terms of the economy, technology, student demographics, and educational delivery, the educational programs and services needed by current and future students were reevaluated in order to inform the type and size of facilities and equipment the college will need. The findings from the *Educational Master Plan* regarding student learning and institutional effectiveness will be used for institutional planning and resources allocation. **(IB-26)**

The task force that developed the *Educational Master Plan* first reviewed the external and internal data for the college and the local service area found in the *Citrus College Fact Book* prepared by the Office of Institutional Research. A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis was then

conducted, summarizing some of the college’s strengths, constraints and problems. In addition, all college documents and reports were analyzed and reviewed (e.g., departmental and student services program reviews, SLOs, etc.), and a list of strategies and priorities were identified. More than 300 faculty members, staff, and managers participated in a staff development planning retreat. In an interactive process, those present confirmed the college’s mission, and voted for a vision statement and top values that the college embraces. An extensive community survey was conducted in spring 2009, and members of the business, industry and educational communities throughout the college’s service area were contacted for their input in the development of *Citrus College’s Educational Master Plan*. **(IB-31)**

College divisions and departments create their own more detailed plans related to how their specific areas will address campus goals. For example, other planning processes result in the creation of an instruction annual plan, a student services annual plan, a facilities master plan, a technology plan, and a budget plan. The existence of these planning groups ensures the inclusion of creative ideas from all segments of the college community. The charge and composition of each planning group are outlined in the *Organization and Governance Handbook*. Constituency groups represented on the various committees provide input through well-defined channels of communication. Dialogue from all constituency groups within the college governance structure is considered in the final planning decisions of the college. **(IB-10)**

Citrus College is committed to shared and participatory governance principles, designed to guide wise decision-making in support of the college’s mission and strategic goals. This philosophy is also embraced and practiced in the planning process. The board of trustees has participated in major planning activities, such as the spring 2007 all-college retreat, as well as some divisional planning meetings. The external community is invited to provide input during the public session at the board of trustees meetings. Community members serve on advisory committees for vocational programs, the college foundation and the Bond Oversight Committee.

## SELF EVALUATION

The college meets the standard. Data gathered from the All-Employee Survey show that there is general agreement on broad-based participation in the planning process, but at the same time, some staff show a lack of knowledge about the process according to the survey administered in 2007.

Over 60 percent of the participants agreed that constituency groups work collaboratively toward the achievement of college goals. Over 60 percent agreed that the program review process helps to promote positive change on campus. Close to 60 percent stated that they are satisfied with the opportunity to participate in college-wide planning. Half agreed that Citrus encourages all employees to participate in the decision-making process, with about one-third disagreeing. The two questions that address financial plans and budget decisions had the lowest agreement among all planning questions: 38 percent of the participants agree that employees have adequate opportunities to participate in the development of financial plans and budgets with 34.3 percent disagreeing and 27.7 percent stating “don’t know” or “not applicable.” Thirty-four percent of the participants agree that college budget decisions are based upon input from all college constituencies with 28.8 percent disagreeing and 36.9 percent stating “don’t know” or “not applicable.” **(IB-23)**

In response to the employee survey, communication and fiscal transparency were identified as two of the four strategic planning goals. The college has thus demonstrated a commitment to improve communication about the planning and budgeting process. **(IB-12)**

## PLANNING AGENDA

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

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**I.B.5** The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

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## DESCRIPTIVE SUMMARY

Citrus College collects and analyzes a wide variety of data in order to inform both the college and the wider community of its activities. The Office of Institutional Research, together with the Office of Admissions and Records and the Office of Instruction, assure that data are accessible to the campus community. Examples of assessment reports include:

1. Program review performance indicator reports: On an annual basis, each program is provided with an updated six-page, six-year longitudinal trend data table including performance indicators like course offerings, weekly student contact hours (WSCH), full time equivalent students (FTES), full time equivalent faculty (FTEF), success/retention, student demographics, degrees awarded, etc. **(IB-24)**

2. *Citrus College Fact Book*: The research office has created a comprehensive fact book of the college. The fact book provides demographic and socio-economic data about the community and service area of Citrus College, performance and enrollment of the feeder school districts, longitudinal student enrollment data, and longitudinal student success data. **(IB-29)**

3. Online Analytical Processing (OLAP): The Office of Institutional Research has developed an online interactive data query system called OLAP cubes. The data cubes provide detailed information for each program on course, students, success/retention, course fill rate at census for the fall, spring, winter, and summer terms during the last six years. Both program and course level data are available. **(IB-30)**

4. Enrollment data and reports with various formats: With help from TeCS, the Admissions and Records Office, the Office of Instruction, and the Office of Institutional Research generate enrollment reports for various purposes.

5. Customized research studies are provided on request to college faculty, administrators, departments and programs. For example, the office provided data reports on basic skills courses to the HSI grant.

In addition, the college has reviewed and discussed the 2006 and 2008 CCSSE data, and the annual ARCC reports have been presented to the board of trustees for three consecutive years. Student surveys of faculty are also analyzed for evaluation and improvement.

Our newly implemented WingSpan system allows real-time access to information on class size and student retention. CurricUNET is another online tool that the entire Citrus community uses to collect data, particularly on our efforts towards SLO compliance and effectiveness. Placement data from the College Board’s Accuplacer assessment instrument are available to review and to adjust placement scores and to establish and validate prerequisites. The results of Accuplacer are also shared with feeder high schools to inform them about student performance and to better align our respective curricula. The college participates in the California Partnership for Achieving Student Success (Cal-PASS), a regional initiative that collects, analyzes and shares student data in order to track performance and improve student success throughout the educational pathway.

Information is shared through the regular board of trustees meeting minutes, outreach activities, convocation addresses, and publications from the Office of External Relations.

## SELF EVALUATION

The standard is met. Citrus College has modernized data collection and distribution and re-established the Office of Institutional Research. Such areas as academic performance and resource utilization are carefully tracked. This information is used internally for program improvement, and is disseminated to governing bodies per state regulation, as well as to the local community for public relations and student recruitment.

The spring 2007 All-Employee Survey data support that the college meets this standard. For example, the survey statement "Achievement of college goals is regularly shared with campus constituencies" had 67.9 percent of respondents agree and 19 percent disagree. The statement "I am informed of matters that affect me" had 76.8 percent agreement and 22 percent disagreement. The statement "There is sufficient data and information available to assess the quality and effectiveness of my program" had 59.7 percent agreement and 21.1 percent disagreement.

## PLANNING AGENDA

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

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**I.B.6.** The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

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## DESCRIPTIVE SUMMARY

Program reviews of individual programs and courses drive the allocation of resources. Since the last accreditation visit, dramatic improvements have been made in both the development of and use of program review data. Formal program reviews have traditionally been completed on a six-year cycle. Supplementing this cycle, the Office of Institutional Research has begun providing each instructional department with updated information on an annual basis in response to the needs identified by the Academic Senate and the Office of Instruction. This provides yearly snapshots of progress and allows immediate corrections to be made as they are recognized.

The Office of Institutional Research generates data related to FTEs, retention, completion and fill rates for each department for their program review process. Faculty are therefore able to generate data-based recommendations that lead to decisions in the allocation of resources. These resource allocations include faculty, classified personnel, equipment, materials, need for space and scheduling issues.

The completed program review document is forwarded to the Educational Program Committee for input and approval. Should the document indicate a need for a new faculty member, this request is discussed in the Faculty Needs Identification Committee.

The program review process creates recommendations for personnel and equipment. All requests for equipment, services and contracts are submitted by departments to their deans for approval. They are then forwarded to the vice president of instruction or the vice president of student services, who forwards them for budget review.

Once approvals are granted or denied, based on college-wide priorities, a baseline budget is created. This system utilizes the budget as a planning tool and accounting systems as the implementation tool. A cost center's ability to live within its means is also an indicator of appropriate planning, implementation and assessment of the allocation of resources. Continual communication between the cost centers and the fiscal department is the tool used to make sure that all parties are living within the guidelines of the budget and that the needs of the college are being met to the extent possible.

The results of work accomplished by the committees are widely disseminated among the college's constituencies, allowing a mechanism for feedback and modification through constituency representatives on the various groups, such as the Steering Committee and its standing committees.

Specific institutional research projects may be initiated at the request of the committees or on an as-needed basis, in addition to the reports and information that are generated by the Office of Institutional Research.

## SELF EVALUATION

The college meets the standard. All parts of the cycle, from program review data collection to resource allocation, are reviewed through clearly defined organizational and governance structures and processes. Data from the All-Employee Survey show that 59.7 percent of all respondents agree that



“there is sufficient data and information available to assess the quality and effectiveness of my program.” To further improve, the college also plans to administer the All-Employee Survey every three years – again in spring 2010. The survey results will provide insight for the college regarding the effectiveness of the ongoing planning and resource allocation.

## PLANNING AGENDA

The college’s ongoing commitment to improvement in this area is expressed in the institutional planning agenda item number five. The college will demonstrate its commitment to continuous quality improvement through updating and review of the effectiveness of major planning documents and being deliberate in showing their linkage to budget, including:

- 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 regular cycle. Appropriate college 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 college priorities and better use of limited resources.

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**I.B.7** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

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## DESCRIPTIVE SUMMARY

The college aggressively evaluates all instructional and non-instructional programs through the cyclical program review process. Program review committees include a broad spectrum of representatives defining the program description, goals, objectives, and student learning outcomes and assessment. An objective analysis across five measures (mission, need, quality, feasibility and compliance) is used to document performance on past recommendations

and to construct recommendations necessary for planning program improvement. In addition to the six-year program review cycle, an annual program review process has been developed in the last three years. Longitudinal data are provided by the Office of Institutional Research with quantitative and qualitative analysis.

The Educational Programs Committee and the Student Services Committee are subcommittees of the Steering Committee representing instruction and student services respectively. The Steering Committee is the primary campus committee for shared governance. Steering and its standing committees include representatives from all campus constituencies. Upon Steering Committee approval, program reviews are forwarded to the board of trustees for information. Participation and leadership is strong among constituent groups recognizing that program review is the basis for allocation of resources and strategic/long-range planning and the achievement of outcomes.

Instructional and non-instructional program reviews evaluate all academic and career technical programs and services, including the library. Program reviews place an emphasis on annual data that typically represent the preceding six years, allowing trends to be quantified. Recent improvements have standardized the document to facilitate informed decision-making, i.e., important metrics and trends are shared in a manner that is readily understandable. The instructional program review is submitted to the Education Programs Committee for evaluation and recommendation in context with the strategic goals of the college. Student services program reviews evaluate all support programs on a six-year basis using a process parallel to instructional programs. Student services program reviews are submitted to the Student Services Committee. Additionally, institutional support areas conduct program review on a six-year cycle.

During the 2008-09 academic year, the college evaluated the existing process and format for non-instructional program reviews and made comprehensive improvements to the process. This change was made in collaboration with the Academic Senate, and includes instructional support areas (library, Learning Center, study abroad, etc.).

**(IB-32)**

## SELF EVALUATION

Citrus College meets the standard. Instructional programs as well as student services areas participate in program review and planning processes on a cyclical basis. Decisions to modify programs are data driven,

and the effects of changes are quantified after they have been put in place. According to the All-Employee Survey, the college's processes are effective. Responses to the statement "achievement of college goals is regularly shared with campus constituencies," showed 76.9 percent in agreement, with 19 percent disagreeing. Close to 61 percent agreed with "the program review process helps to promote positive change on campus," while 13.6 percent disagreed.

### **PLANNING AGENDA**

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

## IB EVIDENCE

- IB-1 Steering Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering>
- IB-2 Educational Programs Committee (EPC) Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/epc>
- IB-3 Student Services Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/ssc>
- IB-4 Physical Resources Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/prc>
- IB-5 Financial Resources Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/frc>
- IB-6 Campus Information and Technology Committee (CITC) Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/citc>
- IB-7 Academic Senate Website  
<http://www.citruscollege.edu/as>
- IB-8 Associated Students of Citrus College (ASCC) Meeting Minutes  
<http://www.citruscollege.edu/sloa>
- IB-9 The Student Learning Outcomes and Assessment (SLOA) (HotShots) Committee Meeting Minutes  
<http://www.citruscollege.edu/sloa>
- IB-10 *Organization and Governance Handbook*  
<http://www.citruscollege.edu/governance/Documents/GovernanceHandbook.pdf>
- IB-11 *Clarion*  
<http://www.citruscollege.edu/stdntrs/clarion>
- IB-12 Dr. Perri's eMemos to Campus  
<http://www.citruscollege.edu/admin/president/Documents/eMemos>
- IB-13 Adjunct Faculty Orientation Material and Evaluation  
<http://www.citruscollege.edu/success/data/Documents/Forms/AllItems.aspx>
- IB-14 Minutes and Notes from the Student Learning Outcomes (SLO) Extravaganza Events  
<http://www.citruscollege.edu/sloa>
- IB-15 Compressed Calendar  
<http://www.citruscollege.edu/ar/Pages/AcademicCalendar.aspx>
- IB-16 All Employee Survey Report, Spring 2007  
<http://www.citruscollege.edu/admin/planning/Documents/Forms/AllItems.aspx>
- IB-17 Strategic Planning Goals 2007-2008  
<http://www.citruscollege.edu/admin/planning>
- IB-18 Strategic Planning Meeting Minutes, Fall 2007  
<http://www.citruscollege.edu/admin/planning/Documents/Forms/AllItems.aspx>
- IB-19 Accountability Reporting for the Community College (ARCC) 2007, 2008, 2009 Reports  
<http://www.citruscollege.edu/admin/research/Pages/ARCC.aspx>
- IB-20 Community College Survey of Student Engagement (CCSSE) 2006, 2008 Results  
<http://www.citruscollege.edu/admin/research/Documents/Forms/AllItems.aspx?RootFolder=/admin/research/Documents/CCSSE>
- IB-21 Board Goals 2006,2007,2008  
<http://www.citruscollege.edu/admin/bot/Documents/Annual%20Board%20Goals>
- IB-22 Hispanic Serving Institution (HSI) Grant Proposal and Annual Performance Reports  
<http://www.citruscollege.edu/stem/Documents/Grant>
- IB-23 Annual Financial and Budget Report (CCFS-311)  
<http://www.cccco.edu/ChancellorsOffice/Divisions/FinanceFacilities/FiscalServices/CCFS311PDFFiles/tabid/334/Default.aspx>
- IB-24 Instructional Program Review Datasheets  
<http://www.citruscollege.edu/as/programreview>
- IB-25 Educational Master Plan Task Force Meeting Minutes  
<http://www.citruscollege.edu/academics/emp>
- IB-26 *Educational Master Plan 2009*  
<http://www.citruscollege.edu/info/reports>
- IB-27 Students Media Survey  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20B>
- IB-28 Student Focus Group Research on Schedule of Classes  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20B>
- IB-29 Citrus College Fact Book 2009  
<http://www.citruscollege.edu/admin/research/Pages/FactBook.aspx>
- IB-30 Program Review-Online Analytical Processing (OLAP) cubes: Login Required  
<http://mahogany/sv/home>
- IB-31 Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis Chart as Found in Educational Master Plan 2009  
<http://www.citruscollege.edu/info/reports>
- IB-32 Non Instructional Program Review  
<http://www.citruscollege.edu/pr/student>
- IB-33 Evaluation and Tenure Oversight Committee (ETOC)  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20B>
- IB-34 Program Review Handbook  
<http://www.citruscollege.edu/as/programreview>
- IB-35 Citrus College Faculty Association Contract  
<http://www.citruscollege.edu/hr/Documents/Union%20Contracts>

# Standard II

## Student Learning Programs and Services



## Standard II: Student Learning Programs and Services

*The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

### II A. Instructional Programs

**The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

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**II.A.1.** The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

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### DESCRIPTIVE SUMMARY

Citrus College enjoys a diverse student population and offers a wide variety of courses and programs to meet a variety of student needs. Consistent with the mission, the college meets a variety of needs in the community. Transfer needs are met through integrated instruction and student services efforts. Transfer courses are scheduled to minimize time to degree in each major. The Transfer Center provides counseling and advisement regarding course selection and application processes while the articulation officer maintains current articulation agreements and works to complete new agreements as courses are developed. **(IIA-1)**

Curriculum is the purview of the faculty at Citrus College. Their leadership in course development is balanced by responsibility for quality, accessibility, and accountability. Course development begins at the department level, where delivery systems are discussed in relationship to course objectives. The college adopted a computerized curriculum management system, CurricUNET, in 2007. While there is no formal college structure for division or department curriculum meetings, CurricUNET provides

a mechanism for discussion which has significantly increased input and scrutiny at the department level. **(IIA-5)**

The Curriculum Committee confirms that courses are of sufficient quality. The Technical Review Committee, a subcommittee of Curriculum Committee, provides editing, crafting recommendations, and resources to faculty originators, designed to achieve coherent, unified curriculum while minimizing time required to introduce new curriculum. Following consultation with the articulation officer, recommendations from Technical Review, and approval from Curriculum Committee, courses may then be approved to meet the following distinctions: course-to-course agreements, lower division major preparation, or transferable course lists. **(IIA-2)**

The Educational Program Committee (EPC) meets regularly to evaluate the scope of the instructional program as related to the institution's mission through review of program review documents. The program review process further addresses whether programs are consistent with district and Title 5 standards, whether there are adequate campus resources available, and whether all regulations are satisfied. Curriculum and Technical Review committee members discuss the needs for a class, how it fits into the transfer pattern, etc. **(IIA-3, IIA-4, IIA-6)**

The College Success Program (Basic Skills Initiative), facilitated by the college success director and led by a cross-discipline faculty committee, addresses the needs of underprepared students by providing courses and a variety of student support services. Faculty leads take responsibility for coordination of student learning outcomes at each course level. Working with full and part-time faculty leads, they increase consistency within course levels and assess alignment between curricular levels. A successful early academic alert program, coordinated by a full-time counselor with release time, is now integrated into the Citrus College enterprise resource planning system, Banner/WingSpan. More faculty participation yields greater support for at-risk students. **(IIA-7a, IIA-7b, IIA-8a, IIA-8b, IIA-9, IIA-14)**

Scheduling patterns have been modified to maximize student engagement. Learning communities were initiated three years ago with faculty leadership and connection to the College Success Program effort. Designed to offer new students entry into a year-long cohort program, English and math classes are typically linked to counseling or reading courses; developmental reading and English courses are also linked together. Teachers and counselors stay with the cohort for the entire year. The program is growing slowly, assessing results, and making changes as indicated. A Fast Track program grew from this paradigm; students enroll in paired English and reading classes and/or mathematics classes for consecutive eight-week sessions. If successful, they complete two levels of basic skills English, reading or math in one semester, supporting movement into courses within their area of interest. Success and persistence rates are higher than in traditional classes. **(IIA-7a, IIA-7b, IIA-8a, IIA-8b, IIA-14)**

Based on student need and diversity, a variety of learning communities have been established. The Umoja (Kaswahili for unity) learning community, a student achievement program for African American students, is planning its second year. Integrating instruction and student services, students who enroll in a linked cohort of classes are assigned a program counselor, and have an on-campus mentor. While our student demographics indicate African Americans are proportionally represented on campus, the college is working to proactively address the national trend of depressed success and completion rates among African American students. **(IIA-15)**

Acknowledging the importance of student engagement, the Honors Program piloted use of a theme across all courses, designed to facilitate discussion and create a sense of belonging among students. Athletics initiated a Scholar Baller program, providing academic and counseling support for athletes and honoring those who maintain strong academic records. **(IIA-10, IIA-11)**

Career Technical Education (CTE) departments consistently survey the community and evaluate job market data. Regular meetings of advisory committees provide high quality local feedback. Programs are assessed, expanded, or redirected based on assessment outcomes. **(IIA-17)**

Citrus College is completing the facilities build-out of the 2001 *Educational Master Plan*. While this document served the college well, it is appropriate that a new educational master planning process occurred and was completed in June 2009. During the intervening years, a six-year program review process was

in place. Using data provided by Technical Services (TeCS), program faculty reviewed, assessed, and recommended changes. After two years of consultation between instruction, Academic Senate, and institutional research, an annual program review process has been implemented as of fall 2008, creating a direct link between planning and budget that is systematically updated each year. **(IIA-12)**

Program student learning outcomes (SLOs) are a mandated element of every six-year program review along with a timeline for completion of course level SLOs. During the past two years, programs began developing a matrix, documenting the connection between program level SLOs and course level SLOs. In addition, instruction and the Financial Resources Committee scrutinized all program reviews completed since 2004, identifying all facilities and fiscal requests. It was determined that 95 percent of recommendations documented in program review had been met, demonstrating a strong link between budget and planning that emanates from program level needs. **(IIA-13)**

Citrus supports student learning outcome assessments (SLOAs) with a 60 percent reassigned faculty member, as recommended by the Academic Senate and approved by the superintendent/president. The SLOA coordinator championed faculty training and writing of SLOs, followed by initiation of assessment cycles. Supported by a task force, "HotShots," the institution provides campus-wide support, spanning research, TeCS, instruction, and student services. The SLOA cycle is frequently agendaized at Steering Committee, academic deans and directors meetings, Academic Senate and division meetings, maintaining constant awareness.

While the college believes it is assessing student needs and working to meet them, it recognizes the need to systematically survey students and directly gather evidence. The Community College Survey of Student Engagement (CCSSE) was first administered in 2006. Dialogue focused on results was agendaized at Academic Senate, academic deans and directors, student services, Steering Committee, and cabinet meetings. Results of the first survey demonstrated the need to systematize and expand assessment and supported the decision to survey faculty and staff satisfaction in 2007 and readminister the CCSSE in 2008. Results from the most current CCSSE indicate improvement in the majority of targeted areas. **(IIA-16)**

## SELF EVALUATION

The college meets the standard. Citrus College is diligent in evaluating programs to ensure quality. The Curriculum Committee adopted a curriculum management system that increased discipline and divisional faculty involvement in curriculum development and established a Technical Review Committee to assure high quality support and review of SLOAs. The Office of Institutional Research and Planning provides high quality student success and student equity data to all departments for use in annual program reviews. Student success is also tracked in new programs, such as learning communities and fast track cohorts. Results are provided to leadership teams, infusing data into decision making.

## PLANNING AGENDA

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

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**II.A.1.a.** The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

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## DESCRIPTIVE SUMMARY

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. To this end, the college provides:

- Transfer courses equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education at baccalaureate institutions. **(IIA-27, IIA-28)**
- Career and technical education to provide skills and knowledge for beginning employment, retraining and advancement, and to respond to local business and industry economic and workforce development directions. **(IIA-27, IIA-28)**
- General education courses to broaden knowledge, skills, attitudes and values, to develop analytical ability and critical thinking and to foster interest in lifelong learning. **(IIA-27, IIA-28)**

- The College Success Program offers developmental courses in English, reading, English as a Second Language, mathematics and personal development. In addition, the program offers learning communities; faculty leads support curriculum of courses and assist and train adjunct faculty; success centers for reading, English, and math provide learning assistance to support coursework; a full-time college success counselor is trained to support developmental education students; and college success workshops are designed to address affective needs of students which impede success. The program is provided oversight by the director of college success and the College Success Advisory Committee. **(IIA-24, IIA-27, IIA-28)**

- Continuing education and community services to provide for the special educational and training needs of the local community. **(IIA-25, IIA-26)**

Citrus College identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies closely on research and analysis to assess student demographics, plan, and make decisions about academic programs and services. A key resource used to assess demographics is the *Citrus College Fact Book*, produced by the Office of Institutional Research and available on the college website. The printed *Fact Book* is widely dispersed on campus to facilitate awareness of its value and is updated annually. **(IIA-29)**

Quantitative data are used to evaluate the demographic makeup of the student population at Citrus College and to make decisions about academic programs and services. College academic and student services programs and departments undergo full institutional program reviews every six years and complete annual reviews, updating areas needs, assessing strengths and weaknesses, and documenting programmatic changes. Program reviews make use of extensive data analyses, provided by the Office of Institutional Research, and include surveys which solicit student ideas and opinions. **(IIA-4)**

In addition to recursive major data reports, research studies, and program review information, the Office of Institutional Research also provides other types of studies to support program development and evaluation. Treatment studies are produced on request by administrators or faculty to examine the efficacy of a teaching method, a new program, prerequisite course effectiveness for improving student success,

and other similar questions. Examples include studies produced for student success programs, fast track, learning communities, math course progression, and distance education. **(IIA-8a, IIA-8b, IIA-21, IIA-22, IIA-24, IIA-30)**

In order to accommodate the diversity of its students, Citrus College offers 31 associate degrees, 46 certificates, and 13 skill awards. Student outcomes include meeting lower division transfer requirements, obtaining or upgrading vocational skills, and improving basic skills in math, English, reading, and English as a Second Language. To meet student needs, an innovative certificate in public works/landscape management was developed in partnership with Mt. San Antonio College. Students attend courses at Citrus College and Mt. San Antonio College, meeting their educational goals with no duplication of program at the colleges. In addition, our non-credit area serves the community by providing courses in the nine designated non-credit areas approved by the state Chancellor's Office. A wide range of fee-based courses is also offered as learning opportunities for the general community. **(IIA-25, IIA-27, IIA-32)**

**Programs of Study Leading to an Associate in Arts Degree**

Child Development\*  
 Dance\*  
 Fine and Performing Arts  
 Language Arts  
 Liberal Arts with areas of emphasis\*  
 Music\*  
 Recording Arts Technology\*  
 Social and Behavioral Sciences  
 Theatre Arts\*  
 Theatre Arts – Acting Emphasis\*  
 Theatre Arts – Technical Theatre Emphasis\*

**Programs of Study Leading to an Associate in Science Degree**

Administration of Justice  
 Automotive Technology – Master Technician  
 Biological and Physical Science (and Mathematics)  
 Biological Sciences \*  
 Business  
 Cosmetology  
 Dental Assisting  
 Digital Design  
 Drafting Technology  
 Emergency Management and Homeland Security  
 Energy Systems Technology\*  
 Library Technology  
 Mathematics  
 Medium & Heavy Truck Technology  
 Photography

Physical Education  
 Public Works  
 Registered Nursing  
 Vocational Nursing  
 Water Technology

**Programs of Study Leading to a Certificate of Achievement**

Administration of Justice  
 Audio Recording Technology  
 Automotive Technology  
 Automotive Service, Diagnosis and Repair-Master Technician  
 Automotive Service, Diagnosis and Repair-Toyota/Lexus/Scion Technician  
 Automotive Service, Diagnosis and Repair-Undercar Drivetrain Specialist  
 Automotive Service, Diagnosis and Repair-Underhood Specialist  
 High Performance Institute  
 Business  
 Accounting  
 Administrative Office Manager  
 Management  
 Marketing  
 Office Occupations  
 Secretarial  
 Word Processing  
 Ceramics – One Year  
 Child Development Master Teacher  
 Child Development Master Teacher - Early Intervention  
 Child Development Teacher  
 Commercial Dance  
 Cosmetology  
 Dental Assisting  
 Drafting  
 Drafting Technology – CAD  
 Advanced Drafting Technology – CAD  
 Architectural Design  
 Architectural Drafting – CAD  
 Computer Generated Imagery  
 Electronics Technician  
 Emergency Management  
 Emerging Theatre Technology  
 Building Systems Design Technology\*  
 Building Systems Maintenance and Operations Technology\*  
 Esthetician  
 Forestry  
 Heating and Air Conditioning  
 Information Technology  
 Library Technology  
 Medium and Heavy Diesel Truck Technology  
 Motorcycle Service, Diagnosis, and Repair Technician\*  
 Photography



Public Works I  
Public Works II  
Public Works/Landscape Management  
Theater  
    Emerging Theatre Technologies  
Vocational Nursing  
Water Technology  
Web Design  
    Advanced Digital and Web Design  
    Digital and Web Design

### **Programs of Study Leading to a Skill Award**

Activity and Social Service Documentation  
Activity Coordinator  
Child Development Associate Teacher  
Diesel Technician  
Drugs and Solutions (Nursing)  
Emergency Medical Technician  
Engine Rebuilding and Machining  
Home Health Aide  
Hospital Unit Clerk  
Infant and Child Development Associate Teacher  
Medical Terminology  
Nurse Assistant  
Sub-Acute/Pediatrics Activity Leader

\*Pending Chancellor's Office Approval

Recognizing a diverse student population, Citrus College provides cohort-type studies and support for students through learning communities. Learning communities are uniquely scheduled sequential courses, typically two or more classes, often in different departments, designed to be taken together by the same group of students. They are designed to connect students to each other, to their instructors, to the college, and to student learning. Among the learning communities at Citrus are the following:

**Learning Communities Program** offers cohorts for first time freshman and second year students. Freshmen enter cohorts of linked basic skills and counseling courses. Second year students join cohorts of themed pairs of courses. **(IIA-33)**

**Umoja Program** is a component of learning communities designed to offer support for African American students. It enhances the basic learning community model with the addition of campus mentors for each student. **(IIA-15)**

**Fast Track Program** schedules courses spanning basic skills to calculus in eight-week blocks, providing opportunity for students to complete two levels of English, reading, or math each semester. This significantly reduces time-to-degree. **(IIA-114)**

**Honors Program** provides enhanced educational and transfer opportunities by providing special honors sections of regular courses, seminars, and a designated counselor. **(IIA-10)**

**Scholar Baller**, a program designed to promote academic excellence among student athletes, is supported by a designated counselor and all coaches. Athletes meeting criteria wear a special patch on their jersey, acknowledging their achievement. **(IIA-11)**

A variety of data are gathered to demonstrate efforts to assess student learning needs, including assessments for placement in English, reading and math, prerequisites, CCSSE data, data on persistence, retention and success, learning community and fast track data, early decision, and placement test results. Also gathered are Accountability Reporting for the Community Colleges (ARCC) data on progress and achievement. The Resource Team Report on Basic Skills (March 2006) and Basic Skills Initiative Assessment Tool (April 2008) were used to plan future components of basic skills. **(IIA-18, IIA-20, IIA-21, IIA-22, IIA31)**

Assessment data are used to plan program components, classes, and services to meet student needs. Also, data are used in promoting new programs, such as the College Success Program (BSI). Based on the results of the Resource Team Report on Basic Skills (March 2006), a basic skills director was hired to unify efforts already made on campus as well as to develop new activities. That effort is now united under the College Success Program, offering a variety of activities that integrate instruction and student services to provide adequate resources to under-prepared students. Program activities are based on both the Resource Team Report and the Basic Skills Initiative Assessment Tool (April 2008). Student learning outcomes for each component of college success are being assessed and changes made to components based on data results. For example, additional fast track and learning community courses were offered fall 2008 based on increased success and retention rates as reported by the Office of Institutional Research. Qualitative data used by College Success include student and faculty surveys. **(IIA-21, IIA-28, IIA-31)**

Citrus has implemented a student learning outcomes assessment cycle. The student learning outcomes and assessment leadership team – the HotShots Committee – held a campus-wide SLO day and designated the 2008/2009 academic year as "The Year of Assessment." The committee meets monthly and works with departments on campus to implement

SLO assessment. An annual report on the progression of SLOs is prepared for deans to share with faculty. (IIA-19, IIA-20, IIA-22)

The math department created a website for SLOs and SLO assessment. Based on results, a Math Success Center was established, using science, technology, engineering, and math (STEM) grant funds. Curriculum is being reviewed for all courses below college level. (IIA-23)

Research is conducted to determine if SLOs are being achieved, including the assessment of the SLO cycle. Departments are designing assessment instruments, such as pre-assessment and post-assessment tools, and analyzing results. The progression of the SLO cycle is maintained by HotShots and is available to the college community. (IIA-20, IIA-22)

### SELF EVALUATION

The college meets this standard. Research, analysis and dialogue occur related to identification of student demographics, curriculum development, and program review. The focus is to match student needs with academic programs. It is noteworthy that the Academic Senate and the vice president of instruction jointly developed the annual program review template, working with the Office of Institutional Research to identify and display data for faculty use. While Banner implementation slowed the development process, implementation was jointly supported by faculty and administration. (IIA-51)

### PLANNING AGENDA

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

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**IIA.1.b.** The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

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### DESCRIPTIVE SUMMARY:

Citrus College utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. The majority of courses are offered in the traditional classroom setting, with lecture and discussion being the most common methods of instruction. Collaborative learning techniques are incorporated into many courses, and computer lab components are found in many areas, including English, English as a Second Language, mathematics and the sciences. With implementation of a Title V His-

panic Serving Institution grant and Basic Skills Initiative funding, special emphasis has been placed on developing learning communities. Increasingly, courses are linked to increase student success and retention. (IIA-33)

The integration of technology into instruction is now the standard. We have 96 classrooms and labs with projection systems to accommodate technology integration. A particularly dynamic aspect of the college's instructional program has been the growing popularity of online instruction. The institution has developed a quality program of online instructional offerings. Degrees can be earned in administration of justice, business, liberal arts, and social/behavioral sciences. General education courses for all degrees can be completed online, and support services including online applications, counseling services and library resources are available. Prior to taking online courses, students are asked to complete an orientation, either on campus or online. Participation is directly related to student success and retention. In addition, through a College Cost Reduction and Access Act (CCRAA) Science, Technology, Engineering, and Math (STEM) grant, the new STEM Math and Science Resource Center will pilot online tutoring, increasing access for all students. Once satisfactorily tested, capacity for online tutoring will be added to all four student success centers: Learning Center (all subjects), College Success Center (English and reading), Math Center, and STEM Center (science, technology, engineering and math). (IIA-34, IIA-35, IIA-38, IIA-39)

In career and technical programs, demonstration and hands-on experiences are commonplace. Labs are continually upgraded and faculty consult with discipline-specific advisory committees for identification of emerging technologies and employment trends. Work experience opportunities are offered for students in child development and automotive programs. (IIA-37)

To best meet students' needs, Citrus College schedules classes in a number of formats including morning, afternoon, evening, blended and online. Classes are offered in a variety of time blocks, such as one, two, three, and four days per week, as well as sixteen and eight week sessions during a semester, a six week winter intersession, and an eight week summer session. The college also offers a number of courses off-campus at a variety of sites, including high schools in Claremont, Glendora, Azusa, Duarte and Monrovia. In addition to the credit curriculum, Citrus College offers approximately 50 non-credit courses per year across the nine non-credit categories. (IIA-28, IIA-39)

Regular faculty meetings offer opportunities for dialogue on course effectiveness, enhanced by data from SLO assessment of instructional delivery methods. One example is College Success, where delivery methods in basic skills credit courses are regularly evaluated by faculty leads who meet monthly to discuss effectiveness of courses. Success and retention data are shared at meetings, as are results of student and faculty surveys. As a result of these discussions and review of data, new initiatives are piloted and, in turn, assessed. For example, directed learning materials were developed for the College Success Center and additional sections of fast track and learning communities were scheduled. A reading course is now offered online. There is current dialogue about piloting other basic skills classes online. A decision will be made at faculty leads meetings based on faculty input and success data of the pilot courses, provided by the Office of Institutional Research. **(IIA-24)**

### **SELF EVALUATION**

The college meets this standard. 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 systems and modes of instruction. The college has expanded the number of online courses to better meet the demand for this delivery mode and provides support for instructors and students who teach and learn in online formats. Development of the Educational Master Plan provided depth and breadth of information that will continue to stimulate dialogue on student and community educational needs. **(IIA-25, IIA-26, IIA-28, IIA-36)**

### **PLANNING AGENDA**

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

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**II.A.1.c.** The institution identifies student learning outcomes for courses programs, certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

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### **DESCRIPTIVE SUMMARY**

Citrus College is in the process of completing student learning outcomes for courses, programs, certificates and degrees; assessing student achievement of those outcomes; and using results to make improvements. In 2004, at the direction of the Academic Senate, the Curriculum Committee established a timeline for integration of student learn-

ing outcomes and assessments (SLOAs) into all course outlines. The decision to begin with SLOAs at the course level focused faculty discussion on development of course-level outcomes and assessments, challenging them to think beyond conventional grading. **(IIA-2, IIA-22, IIA-43, IIA-51)**

To establish the infrastructure necessary to design and facilitate the many facets of SLOA development, the Academic Senate recommended establishment of a SLOA coordinator. Supported by the college president, a student learning outcomes and assessment coordinator was named and provided 60 percent release time and clerical assistance to lead the campus-wide SLOA effort. She has developed and conducted regular training for faculty and administrators. To increase interest and promote participation, two SLO Extravaganzas were conducted, with training, mentors, food and prizes encouraging faculty to collaborate and complete a difficult but important process. At the invitation of faculty and/or deans, the coordinator attends department and division meetings, providing customized mentoring for all groups. **(IIA-22, IIA-43, IIA-45)**

A SLOA workgroup, affectionately named the Hot-Shots, provides technical expertise, research design and analysis, and strategies for engaging the entire campus in this movement. At the insistence of the SLOA coordinator, an oversight committee, which includes the president, vice president of instruction, Academic Senate president and researcher, was established to document progress and provide accountability. **(IIA-22)**

In addition to student learning outcomes, all courses with prerequisites, such as English, must include "entrance skills" in the official course outlines. This provides faculty and students with necessary information to determine requirements for success based on skills needed to enter a course. SLOs articulate what they are expected to know upon exiting a course. **(IIA-44)**

A core set of student learning outcomes are developed for general education. These are listed and described in the college catalog. Program level outcomes are established within the regular six-year instructional program review cycle and linked to course level SLOs. Many programs have successfully created matrices that demonstrate the connection between course SLOs and program SLOs. As subsequent six-year program reviews are completed, this strategy will be the standard display of their work. Program level outcomes are based on programmatic goals driven by academic master planning. The program review coordinator, an appointee of the Aca-

democratic Senate, and the Academic Senate president, annually train faculty on the program review process and, specifically, development of linked program and course SLOs. (IIA-51)

## SELF EVALUATION

Citrus College is on track to meet this standard. Student learning outcomes have been written for 79 percent of credit courses, and assessments have been identified for these courses as well. Cycles of assessment have been completed in many instructional areas, notably in the areas of biology, math, dental assisting, English, English as a Second Language, and dance.

The college is in the process of developing a centralized repository for the collection and reporting of learning outcomes assessment and analysis. In the meantime, faculty and deans are to be surveyed to collect current assessment information which will be reported in the accrediting commission annual report. (IIA-46)

The college has also made significant progress in highlighting the centrality of student learning outcomes at program, course and institutional levels. This has been accomplished in great part by providing ongoing training for student learning outcomes development to faculty and staff and by designing and implementing curriculum procedures that require SLO review and approval. Program SLOs are a required component of all six-year program reviews. In short, institutional structures exist for identifying, incorporating and approving SLOs in both programs and courses, primarily through faculty-led processes. (IIA-2, IIA-6, IIA-44, IIA-45, IIA-46, IIA-51)

A central feature of the college SLO model is the emphasis on simultaneously identifying assessment evaluation methods for all courses. The college's internal process calls for linking learning outcomes with specific assessment measures. This has laid the foundation for follow-up evaluation, assessment, and revision—namely continuous improvement. The college has initiated dialogue to implement systematic assessment activities, as evidenced by numerous discussions that have taken place in departments such as biology, ESL, math, and all departments in student services, and at Academic Senate, Educational Programs Committee, and Steering Committee. (IIA-6, IIA-22, IIA-41, IIA-42)

## 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 of 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.

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**II.A.2.** The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

**II.A.2.a.** The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

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## DESCRIPTIVE SUMMARY

Citrus College uses established procedures to design curriculum, identify student learning outcomes, approve, administer, deliver, and evaluate courses and programs. The quality and improvement of the college's curricula depends upon collaboration between the faculty and the Curriculum Committee, which consists of representatives from every division, the campus articulation officer, the dean responsible for distance education, and the vice president of instruction. A Technical Review Committee, consisting of the Curriculum Committee chair, three faculty members, the dean of distance education, and the vice president of instruction, provides additional support and scrutiny to course proposals and revisions prior to full committee review. The curriculum assistant, located in the Office of Instruction, takes notes for all meetings, posts them on the website, and assists faculty with the CurricUNET program. (IIA-50, IIA-55)

Full-time faculty in individual departments are responsible for establishing quality and improving instructional courses and programs. All new courses and programs, as well as those that need to be revised, including non-credit courses, must go to the Curriculum Committee for review and approval. A major resource used to ensure the quality and improvement of all instructional courses and programs is the *Curriculum Committee Handbook*, updated and approved spring 2009. At the beginning of each

year, members of the Curriculum Committee are trained on the internal process and procedures for approving courses, applicable statewide rules and regulations, the CurricUNET system, and construction of student learning outcomes and assessments. **(IIA-48, IIA-55)**

As per the established process, faculty members initiate curriculum proposals for new and modified courses, programs and certificates. To design and identify the learning outcomes, faculty members work closely with their division curriculum representative, who has expertise in developing student learning outcomes and assessments. Members of the Technical Review Committee, the Curriculum Committee chair, and the area deans are also available to provide assistance. **(IIA-49)**

Once a curriculum proposal is complete, it is entered by the faculty initiator into CurricUNET and launched. This provides opportunity for review by all faculty members in the division, the articulation officer, and the division dean. During this process, attention is paid to content, textbook choice, reading and writing requirements, and whether SLOs are appropriate for level of the class. The Technical Review Committee evaluates course outlines for completeness, including reviewing proposed student learning outcomes and assessments. The Technical Review Committee has increased the quality of course outlines that are reviewed by the full Curriculum Committee and allowed the full committee to work more efficiently. Faculty members are encouraged to attend both Technical Review and Curriculum Committee meetings in order to respond to questions that may come from committee members and address minor changes prior to course approval. Courses are approved by a majority vote from the committee faculty members. Faculty are subsequently responsible for maintaining the integrity of each course, program and certificate. **(IIA-47, IIA-52, IIA-55)**

If a course is proposed as hybrid (a course offered half online and half on campus) or distance education, a completed distance learning form that addresses academic rigor, method of communication with students, and technology to be employed in the course must accompany the course proposal. This ensures rigor and quality of courses offered online or via hybrid format. The increased use of online teaching has necessitated increased training and support for faculty in the development of online courses and instructional practice. One full-time classified employee was recently added to the staff in the distance education office. This person provides additional support for faculty who are developing and teaching distance education courses. The staff

also assists students enrolled in distance education courses. **(IIA-35, IIA-47, IIA-55)**

Courses with prerequisites or co-requisites also include validated entrance skills to ensure that students acquire appropriate skill mastery and concept attainment. Official course outlines delineate appropriate methods of evaluation. Every instructor is expected to use the official course outline in developing his or her syllabus. Syllabi are submitted to division deans each semester for review and potential feedback. They are maintained on file by the division dean. **(IIA-47)**

Program review is also driven by faculty. This process enables faculty to review and recommend updates to courses and programs. The process is cyclical in nature, allowing programs to look at past recommendations and to initiate improvement based on data analysis and faculty observations of needs within individual programs. Annual program review now supports ongoing evaluation. The Office of Institutional Research provides student success and student equity data for each department. Recommendations are prioritized by each division, then incorporated into budget planning for the following year. Annual program reviews are compiled into the six-year review, which is submitted to Educational Programs Committee, Steering Committee, and the board of trustees for review and approval. **(IIA-3, IIA-51)**

Career and Technical Education (CTE) courses undergo a review process every two years to respond to community training needs as identified by advisory groups and councils. Advisory groups meet with CTE program faculty a minimum of once per year to exchange information about the program and current labor market training needs. Advisory members provide input for campus faculty regarding market opportunities and updates on skills necessary to prepare students for entrance into the labor market. This provides program faculty with information necessary to improve and update CTE curriculum and student success. **(IIA-17, IIA-52, IIA-53)**

## **SELF EVALUATION**

The college meets the standard. Faculty are involved at all stages of course and program design, approval, delivery, and evaluation. The program review process provides a systematic structure for review of programs and creates opportunities for strategic planning for the future.

The curriculum development and review process has successfully addressed several challenges in the past two years. Two years ago, the appointed chair be-

came ill and was unable to continue with the assignment. A new chair was appointed and has championed stability and deliberate systematic review of the process. He led the successful implementation of CurricUNET, regularly sitting with faculty and providing individual coaching. CurricUNET has increased internal department and division communication and dialogue regarding course proposal and revisions.

### **PLANNING AGENDA**

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

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**II.A.2.b.** The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education and degrees. The institution regularly assesses student progress towards achieving those outcomes.

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### **DESCRIPTIVE SUMMARY**

Faculty are responsible for maintaining the integrity of each course, program and certificate. Faculty, through the curriculum process, take the lead in developing and updating all course outlines and devising student learning outcomes (SLOs) to reflect student competency. A student learning outcomes assessment cycle (SLOA) has been instituted to assist faculty in assessment, assessment strategies and documentation, and analytical evaluation of student progress. (IIA-20, IIA-43)

To further enable this process, each career and technical education (CTE) certificate program has an advisory committee. In all CTE programs, the advisory committee participates in a biennial professional program accreditation. Advisory committee members include, but are not limited to, departmental faculty and administrators, students, and professional representatives of the discipline. These committees meet a minimum of once a year to hear information about the program and give constructive feedback to improve curriculum, enrollment and student success. These committees also provide input about current labor market opportunities, as well as updates on skills and knowledge needed to keep the program current and prepare students for the labor market and/or transfer.

An example from the CTE division is the advisory committee of the automotive technology depart-

ment which meets each semester. The members include the faculty and administrator of the automotive department, service managers of auto dealerships, managers of independent repair shops, students, district high school automotive instructors, and a representative from Toyota, our industry partner. Input is utilized to improve the program, to keep curriculum current with industry needs, and to improve student success and ensure that students meet college and industry expectations. As a result of the professional involvement with the committee, Citrus students who complete this program are sought after for employment opportunities, often with employment interviews held at the completion of the advisory meeting. (IIA-56)

As another example, the Water Technology Advisory Committee meets each semester. Members include the workforce development director and faculty, students from the program, professionals from the local community and other educational and training institutions. As in all advisory committees, input is utilized to improve the program and keep curriculum and certificate requirements current with industry needs to ensure students meet industry expectations. In addition, the Water Technology Advisory Committee also has its employer education support subcommittee which identifies effective employer practices that support a stronger workforce for students in the program who are already employees in the field. (IIA-57)

### **SELF EVALUATION:**

The college meets the standard and will continue efforts that support meeting the standard. Defined student learning outcomes and assessment, combined with input from advisory committees, have ensured that student completers meet both college and industry expectations and standards, and are, therefore, prepared for transfer or entry into the job market.

### **PLANNING AGENDA:**

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

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**II.A.2.c.** High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

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### **DESCRIPTIVE SUMMARY:**

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. Instructional scheduling procedures support program implementation. Each of these processes contributes to the quality of the college's degree and certificate programs.

Program review and curriculum approval processes ensure that degree and certificate programs have a coherent design and are characterized by appropriate length, depth, breadth, and sequencing of courses. These processes also ensure that the use of information and learning resources is integrated throughout the curriculum. Consistent with California Education Code (Title 5), any degree program of greater than 18 units is submitted to the California Community College Chancellor's Office and ACCJC for review and final approval. Similarly, certificates of achievement requiring completion of 12 units or more are submitted to the Chancellor's Office for review and approval, thereby allowing the certificate of achievement to be transcribed. **(IIA-2, IIA-55)**

Citrus College ensures breadth and depth of instruction at the degree and certificate level by offering coursework in a wide range of knowledge and skills including languages, humanities, computation and critical thinking. On a departmental level, ensuring breadth and depth of instruction is done in myriad ways. Advisory committees, the program review process, adherence to state and/or national standards, and approval of curriculum according to transfer agreements and California State University (CSU)/University of California (UC) requirements all help to determine adequate breadth and depth of instruction. **(IIA-2, IIA-27, IIA-28, IIA-55)**

Rigor is a crucial part of evaluating student learning and creating courses at Citrus College. Through program review, all course outlines are updated every six years, ensuring that course offerings are current and of high quality. Departments determine recommended and required co- and pre-requisites prior to their presentation to the Curriculum Committee. Assessment testing for the purpose of placement plays a critical role, as the rigor of the course is inevitably tied to an accurate placement system. **(IIA-3, IIA-59)**

Course sequencing is determined by faculty and their knowledge of what skills students need prior to taking each course in the department. Departments have created their programs in close articulation with CSU and UC requirements for transferability and the sequencing in programs such as biology, chemistry, and art reflect the sequencing indicated at four-year universities. Participation in California Partnership for Achieving Student Success (CalPASS) discussions in-

forms departments on how best to accommodate growth and change. CalPASS is a strategic partnership designed to improve student achievement by identifying and reducing barriers and to support successful student transition from kindergarten to college. While these discussions are expected to standardize course sequencing, the predominant factor remains transferability. **(IIA-58, IIA-60)**

Vocational programs use their state and industry standards to inform sequencing and pathways to certification. Some courses require prerequisites of a skill set best obtained through specific prior coursework.

Courses are offered to provide students the opportunity to complete an associate degree in two years. As the schedule is developed, deans establish a usual pattern of offering courses. If there is sufficient demand, courses may be offered each semester. If there is less demand, a schedule is developed to ensure courses are offered at least once every two years. If enrollment management decisions result in a course having to be cancelled and students in the course are trying to finalize degree requirements, the dean works with faculty in the department to identify substitutions and create options in order for students to satisfy degree requirements. **(IIA-27, IIA-28)**

Many programs indicate that the current focus on student learning outcomes helps to refine the process of assuring synthesis of learning and that their processes are being affected by the development of such outcomes. **(IIA-43)**

## **SELF EVALUATION**

The college meets the standard. The combined work of the Office of Institutional Research, the Technical Review Committee, the Curriculum Committee, program review, the Educational Programs Committee (EPC) and the Steering Committee provides comprehensive evaluation of breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The articulation officer and the Technical Review Committee also work together during the course approval process which includes course-to-course agreements, lower division requirements, major preparation, and publication of transferable course lists.

## **PLANNING AGENDA**

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

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**II.A.2.d.** The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

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### **DESCRIPTIVE SUMMARY**

Citrus College addresses the diverse needs and learning styles of its students by providing a variety of delivery modes, teaching methodologies and support services that address the learning needs of its students. Instruction is offered in semester-length lecture/lab courses, eight week courses, six week winter intersession, eight week summer session, off-campus courses, hybrid courses (technology-mediated and on-campus), and online instruction. **(IIA-28)**

Citrus College provides cohort-type studies and support for students through learning communities designed to connect students to each other, to their instructors, to the college, and to student learning. **(IIA-33)**

Teaching methodologies are selected by faculty based on the appropriateness of course content and the diversity of student learning styles (visual, aural and kinesthetic). Instruction is offered across the curriculum to address these three basic modalities. Teaching methods employed by instructors at the college include demonstrations, experiments, field trips, guest speakers, hands-on learning, Internet enhancement, lectures and group discussions, tutors, portfolios, practicum/internships, research, service learning, student participation, student reports and projects, web research, collaborative learning, real-world experience, and problem-based learning. This list is far from exhaustive.

The Curriculum Committee course outline of record requires instructors to identify the teaching methodologies employed in a course and how learning will be evaluated. This process allows the Curriculum Committee to review identified delivery methods and provide feedback to ensure instruction is appropriate to student learning objectives. Teaching effectiveness is evaluated as part of the peer evaluation observation, where methods of instruction are examined and recommendations for improvement are made. **(IIA-2, IIA-65)**

Disabled Students Program and Services offers supportive education services to students with various disabilities. Students are provided with the opportunity to experience a safe beginning or re-entry to college through attendance in specially designed courses. These courses include:

### **DSPS 075 Individualized Assessment of Learning Strengths and Weaknesses**

This course is designed for the student with special learning needs who may have a specific learning disability. Individual assessment of learning strengths and weaknesses will be completed to determine eligibility for services and to assist with early intervention in basic skills, learning strategies, study skills and educational planning. **(IIA-27)**

### **DSPS 085**

The course is designed to teach students with text disabilities to access and effectively utilize electronic text. **(IIA-27)**

### **DSPS 090 Empowerment**

This course is designed to assist students with disabilities in transitioning to college. This course will help prepare these students to effectively discuss their needs, make decisions and understand their disability in relation to their educational goals. **(IIA-27)**

### **DSPS 103 Technical Assistance Lab**

This course provides specialized instruction designed for students with disabilities who require adaptive technologies to effectively access the computer. Using individualized learning materials, adaptive computer technologies and compensatory strategies will facilitate greater college success by lessening the impact of disability. **(IIA-27)**

DSP&S provides support to students who have a verifiable disability that limits one or more major life activities. Students with a physical disability, visual impairment, auditory impairment, psychological disability, permanent or temporary health concerns or a learning disability can receive assistance from specialized personnel. Adaptive technology helps meet the needs of those students with motor or sensory deficits. In accordance with federal legislation, Citrus provides reasonable academic adjustments to students with verified disabilities in order to create an educational environment where they have equal access to instruction. **(IIA-28, IIA-68)**

The Learning Center offers easy access to a wide selection of resources to provide students with strategies and techniques designed to promote their academic success. Resources provided by the Learning Center include: tutorial services, ESL conversation groups, ESL writing lab, language lab, Testing Center and Success Center. Tutorial services are offered as drop-in, online, or by appointment and provide free individual and/or group tutoring with



trained peer tutors. Assistance is offered in many subjects, including math, sciences, history, English, writing, ESL, and foreign languages with focus on helping students become independent learners. Tutors are Citrus College students who have completed on-going tutor training, and have been recommended by their instructors, and who have successfully completed the course(s) they tutor with a grade of A or B. **(IIA-67)**

Through the College Success Program, there are two success centers—one for English and reading, located in the Learning Center, and one for mathematics, located in the math building. The College Success Center offers online curriculum support through the PLATO tutoring software system, tutoring, student study groups, learning materials which support curriculum, and workshops to support affective issues that are not adequately addressed in class, including: goal setting, test taking, memory techniques, stress management, math anxiety, note taking, study skills, time management and learning styles. These workshops are provided throughout the semester by counseling faculty. The Math Success Center, piloted in fall 2008, provides peer tutoring by specially trained tutors who interact with faculty and sit in math classes, as well as a study site for math students. In connection with the new CCCRA STEM grant, a Math and Science Resource Center opened spring 2009, providing both peer and online tutoring and math and science resources and activities. **(IIA-62, IIA-66)**

As of spring 2009, the college offers 112 classes online and three classes in a hybrid format that combine face-to-face instruction with online instruction (51 percent or more of traditional classroom time, and the remaining instructional time using the online delivery mode). Growth in the online delivery format has been initiated by faculty, supported by instructional departments, and is monitored for appropriateness by instructional deans and the vice president of instruction. In an effort to ensure access for all students, online and traditional, the college does not generally offer courses solely online. Rather, courses are rotated between regular and online delivery methods or, if multiple sections of a single course are offered, a proportion of them are offered online. **(IIA-64)**

The college values innovation in instruction, and the college's Title V (HSI) project has offered stipends to support innovation in course delivery modes. Various stipend projects have been funded to support evaluation and development of strategies to enhance student success in diverse instructional formats such as learning communities and fast track patterns. The

importance of ongoing professional development is evident in the reemergence of a common flex day, the day prior to start of spring semester. Faculty gather for a keynote address or common activity and then break into self-selected workshops. Topics include new instructional techniques, (i.e. collaborative learning, learning communities, paired activities), classroom management techniques, emergency response training, and integration of technology into instruction. **(IIA-61, IIA-63)**

## **SELF EVALUATION**

The college meets the standard. The college offers a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. All courses are scheduled appropriately based on modes and methodologies. Regular staff development training is provided to faculty on new instructional techniques that may enhance their ability to help students meet student learning outcomes. The Title V project has allowed the college to provide stipends to faculty to support innovation in their teaching and methodologies.

## **PLANNING AGENDA**

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

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**II.A.2.e.** The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

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## **DESCRIPTIVE SUMMARY**

Citrus College evaluates all courses and programs through a systematic review of learning outcomes, currency, and future needs and plans. All academic programs are comprehensively reviewed on a six-year cycle, with annual updates reflecting changes in program need or direction. Faculty from the program complete the report, following the program review template and supported by the Academic Senate's *Program Review Handbook*. Program reviews are reviewed and approved by EPC, Steering Committee, and the board of trustees, the five-member elected governing board. **(IIA-3, IIA-6, IIA-69)**

Career and technical courses have additional standards for biennial program and curriculum review. The process consists of research and analysis to assess student needs and effectiveness of programs. The reports include labor market demand, comparison to other regional programs, employment and completion statistics, and recommendations. Biennial

program reviews are submitted to the board of trustees and provide key assessment data used to meet the needs of the community. **(IIA-6)**

Active advisory boards with respective industry partners are utilized during review. Close ties with respective industries assist programs with the challenge of keeping abreast of competency changes, and ensure that programs and course offerings reflect current industry technology and procedures for an educated and trained workforce. During advisory meetings, industry representatives review curriculum, ancillary materials, and identify areas that need to be changed or updated to maintain currency in the field and quality instruction. Students are certified either through program completion or by outside agency licensing. Examples include:

- Cosmetology License Board of Barbering and Cosmetology—Department of Consumer Affairs
- Automotive Certification Automotive Service Excellence (ASE) Certification (A1-A8 and L1)
- Water Technology Treatment Operator Certification, T-1 through T-5, and Distribution Operator Certification, D-1 through D-5, given by the State of California Department of Health
- Dental California licensing examination (RDA) from the Dental Board of California and the National Certification Exam (CDA)  
**(IIA-5, IIA-70)**

Core indicator data are reviewed for all vocational programs at Citrus College. Leads requesting funding from the Carl D. Perkins Vocational Technical Education Act (VTEA) must analyze core indicators for their programs and state how the requested funding will improve the success of students as indicated by: skill attainment, completions, persistence and transfer, employment, and nontraditional participation and completions. The local planning team, which includes faculty, students, business and industry members, scores these proposals and makes recommendations for funding. Progress on funded programs is presented to Workforce Council during the year. **(IIA-54, IIA-71, IIA-72)**

Since fall of 2004, the college has been actively involved in the student learning outcomes assessment cycle (SLOAC) initiative to improve student learning. Citrus College began with development of student learning outcomes at the course level. Under the leadership of the chair, the Curriculum Committee revised the official course outline of record to include student learning outcomes. Curriculum Committee then adopted a course outline that requires

inclusion of student learning outcomes at the time of development or revision of curriculum. All programs undergoing program review must also include program student learning outcomes. All course outlines are to be updated with student learning outcomes by 2012. **(IIA-3, IIA-5, IIA-22)**

## SELF EVALUATION

The college meets this standard. Departments review curriculum regularly for the purpose of updating for currency, articulation, and relevance. Citrus College faculty are committed to teaching and learning, and Curriculum Committee members evaluate courses and programs in a committed professional manner. Institutional planning agenda item 1 calls for achieving proficiency as identified on the ACCJC rubric on student learning outcomes by 2012.

## PLANNING AGENDA

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

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**II.A.2.f.** The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

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## DESCRIPTIVE SUMMARY

Citrus College engages in a regular cycle of evaluation and planning to assure currency and measure achievement of student learning outcomes. As described above, through the established program review process, the Educational Programs Committee (EPC) reviews all six-year program reviews prior to sending them forward to Steering and the board of trustees. **(IIA-51)**

Citrus College is proud of its integrated planning processes which have been collaboratively developed and implemented beginning in fall 2006. Designed by the Academic Senate, the Office of Institutional Research, and the vice president of instruction, the annual program review now provides a systematic means for department planning that is directly related to budget requests and allocation. This ensures that results of program evaluation drive academic planning and ultimately budget resource allocation. **(IIA-51, IIA-74, IIA-75)**

Each fall, the Office of Institutional Research distributes program data for use in the annual program review. Department faculty evaluate trends, reassess needs, and affirm or develop needs and recommendations to augment the six-year program review. Divisions prioritize budget requests, including personnel, facilities, and supplies, which are then sent to the vice president of instruction. The deans participate in the final prioritization using a criteria-based ranking system for department activities, placing special importance on activities based on program review recommendations. Results are then shared with Financial Resources and Physical Resources Committees for use in building budgets and plans for the coming year. **(IIA-51, IIA-74)**

To assure achievement of stated student learning outcomes for courses, certificates, and degree programs, including general and career and technical education, the Curriculum Committee and program review committees began the process of integrating SLOs into the curriculum at both the course and program levels in fall 2004. This was the first of a six-year cycle in which programs were reviewed for SLOs. In October 2005, the Curriculum Committee process was supplemented with the formation of a Technical Review Committee. The purpose of this subcommittee is to review course outlines for SLOs prior to Curriculum Committee review and approval. The Technical Review Committee consists of the Curriculum chair, three faculty members, an instructional division dean, and the vice president of instruction.

Core competencies were adopted by the Academic Senate in fall 2004. In combination with general education competencies adopted in 2008, they serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies. Any student transferring or completing a degree or certificate from Citrus College must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies. All general education courses incorporate selected outcomes in the following areas: 1) communication, 2) computation, 3) creative, critical, and analytical thinking, information competency, 4) community/global consciousness and responsibility, 5) technology, and 6) discipline/subject area specific content material. **(IIA-5, IIA-73)**

Approved course outlines of record specify the expected learning outcomes and content that a student must master in order to be awarded credit. Representative assignments and assessments are identified. Faculty provide students with a syllabus

to ensure that students are aware of expected requirements and evaluation methods. **(IIA-5, IIA-76)**

The college intends to continue development of assessment activities, and workshops are planned to provide tools for this effort. Already, several departments have designed assessment projects to assess curriculum design and instructional formats and methods that enhance student learning outcome achievement. Strong examples are found in biology, math, ESL, English, dental assisting and across student services. **(IIA-51)**

## **SELF EVALUATION**

The college meets this standard. College processes ensure that results of program review and evaluation are integrated into the budget development processes. Evidence for this is demonstrated in the program review process. Additionally, emphasis is placed on student learning outcome implementation. In fall 2004 the Curriculum Committee began the process of integrating student learning outcomes into the curriculum at the course and program levels. Core competencies for general education were approved in fall 2004 and have guided the college implementation of student learning outcomes and assessment.

## **PLANNING AGENDA**

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

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**II.A.2.g.** If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

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## **DESCRIPTIVE SUMMARY**

The English department gives departmental exams for all developmental courses and English 101. English 101 students are given a timed essay as a final exam which is graded by the instructor and at least one other English faculty member. If there is no agreement, a third reader is brought in. The same procedure is used for all developmental (basic skills) English courses.

The math department has recently implemented a common, online final for all Math 29 students. This exam ensures all students have mastered the stated learning outcomes for that course.

No other departments currently use departmental exams. **(IIA-77)**

## SELF EVALUATION

The college meets this standard. The English department and the math department use departmental exams. Both departments individually meet to review scores and make revisions as necessary.

## PLANNING AGENDA

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

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**II.A.2.h.** The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

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## DESCRIPTIVE SUMMARY

Citrus College awards credit based on student achievement of the course's stated learning outcomes. Units of credit are based on the Carnegie Unit System. The Carnegie Unit System of credit is one unit per one lecture hour of class and one unit per three laboratory hours of class per week, based on an eighteen-week semester. The Carnegie Unit System conforms to the universal academic practice in American colleges and universities and the appropriate provisions of California Education Code and Title 5. The Citrus College catalog contains the guidelines for awarding grades of A, B, C, D, WF, F, W, pass (P), no pass (NP), incomplete (I), and in-progress (IP), as well as qualifications for honors, academic standards, policy on prerequisites, and the procedure and source for appeal and question of these policies. (IIA-27, IIA-28)

Criteria for evaluation of student learning outcomes and the award of credit are stated in the Citrus College catalog and in official course outlines. Information on the evaluation of student performance for a specific course appears in course syllabi distributed by instructors during their first class meeting. Course syllabi are updated each semester to reflect the course's student learning outcomes and methods of evaluation. Course syllabi vary in format and form from instructor to instructor but all contain specific information on grading criteria, student learning outcomes, and methods of evaluation. The Office of Instruction publishes the *Instructor Handbook*. This guide, available to all full-time and adjunct faculty, shows the items to be included in a syllabus and suggestions for format. The instructional deans' offices maintain copies of all current syllabi. (IIA-5, IIA-27, IIA-43, IIA-76)

## SELF EVALUATION

The college meets this standard. Citrus College awards credit based on student achievement of a course's stated learning outcomes, and guidelines for the awarding of credit are stated in the catalog. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

## PLANNING AGENDA

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

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**II.A.2.i.** The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

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## DESCRIPTIVE SUMMARY

Citrus College awards degrees and certificates based on student achievement of the program's stated student learning outcomes as set forth by the faculty. Students must complete the prescribed courses of study for each degree or certificate. These are delineated in the college catalog. Modifications of major requirements are available in certain circumstances, and must be approved by program faculty and the division dean. All degree and certificate programs are approved by the Curriculum Committee, and those consisting of greater than 18 units are also submitted for review and approval by the California Community College Chancellor's Office and ACCJC. (IIA-27, IIA-79)

Citrus College is in the process of implementing the SLOA cycle. Program SLOs are incorporated in six-year program reviews and course level SLOs are above 79 percent completion. As this occurs, programs are mapping the linkage between course SLOs and program SLOs, as exemplified in the program reviews of biology and dental assisting. (IIA-43, IIA-51)

## SELF EVALUATION

The college meets this standard. Faculty prescribe the courses of study, and those courses of study are approved by the college's Curriculum Committee, the Chancellor's Office, and ACCJC when necessary. In order to successfully achieve a degree or certificate, students must complete the prescribed courses of study as outlined in the college catalog.

## 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 of 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.

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**II.A.3.** The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

**II.A.3.a.** An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

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## DESCRIPTIVE SUMMARY

Citrus College believes general education is central to an associate degree, and general education is therefore designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding. (IIA-27, IIA-73)

Faculty who teach general education courses are responsible for developing student learning outcomes. Faculty meet to develop the outcomes, create an assessment, evaluate the outcomes based on assessment, and then make changes to courses based on the findings. The findings are discussed in the Educational Programs Committee. A general education philosophy was adopted by the Curriculum Committee March 26, 2009 and is included in Board Policy 4025. The rationale for general education was discussed in the Academic Senate. Senators represent each department/division and take these discussions

back to faculty in their area, distributing the information and providing opportunity for input. The approved policy was forwarded to EPC, Steering, and the board of trustees for review and adoption. (IIA-73, IIA-80, IIA-81, IIA-82, IIA-83)

In order to determine basic content and methodology within the major areas of knowledge, faculty who instruct within the specific areas of knowledge draft course outlines. The Curriculum Committee reviews all course outlines to ensure that the courses contain necessary content, methodology and SLOs. Representatives from the major areas of knowledge (each division) are members of the Curriculum Committee. All department faculty are provided with information, via CurricUNET, regarding proposed course outlines in their department and given the opportunity to express concerns or support regarding a proposed course outline. (IIA-5)

General education requirements at Citrus College include comprehensive student learning outcomes adopted in 2008. Learning outcomes include basic content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences, and the social sciences. Students develop a breadth of knowledge that encourages critical thinking, promotes diversity, and prepares students to recognize, understand, and act upon the complex personal, social, political, and environmental issues of the modern world through a comprehensive general education component of all associate degree programs. (IIA-27, IIA-73)

All associate degree programs require a minimum of 22 semester units of general education, including one activity class in exercise science. General education requirements include courses in: 1) language, critical thinking, and mathematics (English composition, communication and analytical thinking, and mathematics), 2) natural sciences (biological sciences and physical sciences), 3) arts and humanities, 4) social and behavioral sciences (history and political science and behavioral science), and 5) physical education.

The Academic Senate, through the Curriculum Committee, requires all courses certified for general education to identify how they address the general education core competencies. (IIA-27, IIA-73)

## SELF EVALUATION

The college meets this standard. All associate degree programs require a minimum of 22 semester units of general education. General education core competencies were established in 2004 and reaffirmed in fall 2008. They include: 1) communication, 2) com-

putation, 3) creative, critical, and analytical thinking, information technology, 4) community/global consciousness and responsibility, 5) technology, and 6) discipline/subject are specific content material. Student learning outcomes are written in selected areas of competency at the course level (course outlines of record), program level (program review reports) and degree and certificate levels. Learning outcomes are mapped to show the relationships between and among the levels. General education learning outcomes are to be assessed through systematic analysis of course and program level assessment results. (IIA-27)

### PLANNING AGENDA

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

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**II.A.3.b.** A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

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### DESCRIPTIVE SUMMARY

The general education component of Citrus College's degree requirement is designed to develop the student's ability to be a productive individual and lifelong learner. Skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. Students must also demonstrate competency in writing, mathematics and reading. Enforcement of course prerequisites was attained with implementation of the Banner system, effectively connecting assessment and placement. Courses in area A (language, critical thinking and mathematics) and area B (natural sciences) address this area of knowledge. (IIA-27, IIA-84)

In 2004, the Academic Senate adopted our general education core competencies which address all of the above areas. In addition, SLOs at course level and program level address these areas of competencies. The college is in the process of connecting all of this to the general education pattern. All general education components of programs adhere to curriculum standards that include clear student learning outcomes and measurements of evaluation for those outcomes. (IIA-41, IIA-51)

### SELF EVALUATION

The college meets this standard. All general education components of programs are approved by the Curriculum Committee and include student learning outcomes that are measurable.

### PLANNING AGENDA

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

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**II.A.3.c.** A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

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### DESCRIPTIVE SUMMARY

Citrus College's general education requirements for all associate degree programs include six components that enhance a student's ability to be an effective citizen, appreciate ethical principles, develop civility and interpersonal skills, respect, and a willingness to assume civic, political, and social responsibilities on a local, national and global basis. The six components include 1) communication, 2) computation, 3) creative, critical, and analytical thinking, information competency, 4) community/global consciousness and responsibility, 5) technology, and 6) discipline/subject specific content material. Courses from area C (arts and humanities) and area D (social and behavioral sciences) are designed to address these issues. (IIA-27, IIA-73)

### SELF EVALUATION

The college meets this standard.

### PLANNING AGENDA

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

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**II.A.4.** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

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### DESCRIPTIVE SUMMARY

Citrus College offers both associate in arts and associate in science degrees. Each program leads to a degree and includes one area of focused study or interdisciplinary core.

### **Programs of Study Leading to an Associate in Arts Degree**

Child Development\*  
Dance\*  
Fine and Performing Arts  
Language Arts  
Liberal Arts with areas of emphasis\*  
Music\*  
Recording Arts Technology\*  
Social and Behavioral Sciences  
Theatre Arts\*  
Theatre Arts – Acting Emphasis\*  
Theatre Arts – Technical Theatre Emphasis\*

### **Programs of Study Leading to an Associate in Science Degree**

Administration of Justice  
Automotive Technology – Master Technician  
Biological and Physical Science (and Mathematics)  
Biological Sciences \*  
Business  
Cosmetology  
Dental Assisting  
Digital Design  
Drafting Technology  
Emergency Management and Homeland Security  
Energy Systems Technology\*  
Library Technology  
Mathematics  
Medium & Heavy Truck Technology  
Photography  
Physical Education  
Public Works  
Registered Nursing  
Vocational Nursing  
Water Technology

\*Pending Chancellor's Office Approval

A minimum of 18 units must be completed in the discipline or related disciplines with a grade of "C" or above in the program courses, combined with general education and proficiency requirements. Students must maintain at least a 2.0 grade-point average in all lower division college units attempted and complete a total of 30 units in residence or their final 12 units in residence at the time of qualification for graduation. (IIA-27, IIA-80, IIA-85)

### **SELF EVALUATION**

The college meets this standard. Citrus College offers both associate in arts and associate in science degrees. Each program leads to a degree and includes a focused study in at least one area of inquiry or in an established interdisciplinary core.

The Curriculum Committee is currently expanding the college degree program options which will include more specific, singularized selections under

the associate in arts majors. For example, there are 10 separate disciplines under the social and behavioral science major. In the future, students will have an option to declare a specific major, such as sociology or history. (IIA-2)

### **PLANNING AGENDA**

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

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**II.A.5.** Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

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### **DESCRIPTIVE SUMMARY**

Students completing career and technical education (CTE) certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. Assessment of technical and professional competencies achievement is conducted through feedback and recommendations from the CTE advisory committees. (IIA-17, IIA-27, IIA-86)

Advisory committees recommend equipment and curriculum changes for the program. This ensures that student learning outcomes include competency in the most recent technology and standards with the use of state-of-the-art equipment appropriate for the field of employment. Program accreditation through the National Institute for Automotive Service Excellence (ASE) and National Automotive Technical Education Foundation (NATEF) in automotive technology assists in ensuring the professional competence of students completing the programs. (IIA-86)

Advisory committees participate in the program review process, which includes a systematic analysis of specific job requirements and job relevance for each course. As part of the curriculum review process, the advisory committee makes recommendations to the program faculty, director, and/or dean regarding the development of new curriculum and modification of existing curriculum. When new courses are submitted to the Curriculum Committee for approval, the committee verifies that the course outlines include appropriate evaluative measurements of student learning outcomes. (IIA-5, IIA70)

A biennial review of CTE programs is prepared by program faculty and coordinated by directors and deans in the area. Reports include descriptions of programs, current labor market demand, comparison

to other similar regional programs, and statistics related to program completion and employment of students who complete the programs. The review is essential to ensuring Citrus College CTE programs meet needs of the local community and region. Curriculum is reviewed and revised as necessary as the result of program review, biannual review of CTE programs, and recommendations from advisory committees. **(IIA-51)**

## SELF EVALUATION

The college meets this standard. CTE programs that require external licensure demonstrate consistently high pass rates. Employment rates are high in all CTE programs. Feedback and recommendations from the CTE advisory committees ensure that student learning outcomes are established and incorporate state-of-the-art equipment, technology, and theory that are appropriate for the fields of employment.

## PLANNING AGENDA

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

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**II.A.6.** The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

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## DESCRIPTIVE SUMMARY

Citrus College provides current and prospective students with clear and accurate information regarding its educational courses, programs and transfer policies. The college provides this information through the Citrus College catalog, schedule of classes, the Transfer Center planning guide and other publications and brochures. Citrus College educational advisors meet regularly with prospective students at district high schools. Counselors meet with current students to help them with individual educational plans designed for degree, certificate and transfer goals. Educational advisors provide individualized advising for students while also providing catalogs, schedules and print program information. Most print information is also available electronically on the Citrus College website. The college reviews the accuracy of print and electronic information on a regular basis, mainly through coordination among external

relations, technology and computer services (TeCS) and the college's various programs. **(IIA-27, IIA-87, IIA-90)**

Citrus College verifies that individual courses have learning objectives and is in the process of implementing student learning outcomes in all its educational courses and programs. The college does this through several methods. **(IIA-43)**

The Citrus College Curriculum Committee requires all new and updated course outlines to have student learning outcomes. Faculty use CurricUNET which provides a course outline template that includes SLOAs. Faculty can also review approved course outlines on the Citrus College curriculum page. Individual course outlines are reviewed by the Citrus College Technical Review Committee and the Curriculum Committee. Assistance is provided by the committees to the outline's originator. Since 2004, the *Instructional Program Review Handbook* requires all programs in the program review process to develop program level student learning outcomes. The Educational Programs Committee verifies this has been done when it reviews and approves program review reports. As degrees and certificates are developed and approved through the curriculum process, appropriate student learning outcomes are included. **(IIA-5, IIA-43, IIA-88, IIA-91)**

Faculty leads in basic skills courses in mathematics, language arts, and biology also work with faculty in those areas to ensure appropriate course sequencing. The faculty leads assist in making sure that students are successful in the appropriate student learning outcomes before progressing to the next course in the basic skills sequence. **(IIA-24, IIA-89)**

Course syllabi are given to students during the first days of instruction. Syllabi are expected to provide core information for that specific course, including required materials, grade, attendance and plagiarism policies, a DSP&S statement, among other information. Area deans help to ensure that students in each class section receive a course syllabus with appropriate information and learning objectives. Area deans collect faculty syllabi and provide sample syllabi for new and part-time faculty who might need assistance in meeting standards. Syllabi are also collected during the faculty review process and are reviewed by deans and discipline-expert tenured faculty. **(IIA-43, IIA-76, IIA-89)**

The student learning outcomes and assessment coordinator provides workshops and individual assistance in writing and implementing SLOAs to faculty. Special breakout sessions for assisting faculty in SLOA



implementation are also organized by the coordinator and are held several times during a semester. In addition to the coordinator and the breakout sessions, Citrus College has a student learning outcomes and assessment web page that provides resources for faculty to increase understanding and ease implementation of SLOs. **(IIA-43)**

## SELF EVALUATION

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

## PLANNING AGENDA

None

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**II.A.6.a.** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

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## DESCRIPTIVE SUMMARY

Citrus College has clearly stated transfer-of-credit policies available to its students. Requirements for transfer to the UC and CSU systems are detailed and made available to students in the Citrus College catalog and schedule of classes. The Career and Transfer Center publishes numerous specialized handouts, including the *Transfer Planning Guide*. **(IIA-27, IIA-51, IIA-90, IIA-93)**

Students attending Citrus College can use units from an accredited institution in meeting associate degree requirements. Official college transcripts are required of new students who were previously enrolled in a college or university. **(IIA-27)**

Citrus College also offers credit by examination. A student in satisfactory scholastic standing who has completed at least 12 units at Citrus College may petition to receive credit by examination for coursework offered by the college and/or the advanced placement examinations of the College Entrance Examination Board, College Level Examination Program (CLEP), or the International Baccalaureate. **(IIA-27)**

All of these policies and procedures are available to students from the Office of Admissions and Records,

as well as from counselors. The policies and procedures are available in the catalog which is available in hard copy and electronic format. **(IIA-27)**

The articulation officer is responsible for articulation agreements with four-year colleges and universities. Articulation agreements can be referred to as bilateral course transferability between regionally accredited institutions. Both parties of the agreement agree to accept the course identified as being “comparable to” or “accepted in lieu of” their course. The campus has articulation agreements in place with UCs, CSUs and private institutions. Courses which have been accepted for transfer to the UC and/or CSU systems are indicated in the catalog, schedule of classes, and respective course outlines. **(IIA-27, IIA-58, IIA-92, IIA-94)**

The articulation community works with many other associations around the state to accomplish the mission of facilitating student transfer between institutions. Matriculation works closely with the curriculum development process through the Curriculum Committee. Matriculation information is online and in the printed catalog. **(IIA-27, IIA-92)**

Counselors aid in evaluating student transcripts to determine acceptance of units to further assist students who transfer to Citrus College from other institutions. Counselors use information from course descriptions and notations on transcripts to aid their evaluations. Courses are often sent to faculty in a given discipline to help make a determination on a course to see if it is comparable in scope and content. Implicit in the articulation process is involvement, communication and cooperation between respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses. **(IIA-92)**

Students and campus personnel utilize ASSIST, the official repository of articulation for California’s colleges and universities, which provides the most accurate and current information available about student transfer in California. Articulation officers at each campus maintain this data base. **(IIA-94)**

## SELF EVALUATION

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

## PLANNING AGENDA

None

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**II.A.6.b.** When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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## DESCRIPTIVE SUMMARY

Citrus College's program discontinuation policy is defined in the college *Program Review Handbook* and reflects Board Policy 6009. The policy affirms the board's collegial consultation with the Academic Senate and primary reliance on the expertise of faculty in making recommendations in these academic areas. **(IIA-3, IIA-95)**

Citrus College established its program discontinuance policy in accordance with Title 5, Section 51022. This policy is not intended to target programs for discontinuance, but rather to establish criteria and guidelines for the decision-making process.

Program review, the *Educational and Facilities Master Plan*, and other strategic planning activities are referenced and considered among sources of data for direction within the process. Program discontinuance is considered only if, after most serious deliberation, and after all recommended intervention strategies have been implemented, a program continues to fall short of the college's mission and master plan as well as the department's goals and objectives. The policy is not construed as an inducement to look for programs to discontinue, or as a threat to honest participation in an academic process such as program review. **(IIA-3)**

The Academic Senate and its committees, including the Curriculum Committee, have a fundamental and integral role in any discussion of program discontinuance, recognizing the district's policy to rely primarily on the Academic Senate's advice in academic matters. **(IIA-3, IIA-95)**

Discussion of program discontinuance must include all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing businesses and industries, and the community. Extraordinary efforts must be employed, if necessary, to ensure that the student and community voice is heard. Discussion of program discontinuance will be conducted in public, open meetings organized and presided over by the Academic Senate. The dates, times and locations of these meetings are published using all reasonable means of college communications including print, e-mail, and voice-

mail. A written record of all discussions is kept in a central location for review by the public. The Academic Senate Office is recommended as that neutral site, with a copy kept by the Office of Instruction. **(IIA-3, IIA-95)**

If, after serious consideration, a program is recommended for discontinuance, the policy requires a detailed plan and timeline designed to minimize impact on students. Mechanisms will be established which allow enrolled students to complete their programs of study. Catalog rights will be maintained and accounted for in allowing students to finish their program.

There have been no program discontinuations in the last three years. If this were to occur, sufficient time would be allowed for students to complete necessary course sequences to meet their educational goals. **(IIA-3, IIA-95)**

## SELF EVALUATION

The district has a clearly defined policy to review programs that need improvement or discontinuance. The college adheres to board policy when considering the viability of a given program. In the case of program discontinuance, the college will make arrangements for enrolled students to complete their education in a timely manner with a minimum of disruption.

## PLANNING AGENDA

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

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**II.A.6.c.** The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

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## DESCRIPTIVE SUMMARY

The college is committed to represent itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel. The institution conducts regular reviews of its policies and practices regarding publications to ensure integrity and to allow shared governance which includes faculty, deans, program coordinators, student groups, external relations and TeCS. **(IIA-96)**

Most campus programs have brochures, pamphlets and other print information that are available to current students, prospective students through educational advisors' weekly visits to high schools, and electronically on the campus website. **(IIA-96, IIA-97)**

Copies of the president's annual reports are sent to community members including foundation donors, district superintendents and board members, and local businesses. Each trustee receives copies of the report that features data specific to their district. The reports are available on the Citrus College website. **(IIA-103)**

Other campus publications include the schedules of classes which have been traditionally mailed to each district household as well as to continuing students three times a year and are also posted on the website. The college is moving away from the traditional printed schedule to reliance on an online format. Summer 2009 is the first session when the college relies primarily on a web-based schedule of classes. A work group, with membership from instruction, TeCS, admissions and records, and external relations, has met weekly to prepare for the transition. Deans and their assistants meet monthly to specifically review the details of new processes. Because the web-based schedule can be refreshed daily, accuracy of the schedule will increase while costs will decrease. The dean of language arts serves as chair of this work group and also chairs the Enrollment Management Committee. This provides a direct link between development of the web-based schedule of classes and implementation of the new enrollment management software. Students who prefer a paper schedule may request a paper schedule be mailed to their home. *Weekly Bulletin* and board of trustee meeting updates are also available via the web and the campus mail system. **(IIA-28, IIA-99, IIA-100)**

Information on student achievement is made available to the public via the president's annual report and honor roll announcements sent to local chamber of commerce offices and newspapers. External Relations distributes frequent press releases that feature student success; the Transfer Center distributes a newsletter and planning guide that highlight student transfer achievements. **(IIA-90, IIA-101, IIA-103)**

Citrus College regularly reviews information for accuracy. Most program pamphlets and brochures are updated on a yearly basis, with the schedule of classes produced three times a year. Verification of accuracy is inclusive of faculty involvement. Division deans and directors are contacted by the Office of

External Relations through e-mail with each update to check for accuracy of information. Each office has the ability to manage and update its own area in electronic format. The student services office, athletics, library, etc. can add new dates. This allows for frequent updates and accurate information.

Instructional services recently developed a new format for display of accurate course availability information on the web, a welcomed improvement, and the first step towards the web-based schedule. The Office of External Relations and TeCS participate in the TeCS usage committee that is working on establishing policies to better ensure procedures for reviewing electronic information. **(IIA-28, IIA-96, IIA-102)**

While the college works to ensure accuracy in information, it also acknowledges that occasionally a situation may occur that leads to inaccuracies. Publications, such as the schedule of classes, feature a disclaimer to caution readers regarding the possibility of change and refer them to web versions for the most accurate information. If an inaccuracy does occur, the college does what is reasonably possible to correct the problem. One example of this took place in 2008 when health fees were increased by \$1 more than what was printed in the schedule of classes. The schedule had already been mailed, but the new fee was updated and reflected in the college's electronic schedule on the website. **(IIA-28, IIA-96)**

## SELF EVALUATION

The college meets the standard, and the college will continue efforts that support meeting the standard, including development of "best practices" for reviewing electronic information in its TeCS Usage Committee.

## PLANNING AGENDA

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

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**II.A.7.** In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

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**II.A.7.a.** Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

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### **DESCRIPTIVE SUMMARY**

Faculty at Citrus College distinguish between personal conviction and professionally accepted views in their disciplines. Faculty are informed about the privileges and responsibilities of academic freedom in a variety of ways. The faculty contract, provided to all faculty, provides safeguards for academic freedom. It states that faculty "shall have academic freedom to seek the truth and guarantee freedom of learning to the students." The board has approved Board Policy 4030, Academic Freedom, which defines academic freedom and responsibility and states the need to present data and information fairly and objectively. The board has adopted Board Policy 5500, Standards of Conduct, that addresses student academic honesty, including "cheating, plagiarism, or engaging in other academic dishonesty." (IIA-104, IIA-105, IIA-109)

In addition, all new faculty participate in an extended orientation, led by the Academic Senate president and the vice president of instruction, which spans the first year of employment. Among the many items discussed during the year, academic freedom, pedagogy, personal opinion, and diversity of ideas are integrated throughout. (IIA-108)

Faculty evaluation is a valued process at Citrus College. Full-time and adjunct faculty are evaluated on a regular schedule by peers, administrators, and students. Feedback is provided, supporting growth and development. This evaluation process can also be used to address willingness to consider multiple viewpoints. (IIA-104)

Board Policy 2510 and Administrative Regulation 2510 identify faculty as primarily responsible for determination of practices related to academic freedom and professional matters. Academic Senate discussions of the importance of understanding these responsibilities are regularly scheduled. (IIA-106, IIA-107)

### **SELF EVALUATION**

The college meets the standard and will continue efforts that support meeting the standard.

### **PLANNING AGENDA**

None

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**II.A.7.b.** The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

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### **DESCRIPTIVE SUMMARY**

Citrus College establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty. The expectations are presented to faculty during the new faculty orientation described above in section A.7.a and in the student conduct disciplinary brochure. These expectations are also presented to the students in course syllabi, Board Policy 5500 as well as the 2008-2009 college catalog on page 200, and the on the college website under board policies. (IIA-27, IIA-108, IIA-109, IIA-110, IIA-111)

Standard protocol for an instructor to proceed with a disciplinary action after student academic dishonestly is reflected in Board Policy and Administrative Procedure 5500.

All documentation is available online on the Citrus College website, located on the student life web page. Brochures are located in the Student Affairs Office explaining procedures, possible consequences, and the disciplinary process. Student and faculty brochures were updated fall 2008 and approved by the board of trustees. (IIA-109, IIA-110)

### **SELF EVALUATION**

The college meets the standard and will continue efforts that support meeting the standard.

### **PLANNING AGENDA**

None

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**II.A.7.c.** Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

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### **DESCRIPTIVE SUMMARY**

Citrus College has a Student Code of Conduct, available to students via many course syllabi, printed in the college catalog and schedule of classes, and available online on the Citrus College website. The information is presented to new faculty at the new faculty orientation by the vice president of student services and printed in the Student Conduct Disciplinary Brochure that is distributed. (IIA-27, IIA-108)

The Academic Senate endorsed Board Policy 2715 and Administrative Procedure 2715 Code of Ethics/Standards of Practice and provided training to review the information during the 2007/2008 academic year. **(IIA-113)**

Citrus College does not seek to instill specific beliefs or worldviews and does encourage respect for diversity and other worldviews. **(IIA-112)**

### **SELF EVALUATION**

The college meets the standard and will continue efforts that support meeting the standard.

### **PLANNING AGENDA**

None

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**II.A.8.** Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

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### **DESCRIPTIVE SUMMARY**

Citrus College does not offer curricula in foreign locations to students other than U.S. nationals.

### **SELF EVALUATION**

Citrus College does not offer curricula in foreign locations to students other than U.S. nationals.

### **PLANNING AGENDA**

None

## IIA EVIDENCE

IIA-1	Mission Statement <a href="http://www.citruscollege.edu/admin/mission">http://www.citruscollege.edu/admin/mission</a>
IIA-2	Curriculum Committee Website <a href="http://www.citruscollege.edu/curriculum">http://www.citruscollege.edu/curriculum</a>
IIA-3	Program Review Handbook <a href="http://www.citruscollege.edu/as/programreview">http://www.citruscollege.edu/as/programreview</a>
IIA-4	Program Review Templates <a href="http://www.citruscollege.edu/as/programreview">http://www.citruscollege.edu/as/programreview</a>
IIA-5	CurricUNET <a href="http://www.citruscollege.edu/curriculum">http://www.citruscollege.edu/curriculum</a>
IIA-6	Educational Programs Committee <a href="http://www.citruscollege.edu/admin/president/steering/epc">http://www.citruscollege.edu/admin/president/steering/epc</a>
IIA-7	Learning Communities a. Flyers and Program Schedule: <a href="http://www.citruscollege.edu/success">http://www.citruscollege.edu/success</a> b. Student Success Data: <a href="http://www.citruscollege.edu/success/data">http://www.citruscollege.edu/success/data</a>
IIA-8	Fast Track a. Flyers and Program Schedule: <a href="http://www.citruscollege.edu/success">http://www.citruscollege.edu/success</a> b. Student Success Data: <a href="http://www.citruscollege.edu/success/data">http://www.citruscollege.edu/success/data</a>
IIA-9	Faculty Development <a href="http://www.citruscollege.edu/success/data">http://www.citruscollege.edu/success/data</a>
IIA-10	Honors Program <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A</a>
IIA-11	Scholar Baller <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A</a>
IIA-12	Educational Master Plan 2009-2014 <a href="http://www.citruscollege.edu/info/reports">http://www.citruscollege.edu/info/reports</a>
IIA-13	Program Review/Facilities/Fiscal Comparison <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A</a>
IIA-14	College Success Advisory Committee <a href="http://www.citruscollege.edu/success/data">http://www.citruscollege.edu/success/data</a>
IIA-15	Umoja Website <a href="http://www.citruscollege.edu/stdntsr/umoja">http://www.citruscollege.edu/stdntsr/umoja</a>
IIA-16	Community College Survey of Student Engagement (CCSSE) <a href="http://www.citruscol.admin/research/Pages/CCSSE.aspx">http://www.citruscol.admin/research/Pages/CCSSE.aspx</a>
IIA-17	Career/Technical Advisory Committee Matrix <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A</a>
IIA-18	Accountability Reporting for the Community Colleges (ARCC) <a href="http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx">http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx</a>
IIA-19	Student Learning Outcomes (SLO) Annual Report <a href="http://www.citruscollege.edu/sloa">http://www.citruscollege.edu/sloa</a>
IIA-20	Student Learning Outcomes (SLO) Assessment Cycle <a href="http://www.citruscollege.edu/sloa">http://www.citruscollege.edu/sloa</a>
IIA-21	College Success Data <a href="http://www.citruscollege.edu/success/data">http://www.citruscollege.edu/success/data</a>
IIA-22	HotShots <a href="http://www.citruscollege.edu/sloa">http://www.citruscollege.edu/sloa</a>
IIA-23	Math Blackboard Site <a href="http://citruscollege.blackboard.com/webapps/portal/frameset.jsp?tab=courses&amp;url=/bin/common/course.pl?course_id=763_1">http://citruscollege.blackboard.com/webapps/portal/frameset.jsp?tab=courses&amp;url=/bin/common/course.pl?course_id=763_1</a> username: mathquest password: citrus
IIA-24	College Success Website <a href="http://www.citruscollege.edu/success">http://www.citruscollege.edu/success</a>
IIA-25	Community Education/Fee-Based Classes <a href="http://www.citruscollege.edu/ce">http://www.citruscollege.edu/ce</a>
IIA-26	Non Credit Website <a href="http://www.citruscollege.edu/ce">http://www.citruscollege.edu/ce</a>
IIA-27	College Catalog <a href="http://www.citruscollege.edu/schedule/Pages/Catalog.aspx">http://www.citruscollege.edu/schedule/Pages/Catalog.aspx</a>
IIA-28	Schedule of Classes <a href="http://www.citruscollege.edu/schedule">http://www.citruscollege.edu/schedule</a>
IIA-29	Citrus College Fact Book <a href="http://www.citruscollege.edu/admin/research/Pages/FactBook.aspx">http://www.citruscollege.edu/admin/research/Pages/FactBook.aspx</a>
IIA-30	Distance Education Student Success Data <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A</a>
IIA-31	Resource Team Report on Basic Skills, March 2006 <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A</a>
IIA-32	Public Works/Landscape Management Certificate <a href="http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A">http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A</a>

- IIA-33 Learning Communities Flyer and Website  
<http://www.citruscollege.edu/success/Pages/LearningCommunities.aspx>
- IIA-34 Distance Education Student Orientation  
<http://www.citruscollege.edu/de>
- IIA-35 Distance Education Faculty Training  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-36 Educational Master Plan  
<http://www.citruscollege.edu/info/reports>
- IIA-37 Computer and Podium Lab Chart  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-38 STEM Grant Information  
<http://www.citruscollege.edu/stem/Documents/Grant>
- IIA-39 Online Resources  
<http://www.citruscollege.edu/de/Pages/CampusResources>
- IIA-40 Compressed Calendar  
<http://www.citruscollege.edu/ar/Pages/AcademicCalendar.aspx>
- IIA-41 Academic Senate Minutes  
<http://www.citruscollege.edu/as/Pages/LibraryofAgendasandMinutes.aspx>
- IIA-42 Steering Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/Documents/Forms/AllItems.aspx>
- IIA-43 Student Learning Outcomes (SLOA) Website  
<http://www.citruscollege.edu/sloa>
- IIA-44 CurricUNET Course Outline of Record Template  
<http://www.citruscollege.edu/curriculum>
- IIA-45 SLO Extravaganza  
<http://www.citruscollege.edu/sloa>
- IIA-46 SLO Report to ACCJC  
<http://www.citruscollege.edu/sloa>
- IIA-47 Course Outlines Samples  
<http://www.curricunet.com/CITRUS/search/course>
- IIA-48 Interview Notes Dave Kary, June 20, 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-49 Interview Notes Roberta Eisel, June 30, 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-50 Technical Review Agenda, October 30, 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-51 Program Review  
<http://www.citruscollege.edu/as/programreview>
- IIA-52 List of Assigned Faculty in Program Review  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-53 Advisory Committee  
<http://www.citruscollege.edu/academics/cteadvisory>
- IIA-54 Career/Technical Education (CTE) Two-Year Program Review  
<http://www.citruscollege.edu/as/programreview>
- IIA-55 Curriculum Handbook  
<http://www.citruscollege.edu/curriculum/Documents/Miscellaneous%20Curriculum%20Forms/CitrusCollegeCurriculumHandbook.pdf>
- IIA-56 Automotive Technology Department Advisory Committee Minutes  
<http://www.citruscollege.edu/academics/cteadvisory>
- IIA-57 Water Technology Program Advisory Committee Minutes  
<http://www.citruscollege.edu/academics/cteadvisory>
- IIA-58 Articulation Website  
<http://www.citruscollege.edu/stdntsrvcounsel/articulation>
- IIA-59 Placement Data  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-60 Cal-PASS Website  
<http://www.cal-pass.org>
- IIA-61 Title V HSI Solo Grant  
<http://www.citruscollege.edu/admin/titleV>
- IIA-62 CCRA HSI STEM Grant  
<http://www.citruscollege.edu/stem/Documents/Grant>
- IIA-63 Flex Day Flyers  
<http://www.citruscollege.edu/staffdev/Documents/FlexDay>
- IIA-64 Distance Education Program Review  
<http://www.citruscollege.edu/as/programreview>
- IIA-65 Faculty Association Review and Evaluation Process  
<http://www.citrus-ccfa.com>
- IIA-66 College Success Program Success Centers  
<http://www.citruscollege.edu/success>
- IIA-67 Learning Center  
<http://www.citruscollege.edu/lc>
- IIA-68 College Catalog - 2008-2009, page 147  
<http://www.citruscollege.edu/schedule/Pages/Catalog.aspx>

- IIA-69 Board of Trustees Minutes-Course Approval-Program Review Approval  
<http://www.citruscollege.edu/admin/bot/Documents/Forms/AllItems.aspx>
- IIA-70 Tech Ed Advisory Committees  
<http://www.citruscollege.edu/academics/cteadvisory>
- IIA-71 Vocational Technical Education Act (VTEA) Application  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-72 Workforce Council Minutes  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-73 Core Competencies and General Education Core Competencies  
<http://www.citruscollege.edu/sloa>
- IIA-74 Budget Development Template  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-75 Program Evaluation Flowchart  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-76 *Instructor Handbook*  
<http://www.citruscollege.edu/as/Documents/Forms/AllItems.aspx>
- IIA-77 Interview Notes–Carsten Dau April 30, 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-78 Interview Notes–Jim McClain November 20, 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-79 Modification of Major Form  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-80 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIA-81 Curriculum Committee Meeting Minutes May 26, 2009  
<http://www.citruscollege.edu/curriculum/Documents/Forms/AllItems.aspx>
- IIA-82 Academic Senate Minutes May 25, 2009  
<http://www.citruscollege.edu/as/Pages/LibraryofAgendasandMinutes.aspx>
- IIA-83 Educational Programs Committee (EPC) Minutes, March 30, 2009  
<http://www.citruscollege.edu/admin/president/steering/epc>
- IIA-84 Meeting to Discuss Core Competencies, January 16, 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-85 Degree and Certificate Requirements  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-86 Licensure Results – Automotive, Cosmetology, Esthetician, LVN, RN, Dental, EMT, Public Services  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-87 College Website  
<http://www.citruscollege.edu>
- IIA-88 Citrus College Curriculum Website  
<http://www.citruscollege.edu/curriculum>
- IIA-89 Interview Notes – Dean of Language Arts, Dean of Social & Behavior Sciences  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-90 Transfer Center Planning Guide/Program Publications and Brochures  
<http://www.citruscollege.edu/stdntsr/transcntr/Documents/Forms/AllItems.aspx>
- IIA-91 E-mail from Roberta Eisel, SLOA Coordinator  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-92 Interview with Michelle Plug, Citrus College Articulation Officer  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-93 Transfer Center Website  
<http://www.citruscollege.edu/stdntsr/transcntr>
- IIA-94 ASSIST Website  
<http://www.assist.org/web-assist/welcome.html>
- IIA-95 Board Policy 6009 Program Discontinuance  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIA-96 Interview with Paula Green, Director of Communication, May 16, 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-97 Program Brochures  
<http://www.citruscollege.edu/academics/programs/Documents/Forms/AllItems.aspx>
- IIA-98 N/A
- IIA-99 *Weekly Bulletins*  
<http://www.citruscollege.edu/pio/Pages/WeeklyBulletin.aspx>
- IIA-100 *Board Highlights*  
<http://www.citruscollege.edu/pio/Pages/BoardHighlights.aspx>
- IIA-101 Press Release  
<http://www.citruscollege.edu/pio/NewsRoom>
- IIA-102 Interview with Linda Welz, May 28, 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-103 *Annual Report*  
<http://www.citruscollege.edu/info/reports>
- IIA-104 Faculty Contract Section 7.1  
<http://www.citruscollege.edu/hr/Documents/Union%20Contracts>



- IIA-105 Board Policy 4030 Academic Freedom  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIA-106 Administrative Procedure 2510 Participation in Local Decision Making  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIA-107 Board Policy 2510 Participation in Local Decision Making  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIA-108 New Faculty Orientation  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-109 Board Policy 5500 Standards of Conduct  
<http://www.citruscollege.edu/stdntsrv/studentaffairs/conduct>
- IIA-110 Administrative Procedure 5520 Student Discipline Procedures  
<http://www.citruscollege.edu/stdntsrv/studentaffairs/conduct>
- IIA-111 Course Syllabi  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20A>
- IIA-112 Board Policy 3410 Nondiscrimination  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIA-113 Board Policy and Administrative Procedure 2715 Code of Ethics/Standards of Practice  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIA-114 Fast Track Website  
<http://www.citruscollege.edu/success/Pages/FastTrackClasses.aspx>

## 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>

## Standard II.C. Library Learning Support Services

**The library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using Student Learning Outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

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**II.C.1** The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

**II.C.1.a.** Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

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### DESCRIPTIVE SUMMARY

#### Library Collections

Librarians consult directly with faculty in academic programs regarding the collection, new acquisitions, and needs that arise for materials to support classes. The Collection Development Policy states, "Since the primary function of the library is to serve instruction, the library encourages Citrus faculty to participate actively in support of the library and in policy making." A librarian serves on the Curriculum Committee thus providing an opportunity for assessment of library collections for support of proposed courses. The library provides a library resource profile to each academic program for their six-year program review. The librarians review all potential additions to the collection, including donations, giving priority to items providing the most relevance to the instructional programs of the college. Audiovisual materials are recommended by instructors and previewed for their value and content prior to purchase. (IIC-1, IIC-2, IIC-3)

The library's collection consists of approximately 53,000 print volumes, 6,000 multimedia items, 25,000 electronic books and over 40 Internet-based full text database subscriptions. The library has acquired and cataloged collections purchased by departments and by individual faculty, such as a folklore collection from a language arts instructor; an oral history collection of war experiences from a history instructor; art history slides from the Art Department; and films from the Child Development Center and makes them available and accessible to the campus. The library website features a "Recommend a Purchase" online form to encourage faculty and users. The California Community College Libraries Consortium provides the means, through systemwide agreements, to obtain subscriptions at a substantial discount for electronic books and databases of journals and journal articles in fulltext or citation only. (IIC-11)

#### Library Equipment

The library has 53 public access computers (23 in the reference area, 30 on the second floor in the audiovisual area) as well as 48 computers in the library's classroom and computer lab. A wireless network is now available in the library, which expands access for students to the library's digital resources for those who have laptop computers. The computers in the library orientation room and the computer lab are reserved for classes in those rooms. Library personal computers are maintained by the TeCS Department as part of a campuswide planning schedule, as recommended in the last self study. Prior to fall and spring semesters, the library assesses the software needed for employee, classroom and open access computers, and submits a detailed load set request to the TeCS staff. (IIC-13)

The library audiovisual department supports all campus classrooms with equipment needs. Audiovisual equipment is purchased and installed by the TeCS Department. Classroom equipment is scheduled and delivered to rooms daily by audiovisual staff. Equipment is maintained by audiovisual staff, who also perform an annual inventory for location and status of condition. The audiovisual department also includes several media rooms which are equipped with 13" monitors and DVD/VCR units. Tape recorders and CD players are checked out to patrons as needed. (IIC-19)

All of the library's functions are managed via its library automation system software, which runs on a library server. This server is maintained by a contract with the software vendor, and replaced on a regular schedule. This also complies with the recommendation in the last self study for a library plan to replace computer equipment. (IIC-4, IIC-29)

## Learning Center

The Learning Center staff consults directly with faculty and staff in academic departments and student services regarding purchasing new materials and evaluating digital programs such as audio-lingual resources for language learning, adapted equipment or software to serve students with disabilities, or testing software or placement instruments for the various labs (the Language Lab, testing services, tutorial, and the Success Center). Computer software and equipment are also evaluated, recommended, and maintained by the Technology and Computer Services Department (TeCS) as part of a campus-wide planning schedule. The purchasing department also assists in making recommendations for products and vendors and sources the requested goods and services among historic vendors and new vendors to balance value, cost and delivery. Additionally, the library's Audio-Visual Department assists with locating products and vendors because of their expertise on ease of maintenance, delivery, and comparative costs and availability of parts.

Faculty is regularly consulted to recommend and evaluate the acquisition of materials and equipment. The Learning Center supervisor serves on a number of campus committees such as the Success Center Advisory Committee, the College Information and Technology Committee, and the Matriculation Committee and also attends a number of department meetings regularly, such as English as a Second Language (ESL) and language arts. These committees are made up of faculty, managers and staff. These committees provide the opportunity to discuss, assess and recommend equipment and materials for the Learning Center programs. Additionally, the staff and faculty in Disabled Student Programs and Services (DSP&S) are regularly involved in purchases of adapted software and equipment to accommodate students with disabilities. The Learning Center is responsive to the changing needs of curricula as well.

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 Success Center, and supplement instruction in the Language Lab. The Learning Center has 69 computers designated for student use for the completion of lab requirements for languages and basic English skills courses, and for use by non-credit students (30 in the Language Lab; 22 in the Success Center; 17 in an adjacent, overflow lab). The Testing Center has 40 systems available for the testing of distance education students, make-up testing, job applicant testing, adapted testing, and placement testing. The

evaluation of the software and load sets needed for staff and lab computers is on-going and requests are submitted to TeCS as needed.

## Computer Labs

There is one computer lab open to all students on campus with 60 workstations. There are four open labs for specific disciplines (health sciences, ESL & foreign languages, science and math) with a total of 169 work stations. There are two reserveable computer labs, one with 20 workstations (Hayden Hall 758) and the other (Center for Innovation 158) with 24 workstations (primarily used as a training lab for faculty). If available, the library orientation room, with 20 computers, may also be reserved. There are 17 classroom labs, one DSP&S high tech lab, and one academic skills Lab. **(IIC-21)**

TeCS meets instructor requests for the purchase and installation of computer station programs for each of the labs with a formal process and timeline. Faculty members submit purchase requests for programs or upgrades to their academic deans which are then forwarded to TeCS. These documents are updated every semester. TeCS uses an online program, Footprints, to request service on existing computers. Through this efficient system, the initiator and the TeCS staff are informed about the status of a work request. **(IIC-22, IIC-23, IIC-24, IIC-25)**

## SELF EVALUATION

The college has always been committed to providing strong instructional support services and has budgeted accordingly.

### Library

The library meets this standard based on data obtained from the National Center for Education Statistics (NCES). For 2006, the library's expenditure on resources is equivalent to, and even slightly higher than, that of other California community colleges with equivalent FTES. **(IIC-5)**

Approximately 41 percent of the library's collection is digital, providing 24 hour access to a diverse array of full text resources (more than 25,000 e-books and 40 fulltext journal article and reference works databases) in all academic areas to students whether on campus or off, in traditional classes or online via distance education. With the use of Blackboard for both traditional and distance education, the need for streaming media is increasing, and the library is planning to support streaming media via the Internet both technologically and as part of the electronic data to which the library subscribes. As the library is able to purchase access jointly with other California

community colleges through the California Community College Library Consortium, real cost savings are made in maintaining an up-to-date collection. **(IIC-6, IIC-30)**

The 2005 library program review recommended that reference staff increase the use of electronic resources to offset the small size of the library's print collection. The library increased its digital resources through joint purchasing with the California Community College Library Consortium. This also answered another planning agenda point that the library seek outside vendors for electronic databases to meet curriculum needs. The last self study recommended that librarians work with other faculty to maintain and replace print and non-print resources to keep the collection current. Librarians work directly with faculty to get feedback on proposed or suggested library resources, and indirectly via library resource profiles and Curriculum Committee participation. **(IIC-2, IIC-29)**

The library's audiovisual department staff should participate in the selection of classroom equipment, as they have expertise on ease of maintenance, delivery, and comparative costs and availability of parts such as projection bulbs.

#### **Learning Center**

The Learning Center exceeds the requirement of the standard. The Learning Center is highly responsive to the needs and requests for materials and equipment identified by programs, departments, and faculty to support student learning and makes purchases as requested, budget permitting, or seeks alternative funding sources. The institution is committed to regular maintenance of equipment, programs, and materials to support student success which is in keeping with the college mission for high quality instruction.

#### **Open Computer Labs**

Faculty members provide feedback on the quantity, quality, depth and variety of lab resources through the formal request process and through regular program reviews. Students provide informal feedback to lab or library personnel who then create work orders or request software changes during the semi-annual cycles. All parties have been pleased with the improved communication method for initiating and resolving work requests for staff and student machines. Prior to the winter 2009 budget cuts, the staff felt that the standard was met. We plan to monitor and minimize the effects of budget cuts on services as much as possible. **(IIC-22)**

## **PLANNING AGENDA**

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

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**II.C.1.b.** The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

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## **DESCRIPTIVE SUMMARY**

**Library Reference/Information Assistance: approximately 10,000 reference questions per year:** The library reference desk is staffed by librarians and senior library technicians during all the library's open hours. The reference librarians and staff are highly qualified and able to promptly assist students, faculty, and staff with professional research advice. Librarians assist users in understanding how to retrieve the most relevant and reliable materials for their needs. Friendly, unbiased, and competent assistance is provided to all patrons, regardless of their academic status. In addition, librarians receive and respond to e-mail requests via the library's webpage, and provide online chat assistance during open hours. **(IIC-6, IIC-7, IIC-11)**

**Library Instruction Sessions: 269 sessions per year:** Librarians encourage faculty to schedule instruction sessions by e-mailing all faculty each semester describing services available, offering Flex Day workshops on library services and resources, providing an online reservation form as well as faculty and distance education faculty guides to services on the library website, and placing announcements in the Weekly Bulletin. The library staff offer tours, raffles and other activities to make the entire college community aware of its services and collections. Instructors can schedule sessions via an online library instruction request form, by phone, or in person. **(IIC-6, IIC-7, IIC-11)**

Library instruction is taught by librarians to individuals and to classes with an emphasis on learning outcomes in information competency skills needed for research projects and papers assigned in classes. By learning how to evaluate information for authority, comprehensiveness, reliability, and accuracy, students develop these important critical thinking skills. Students learn how to find and use the complex array of resources available in an academic library. This instruction occurs formally in an information literacy class, in one-to-one sessions at the reference desk, as well as in library instruction sessions arranged by faculty for their classes. The reference li-

brarians also offer half hour research appointments. (IIC-8, IIC-9)

**Online Assistance:** 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, subject pathfinders, and database access passwords available for download via the catalog. Subscription databases are regularly reconfigured to improve interactivity for students, adding such items as links to contact librarians, etc. The library website provides both asynchronous, e-mail-a-librarian, and synchronous, online chat with librarians assisting users. The website also has resource guides and tutorial assistance for users. (IIC-11)

**Distance Education:** Librarians contact distance education faculty each semester regarding the library's services and resources and instructions for creating a direct link to the library on their Blackboard course site. There is also a guide for distance education faculty on the library website. (IIC-11)

**Staff Development:** Instruction in the use of information resources is also available to faculty and staff individually and in workshops. Instruction sessions open to all staff and faculty have been provided on flex days. Audiovisual staff members provide training for instructors individually or through staff development activities on the use of new technology in the high-tech classrooms. Library faculty and staff participate in Flex Day events such as tutorials, workshops, open house events and tours.

**Learning Center:** Learning Center staff provide instruction to students in the basics of using the computer, learning programs, and Internet usage, so students understand and can access and use materials and equipment required to complete their coursework in our labs, to receive assistance through tutorial services, or to effectively complete testing.

The Learning Center serves approximately 5,000 students a year in the learning labs and gives about 15,000 tests a year through testing services.

The Learning Center staff is qualified and trained to be helpful and instructive in assisting students to understand how to use our services, programs and equipment. Orientations on how to utilize our services are mandatory for all students completing lab requirements and for those students taking the placement test. Students seeking tutorial services re-

ceive an informational sheet about the nature of tutoring, and tutors are trained to help educate tutees about the tutoring process and assist them to become independent learners.

Students surveyed indicate that staff is prompt in providing assistance and information. The services and instructions for use are regularly advertised through the web and in print throughout the college in the form of flyers, hand-outs, and at times using the electronic bulletin boards. Staff is friendly and dedicated to serving students. Staff regularly gives presentations to on and off-campus groups and classes about our services and how to use them.

The Learning Center website is regularly updated with descriptive information about our services and programs and includes information about how students can access and benefit from what is offered.

**Open Computer Labs:** The computer lab staff answer student questions, one-on-one, as the need arises. Formal instruction is offered through credit and non-credit courses available to all.

## SELF EVALUATION

The college meets this standard. Based on surveys and data, Citrus College students have a high level of satisfaction with the library facility and its resources, the level of services they receive, and the library's website and online resources and services. Compared with other California community colleges of similar FTES, Citrus librarians provide twice the number of library instruction sessions, although relatively fewer reference transactions. (IIC-5, IIC-6, IIC-10)

The 2003 self study planning agenda recommended that library staff be encouraged to use information technology and attend staff development programs to improve their understanding and use of computer applications. Librarians and library staff have regularly attended Flex Day and other workshops, professional conferences and classes to acquire and maintain updated technology skills.

Anecdotal student comments reveal student satisfaction with one-on-one instruction in the labs.

Students who use the Learning Center's services report a very high level of satisfaction with the assistance, information, and training that are provided. Over 95 percent of the students surveyed thought that the staff was friendly and over 91 percent indicated that staff were extremely helpful and knowledgeable, followed by over 88 percent who noted that they were provided with prompt service so they did not have to wait to gain the information needed



to complete their work or use our services. Based on surveys and data collected, Citrus College students are highly satisfied with the level of quality, services and staff. The Learning Center conducts regular meetings with the staff to improve the standard of services to students.

## **PLANNING AGENDA**

The standard is met in all areas.

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**II.C.1.c.** The institution provides students and personnel responsible for student learning programs and services with adequate access to the library and other learning support services, regardless of their location or means of delivery.

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## **DESCRIPTIVE SUMMARY**

### **Access to Library Collections**

#### **Campus Access**

Anyone on the Citrus campus may use the library during its regular hours of operation. During the regular semesters the library is open 68 hours per week over 6 days; (Monday – Thursday 7:30 a.m. – 9:00 p.m., Friday 7:30 a.m. – 4:00 p.m. and Saturdays 9:30 a.m. – 3:00 p.m.). During the winter session the library is closed on Saturday, and in the summer the library is closed both Friday and Saturday.

The library, renovated in 2001, is Americans with Disabilities Act (ADA) compliant. Special technology and collections in alternative formats (print, multimedia, electronic) make the library collections accessible for people with special needs. The library works with DSP&S to provide equipment and software for special needs students. DSP&S has installed a specially equipped computer as well as a video-phone in the library. In addition, all multimedia purchased by the library is closed captioned to meet the needs of hearing impaired users. Closed captioning also assists ESL students.

Library computers, like all other student computers on campus, are in high demand. The new wireless network, which is accessible in parts of the library, has helped to mitigate this problem.

#### **Online Access**

The library's website is a portal to library collections and services 24 hours per day seven days per week for onsite and offsite users, including distance education students. The website allows patrons to check their library record and renew books, e-mail librarians with questions or requests, obtain online live ref-

erence assistance, recommend new acquisitions for the library, and request materials from other libraries via interlibrary loan. The website provides searchable access to the online catalog of the library's print, audiovisual, and Internet-based resources, as well as access by topic to the Internet databases of books, journal article and reference work fulltext databases, and links to freely available reference works, government sites and other resources. The library catalog and website provide different search paths to locating information online in the library's many online resources. **(IIC-11)**

The library's digital resources (e-books, electronic databases of journal articles and reference works) are available to students via the campus network connection to the Internet. When students are off campus, access to these electronic resources is accomplished via a list of logons and passwords for each resource or via the college's proxy server.

As digital resources available to users become more diverse and extensive, many libraries are implementing search portal software which enables users to search numerous resources with a single search. The library has loaded records for a large percentage of its electronic resources, including individual books, journals and reference works into the catalog, and thus provides searchable access to them as well as to print resources. In addition, a limited single search portal is available to Citrus users via EBSCO, which enables a single search of all its databases as well as of Lexis Nexis, which together comprise the majority of the online subscriptions.

### **Learning Center**

#### **Campus Access**

The Learning Center is open an extensive number of hours and days including weekends. Students may use the Learning Center services during regular hours of operation. During the regular semester most of the Learning Center's labs are open 64 hours per week over six days with testing open an additional four hours on Saturdays (Monday – Thursday 8 a.m. – 9 p.m., Friday 8 a.m. – 4 p.m. and Saturdays 9 a.m. – 1 p.m.; Testing 8 a.m. – 4 p.m.). During the winter session the Learning Center is closed on Saturdays with the exception of the Testing Center, and in the summer, the Learning Center is closed both Friday and Saturday.

A new lab, the Success Center, was developed to provide access and support for students in a newly established lab requirement for English 40 and a new class which was added below this level, English 30. The Success Center also serves non-credit basic skills students. This lab was configured from labs

that had previously existed in the Learning Center and in the non-credit department.

To provide access to students with disabilities, the Learning Center is ADA compliant. Adapted computer technology and resources make the Learning Center services accessible for people with disabilities who require items such as large print works, works in Braille, and screen readers. The Learning Center works closely with DSP&S to provide equipment and software for students with disabilities. In addition, all multimedia purchased on campus is required to be closed-captioned to meet the needs of hearing impaired and non-native speakers of English.

### **Online Access**

All Learning Center services are described and listed online for access to students regardless of their location. Tutorial Services offers online tutoring for the most requested subjects via synchronous and asynchronous methods. This online tutoring program was the first of its kind in the nation when it was developed.

Additionally, in our Testing Center, many instructors using our services for test proctoring send test requests via e-mail and use our online testing software (Chi Tester) to set up tests electronically for online access. The assessment placement instrument, Accuplacer, is also web-based, which allows for assessment of new students anywhere there is Internet access, such as in the local high schools. An online testing program/service, VUE is also used to serve students completing computer competency courses here and in the local community.

### **Open Computer Labs**

The schedule of hours for all labs is updated each semester in the Lab Users Guide available to students at <http://www.citruscollege.edu/tecs/complabs/Documents/LabUsersGuide.pdf>. The lab software and services are only available during operating hours. From off campus, on Internet-connected computers, students may access the Internet, several distance education websites, as well as most of the library's electronic holdings at all hours. Students have access to wireless connectivity on campus in the campus center, the Center for Innovation and part of the library.

## **SELF EVALUATION**

The college meets this standard. The hours of operation of the library, learning center and computer labs meet the needs of the students and staff of the college. Online access makes library and Learning Center services available from anywhere there is Internet access at almost any time.

### **Library**

Using the Campus' proxy server, which is sometimes offline, requires students to configure their browsers and remove the configuration for each session. The college plans to install a more user-friendly student portal which should reduce this problem. If the student portal is not installed, the library plans to use a feature of its library automation system that has the means of authenticating users from the patron registration database, and acting as a portal to these online resources. This method is in use nearly universally at California community colleges and universities. In our recent survey, 89 percent of college and university libraries with the same library automation system software were using this method to authenticate users and provide access to remote resources. **(IIC-12)**

To improve online access, the college will either install a student portal or implement the feature of the library's existing automation system to authenticate students and provide better off campus access to data bases. Library staff will seek funding support from the Citrus College Foundation, the Associated Students of Citrus College (ASCC), and other potential donors to expand wireless access in the library.

A small portion of the audiovisual collection has not yet been closed captioned. As funds permit, the remaining titles will be closed captioned or replaced.

The wireless network is currently accessible only in parts of the library but this service will be expanded as money becomes available for the necessary equipment.

### **Learning Center**

The Learning Center services are very highly used and the current facility and layout barely allow enough room for access to all who want to use services during peak times. The current configuration of the Learning Center is a confusion of carved-up rooms that do not allow for easy access and streamlined traffic flow. Additionally, all labs are filled to the corners with equipment, materials, staff and supplies. There is minimal space for group tutoring and workspace for in-service, orientations and training, and work rooms. The master plan for construction allows for a reconfiguration and some additional space for Learning Center services.

While the Learning Center's services are all listed online, the current campus web page formatting is restrictive. What was once a flagship website has been reduced to plain information in a format that is not very user-friendly and prevents easy, fluid access to needed information by students, staff, and faculty.

With the current budget predicament, hiring has been placed on hold. The Learning Center has 10 permanent staff positions, and half of those are vacant. It is difficult to provide continuity in service and to continue to operate with fluidity with a 50 percent reduction in the staffing. This will ultimately limit the access provided as hours and services will need to be reduced.

### **Open Computer Labs**

Prior to the spring 2009 budget cuts, open hours for the computer labs were adequate for the students of the college at 202.5 hours over six days. In the spring and fall of 2008, the staff felt that the students had adequate access to computers. For the spring 2009 budget, the hours available in the same three open labs dropped to 141, a reduction of 61.5 hours, or 30 percent, primarily in the main computer lab which, currently, has more programs than the other labs. For winter and spring 2009, there is no access on Saturdays anywhere on campus. The college is currently monitoring the students' need for computer labs and is trying to minimize the effects of the reduction of computer lab hours on services. The college was able to restore 20 hours per week to the main student computer lab mid-way through the spring semester. **(IIC-21, IIC-26, IIC-27)**

In addition to open computer labs for students, the college needs computer labs that can occasionally be reserved for classes that do not have computers in their scheduled classrooms. The library continually receives requests for the use of the library orientation room from instructors who only need one or two class sessions in a room with computers. The college needs to either assign a room for this need or develop a way to coordinate the use of special purpose and classroom labs. In prior years, the first floor computer lab in the library was made available by appointment to instructors for individual class sessions. That lab has since been assigned as classroom space for the Language Arts Department.

## **PLANNING AGENDA**

The college meets this standard.

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**II.C.1.d.** The institution provides effective maintenance and security for its library and other learning support services.

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## **DESCRIPTIVE SUMMARY**

The library coordinates with Campus Security and facilities to maintain a clean, safe and secure environment for emergency assistance and for lost and

found services. Security cameras monitor areas of the library at all times. Service desks are staffed during all open hours on both levels of the library. Campus emergency planning includes the library, and the library dean and staff participate in campus-wide drills and emergency response training. **(IIC-14)**

### **Privacy Protections**

The library staff follows the tenets of the American Library Association Code of Ethics; this document is part of the collection development policy. Items II and III of the Code of Ethics are as follows: *"II. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted. III. We recognize and respect intellectual property rights."* In addition, to preserve privacy, the library's automation system does not keep a history of materials borrowed by individuals beyond the immediate borrower of an item, and last borrower who checked it out. **(IIC-1)**

### **Comparative Data**

Based on NCES 2006 comparison, the library has twice the average use by patrons (gate count) on a daily basis compared to other community colleges in California with similar numbers of FTES. The NCES 2006 data show that the library's budget is roughly equivalent to that of the same peers. Facilities and TeCS staff members provide regular maintenance for the library and its furnishings and equipment. **(IIC-5)**

### **Learning Center**

The Learning Center labs, equipment, and materials are generally well-maintained. Student records are adequately secured and staff are instructed about maintaining and securing records and data. Preventative measures have been taken to restrict access to sensitive data and test information by using a new electronic test log. Necessary collected student data are kept securely for five years, per regulations for collecting apportionment, and all sensitive documents and data are appropriately destroyed. Additionally, the center's supervisor has been designated and trained as an emergency information officer for the campus in the event of a disaster.

### **Open Computer Labs**

All labs are monitored by faculty or classified staff during operating hours and are secured and alarmed when closed. The campus security department, in conjunction with the facilities department, has protocols in place for entering and re-securing computing labs to maintain their physical security. Firewalls are in place and servers are routinely backed-up. TeCS staff members are on-call around the clock in the event of a system interruption or failure. Virus scans

are routine and software is maintained to current versions.

## SELF EVALUATION

The college meets this standard.

The library facility is well maintained and safe. Unfortunately, six auxiliary exits from the library are not alarmed during its hours of operation, endangering the safety of the library collection. The library staff knows of no other comparable library with such lax security.

Facilities staff is responsive and prompt in completing work requests for the Learning Center. TeCS is limited in its ability to respond to requests for service as they lack enough aides to complete this work.

The computer labs are well maintained and safe.

## PLANNING AGENDA

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

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**IIC.1.e.** When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of the services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

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## DESCRIPTIVE SUMMARY

Interlibrary loan is a national lending system through which library users may order books from other libraries in the United States. The Citrus College library offers interlibrary loan service to students and employees of the college. **(IIC-15, IIC-17)**

Citrus students have access to the collections of other libraries through the Inland Empire Academic Library Consortium. This is a reciprocal lending agreement among several academic libraries to share resources, which enables students to travel to other campuses to borrow materials. **(IIC-16)**

As has been noted above, the Citrus library is a member of the California Community College Libraries Consortium, which enables the joint purchasing of digital resources at greatly reduced costs. **(IIC-30)**

The Learning Center's Testing Center has purchased and contracted with the College Board to provide their online placement instrument, Accuplacer. Units are regularly purchased to ensure adequate availability of the assessment measure. The instrument is highly utilized; between 4,000 and 6,000 students are assessed each year. Assessment is given during regular hours of operation and also off-site to local high school students. The administration of Accuplacer is in accordance with the required regulations of the agreement.

Also, the Testing Center offers testing for Microsoft competency as the end product for students in certain engineering courses through Pearson VUE, an online service. This obligates the college to maintain services according to an agreement to act as a certified testing site. This testing is offered to students in the classes during finals week by their professors. Testing is available to the community on Monday and Wednesday nights from 4 p.m. – 9 p.m., as required by our agreement with Pearson-VUE.

The college contracts for several online services, such as Blackboard (three year contract), Turnitin.com (annual July 1-June 30), Aleks (one-time site license), ICubed (music), Impatica, etc. This past year a campus-wide committee of Blackboard users compared similar programs and selected to stay with Blackboard. All contracts are evaluated before renewing. Citrus College is a member of the Foundation for Community College Microsoft Campus Agreement. Both staff and students are eligible to purchase Microsoft products at a discount. This includes current versions of Microsoft Office and Windows for either Mac or PC. **(IIC-28)**

## SELF EVALUATION

The college meets this standard.

### Library

There is a formal agreement between Citrus College and Online Computer Library Center, Incorporated (OCLC). OCLC is the organization that makes the interlibrary loan service possible. Interlibrary loan service is easily accessible and utilized through the online interlibrary loan form posted on the library's home page. Monthly statistics of the interlibrary loan requests show the performance of this service and help in evaluating this service on a regular basis. The library takes the responsibility to continue its agreement with OCLC each year, thereby assuring the reliability of the service to the college. Citrus library also has a formal membership in the Inland Empire Academic Library Consortium (IEALC), so students can borrow books directly from other member libraries. A librarian participates in IEALC meetings. The library is also a participant in the California Com-

munity College Libraries Consortium through which vendors and electronic resources are researched, evaluated and joint purchasing agreements developed. (IIC-15, IIC-16)

### **Learning Center**

The products and services that the Learning Center uses, which require agreements, are adequate, accessible and utilized. The performance of Accuplacer is regularly discussed and evaluated per Matriculation Regulations through the Matriculation Committee, the make-up of which includes deans, discipline-specific faculty, and counselors. The performance is also discussed with staff from Accuplacer through regular listserv communication, and by testing staff regularly attending and presenting at Accuplacer trainings and conferences.

VUE testing is evaluated by the faculty who teach the courses for which certification is offered.

### **Computer Labs**

TeCS meets the requirements of having clearly defined contracts.

## **PLANNING AGENDA**

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

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**II.C.2.** The institution evaluates library and other learning 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 as the basis for improvement.

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## **DESCRIPTIVE SUMMARY**

Student learning outcomes (SLOs) have been developed for the library program. The library program review committee reviewed American Library Association standards and learning outcomes, and obtained student learning outcomes used by other community college libraries to compare with those proposed for the library services program. (IIC-18)

### **Library Program SLOs**

Communication (personal expression and information acquisition)

- Library users can identify and describe their information needs through a reference interview, in order to promote lifelong learning.

### **Creative, Critical, and Analytical Thinking**

- Library users develop a productive strategy to complete a research assignment by utilizing library collections and search tools to facilitate research.
- Library users demonstrate knowledge of services available in the library (reserve desk, audiovisual desk, interlibrary loan, borrowing materials, and reference assistance) in order to facilitate student learning.
- Library users will utilize the library's virtual and physical resources such as computers, study areas, group study rooms, website, catalog, and other electronic, print and AV sources, to facilitate study and research.
- Library users will demonstrate information literacy through classroom library instruction sessions, in one-on-one direct encounters at the reference desk, or by taking the Library Technology 100 Information Literacy course so that, as they progress through their college courses and through life, they will enjoy an informed, computer-literate life.

### **Community/Global Consciousness and Responsibility**

- Library users will demonstrate courteous behavior, use library materials in a responsible manner, and distinguish between ethical and unethical uses of information.

### **Technology/information competency**

- Students will demonstrate that they can use the Online Public Access Catalog (OPAC) to locate library materials, after instruction at the reference desk or in class sessions, in order to promote lifelong effective use of libraries.

### **Discipline/subject Area Specific Content Material – Project**

- Library users will be able to find books in the Dewey Decimal arrangement, after instruction at the reference desk or in class sessions, and retrieve them from the shelves accurately, in order to promote lifelong effective use of libraries.

### **Assessment of SLOs**

Student learning outcomes are assessed by the use of surveys/assessments. (IIC-10)

- a. 2008 Student post-library instruction feedback survey (477 students achieved an average 60 percent on tested library skills).
- b. 2007/08 Student library instruction evaluation survey (1,321 students responded. Of those, 88 percent felt the instruction helped them

select databases; 78 percent felt it helped them improve their search strategy; 55 percent agreed that it helped them to find criticism for a literary criticism assignment; overall 94 percent felt more comfortable about the library and staff.)

- c. 2008 Instructor feedback on library instruction survey (20 instructors responded. Of those 90 percent felt the instruction assisted students in selecting and searching in article databases; and instructors were evenly divided over whether becoming more familiar with the library via the instruction session or getting their feet wet in searching for pertinent materials was more important).
- d. 2008 Library survey (202 responses; 58 percent of students felt the library staff treats them well; 57 percent say the library helps them with their schoolwork)
- e. Online 2008 Library computer usage survey (342 responses; 56 percent say they are in the library to use the computers; 44 percent say they are searching library databases; 66 percent are doing e-mail as well; and by a large percentage nearly all users claim to be using Internet resources (both library and non-library) to find information related to their class work and assignments. Most expressed general satisfaction with the library's website.)  
**(IIC-10)**

### **Improvement of Outcomes**

Survey/assessment information helps to identify areas where SLOs are not being fully met, and what measures can be taken to meet them. These may include restructuring library instruction sessions, improving the library website, and improving communication with faculty and students. Students evaluate instruction sessions via an online survey, and faculty also provide feedback via an online form regarding the instruction sessions. The online student survey was amended to include questions testing the students' ability to find information resources based on their library instruction session, and to assess information competency skills. The library has performed two other random surveys to assess general levels of satisfaction and determine areas that need improvement. **(IIC-10)**

When the student library instruction evaluation was changed to include test questions based on the instruction, students were retaining less instruction than expected, which resulted in changes to the library instruction session to improve retention. The library instruction student feedback survey now includes questions which test critical thinking skills and problem solving which allows students to evaluate information resources in order to determine reliability, cur-

rency, authority, and comprehensiveness. Faculty provide feedback on library instruction sessions for their classes which also helps indirectly assess SLOs.

### **Indirect Assessment**

The library provides academic and student services programs with profiles of library resources and services relevant to their programs for program review, which provides the opportunity for evaluative feedback from the programs to the library. Librarians serve on the Curriculum Committee and Academic Senate, which also provides opportunities for feedback.

**(IIC-2, IIC-3)**

### **Comparative Data**

NCES 2006 data indicate that the library, with a smaller number of professional library faculty than other California community colleges of equivalent size (.39 per FTES as opposed to .55 per FTES), is providing more than twice the number of library instruction sessions than the average (281 compared to an average of 115). Compared to California community colleges of equivalent size, the library has 36 percent of the average for reference assistance interactions. In a nationwide comparison with community colleges of similar size, our reference assistance shrinks to 25 percent of the average at other libraries. It may be that the large number of instruction sessions at Citrus affects the instances of students seeking reference assistance. In addition, the comparisons should be viewed with caution, as it is not certain whether libraries are reporting both directional assistance and reference assistance interactions as a combined number, or separating them, as Citrus has done.

**(IIC-5)**

### **Learning Center**

Program outcomes have been developed for the Learning Center services. The Learning Center is in the process of refining and evaluating the outcomes.

### **Learning Center Program Outcomes**

Provide students instructional support services and resources in a friendly and helpful manner.

### **Language Lab**

Students who complete course-assigned language lab activities will enhance their knowledge and language skill.

### **Testing Center Services**

Regular users of testing services will receive timely and accurate evaluation in the form of testing and assessment of knowledge and skills and level of preparation.

### **Tutorial Services**

Students who regularly use tutorial services will evidence independent learner traits through applied study skills.

### **Success Centers**

Students receive instructional support for basic skills classes to enhance the learning experience and provide opportunity for students to complete these classes successfully.

### **Assessment of Outcomes**

Outcomes are assessed through evaluation of student survey; instructor survey; staff reporting; and data logged regarding successful completion of testing. Survey/assessment information helps to identify areas where program outcomes are not being fully met, and what measures can be taken to meet them such as to restructure instruction support offerings, improve the publication and distribution of information about our services, and improve communication with faculty and students. Students evaluate instructional support labs via survey, and faculty also provides feedback via meetings and periodic surveys. The student survey is distributed in the Learning Center labs periodically and asks about experience with staff and services. Students in the English 30 and 40 classes were surveyed in fall 2008 specifically about their experiences with using the Success Center in regards to lab hour commitment and lab offerings. Faculty members have been surveyed by e-mail about their experiences with the Learning Center staff and services. Students who receive tutorial services are also specifically asked about their experiences with tutoring and the tutors.

## **SELF EVALUATION**

The college meets this standard.

### **Library**

The library does an impressive job providing information competency instruction to Citrus students. It also provides two information competency guides on its website, one for English 101 and a generalized guide. The library has a smaller full-time faculty than most other California community colleges of equivalent size. As a result, the number of hours available for librarians to act as liaisons with academic programs and with distance education faculty is limited. The library's relatively reduced numbers of reference interactions can be attributed in part to lessened contact and collaboration with faculty in developing library resources and services to the programs due to the small full-time

faculty.

In the last self study, it was recommended that the library subcommittee develop a plan for an overall periodic review of library and media services campus-wide. The library program review committee has met regularly for the last year to review library and media services. **(IIC-20)**

The library has completed the first assessment of its student learning outcomes in the areas of creative, critical and analytical thinking; information competency; and discipline subject area specific. The staff concluded that the survey instrument needed to be altered to better evaluate the students' retention of information. For winter 2009, the instrument was expanded to include questions which test critical thinking skills and problem solving to evaluate information resources in order to determine reliability, currency, authority, and comprehensiveness.

### **Learning Center**

The Learning Center surveys students regarding services. Students rate staff as helpful, prompt and knowledgeable and are satisfied with services provided. The few comments or suggestions are considered and changes made accordingly if possible. Of those surveyed, 95 percent of students indicate that the staff is friendly; 88 percent indicate that they receive prompt services; 91 percent indicate that the staff is helpful and 91 percent indicate that the staff is knowledgeable. College faculty and staff surveyed are extremely satisfied with our services and staff.

The more meaningful information about meeting student learning outcomes and identifying student needs happens through formal and informal conversations between professionals on-campus. These conversations are more valuable and productive than surveying in determining current and future services. It is a hallmark of the Learning Center to use innovative thinking and quick adaptation to emerging trends in the population served and to identify the changing needs of the campus community.

### **Computer Labs**

The computer labs have not yet completed student learning outcomes.

## **PLANNING AGENDA**

The standard is met.

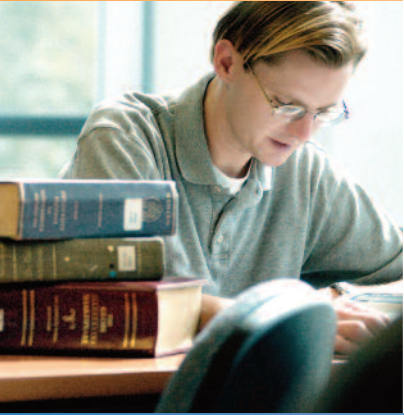
## IIC EVIDENCE

- IIC-1 Library Collection Development Policy  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-2 Curriculum Committee Members  
<http://www.citruscollege.edu/curriculum/Pages/CurriculumCommitteeMembers.aspx>
- IIC-3 Program Review Profiles  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-4 Innovative Contract  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-5 NCES Budget Comparison  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-6 Library Cumulative Data  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-7 Library Research Tips  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-8 English 101 Library Instruction  
<http://www.citruscollege.edu/library/Pages/English101.aspx>
- IIC-9 Library Instruction Handouts  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-10 Library Surveys/Feedback Forms  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-11 Library Website, Including Library Catalog, Online Forms, Virtual Library Tour  
<http://www.citruscollege.edu/library>
- IIC-12 Survey Use of WAM 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-13 Library Load Set Requested, Spring 2009  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-14 Disaster and Emergency Preparedness  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-15 Online Computer Library Center (OCLC) Formal Interlibrary Loan Agreement  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-16 The Inland Empire Academic Libraries Cooperative (IEALC) Membership  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-17 ALA Standards for Libraries in Higher Education  
<http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm>
- IIC-18 Library Program Review March 3 2009 draft  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-19 Library Technology Plans  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-20 Library Committee Minutes 08-09  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-21 Computer Labs Spring 2009 Session Users Guide  
<http://www.citruscollege.edu/tecs/complabs/Documents/LabUsersGuide.pdf>
- IIC-22 Instructional Lab Preparation Schedules 2009  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-23 Citrus College Lab Software Adoption Request  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-24 Computer Lab Software Installations "LabLoadsSU08"  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-25 TeCS Work Order System, Footprints  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-26 Computer Lab Hours Map Spring 2009  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-27 Computer Lab Hours Map Spring 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-28 Foundation for California Community Colleges. Welcome to CollegeBuys  
<http://www.foundationccc.org/Default.aspx?tabid=138>
- IIC-29 Program Review Library, 2005 Draft  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20II/Standard%20II%20C>
- IIC-30 Community College Library Consortium  
<http://www.cclibraries.org>



# Standard III

## Resources



## Standard III: Resources

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.*

### III.A Human Resources

**The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

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**III.A.1.** The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

**III.A.1.a.** Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

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The Office of Human Resources is responsible for overseeing the process for hiring personnel who are qualified by appropriate education, training and experience. The district employs individuals in several general employment categories. Each category has distinct regulations and procedures governing their recruitment and selection. The district employs individuals into faculty positions, both full-time and part-time. These positions include classroom assignments and the employment of individuals into non-classroom assignments such as counselors and librarians. The district also employs individuals as academic ad-

ministrators. Classified positions include all staff positions. The district also employs classified managers and supervisors.

### Full Time Faculty Recruitment and Selection

The criteria and minimum qualifications for all academic positions are established by the California Community Colleges System Office. Specifically, the California Code of Regulations, Title 5, sections 53400 through 53430 set forth the minimum qualifications for specific faculty disciplines, including academic administrators (see also, Education Code sections 87357, 87358, and 87359). For those individuals seeking employment with the district in a faculty or academic administrator position who do not meet the prescribed minimum qualification for the position, the district, consistent with Title 5 regulations, has an equivalency process with guidelines that are used to determine whether an applicant has qualifications equivalent to the statewide minimum qualifications for the specific discipline. **(III A-1, III A-2, III A-3)**

In order to be employed in a faculty position, the individual under consideration for employment must present proof of an appropriate degree from an institution accredited by a recognized accrediting agency or a degree from non-United States institutions certified as equivalent to degrees granted by accredited United States institutions.

The recruitment and selection process for full-time faculty positions is set forth in Board Regulation R-4107. **(III A-4)**

Each fall semester, by no later than early October, the Faculty Needs Identification Committee (FNIC) meets and establishes a list of criteria, supported by information and data from program reviews, that is used to develop a ranked list of faculty positions to be considered for recruitment. FNIC is composed of the superintendent/president, two instructional administrators, the vice president of student services, and three faculty members. Each academic department submits to FNIC their requests for new faculty positions. Then by December, FNIC submits an agreed upon ranked list of new faculty positions to the board of trustees for its final approval.

In determining how many new faculty positions to fill from the list developed by FNIC and approved by the board of trustees, the district relies on the number of additional full-time faculty the district must hire to comply with its Assembly Bill 1725 full-time faculty obligation.

Once a new faculty position has been approved, the Office of Human Resources works with the respective department and vice president to develop a job announcement and determine the best recruitment strategy. The job announcement identifies the criteria for selection which includes knowledge of the subject matter to be taught and potential to contribute to Citrus College. The district advertises full-time faculty positions in order to attract a large and diverse candidate pool. All job announcements are listed on the district's web page and marquee and are submitted to the California Community College Registry-Plus. The district maintains an online application process where interested candidates can see information relevant to the job position and apply for the position. **(IIIA-5)**

The selection process begins with the hiring panel for a particular position reviewing each submitted application. There is a separate hiring panel for each position. The hiring panel consists of the department designee, two faculty members, two administrators (including the vice president for the area in which the position is included) and a diversity representative (non-voting member of the panel). A department may decide to include faculty members from other departments on the hiring panel. Each member of the hiring panel receives training on diversity sensitivity.

The hiring panel determines which candidates are invited for an interview based on a consideration of factors, including knowledge of subject matter and effective teaching. The same panel conducts the initial interviews. Hiring panels are encouraged to include a demonstration component in the interview. After interviews are conducted, the hiring panel submits a non-ranked list of finalists to be considered for final selection.

The finalists are interviewed by the superintendent/president, the chair of the hiring panel and the diversity representative. After the superintendent/president makes her selection, the individual's name is submitted to the board of trustees for employment.

### **Adjunct Faculty Hiring**

All adjunct faculty must meet the minimum qualifications for the discipline they will be teaching or estab-

lish an equivalency. The process for establishing an equivalency is identical to the process used for full-time faculty as described above.

Pursuant to the workload memorandum of understanding (MOU) reached with the full-time faculty in spring 2008, in each department, full-time faculty are offered all available sections first to fill each full-time faculty members' required load then on an overload basis. All remaining classes are then offered to adjunct faculty. **(IIIA-11)**

If a class is to be taught by an adjunct faculty member, the department may assign an adjunct faculty member who has a record of successful teaching for the district or may schedule interviews from an adjunct pool of qualified applicants.

In cooperation with the academic departments, the Office of Human Resources advertises for adjunct faculty on a regular basis and establishes for each academic department a pool of qualified applicants.

In the event that a department determines to interview applicants from the adjunct pool, a committee comprised of the area vice president, or designee, and a full-time faculty member from the department interview available candidates. This committee makes the final selection and forwards the name to the Office of Human Resources. After ensuring the individual selected meets the minimum qualifications or an equivalency, the individual is submitted to the board of trustees for final employment.

### **Academic Administrators, Managers and Supervisors**

All requests to fill an academic administrator position or a classified management position are reviewed by the president's cabinet. The request is vetted with respect to the need for the position as well as the financial resources available to support it. In the event that the position request is approved, the Office of Human Resources establishes an open position on the online applicant tracking system and develops a recruitment plan in conjunction with the appropriate vice president or division dean. The hiring panels for academic administrators typically include a diverse mix of administrators, managers/supervisors, faculty and classified staff. The final selection decision is made by the superintendent/president, and then the individual's name is submitted to the board of trustees for employment.

Academic administrators must meet the minimum qualifications for their position or establish an equivalency. **(IIIA-6)**

### **Classified Staff Hiring Process**

The Office of Human Resources is responsible for the recruitment and selection of classified staff. The district currently has no board policy or procedure setting forth the specific requirements for the recruitment and selection of classified staff. However, the Office of Human Resources adheres to a recruitment and selection process that is well known by the campus community and is legally sound. In the event that a need arises for a new classified position, or if a current classified position becomes vacant, it is up to the department to request approval to fill the new or vacant position.

All classified positions to be filled are approved by the president's cabinet. In determining whether to fill a position, the president's cabinet takes into consideration the need for the position and the available financial resources. Once a position is authorized to be approved, the Office of Human Resources works with the department requesting the position to determine a recruitment strategy. Recruitment usually entails at a minimum advertisement of the position in appropriate newspapers or other periodicals, listing on the district's web page, and posting of the position on the district's public electronic marquee.

Minimum requirements are established for each classification as well as the job duties to be performed. In the event that the district is proposing to recruit for a new classification, the minimum requirements and the specific job duties would be determined prior to actual recruitment and set forth in a formal job description. (IIIA-7)

Applicants for a classified position may complete the application process online or submit a written application.

The selection process includes an initial screening of applications to determine if the applicant possesses the minimum requirements for the position. The district may also utilize either a written test or job performance exam to further identify an adequate candidate pool.

Once a qualified applicant pool is developed, a hiring committee is established for the specific position. The hiring committee consists of appropriate administrators and/or managers/supervisors and classified staff. The hiring committee is responsible for conducting interviews and forwarding a list of at least three qualified candidates to the superintendent/president for final selection. The name of the person selected is then forwarded to the board of trustees for employment.

### **SELF EVALUATION**

This standard is met.

The process for selection of full-time and adjunct faculty, administrators, managers/supervisors and classified staff works effectively resulting in the selection of highly qualified personnel.

Due to current budget constraints, the district will not fill many of its vacant classified staff positions and will only be able to hire full-time faculty as required to maintain its obligation under AB 1725 full-time faculty obligation.

Job descriptions for new full-time faculty positions and for academic administrators, managers and supervisors are generally developed for recruitment and selection purposes. The specific job duties for a full-time faculty member are set forth in the collective bargaining agreement between the district and the Citrus College Faculty Association/CTA as outlined in Article 5, Faculty Agreement and Workload MOU. (IIIA-8, IIIA-11)

Existing classified staff job descriptions were developed as part of a classification study completed in 2004. The classification study, conducted by an outside consultant, emphasized and accomplished a standard format for job descriptions; however, the study was not successful in leading to the development of accurate job descriptions. In March 2009, the district and the California School Employees Association (CSEA) entered into a new three-year collective bargaining agreement. As part of this agreement, the district and CSEA have agreed to work jointly to review and revise the job descriptions for all bargaining unit classified positions. This review will be accomplished by the end of the 2009-10 academic year. A similar process will be implemented for non-bargaining unit classified positions, including classified managers and supervisors.

While the recruitment and selection process for managers/supervisors and classified staff has worked well and is responsive to the district's needs, it would be helpful to have written procedures for the hiring process for each of these categories. The Office of Human Resources is currently working on a comprehensive review of human resources-related board policies and procedures. This will include the development of a new policy and procedure concerning the recruitment and selection process for academic managers, classified managers and supervisors.

## PLANNING AGENDA

Citrus College's ongoing commitment to improvement in this area is expressed in the institutional planning agenda item number 3. As part of the review and revision of board policies and procedures related to human resources, the director of human resources will develop written procedures for the recruitment and selection of academic administrators, managers/supervisors and classified staff positions.

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**III.A.1.b.** The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvements. Actions taken following evaluations are formal, timely, and documented.

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### DESCRIPTION

Every regular district employee (full-time faculty, adjunct faculty, management, supervisor/confidential and classified staff) is evaluated through a formal written process with specific timeframes established for each group. Policies and procedures in the area of human resources are scheduled for review and revision in 2009-10. References here are to policies and regulations adopted prior to spring 2009.

#### Full-Time Faculty

The evaluation process for full-time faculty is guided by Citrus College Board Policy 4114 and Board Regulation 4114 and emphasized in the *Evaluation and Tenure Policy Regulation Handbook*. Policy 4114 mandates the evaluation should be timely, promote professionalism, enhance performance, be closely linked with staff development efforts, and be sympathetic and sensitive to the racial and cultural diversity of the community. Evaluation of academic staff (R-4114) explains the guiding principles of the evaluation process, evaluation criteria, evidence used in the evaluation and definitions and responsibilities. (III-A-9, III-A-10)

Board Regulation 4114 establishes an Evaluation and Tenure Oversight Committee (ETOC) which is comprised of two faculty members appointed by the Academic Senate and two academic administrators appointed by the superintendent/president. This committee is responsible for ensuring the successful implementation of the evaluation process, with a

specific role in providing training, reviewing tenure decisions, and adjudicating disputes that may arise during the evaluation of full-time faculty.

#### Contract (probationary) Faculty

The contract faculty evaluation process follows a four-year cycle which begins the first fall semester of his/her employment with the district, and occurs every fall semester for the first four years of employment. Contract faculty members are evaluated by a tenure review team comprised of the division/department dean (or immediate supervisor), one administrator, and one tenured faculty member, preferably from the evaluatee's discipline. To maintain consistency, the composition of this team does not change from year-to-year unless extenuating circumstances arise. Sources of information for evaluating contract faculty include peer evaluations, student evaluations (or mandatory self-evaluation if student evaluation is not feasible), and administrative input. Contract faculty are required to include a professional growth report with their second and fourth evaluations.

#### Tenured Faculty

The evaluation criteria for tenured faculty evaluations are established and listed in Board Policy and Regulation 4114, and represent a peer evaluation process that includes an assessment of the faculty member's classroom performance, such as knowledge of the subject matter and delivery of appropriate instructional materials; relationship to students; classroom management; and professional growth activities, which include a self-evaluation instrument, the Professional Growth Self-Evaluation. (III-A-12)

Tenured faculty evaluations occur at the regular interval of once every third year, as outlined in Board Policy 4114. Tenured faculty are evaluated by a faculty review team which is comprised of a maximum of two faculty members and at least one academic administrator, which may be the division/department dean (or immediate supervisor). The composition of the faculty review team is not constant and changes from evaluation to evaluation. Sources of information for evaluating tenured faculty include peer evaluations, student evaluations (or mandatory self-evaluation if student evaluation is not feasible), administrative input, and self-evaluation. Tenured faculty members are required to include a professional growth report with each evaluation.

All tenured faculty evaluations are reviewed by the ETOC co-chair or the Academic Senate president and the vice president of instruction before being filed by human resources. In addition, evaluations with split decisions by team members are reviewed

by the director of human resources and the superintendent/president.

Discussions are held between the evaluatee and the evaluation team and are designed to promote quality by identifying areas of improvement or professional development. Specific guidelines are provided for faculty who are evaluated as “needs improvement” with a written plan developed by the evaluation team and the evaluatee. This plan is included with the evaluation and establishes a timeline for any future evaluations.

### **Adjunct Faculty**

The evaluation process for adjunct faculty is set forth in the collective bargaining agreement between the district and the Citrus College Adjunct Faculty Federation, Local 6352 of the American Federation of Teachers as set forth in Article 8, CCAFF Agreement. Also, the district still maintains board policy and regulation (P-4114 and R-4114) detailing an evaluation process that has been superseded by Article 8 of the adjunct faculty collective bargaining agreement. **(IIIA-13)**

Adjunct faculty members are evaluated once during their first semester and at least once every six regular semesters thereafter. The collective bargaining agreement provides that adjunct faculty members are evaluated by a full-time faculty member from within the adjunct faculty member's division/department. Sources of information for evaluating part-time faculty include student evaluations (if student evaluations are not feasible, a self-evaluation is mandatory and a brief rationale should be attached to the evaluation); observation (classroom, library, or counseling) or review of course documents (including, but not limited to, the class syllabus, handouts, tests, quizzes and/or lesson plans); professional growth; administrative input; and, self-evaluation. Either at the request of the immediate supervisor or on a voluntary basis, adjunct faculty members submit a professional growth report with each evaluation.

All adjunct faculty evaluations are reviewed by the vice president of instruction before being filed by human resources.

### **Academic Administrators and Classified Managers**

The evaluation procedure for management employees is set forth in Board Policy 4314 and Board Regulation 4314. The board regulation outlines the process for evaluation of all management employees, including the superintendent/president. Management employees are evaluated on performance related to the assigned job responsibilities and personal qualities, with a primary objective of maintenance or improvement of the quality of education in the district.

The objectives of the management evaluation procedure, in part, are to foster administrator excellence and promote the sensitivity and responsiveness of managers to the needs of the staff and students of the district. Board Regulation 4314 provides for systematic and timely evaluations of all management staff using established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. All managers are evaluated annually by their immediate supervisor. Every third year the evaluation includes information gathered from a survey pool comprised of the direct supervisor, direct subordinates, peers and members of the various constituent groups. **(IIIA-14, IIIA-15)**

Every three years the evaluation of administrators and managers includes a survey of peers. This survey provides additional information to assist the evaluator in assessing the job performance of the designated administrator. These evaluations, along with the administrator's or manager's self-evaluation, are reviewed by the appropriate vice president and the superintendent/president of the district. Currently, there are no allowances for unsolicited comments from all employees of the district in this evaluation process.

As part of the evaluation process, academic administrators and managers are required to submit specific goals for the ensuing year. These goals are to be directly linked to the institutional goals set forth in the college's strategic planning goals. **(IIIA-16)**

### **Classified Staff**

The evaluation procedure for classified staff is set forth in Article 6 of the current collective bargaining agreement between the California School Employees Association (CSEA), Chapter 101 and the district. Each new (probationary) classified employee is evaluated at the end of his/her third month, and each third month thereafter during the first year. Probationary employees become permanent after one year. Permanent classified employees are evaluated once per year during the month of their anniversary date (January or July). Supervisors conducting evaluations of classified staff members complete an online form and assess an employee's performance based on established performance objectives and the specific duties listed in the staff member's job description. All classified employees are given a copy of their written evaluation with their response, if any. Another copy is kept by the evaluator, and the original is returned to human resources and placed in the employee's personnel file. Documentation of em-

ployee evaluations are maintained in confidential and secure employee personnel files.

All classified staff and managers are provided specific feedback designed to promote quality job performance. This feedback includes specific recommendations for improvement and provisions for assisting the employee in implementing any recommendations.

### **Supervisor/Confidential**

The process for the evaluation of classified supervisors and confidential employees is set forth in Board Policy and Regulation 4217. The board regulation outlines the procedure for the evaluation of all supervisor/confidential employees which follows the classified staff's evaluation procedure. A newly hired or promoted supervisor/confidential employee is considered probationary, and is evaluated at the end of his/her third month, and each third month thereafter during the first year. Permanent supervisory and confidential employees are evaluated once per year during the month of their anniversary date (January or July).

## **SELF EVALUATION**

This standard is met.

The spring 2007 Citrus College All-Employee Survey indicates that 28.8 percent of those responding to the survey disagreed that the evaluation process is effective. This survey result does not specify which evaluation process, e.g. full-time faculty, classified employees, etc., the respondents specifically found ineffective. A general sense exists among employees that all of the evaluation processes can be more effective. The primary frustration appears to be the time it takes to complete evaluations and the need for clearer evaluation processes. **(IIIA-17)**

For the full-time faculty, the principles of the evaluation process as set forth in Board Regulation 4114 are well-accepted and provide for meaningful evaluations of the district's full-time faculty.

The current language in the collective bargaining agreement with the adjunct faculty sets forth a peer evaluation performed by a full-time faculty member. However, due to time constraints on most full-time faculty, this process is seldom adhered to. In most circumstances, adjunct faculty are being evaluated by the responsible dean.

The evaluation process for academic administrators and managers provides for a meaningful self evaluation and evaluation. The process requires specific goals to be established by each administrator and manager. The evaluation documents include a nu-

merical score for both the self survey and the campus survey. The rating system has shown to be of little use in the overall evaluation instrument and process.

The evaluation process for classified supervisors and confidential employees follows the process for classified employees with the same evaluation instrument that requires a rating for preset areas of performance and a brief narrative if the rating in a particular area exceeds or is below standards. The current process does not require supervisors and confidential employees to establish specific goals.

The evaluation process for the classified employees is set forth in the collective bargaining agreement with CSEA. The current rating form used in the evaluation process does not provide for an opportunity for the employee and the manager to discuss and adopt goals. The evaluations of classified employees are often late or not completed. In the fall 2008 semester, administrators and managers received training on managing the classified staff. This training included specific guidance concerning classified staff evaluations.

## **PLANNING AGENDA**

Citrus College has identified institutional planning agenda items that address updating job descriptions and hiring procedures. In tandem with these institutional agendas, the director of human resources will work with constituent groups in the following areas to review and improve evaluation procedures.

- Review in negotiations with the full-time and adjunct faculty associations the current evaluation process with the goal of ensuring an effective evaluation process that is clearly understood and not overly burdensome.
- Provide training to all staff engaged in the evaluation of faculty.
- Review with CSEA the evaluation process with the goal of ensuring an effective evaluation process that is clearly understood and not overly burdensome.
- Review with the supervisor/confidential employees the current evaluation process with the goal of ensuring an effective evaluation process that is clearly understood and not overly burdensome.

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**IIIA.1.c.** Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

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## DESCRIPTION

The college does not directly evaluate faculty on effectiveness of achieving student learning outcomes. Teaching effectiveness is evaluated during the peer observation in categories that include: clearly explaining material, stressing understanding as well as facts, checking to see if students understand material, encouraging questions and discussion, stimulating interest in the subject, maintaining currency in the discipline and maintaining content in the course, fitting the course content into overall curriculum, initiating curriculum changes to keep the course effective, and having a grading system that is consistent with the philosophy of the department and board policy. Student surveys also address teaching effectiveness. Student learning outcomes are directly considered in the program review process and are linked to budget and planning; student learning outcomes are indirectly considered in faculty evaluation. Citrus College has established the official course outline of record for each course as the location for listing student learning outcomes and assessment methods, which includes current samples of assessment. Faculty members are evaluated, in part, on whether their content follows the curriculum via discussion of current syllabi and sample assessment methods. Recommendations for improvement, if the content does not match the curriculum, are revisited during the next evaluation.

## SELF EVALUATION

This standard is met.

Teaching effectiveness is currently measured using a variety of criteria. As student learning outcomes are assessed and fully integrated into course outlines and program reviews, there will be opportunity for discussion regarding direct faculty evaluation on effectiveness of achieving student learning outcomes. Evaluation standards and processes are negotiated by the district and the faculty union, CCFA. Discussions with the faculty union on effective performance evaluation strategies and procedures will continue.

## PLANNING AGENDA

None

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**III.A.1.d.** The institution upholds a written code of professional ethics for all of its personnel.

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## DESCRIPTION

Board Policy 3602 provides for a detailed statement of code of conduct that is applicable to all employ-

ees and students. The *Citrus College Instructor Handbook* also sets forth a code of ethics for faculty. The code of ethics has been adopted by the Academic Senate. **(IIIA-18, IIIA-19)**

## SELF EVALUATION

This standard is met.

The district's current code of ethics adequately sets forth the expectation for all employees.

## PLANNING AGENDA

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

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**III.A.2** The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

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## DESCRIPTION

In fall 2008 the district employed 174 full-time faculty, 284 adjunct faculty, 35 administrators/managers, 35 supervisors/confidential and 294 full- and part-time classified staff.

Each fall semester, the California Community College System Office requires the district to verify its number of full-time and adjunct faculty (expressed as a full-time equivalence) for the purpose of establishing its percentage of full-time faculty and to determine its full-time faculty hiring obligation. Each year since 2004 the district has met or exceeded its full-time faculty hiring obligation and has maintained a full-time faculty ratio of 64 to 65 percent.

All of the district's faculty meet or exceed the minimum qualifications established for the discipline in which they are teaching. Approximately 15 percent of the district's full-time faculty have a doctorate degree.

## SELF EVALUATION

This standard is met.

Recent and ongoing reductions in state funding of community college districts have required the district to drastically limit the hiring of classified staff, administrators/managers and supervisory employees. As



part of its budget reduction strategy, the district has publicly stated its intent to protect full-time faculty and regular staff positions. The district does maintain a sufficient number of classified staff and managers to meet Citrus College's mission and purposes.

In addition, in order to attempt to provide for a balanced budget, the district has reduced the number of sections offered during the 2008 winter session and the 2009 spring semester. This has resulted in the non-hiring of approximately 80 adjunct faculty.

The district does maintain a sufficient number of full-time and adjunct faculty to meet Citrus College's mission and purposes. The district is still proceeding with its plan to hire three new full-time faculty as of the beginning of the fall 2009 semester. This commitment to filling these three faculty positions will ensure that the district meets its full-time hiring obligation.

The number of administrators, managers and supervisors provides an adequate level of support to the college's mission and purposes. The number of classified staff also meets the mission and purposes of the college.

### **PLANNING AGENDA**

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

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**III.A.3** The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

**III.A.3.a.** The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

### **DESCRIPTION**

The district maintains board policies and procedures for all relevant personnel issues for each category of employees. The Office of Human Resources is primarily responsible for ensuring that all personnel-related policies remain current and are equitably adhered to. The collective bargaining agreement for the full-time faculty provides for a dispute resolution process for alleged violations of board policy.

### **SELF EVALUATION**

This standard is met.

While the district maintains board policies and procedures which ensure fairness in all employment procedures, many of the human resources-related board policies and procedures are in need of review and revision. For example, the district's policy on affirmative action needs to be updated to reflect significant changes in the law. Also, while the district has a board policy and procedure concerning sexual harassment, it too needs to be reviewed to ensure it is current with all legal obligations. The district has begun a review of all of its board policies and procedures. The Office of Human Resources has begun a review of policies and procedures related to personnel and is developing new and updated policies and procedures. The college has committed itself to reviewing and revising all policies and procedures by July 1, 2010. This is addressed in institutional planning agenda number four.

### **PLANNING AGENDA**

Citrus College demonstrates its ongoing commitment to improvement in this area through institutional planning agenda item 4. As part of the comprehensive review and update of board policies, the superintendent/president will establish procedures to ensure future systematic evaluation and updates incorporated into the planning processes of the institution. Specifically, the Office of Human Resources will move forward with its policy and procedure revisions and will put in place a process for a regular review of all human resources-related policies and procedures.

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**III.A.3.b.** The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

### **DESCRIPTION**

The Office of Human Resources maintains all personnel files. The files are maintained in a locking file cabinet in a section of the human resources office. Both the file cabinet and the human resources office are locked at the close of business each day. The electronic key locks used in the district provide for a record of each person who enters a locked door in the human resources office. Additionally, only a few necessary employees have full access to the human resources office. The custodial supervisor is present whenever the assigned custodian cleans the human resources office.

The district is committed to fostering and ensuring equity, fairness and diversity in all of its programs.

Board Policy 1005 sets forth the district's commitment to ensure college programs that are non-discriminatory. In addition, the district's Office of Human Resources conducts all hiring processes with a commitment to ensuring equal employment while striving to provide for a diverse workforce that reflects the diverse student and community populations served by the district. (IIIA-20)

An employee may easily and readily inspect his/her own personnel file. A log is maintained in the file indicating when a person looks at his/her file.

Before any document which may contain derogatory information is placed in an employee's personnel file, the Office of Human Resources advises the employee of his/her right to attach a written rebuttal prior to the document being placed in the employee's personnel file.

### **SELF EVALUATION**

This standard is met.

All personnel files are adequately secured and employees are provided easy access to their own personnel file.

### **PLANNING AGENDA**

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

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**III.A.4** The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**III.A.4.a.** The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

**III.A.4.b.** The institution regularly assesses its record in employment equity and diversity consistent with its mission.

**III.A.4.c.** The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

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### **DESCRIPTION**

The district is committed to employing and retaining a diverse workforce and over the last several years has significantly increased the number of employees hired from traditionally underrepresented groups.

As of the 2007-08 academic year, approximately 54 percent of the district employees are female versus 46 percent male. The district has also experienced a significant increase in the number of Asian and Hispanic employees. Among the faculty, the district has experienced an increase in its number of Hispanic instructors. In the 2002-03 academic year 9.7 percent of the faculty were Hispanic. This percentage has grown to 14.2 percent as of the 2007-08 academic year.

All hiring committees include a diversity representative. The diversity representatives are trained by the Office of Human Resources and have the ability to challenge any inappropriate conduct during the selection process. In addition, the district's human resources office provides ongoing training in sexual harassment and discrimination prevention.

The district job announcements clearly state the district's policy of non-discrimination and careful consideration is given in advertising all open positions to facilitate a broad representation of applicants.

The district's board policy and regulations and collective bargaining agreements provide for a general framework to ensure that administration, faculty, staff and students are treated fairly and with respect. The district, through its human resources office, prides itself on maintaining an environment in which employees feel comfortable in addressing their needs through direct discussions with their supervisors.

### **SELF EVALUATION**

This standard is met.

The district's recruitment and selection processes are designed to encourage a broad representation of applicants and ensure the selection process is free of discrimination.

The current affirmative action and non-discrimination policy is being revised to ensure that the district's commitment to employing a diverse work force is legally and effectively implemented.

### **PLANNING AGENDA**

The college will complete the adoption of a new non-discrimination policy/procedure and a new equal employment opportunity policy/procedure. These actions are indexed to the institutional planning agenda item 4.

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**III.A.5.** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**III.A.5.a.** The institution plans professional development activities to meet the needs of its personnel.

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## DESCRIPTION

District-funded activities include sabbatical leaves, academic travel to conferences and workshops, equal employment opportunities meetings, planning retreats, safety and computer training and retraining, diversity sensitivity, leaves for continuing study, and tuition reimbursement for classified staff to earn a bachelor's or master's degree. Additionally, staff development opportunities to lecture in Costa Rica, China, England and Spain are now in place through the American Institute for Foreign Study.

At its December 1, 1988 meeting, the Citrus College Steering Committee formally approved the creation of the Staff Development Advisory Subcommittee which reports to the Human Resources Committee. It is through the existing committee structure that human resource development is related to both shared governance and the overall planning of the college.

Subcommittees of the Staff Development Subcommittee are led by their constituent groups to plan staff development activities. The advisory committee serves as the coordinating body to monitor the progress of staff development, complete state reports and assessments and determine the budget.

For the last seven years the college has provided \$25,000 per year for the staff development committees. The method of allocating the staff development budget to the different committees is for the staff development coordinator to prepare a proposed budget estimating what will be needed in the general account for the fiscal year and distributing the remaining amount to the different subcommittees using a formula of 65 percent for faculty, 25 percent for classified staff, 5 percent for supervisors and 5 percent for managers. Any monies not spent by the end of the year carry forward into the next year in each account.

Because of a one-time allocation of \$52,000 from the State of California in 2006-2007, staff development has had more funds than expected for the last three years. Rather than spend all the extra money

quickly, the committee decided to only increase spending by 30 percent and use their ability to carry forward unused money to extend the extra funding to six years or to cover short falls if the district reduced funding.

The Flex Committee, with representation from constituent group members of the Staff Development Advisory Committee, plans training and professional development activities for the spring Flex Day, a full day when instruction does not occur.

### Faculty Learning Institute

During fall 2008, the Faculty Development Committee reviewed their organizational structure and decided that faculty development overall would be improved if they combined with the Flex Committee and developed more on-campus workshops and events. Following approval of the Academic Senate, the first meeting of the combined committee was held on November 12, 2008. This new committee selected the name Faculty Learning Institute. Since its creation, the Faculty Learning Institute has planned the February 2009 flexible calendar day, organized two book events and sponsored four campus workshops. In addition to these campus events and workshops, they have continued to oversee the awarding of staff development funds for faculty travel and faculty recognition through the featured faculty program and the distinguished professor award. In May 2009 the Faculty Learning Institute held a half day retreat where they developed the outline for their activities for 2009-2010 which will include two book events and themed workshops throughout the academic year.

## SELF EVALUATION

This standard is met.

The process of having committees from each of the constituent employee groups works well in staying current on staff needs but does complicate shared activities. The decision to ration the extra money from the state in 2006 has proven to be a good one. If the different committees stay at their current spending levels, staff development should end this year with approximately \$33,000 which will be enough to cover operations for 2009-2010 even if the district is unable to provide any additional funding.

As budgets shrink, the necessity of planning more group activities on campus and making more use of webinars will be considered. In fact, the work of the Faculty Learning Institute has moved in this direction.

## PLANNING AGENDA

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

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**III.A.5.b.** With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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## DESCRIPTION

All participants in any district funded staff development activity are asked to complete evaluations of the activity which are reviewed by the committee providing the funding. Evaluation forms for both flexible calendar days are sent to all full-time employees asking if they attended any of the activities. These evaluations also ask for suggestions for future staff development activities. The responses on all evaluations and surveys are reviewed and considered in future planning.

## SELF EVALUATION

The standard is met.

## PLANNING AGENDA

None

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**III.A.6.** Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

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## DESCRIPTION

The planning for new full-time faculty positions is directly linked to the process engaged in between the district and the Academic Senate through the Faculty Needs Identification Committee. This committee, with direct participation from faculty and administrators from the various departments, identifies and plans for additional full-time faculty. This process is used to identify which full-time faculty positions will be filled in order to maintain the district's full-time faculty obligation. Further, the use of program review data and results provides a direct link between resource allocation and institutional planning. All faculty hiring requests must be supported by instructional program review reports.

The staffing of classified employees flows from the managers and supervisors. If a need for additional classified staff is identified, the request for a new po-

sition is forwarded to the president's cabinet for approval.

As a result of the current state budget crisis and the anticipated impact on the district, additional classified positions are not being filled.

## SELF EVALUATION

While this standard is met, inadequate funding from the state and the current budget crisis have required the district to hire mostly part-time classified employees and to put on hold hiring of most classified staff positions. In the spirit of continuous improvement, the college will include, in a more formal manner, staffing needs into budget planning.

## PLANNING AGENDA

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

## IIIA EVIDENCE

- IIIA-1 Title 5, Educational Code Sections (87357, 87358 and 87359)  
<http://www.aroundthecapitol.com/code/getcode.html?file=../edc/87001-88000/87355-87359.5>
- IIIA-2 Faculty Equivalency Guidelines  
[http://www.citruscollege.edu/hr/Documents/Supplementary%20Application%20Forms/Equivalency\\_Guidelines.pdf](http://www.citruscollege.edu/hr/Documents/Supplementary%20Application%20Forms/Equivalency_Guidelines.pdf)
- IIIA-3 Educational Administrator Equivalency Guidelines  
[http://www.citruscollege.edu/hr/Documents/Supplementary%20Application%20Forms/Educational\\_Administrators\\_Equivalency.pdf](http://www.citruscollege.edu/hr/Documents/Supplementary%20Application%20Forms/Educational_Administrators_Equivalency.pdf)
- IIIA-4 Board Regulation 4107 Hiring Procedures for Full-Time Faculty  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-5 California Community College Registry-Plus  
<https://www.cccregistry.org/>
- IIIA-6 Board Policy 4144 Minimum Teaching Qualifications and Equivalency  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-7 Classified Job Descriptions  
<http://www.citruscollege.edu/hr/Documents/Forms/AllItems.aspx>
- IIIA-8 Article 5, Faculty Agreement  
<http://www.citruscollege.edu/hr/Documents/Union%20Contracts>
- IIIA-9 Board Policy 4114 Faculty Evaluation  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-10 Board Regulation 4114 Evaluation-Academic Staff  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-11 Workload Memorandum of Understanding (MOU)  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20A>
- IIIA-12 Professional Growth Self-Evaluation Form  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20A>
- IIIA-13 Article 8, Citrus College Adjunct Faculty Federation (CAFF) Agreement  
<http://www.citruscollege.edu/hr/Documents/Union%20Contracts>
- IIIA-14 Board Policy 4314 Management Evaluation  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-15 Board Regulation 4314 Management Evaluation Procedures  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-16 Strategic Planning Goals  
<http://www.citruscollege.edu/admin/planning>
- IIIA-17 Citrus College All Employee Survey Spring 2007?  
<http://www.citruscollege.edu/admin/planning>
- IIA-18 Board Policy P-3602 Code of Conduct  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-19 *Citrus College Instructor Handbook*  
<http://www.citruscollege.edu/as/Documents/facultyhandbook.pdf>
- IIIA-20 Board Policy 1006 Nondiscrimination  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>

## III.B Physical Resources

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

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**III.B.1** The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

**III.B.1.a.** The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

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### DESCRIPTIVE SUMMARY

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 integrated with institutional planning. The *Educational and Facilities Master Plan* dated April 2001 serves as the primary planning document for the college, incorporating educational and facilities planning through the year 2010. The *Educational and Facilities Master Plan* was developed by an architectural firm in consultation with a committee representative of all constituent groups, management, supervisors, faculty, staff and students, an educational planning consultant and a landscape architect. The plan was approved by the board of trustees in April 2001. (III B-1)

The college has a culture that supports and has provided resources for the ongoing renovation and replacement of its facilities. Prior to the approval of the *Educational and Facilities Master Plan* of 2001, the college had applied for and received funding from state bonds for construction and renovation of its facilities. The completed *Facilities Master Plan* confirmed that local resources would be required to complete the necessary projects to support growth and programs that the college proposed. Consequently, the Board of Trustees approved a local general obligation bond for inclusion in the March 2004 general election. This \$121 million bond, Bond Measure G, was passed by the voters of the district within the guidelines of Proposition 39. The guidelines contain strict accountability safeguards, includ-

ing a citizen's bond oversight committee and independent performance and financial audits. (III B-1, III B-2, III B-3)

In addition to Bond Measure G, state-wide Proposition 1D was passed in November 2006. Proposition 1D, the Kindergarten-University Public Education Facilities Bond Act of 2006, is a \$10.5 billion bond issue providing needed funding to relieve public school overcrowding and to repair older schools. Funds from this bond issue may also be used to repair and upgrade existing public college and university buildings and to build new classrooms to accommodate the growing student enrollment in California community colleges, the University of California and the California State University systems. The community college share was \$1.5 billion, and Citrus College currently has two projects, the Vocational Technology Building and a percentage of the Student Services Building, approved for funding from this source. The Math/Science Building, part of the *Educational and Facilities Master Plan*, was fully funded from the state-wide bond prior to Proposition 1B. (III B-1, III B-2)

After the passage of Bond Measure G, a committee of college administrators, supervisors, faculty, classified staff and students was formed to assist in developing the implementation plan for the *Educational and Facilities Master Plan*. This document was completed in 2004 with updates in July 2006 and cost estimate updates in July 2008. (III B-4)

The implementation plan clearly describes all projects in terms of scope, estimated costs, space utilization and relation to the master plan. A subcommittee with representation from all constituent groups worked with a consultant for four months in defining the scope and timeline of major new construction projects and secondary effects projects on the campus. The implementation plan has also assisted the college in identifying additional projects required to support campus expansion and deal with the secondary effects attendant to major construction and program relocation. The need for a new central plant and security building, for example, was recognized early, and the central plant was completed in 2008. To date, as part of the original master plan, the college has constructed several new facilities including the math building, the Center for Innovation, and softball field complex. Currently under construction are the Vocational Technology Building, the Student Services Building, and the field house and concession buildings. Secondary effects projects that have been completed include the nursing lab, Video Tech and Physical Science Building HVAC upgrades, the Liberal Arts Building remodel, and the esthetician lab

remodel. Upcoming projects include the gym remodel, EDC Building remodel, Administration Building remodel, Fine Arts Complex and the recording arts console upgrade. (IIIB-4, IIIB-5)

For all facilities, Citrus College strives to assure effective utilization and the continuing quality necessary to support its programs and services. A space inventory is required by the Chancellor's Office and is updated annually. Citrus College prepares and submits this report, which includes information on room capacity and space utilization in every building. This report becomes part of the justification for a Five-Year Construction Plan. The state uses these figures, along with projected enrollment growth, to develop capacity and load ratios that are considered in the prioritization of projects. The college utilizes the California Community College Facility Utilization Space Inventory Option Net (FUSION) for space inventory and five-year construction plan reporting to the Chancellor's Office. (IIIB-6, IIIB-7, IIIB-8)

In recent years, the college has carefully evaluated technological advancements to determine which new technologies are actually most appropriate and effective for college classroom application—the college does not take a technology-for-technology's-sake approach. As a result, the college has designated and equipped 105 classrooms across the campus as "smart classrooms." Many of these "smart classrooms" provide instructors the ability to use computer-based presentations, access network and Internet multimedia resources, use interactive pen displays to write over slides in digital ink, and save presentation notes for review by students from remote locations. Digital presenters provide the ability to show microscopic, as well as life size, objects for discussion. Traditional DVD and video multimedia resources are also available. Each presentation podium provides students the functionality to use their portable laptop computers for presentations as well.

### SELF EVALUATION

Citrus College meets the standard. Bond Measure G made it possible for the college to advance the quantity and quality of physical resources necessary to support its programs and services. The implementation plan is used as a blueprint for educational and facilities master planning. Construction thus occurs in a systematic way in response to the educational needs of the college. The college's Facilities and Construction Department, with cooperation and support of the instructional division, have done a remarkable job since the passage of Measure G in the construction program and are to be commended in this regard. (IIIB-2, IIIB-4)

### PLANNING AGENDA

The college has met the standard and will continue efforts that support meeting the standard. Measure G funding is estimated at this time to be able to fund all of the construction projects that appear in the implementation plan. (IIIB-2, IIIB-4)

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**III.B.1.b.** The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

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### DESCRIPTIVE SUMMARY

All facilities at Citrus College are constructed and maintained to assure access, safety, security and a healthful learning and working environment while meeting instructional and institutional goals. Buildings are constructed to meet state standards and are approved by the Division of the State Architect (DSA). California Community Colleges are subject to the Field Act of 1933, a California state law, prompted by the 1933 Long Beach earthquake, requiring that public school buildings be built to stringent seismic and safety standards set forth in the California Building Code. As required by the Field Act, the college retains the services of a Department of the State Architect (DSA) inspector to be present during construction to ensure buildings are built in accordance with the California Building Code, Title 24.

All new and remodeled facilities are fully accessible and meet or exceed all Americans with Disabilities Act (ADA) standards and buildings codes. Architectural barrier removal has been addressed on the campus to increase accessibility and shorten paths of travel for the disabled. The Physical Resources Committee, comprised of representatives from every campus constituent group, oversees matters impacting physical access and general facility-related issues. Citrus College, through its security department, monitors and patrols the campus 24 hours a day for the security and safety of its students, staff and facilities. (IIIB-9)

While the college facilities department utilizes a master maintenance calendar to schedule and execute the majority of its preventative and predictive maintenance, several other factors drive and guide its maintenance efforts: ongoing compliance with the requirements and standards of the Occupational Safety and Health Administration (OSHA) and the American National Standards Institute (ANSI); and observations, evaluations and inspections by district

staff, governmental agencies, contracted professionals and third party insurance administrators. All of this input is used to help assess, prioritize and schedule routine and non-routine maintenance and repair, including equipment replacement and minor construction or remodeling. Equipment, including vehicles for use on public roads, off-highway vehicles, grounds vehicles and instructional and non-instruction equipment (grounds, maintenance), is inspected by the California Highway Patrol, U.S. Department of Transportation, Statewide Association of Community Colleges JPA (SWACC) safety inspectors, other governmental agency personnel and district staff on programmed and non-programmed occasions to determine safety of use, operation and remaining life. Additionally, annual fire and life safety inspections are conducted by the Los Angeles County Fire Department and Health Hazardous Materials Division. The facilities department's master maintenance calendar addresses additional safety related inspections. **(IIIB-10, IIIB-11, IIIB-12, IIIB-13, IIIB-14)**

A Citrus College Hazard/Vulnerability/Risk Assessment Report was prepared by a consultant as part of the college's emergency preparedness planning and training. The plan has several short and long-term recommendations for reducing risks. To reduce or eliminate the potential of concealed hazards on the campus, the college has recently retrofitted the campus lighting for better visibility and broader illumination. Additionally, new lighting systems were installed in all the new parking areas located on the east side of the campus. The college has also identified, in its five-year scheduled maintenance plan for the state, a three-phase walkway replacement project aimed at replacing deteriorating walkways across the campus that are suffering from root-heaving, cracking and weather damage. Phase one of this project was completed last year, and phase two will be completed in the summer of 2009, eliminating potential trip hazards and providing safe, well-lit paths of travel through the center of campus. **(IIIB-15)**

All new employees of the district are issued an employee safety guidelines booklet so they are made aware of safety precautions. Emergency response procedures flip charts, which are distributed college-wide and posted in all classrooms, labs and offices, include information such as emergency telephone numbers, emergency response procedures, building evacuation procedures and basic first aid. The environmental health and safety supervisor updates the charts as needed and distributes them periodically. This year, they have been distributed at three college-wide forums in addition to regular visits to classrooms to ensure that the flip charts are posted and are current. The college conducts regular emergency

training drills and a training program to familiarize faculty and staff of proper emergency preparedness as detailed in our *Emergency Operations Plan*. **(IIIB-16, IIIB-17, IIIB-18, IIIB-19)**

The Facilities and Construction Department is the responsibility of the vice president of finance and administrative services. The vice president holds weekly facilities meetings to review the ongoing construction projects. Custodial staff members are assigned specific buildings or areas of responsibility and the custodial supervisor conducts nightly inspections of these areas to ensure campus cleaning standards are maintained. Currently, the scheduling and tracking of preventive and routine maintenance is accomplished through a computer database (FIXit Line). Work requests are tracked by a computer database and are updated and reviewed daily. This system also allows requesters who initiate work requests to check on the status of work orders, thereby providing easily accessible feedback to system users. **(IIIB-20, IIIB-21)**

The college regularly applies for state scheduled maintenance funds earmarked for repairs to existing structures. The availability of these funds varies from year to year, with specific guidelines for the types of projects that qualify. The allocation of these funds requires a college match. The college updates the list of scheduled maintenance projects every year. **(IIIB-22)**

## **SELF EVALUATION**

Citrus College meets this standard. Numerous safeguards are in place to ensure that there is adequate access, safety, security and a healthful learning and working environment. The all-employee survey in spring 2007 reported that 83.7 percent of faculty, staff and students agreed that the campus facilities are adequately maintained and 82.5 percent agreed that the campus facilities adequately meet their needs. Overall, many survey respondents are happy with campus facilities as a whole. **(IIIB-23)**

Regarding safety on campus, in the All-Employee Survey, there was agreement across all college constituents that the college is a safe place. Over 90 percent of respondents felt safe on campus and 70.3 percent felt that security officers are able to answer questions about safety and security. The college continues to enhance public safety through more patrols in the evening and increased lighting around the campus. Along with new construction and new parking lots, additional lighting has been installed.

Additionally, in 2008 the Facilities and Construction Department completed a comprehensive program



review in which quantitative and qualitative measurements were employed to evaluate the department's performance in maintaining campus grounds, buildings and equipment, and in administering construction and environmental, health and safety programs. The program review also evaluated the performance of the department in terms of its effectiveness in enhancing student outcomes, saving energy and providing quality facilities for both students and the community. (IIIB-23, IIIB-30)

### PLANNING AGENDA

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

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**III.B.2** To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

**III.B.2.a.** Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

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### DESCRIPTIVE SUMMARY

Citrus College has a long-range capital planning program that consists of several elements: the *Educational and Facilities Master Plan 2001*; *Facilities Condition Assessment* produced by 3DI; *Five-Year Construction Plan*; *Educational Master Plan 2009*, and *Scheduled Maintenance Plan*. The *Five-Year Construction Plan*, a report that is filed annually with the state, lists construction projects planned for the future and fully describes how existing and projected facilities will be used. The report uses current and projected enrollment data, as well as the college's current facility space inventory, to plan facilities and to accommodate future enrollment growth. In addition, the facility condition assessment surveys the need for major maintenance projects and facility replacement. It also compares the cost of repairing and maintaining an existing facility to the cost of new construction. (IIIB-1, IIIB-7, IIIB-22, IIIB-24, IIIB-28)

The college has been successful in developing a variety of funding sources for facilities improvements. These funding sources include state and local bonds. Overall, since 2003, the college has expended over \$105 million in construction and facility projects.

### SELF EVALUATION

Citrus College meets the standard. Detailed updates of current facility issues and construction projects are presented at the meetings of the Physical Resources Committee and Measure G Citizens' Oversight Committee. Faculty, staff, students and committee members are expected to disseminate the information to all members of their constituent groups and community groups. The Bond Oversight Committee information is provided on a website at [www.citruscollege.edu](http://www.citruscollege.edu). An *Annual Report to the Community* is also produced by the Measure G Citizens Oversight Committee and is also available on the website. (IIIB-9, IIIB-25, IIIB-26, IIIB-27)

The implementation plan produced in 2004, updated in July 2006, and again in July 2008, continues to guide the college in long-range institutional planning. (IIIB-4)

### PLANNING AGENDA

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

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**III.B.2.b** Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

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### DESCRIPTIVE SUMMARY

Physical resource planning is fully integrated with institutional planning. In 2000, a Facilities Master Plan Committee was formed to develop a facilities master plan for Citrus College, which integrated the 2000 *Educational Master Plan*. The *Educational and Facilities Master Plan* of 2001 was the result of a year-long effort involving all college constituency groups. The consultants hired to develop the plan, tBP Architecture, interviewed administration, faculty, and staff and the community for an initial assessment of perceived facilities needs. The consultants reviewed census data and analysis and projected enrollment growth to 18,500 by 2010 as a result. The *Educational and Facilities Master Plan* is intended to meet the eventual needs of the college at 18,500 student enrollment—its educational programs and services, its modes of delivering instruction and services, its physical appearance and campus climate, and the influence of technology on all of these components by the year 2010. (IIIB-1, IIIB-28, IIIB-29)

The college also submits a *Five-Year Construction Plan* to the state on an annual basis. This entails an annual, systematic assessment on the effective use of physical resources. The results are evaluated and serve as the basis for improvement. (IIIB-7)

### **SELF EVALUATION**

Citrus College meets the standard. The implementation plan of 2004 is used as a blueprint for educational and facilities master planning. Construction occurs in an organized and systematic way in response to the college's educational needs through the cooperation of the instruction division and the Facilities and Construction Department. Passage of Measure G allowed the college to implement the facilities priorities outlined in the *Educational and Facilities Master Plan*. Through the passage of Measure G, state bonds and scheduled maintenance funding many facilities have been completed or will be completed within the next five years. (IIIB-1, IIIB-2, IIIB-4)

### **PLANNING AGENDA**

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

## IIIB EVIDENCE

- IIIB-1 *Educational and Facilities Master Plan 2001*  
<http://www.citruscollege.edu/info/reports>
- IIIB-2 Bond Language–Resolution No.2003-04-13 Resolution of the Board of Trustees of the Citrus Community College District Ordering an Election, and Establishing Specifications of the Election Order  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-3 Bond Performance and Financial Audits 2006, 2007 and 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-4 Citrus College Implementation Plan 2004  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-5 Measure G Project List  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-6 Report 17–Space Inventory Report October 09, 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-7 *Five-Year Construction Plan 2010-2015*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-8 Long Range Enrollment and WSCH Forecast Report  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-9 Physical Resources Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/prc>
- IIIB-10 Department of California Highway Patrol – Safety Compliance Report/Terminal Record Update  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-11 United States Department of Transportation Review  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-12 Statewide Association of Community Colleges Property & Liability Inspection Report (SWACC)  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-13 County of Los Angeles Fire Department Official Inspection Report  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-14 Master Maintenance/Code Compliance Report  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-15 Hazard/Vulnerability/Risk Assessment Report  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-16 Employee Safety Guidelines Booklet  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-17 Emergency Response Procedures Flipchart  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-18 Emergency Preparedness Training Schedule  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-19 Emergency Operations Plan  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-20 Construction Program Meeting Minutes  
<http://www.citruscollege.edu/finance/facilities/constructioncommittee>
- IIIB-21 FIXit Line  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-22 District Scheduled Maintenance 5-Year Plan  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-23 Working at Citrus College: Results from the All-Employee Survey – Spring 2007  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-24 Facilities Condition Assessment Report  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>
- IIIB-25 Citizens’ Oversight Committee Meeting Minutes and Reports  
<http://www.citruscollege.edu/finance/bond/Documents/Forms/AllItems.aspx>
- IIIB-26 Citizens’ Oversight Committee Website  
<http://www.citruscollege.edu/finance/bond>
- IIIB-27 Annual Report to Our Community by the Measure G Citizen’s Oversight Committee  
[http://www.citruscollege.edu/finance/bond/Documents/08report\\_to\\_community.pdf](http://www.citruscollege.edu/finance/bond/Documents/08report_to_community.pdf)
- IIIB-28 *Educational Master Plan 2000*  
<http://www.citruscollege.edu/info/reports>
- IIIB-29 *Educational Master Plan 2009*  
<http://www.citruscollege.edu/info/reports>
- IIIB-30 Facilities and Construction Program Review  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20B>

### III.C Technology Resources

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

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**III.C.1** The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

**III.C.1.a** Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

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#### DESCRIPTIVE SUMMARY

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. Students utilize technology to apply to the college, register for classes, and complete coursework. Faculty use technology to develop curriculum, obtain class rosters, input course grades and provide a distance-learning environment. Staff employ technology for purchasing, scheduling, managing student data, communicating, and managing their daily work. Managers rely on technology for data and statistical analysis to support planning and decision-making.

#### Technology Implementation and Decision Making

To meet the expanding integration of technology in these aspects of college life, Citrus College has chosen to focus its technology resources on the implementation of available technology applications. This change to a technology "implementation" environment is a major departure from prior technology efforts of developing and supporting institutionally created, i.e. home-grown applications. The most important step, taken during the current reporting period, was the implementation of Sungard's Banner Enterprise Resource Planning (ERP) system. The Banner System, known at Citrus College as WingSpan, is an essential component of the college's administrative system.

The change in technology focus was accompanied by a change in technology decision-making. Functional area managers and staff from student services, instructional services and administrative services now partner with the Technology and Computer Services department (TeCS) to plan and implement

technology projects. To ensure the Banner WingSpan system continues to meet the college needs, a Banner Working Group was formed to set priorities for future upgrades and to coordinate implementation. This cross-functional group is composed of functional area leaders from credit and non-credit instruction; student services offices of admissions and records, counseling, and financial aid; administrative offices of finance and human resources; and representative from the TeCS department. Instructional services, represented by several deans, meets regularly with the TeCS department to plan and coordinate upgrades to classrooms and teaching laboratories. A subcommittee of the Academic Senate, the Academic Computing Committee, has met with representatives from the TeCS Department to clarify teaching needs in the classroom. The TeCS Department is now an integral part of college-wide construction with a representative sitting on the Construction Projects Committee to ensure that technology is considered in all building projects. **(III-C-1, III-C-2, III-C-3)**

In addition, in support of this change in focus, technology is integrated into many aspects of governance at Citrus College. The technology governance committee, the College Information Technology Committee (CITC), was formed to develop policies and procedures related to technology and to undertake technology planning for the college. The CITC developed the *Technology Master Plan* in June 2009 not only to guide the implementation of technology at the college, but also to support of the educational, facilities and strategic plans. In addition to the CITC, the TeCS department has representation on many governance committees, including physical resources, fiscal resources, institutional research, educational programs and steering. Also, the chief information services officer (CISO) attends the president's cabinet meetings and board of trustees meetings. **(III-C-4, III-C-5, III-C-6, III-C-7, III-C-8, III-C-9)**

#### Organizations Supporting Technology

The chief information services officer, who reports directly to the superintendent/president, leads the TeCS department. The TeCS department manages the college network and related infrastructure, the central server room, the telephone system and related infrastructure, desktop computers and related peripherals for faculty, staff, classrooms and laboratories, and the administrative applications including the Banner WingSpan system and related support applications. The TeCS department has a staff of 16 including the CISO, two supervisors and 13 classified staff. Student workers provide help desk service and support for the open computer lab. **(III-C-10)**

In 2006, the TeCS department was restructured to enhance its ability to support the college's operations and improve effectiveness. Three functional groups were created to support each of three key technology areas. The network, central computing and telecommunications group has responsibility for all networks, the college website, e-mail, central hardware with associated software, security, telephones and construction support. The technology operations and support services group has responsibility for instructional computer labs, classroom and staff desktop support, instructional software and hardware in classrooms and labs, help desk support and training. The instructional and administrative systems group implements and maintains all administrative software applications and is responsible for supporting all state and federal reporting requirements. In support of the Banner WingSpan system, an ERP coordinator was appointed to lead the continuing implementation and upgrading of the Banner WingSpan system. The coordinator chairs the Banner working group. **(IIIC-10)**

In addition to the TeCS department, several offices and departments provide technology support and facilities. The library provides an extensive online research environment, open computer labs, and computer classrooms. The Audio Visual Department, managed by the dean of library and learning services, provides audio visual equipment upon request and assists in the maintenance of classroom projection equipment. The distance education office, managed by the dean of business, computer systems and information services (CSIS), and distance education, provides support for the Blackboard course management system including training for faculty using Blackboard, support for students using Blackboard and management of the remote Blackboard system. The Reprographics Center manages all technology support for publications and printing. The Office of Purchasing and Warehouse manages the college purchasing system, Escape. Finally, as described below, several of the college systems are fully hosted and maintained off-site by third party vendors.

### **Student Learning Outcomes**

As student learning outcomes (SLOs) have become increasingly integrated throughout the college, technology is playing a key role in developing, assessing, and analyzing them. In 2007, the college began using Governet's CurricUNET curriculum management system. SLOs had already become integral to course outlines of record. The implementation of CurricUNET allows for easy departmental review of course-level SLOs as well as the inclusion of SLOs in degrees and certificates. CurricUNET also simplifies the tracking of the courses that had developed SLOs.

Given the large number of courses that have had to be reviewed by the Curriculum Committee for SLO assessment, moving to CurricUNET has also significantly reduced the amount of paper used by this committee. **(IIIC-11)**

Several programs have begun using the Blackboard course management system as a key component of their SLO assessment process. This allows direct statistical assessment of SLOs either on a section-by-section or course-wide basis. The Office of Institutional Research (OIR) has been able to provide timely data to programs and individual courses using the operational data storage (ODS) component of the Banner WingSpan system including demographic data that give a more complete and meaningful picture of SLO assessment information. In addition, Banner WingSpan data on courses are available to the curriculum chair and student learning outcomes and assessment coordinator to facilitate tracking of SLO completion. Finally, an SLO assessment committee, the HotShots, is reviewing options for developing a central repository of samples, resources and reports for use by the college community. **(IIIC-12)**

### **Teaching and Learning Needs**

Instructional technology supports students with computer equipment and software applications in classrooms and laboratories. Citrus College has robust classroom and laboratory resources with 105 classrooms incorporating podium system projection equipment and 39 computer classrooms and labs supporting a variety of programs in all instructional divisions. The faculty and deans define the instructional needs for the classrooms and labs. The TeCS department and the instructional deans then work cooperatively to deliver the technology. As noted above, Distance Education supports and manages the Blackboard course management system. During spring 2009, 129 full distance education classes, over 100 distance education/traditional hybrid classes and 300 traditional classes used Blackboard resources. **(IIIC-13, IIIC-14, IIIC-15)**

Several instructional departments provide specialized technology. The Recording Arts Department maintains a state-of-the-art recording studio. The Nursing Program provides human simulation systems that provide real-life situations for nursing students. A video capture system records students responding to the simulations enabling instructors to immediately review student performance and provide feedback. The automotive technology program provides students with a fully computerized Toyota training environment.

The TeCS department collaborates with the deans of student services to provide technology that supports students in many ways. TeCS coordinates directly with the dean of admissions and records to support reporting and processing needs for all aspects of student records. The Financial Aid Office works closely with the TeCS department to ensure that the Banner WingSpan system upgrades meet the annual requirements for financial aid processing. TeCS also works closely with the dean of counseling to support the SARS-SUITE applications for counseling. **(IIIC-1)**

### **Collegewide Communication**

In 2006, a cross-functional task force led a comprehensive restructuring of the college's web environment, consolidating four separate Internet sites to form the current site. The new site was developed using a content management system (CMS) provided by Sector Point. The task force designed a format that allows easy and consistent navigation throughout the website while providing flexibility for individual offices and departments to present their web pages. The TeCS department provides design support and training to assist offices and departments to maintain their sites. An intranet site was also developed for use by Citrus College faculty and staff. The intranet enables working groups to share materials. The intranet also provides a platform to offices and departments to provide information, resources and forms to the entire college community. The Haugh Performing Arts Center also developed a new Internet site using the Sector Point tools.

All faculty and staff have access to e-mail from both on and off campus. E-mail boxes, maintained on a central server, average 250 megabytes in size. Once the size limit is reached, users have the option to archive e-mails either to a local desktop drive or to a centrally provided server. The college has implemented an emergency communications tool, Citrus Alert, using Blackboard's Connect-ED tool. In the event of an emergency, the college is able to communicate quickly with students, faculty and staff via phone, e-mail and text messaging.

The college's student portal system, which will be implemented on the Banner Luminous platform, is under development. This portal, developed as a component of the Banner WingSpan system, will link directly to student data and provides students with a single point of access to all online materials and information. The portal will also provide a platform for departments and divisions to communicate to the entire student body or to defined groups of students.

### **Research**

The Office of Institutional Research works closely and collaboratively with the TeCS department to meet the research and reporting needs of the college. As noted above, the OIR office and the TeCS department have developed a shared data environment using the operational data storage (ODS) component of the Banner WingSpan system.

Transactional and longitudinal data from both the college's and the California Community College Chancellor Office's (CCCCO) databases are maintained in the ODS and made available to the OIR staff. In addition, the TeCS department and the OIR have developed a second research database that accommodates historic data from the college's legacy system and enables the OIR office to combine current and future data from the Banner WingSpan system. The OIR office implemented an online work request environment in summer 2009 to track and manage their own reporting requests. **(IIIC-16)**

### **Operational Systems**

During the current reporting period, the college has almost completely upgraded its administrative applications and supporting hardware. The college technology environment is network based. Servers with large storage capacity allow faculty to provide file sharing with students in computer labs in addition to separately providing secure private data storage and sharing. Staff use the file-sharing environment on the servers to create information and data resources for use by all members of a department or office. A variety of hardware platforms, including Intel-based desktops as well as Apple computers, are provided for faculty and staff. Every network user has access to word processing, presentation, spreadsheet, database and communication software. In addition, many discipline-specific packages are available. Network servers provide centralized printing and file sharing support to all administrative and instructional users. **(IIIC-17)**

The core of the administrative systems is the Banner WingSpan system, which includes the student, financial aid and human resource modules. Several related applications are integrated with the Banner WingSpan system to support college information processing needs. A document processing system, Xtender, and a reporting tool, Crystal Reports, are directly linked to the Banner WingSpan system. Admissions and records, financial aid and fiscal services use Xtender extensively to store and access supporting documentation. The TeCS department and OIR utilize Crystal Reports to develop reporting tools that can be accessed by student and instructional services offices to run reporting as needed. Other applications integrated with the Banner WingSpan system

include third party support applications for forms printing (Evisions), online fee payment (EOP&S) and computer job scheduling (AppWorx).

Several additional applications not directly integrated with the Banner WingSpan system have been implemented or expanded to support specific college processing needs. The SARS-SUITE provides counselors with appointment tracking, early alert functions, reminder calls and reporting support. Escape is a procurement application implemented by the Purchasing Department to support paperless purchasing. Instructional services is implementing an enrollment management application (EMS) that allows deans to accurately management enrollment data. Collegenet's Resource 25 enables the college to coordinate academic room scheduling with meeting and event management. The NoHo Software application provides administrative processing support for the childcare center. To record student attendance in computer, science, music and dance labs, an attendance tracking system, CI Tracker, was implemented that records not only which course a student worked on while in the lab but also the time spent on the assignment. A specialized system for tracking nursing student data is being developed by an outside vendor to support the unique needs of the nursing program.

To maximize the ability of the college to provide technology applications and support with limited staff, the college has chosen to implement several systems that are fully hosted by the application provider. As noted above, the college uses Blackboard as the course management system in a fully hosted environment. To provide current enrollment information to Blackboard, the college implemented an interface between the Banner WingSpan system and the hosted Blackboard environment. Curriculum development and maintenance has been automated with the CurricUNET application, again fully hosted and maintained offsite. Assessment testing is supported by the College Board's Accuplacer testing systems, which is also hosted offsite. Students access the Accuplacer testing services from the Testing Center on campus, and, when testing is complete, their scores are automatically uploaded to the Banner WingSpan system. Community education is implementing a fully hosted third party support environment, Lumens, in the spring of 2009 to manage course advertisement, student records and faculty assignments. In February 2009, Citrus College began using the CCCApply application system supported by the California Community College Chancellor's Office. Financial systems continue to be fully supported by Los Angeles County Office of Education including accounting, payroll and some human re-

sources functions. The human resources department implemented an applicant tracking system hosted by PeopleAdmin. **(IIIC-18)**

## SELF EVALUATION

The college meets this standard. Technology is utilized in multiple offices and departments to support the college mission to deliver high quality instruction by enhancing the operations and effectiveness of the institution. Applications have been implemented that provide new tools and more data and information to assist staff and faculty.

The technology philosophy change from developing home grown applications to implementation of commercial products has brought functional users more fully into decision and implementation roles for technology, and allowed the college to utilize technology in a more complete and sophisticated way than ever before. The CITC, with representation from all college constituencies, has been established to develop formal technology policies and to develop a college technology plan. This planning is being closely coordinated with the overall *Educational Master Plan*. Technology decision-making for specific offices and programs is inclusive of those working in and often those served by all offices involved.

Also, technology supports the growth of learning outcomes assessment. Already, individual courses and offices have begun evaluating the effectiveness of the SLOs in classrooms and course work and feeding back this analysis into the decision-making process at the program level.

## PLANNING AGENDA

None.

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**III.C.1.b.** The institution provides quality training in the effective application of its information technology to students and personnel.

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## DESCRIPTIVE SUMMARY

A variety of resources at Citrus College provide technology training. Training is provided in several formats including one-on-one help for specific tasks; workshops, which teach general applications; working groups, which focus on recent updates and improvements to applications; and credit and non-credit classes, which provide general and discipline specific technology education. Participants in formal training sessions evaluate the training sessions to validate course content and quality of training delivery and to provide feedback to training instructors.

### **Student Training**

Technology is integrated in a wide variety of course offerings. Citrus College is a member of the Microsoft Information Technology Academy (ITA). ITA provides computer-based training for all Microsoft products that can be incorporated into existing courses or provides independent modules. Computer classrooms and labs provide specialized applications where students learn and refine technology skills. In the division of business, CSIS and distance learning, programming courses are taught in the Department of Computer Science and Information while courses related to administrative office support are taught in Office Technology and Computer Applications Hardware Department. The Engineering Technology Department, in the division of Career and Technical Programs, offers networking and computer-aided design (CAD) courses. Finally, most divisions including those mentioned above as well as physical, natural and health sciences, fine and performing arts, and the library provide specialized training in discipline-specific technology. **(IIIC-19)**

Several offices and departments provide technology training for students. Distance Education provides web-based and in-person training for students using Blackboard. Disabled Student Programs and Services (DSP&S) provides a technology lab that teaches students how to use specialized technology for both course work and student services tasks such as registration. Student workers and staff members in admissions and records are available to help students learn to navigate the online Banner WingSpan admission and registration processes. The admissions and records office set up 10 new kiosks to provide student access for the Banner WingSpan system. The library conducts orientation workshops at faculty request to acquaint students with library resources including the online library environment. The library also provides online help for students using the wide range of online materials available for reference and research. **(IIIC-20, IIIC-21)**

### **Faculty and Staff Training**

Several departments provide technology training for staff and faculty. TeCS provides, in scheduled workshops and in one-on-one work sessions, desktop training in general applications such as Microsoft Word and Excel. The one-on-one work sessions focus on the detailed needs of the trainee and meet the specific needs of one office or department. ITA is also available for faculty and staff training. This training can be used to prepare participants for Microsoft certification exams. As each module of the Banner WingSpan system is implemented, new training needs for staff and faculty have followed. For new modules and applications, consultants provide train-

ing for functional area experts and technical staff. A TeCS department staff member or a trained member of the respective office provides detailed training for staff via one-on-one sessions. **(IIIC-22)**

The deans and academic divisions support staff require specific training with each scheduling cycle due to upgrades to the Banner WingSpan system. A team of staff members from instruction, admissions and records, and TeCS provides this training. Following each training session, instructional staff members who would like additional help developing the academic schedule in Banner can attend work sessions. This Banner WingSpan instructional training team also conducts review sessions to help faculty obtain rosters and input grades. Consultants provide training for offices that require annual Banner WingSpan upgrades, such as financial aid. **(IIIC-23)**

Distance Education provides training each semester for faculty using Blackboard. Both introductory and advanced training is available. Distance Education also offers one-on-one support for faculty needing assistance developing courses in Blackboard. In addition, faculty from across campus present workshops demonstrating how they have applied Blackboard to their courses. The distance education office has taken the lead to provide overall technology training to faculty by coordinating Technology Toolbox training sessions. These sessions, offered during flex days, are open to both new and returning faculty. During these sessions, a team of staff members from distance education, instruction services, admissions and records, and the TeCS department provide an overview of the technology tools and applications available to faculty. **(IIIC-24)**

In conjunction with the TeCS department, specific programs offer specialized technology training as needed. For example, training in CurricUNET is presented at the first Curriculum Committee meeting each academic year, as part of the student learning outcomes assessment workshops (SLO marathons), and as one-on-one training provided by members of the Curriculum Technical Review Committee.

### **SELF EVALUATION**

The college meets this standard. Training workshops are provided for general use applications. Specialized workshops are conducted to provide on-going training when applications are updated. Also, training for faculty/staff desktop environments is also done on a one-on-one basis to focus on individual and areas of interest.



Since the Banner WingSpan system is a dynamic system, staff need to continually upgrade their skills. For this training need, workshops have proven to be the best training option as staff members learn from issues brought up by others in the workshop. Instructional division staff especially appreciate hands-on work sessions following workshops. When Banner was first implemented, training was provided to faculty through large workshops. Staff and faculty often attended more than one session to ensure they had obtained the skills they needed and thoroughly understood how to apply them to support their courses. Since then, faculty training for Banner has focused on one-on-one sessions to meet specific needs of an individual faculty member.

Student training is provided both formally in technology related courses and informally as a part of many classes across campus. The library and the Office of Admissions and Records maintain staff to provide students with technology training.

## PLANNING AGENDA

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

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**III.C.1.c.** The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

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## DESCRIPTIVE SUMMARY

### Network and Infrastructure

TeCS department administers the college's technology infrastructure including the network, central computer server room and equipment, and telephones. The Citrus College computer network core is a switched 100-gigabit Ethernet with 1-gigabit Ethernet fiber connecting individual buildings to the core and a DS3 fiber optic high-speed connection to the Internet. The college network has a backbone with fiber-optic cable, as well as twisted pair copper wiring to support communications. The core network has two secured segments, one administrative and the second instructional with additional segmentation as required for support services within the instructional environment. Wireless networking is available in several public areas of the campus including the student center, cafeteria, library, Lifelong Learning Center, and Center for Innovation for individual laptop and PDA users. Wireless connectivity will soon be available in the Math Building. The TeCS department maintains computer servers in a secure

room with environmental control and uninterrupted power supply (UPS). In 2007, the TeCS department had a network security audit conducted by an outside vendor with no major findings. The department has implemented a five-year refresh plan to keep the college network up to date. **(IIIC-25, IIIC-26)**

To ensure the reliability of the college's data resources, the TeCS department has clustered major application servers. TeCS also maintains the storage area network (SANS) for the Banner WingSpan system on a multi-tiered cluster. The college has a contract for same day replacement for severe server failures. The disk drive can be replaced without loss of service. **(IIIC-17)**

The TeCS department has implemented a three level backup strategy. The TeCS department performs incremental backups daily on all servers in the central server room and the tapes are stored in the department vault in the Information Services Building. The TeCS department performs full backups on weekends and stores the backups locally in the cashier's vault in the administration building and sends backups offsite for storage on a regular basis. The TeCS department encourages staff and faculty to use central server disk storage for all data to ensure the data is backed up daily. Server space is also provided for data backup even if not utilized for daily processing.

The TeCS department has developed a disaster recovery plan to respond to the loss of the central server room as well as a major campus failure. Citrus College also participated in the California Community College Chancellor's Office Statewide Architecture Committee disaster recovery plan using VM Ware. **(IIIC-27)**

### Desktop Environments

The TeCS department manages the desktop equipment in the majority of computer classrooms and labs across campus as well as staff and faculty desktops. Desktop computers are currently on a four-year replacement cycle. With almost 2,000 computers in classrooms, labs and on staff and faculty desktops, this equates to a replacement of approximately 500 desktop computers per year. Since replacement is not always feasible due to funding restraints, within any given budget year the TeCS department replaces the oldest computers first. Exceptions occur when faculty or staff members require an upgrade to their desktop to accomplish their given tasks. Construction projects that include funds for new desktop computers supplement the desktop replacement cycle. Grants also periodically provide funding for computer equipment. Whenever possible, desktops are recycled and redeployed.

The TeCS department licenses desktop and general use software. The college purchases the majority of the licenses from the Foundation for California Community Colleges. Twice a year, the TeCS department upgrades and replaces instructional software in classrooms and labs. Faculty make requests to their respective deans for software upgrades in classrooms and labs. These requests are then coordinated with the TeCS department via the instructional status meetings noted above. **(IIIC-28, IIIC-29)**

The operations and technology support group within the TeCS department provides general maintenance and support for all desktops. The TeCS department put in place an online technology work order system supported by the Footprints application in 2006 to manage desktop support. Staff can submit and track their work orders online. Non-TeCS department personnel provide technical support to a few areas of the college. Staff members from the Fine and Performing Arts Department support technology in the recording arts program, the Haugh Performing Arts Center, and the music department. Staff from physical, natural and health sciences departments provide support for several science programs and the nursing program. The library's audiovisual services supplies audio visual equipment to classrooms, meetings and campus events as well as training on the use of multi-media classroom equipment. **(IIIC-30)**

Supported by funds from a Science, Technology, Engineering and Math (STEM) Center grant, a pilot project began in spring 2009 to replace current desktop computers with a virtualized computing environment. A new computer math lab and online tutoring environment will be implemented using this new technology. Through this pilot project, the TeCS department will obtain training and experience for implementing and supporting a virtual desktop environment.

## **SELF EVALUATION**

The college meets this standard. The technology infrastructure is adequate to support the needs of the college. Wireless networking is available in several public areas and will be expanded. A five-year network refresh cycle has been developed. The TeCS department has a comprehensive maintenance and upgrade plan for the campus that includes a replacement cycle for all desktop machines and regular upgrades of major campus servers and other systems.

## **PLANNING AGENDA**

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

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**III.C.1.d.** The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

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## **DESCRIPTIVE SUMMARY**

### **Technology Distribution**

Planning for the college's technology needs is integrated into the college's program review, governance and planning processes as discussed in Section 2C below. Once the technology needs are defined and prioritized via the planning process, the implementation of these resources is coordinated between the functional areas and the TeCS department. This inclusive method allows the college to most effectively apply funding sources (general budget, instructional equipment, matriculation, construction, bond and grants) to comprehensively meet technology needs.

Instructional equipment planning is coordinated between instructional services and the TeCS department and informed by the Educational Master Plan. A representative group of instructional deans, the TeCS networking central computing and telecommunications systems supervisor and technology operations and support services supervisor attend periodic coordination meetings. As instructional equipment funds become available either via yearly allocations from the Chancellor's Office or via grant funds, Instructional Services determines how to distribute the funds to best support instructional programs. The deans bring these plans to the instructional status meeting to coordinate the implementation with the TeCS department. **(IIIC-31)**

The TeCS department dedicates a portion of its budget to keeping the desktops and peripheral equipment up to date. As stated above, desktop computers are currently on a four-year replacement cycle although replacement is not always feasible because of funding restraints. Construction projects that include funds for new desktop computers, categorical funds and grants provide assistance to the replacement cycle. Desktop computers are also redeployed whenever possible. The five-year network refresh plan developed in 2007 is a major step forward to ensuring that the college will have sufficient network resources to support its programs. **(IIIC-26, IIIC-32)**

Planning for implementation of a new application includes hardware requirements. The TeCS department upgrades and expands servers and related

support equipment in the central server room as new administrative systems come online. Whenever possible, applications share server and data storage equipment to reduce maintenance and replacement costs. Bond funds from Measure G enabled the college to purchase the Banner WingSpan system and included major upgrades to server and data storage equipment.

### **System Security**

Providing a secure technology infrastructure is a high priority for the college and security is a consideration for all technology facilities. Access to the campus central server room is limited to network and system administration personnel. All servers are maintained in this room with environmental control and UPS power support. The TeCS department patches the server systems regularly with current operating system spy-ware and anti-virus software maintained from a central server. A perimeter firewall protects the college network. To provide additional security, the TeCS department has split the network into two segments, administration and instruction. The college wireless network is limited to providing access to the Internet and does not provide direct access to college systems. (IIIC-25)

Users access all applications, whether supported on campus or hosted offsite, via assigned user logons and passwords. Password authorization is required for all staff and faculty and is granted on an as needed basis. The college provides access to college network resources only to active students. Students must renew their password at the beginning of every term. Users must obtain permission for access from the respective functional area managers. The TeCS department then assigns the user ID logons and passwords. The CITC developed board policies and administrative regulations that define acceptable computer and network use and include security and privacy provisions. The CITC committee will submit these policies and administrative regulations for full governance approval during fall 2009. (IIIC-33, IIIC-34, IIIC-35)

### **Distance Education Program Support**

Distance Education is the focus of support for the instructional division and faculty distance education needs. In 2008, when the Blackboard license was due for renewal, DE led a task force to evaluate the distance education course management system options. The task force evaluated several course management system providers before determining that the renewal of the Blackboard system was the best option for the college.

The college provides student services support for distance education in several ways. DE students can apply to the college via CCCApply and register online with the Banner ERP application. The new student portal will provide single access to college information. For courses that utilize the Blackboard system, students can access their overall grades as well as grades on assignments. All students can view their course grades on the Banner WingSpan system. The Financial Aid Office provides direct links from their department website for students to apply for financial aid online. During the next year, Financial Aid will implement the student self-service options on the Banner WingSpan system. The Counseling Department provides several services online for distance education students. Students can fulfill their orientation requirements online. The Counseling Department will pilot an online counseling support system in the summer of 2009 and plans to fully implement the system in the fall. In addition, in the fall of 2009, students will be able to make counseling appointments online with the ESARS component of the SARS-SUITE.

### **SELF EVALUATION**

The college meets this standard. Integrating technology evaluation into planning across the college ensures that division and department technology needs will be considered. The college provides a secure and reliable infrastructure. Within the available budget, the college's technology environment is kept up to date to meet program and service needs. System security is a high priority, and the college passed an independent security audit in 2007 with no major findings. Distance education programs provide not only options for instruction, but also student services support.

### **PLANNING AGENDA**

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

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**III.C.2** Technology planning is integrated with the institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

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### **DESCRIPTIVE SUMMARY**

#### **Technology Planning**

During this reporting period, technology planning has been increasingly formalized and integrated with college-wide planning. Technology planning is now

being informed by output from program review, the *Strategic Plan*, the *Educational Master Plan*, the *Facilities Master Plan*, and the *Technology Master Plan*.

The Collegewide Information Technology Committee (CITC) developed the first version of a college-wide *Technology Master Plan* during spring 2009. CITC conducted a SWOT analysis and integrated the analysis with the technology needs defined in the *Educational Master Plan*, the *Facilities Master Plan* and the college's *Strategic Plan*. The CITC will evaluate and revise the *Technology Master Plan* on an annual basis. Based on this document, TeCS will plan and prioritize technology for central server room needs and college-wide infrastructure. **(IIIC-36, IIIC-37, IIIC-38, IIIC-39)**

Both instructional and student services incorporate the results from program reviews into prioritization and planning for their technology needs. Instructional technology implementation is coordinated between instructional services and the TeCS department at a weekly instructional status meeting. The student services senior staff has been working with the chief information services officer to prioritize the implementation of their technology needs. The *Facilities Master Plan* provides input to technology infrastructure planning.

Long term planning for technology infrastructure needs is coordinated in governance committees. The Physical Resources Committee coordinates long term planning for technology infrastructure needs. Both the chief information services officer and TeCS network supervisor attend the Physical Resources Committee meetings. At these meetings, multimedia networking and other technology needs are discussed including new construction, remodeling, and moving of technology resources and relocation of employees. The Construction Projects Committee manages the implementation of these major projects. The TeCS network supervisor attends the committee meetings on a regular basis to ensure that TeCS department planning is coordinated with major project development. The successful opening of the Center for Innovation (CFI) building demonstrates the effectiveness of including technology planning in construction projects. Over 80 faculty and 20 staff from across campus moved to CFI with new desktops and printing support. To ensure that the network continues to upgrade and expand to meet increasing demands, the TeCS department developed a five-year network refresh plan in 2007. **(IIIC-3, IIIC-5, IIIC-26)**

### **Evaluation of Technology Effectiveness**

The college has evaluated the overall effectiveness of its technology for faculty and staff through a college-wide survey, the All-Employee Survey 2007, and for students via the Community College Survey of Student Engagement (CCSSE). These surveys evaluated the overall satisfaction with technology programs and services and included questions on the availability and applicability of technology.

In general, employees felt that the college provides technology to meet their needs with 80 percent of respondents agreeing or strongly agreeing to that statement. Students reported general satisfaction with computer labs with 71 percent in 2006 and 72 percent in 2008 of respondents reporting very or somewhat satisfied with the computer lab services provided. **(IIIC-40, IIIC-41, IIIC-42)**

Departmental program reviews also provide feedback on technology effectiveness as well as additional technology needs. Program reviews also defined technology needs for individual departments. The needs were then prioritized first by the respective area dean, and then by instructional services. **(IIIC-43)**

### **SELF EVALUATION**

During this reporting period, the college expanded technology planning. The TeCS department worked closely with many groups to define technology requirements for departments and divisions. The TeCS department also worked closely with the Physical Resources Committee and the Collegewide Construction Committee to ensure technology is integrated into building construction and upgrades. The college-wide Information Technology Committee initiated formalized technology planning by developing the initial *Technology Master Plan*. The CITC will review and update this plan annually. Technology planning has also been integrated into overall college planning. While these efforts have established a foundation for technology planning, more work is needed to fully institutionalize technology planning.

CITC is instituting a yearly evaluation of the *Technology Master Plan* and will continue to utilize formal technology planning to closely integrate all aspects of technology implementation. The TeCS department will conduct a program review during the 2009/2010 academic year and will put in place a schedule to formalize the annual review cycle. Evaluation of technology use and effectiveness are tied to program reviews and the college instituted surveys to gather feedback. While the responses to these surveys were favorable, the scores indicate that

there is room to improve. Methods for evaluating the effective use of technology resources need to be expanded to provide more information on how technology is used across campus and to provide guidance for improvement.

The TeCS department will work with OIR to include more technology-focused questions in the next All-Employee Survey scheduled for spring 2010 and thereafter on a three-year cycle. In addition, the TeCS department, in consultation with OIR, will conduct technology evaluations on yearly basis. The TeCS department will also conduct a departmental program review.

### **PLANNING AGENDA**

Recommendations for this standard are addresses by institutional planning agenda number 5.

## IIIC EVIDENCE

- IIIC-1 Banner Working Group Meeting Notes  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-2 Academic Community Committee Meeting Notes  
<http://www.citruscollege.edu/as>
- IIIC-3 Construction Program Meeting Minutes  
<http://www.citruscollege.edu/finance/facilities/constructioncommittee>
- IIIC-4 College Information and Technology Committee Meeting Notes  
<http://www.citruscollege.edu/admin/president/steering/citc>
- IIIC-5 Physical Resources Committee Meeting Notes  
<http://www.citruscollege.edu/admin/president/steering/prc>
- IIIC-6 Fiscal Resources Committee Meeting Notes  
<http://www.citruscollege.edu/admin/president/steering/frc>
- IIIC-7 Institutional Research and Planning Committee Notes  
<http://www.citruscollege.edu/admin/president/steering/irpc>
- IIIC-8 Educational Programs Committee Meeting Notes  
<http://www.citruscollege.edu/admin/president/steering/epc>
- IIIC-9 Steering Committee Meeting Notes  
<http://www.citruscollege.edu/admin/president/steering/Documents/Forms/AllItems.aspx>
- IIIC-10 TeCS Department Organization Chart  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-11 Curriculum Committee Meeting Notes  
<http://www.citruscollege.edu/curriculum>
- IIIC-12 HotShots Committee Meeting Notes  
<http://www.citruscollege.edu/sloa>
- IIIC-13 TeCS Department Computer and Podium Lab Chart  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-14 TeCS Department Computer Lab Description Chart  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-15 TeCS Department Computer Lab Load Chart  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-16 Institutional Research Office Report Requesting System  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-17 TeCS Central Server Maintenance Chart  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-18 TeCS Application Diagram  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-19 College Catalog  
<http://www.citruscollege.edu/schedule/Pages/Catalog.aspx>
- IIIC-20 Distance Education Online Support "Getting Started"  
<http://www.citruscollege.edu/de>
- IIIC-21 Citrus College Library Orientation Services  
<http://www.citruscollege.edu/library/Pages/LibraryOrientation.aspx>
- IIIC-22 TeCS Department Online Staff Training and Support Documents  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-23 Banner Scheduling Manual  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-24 Technology Toolbox Training Manual  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-25 TeCS Department Network Diagram  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-26 TeCS Department Five Year Network Refresh Plan  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-27 TeCS Department Backup and Recovery Plan  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-28 Foundation for California Community College Licensing  
<http://www.foundationccc.org/CollegeBuys/CollegeBuysHome/tabid/484/Default.aspx>
- IIIC-29 Instructional Lab Load Request Schedules  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-30 TeCS FootPrints Online Work Order  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-31 Instructional Technology Meeting Notes  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-32 TeCS Department Desktop Replacement Charts  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-33 Password and Access Request Form  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-34 Board Policy 3720 Computer and Network Use Policy (Draft)  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>

- IIIC-35 Computer-Related Administrative Procedures 3720-3726 (Drafts)  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20C>
- IIIC-36 *Strategic Plan*  
<http://www.citruscollege.edu/admin/planning>
- IIIC-37 *Educational Master Plan*  
<http://www.citruscollege.edu/info/reports>
- IIIC-38 *Facilities Master Plan*  
<http://www.citruscollege.edu/info/reports>
- IIIC-39 *Technology Master Plan*  
<http://www.citruscollege.edu/tecs/Documents/Forms/AllItems.aspx>
- IIIC-40 All-Employee Survey 2007  
<http://www.citruscollege.edu/admin/planning>
- IIIC-41 Community College Survey of Student Engagement (CCSSE) 2006  
<http://www.citruscollege.edu/admin/research/Pages/CCSSE.aspx>
- IIIC-42 Community College Survey of Student Engagement (CCSSE) 2008  
<http://www.citruscollege.edu/admin/research/Pages/CCSSE.aspx>
- IIIC-43 Program Reviews  
<http://www.citruscollege.edu/pr>

### III.D Financial Resources

**Financial Resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

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**III.D.1.** The institution relies upon its mission and goals as the foundation for financial planning.

**III.D.1.a.** Financial planning is integrated with and supports all institutional planning.

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#### DESCRIPTIVE SUMMARY

Financial planning at Citrus College is integrated with and supports institutional planning. The importance of linking financial planning to institutional planning is critical so that appropriate decisions can be made. 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. The planning tools that drive financial planning include the *Educational and Facilities Master Plan 2001*, the *Educational Master Plan 2009*, program review, and the adopted budget. Program review is built at the department level. Each academic department receives an annual update of enrollment data, student equity, student success, and core indicators (if applicable). Using data as the foundation, they complete program review on a six-year cycle, incorporating SLO assessment information. Since 2008, these programs complete annual program review updates as well. Facility, equipment and staffing needs are identified. At the division level, faculty meet and create a division-wide prioritization, which the deans use when working with the vice president to develop overall area priorities. (IIID-1, IIID-2, IIID-3).

Academic and facility needs are therefore linked to and drive the budget process. In order to ensure that the college financial planning and budget priorities address current and long-term needs, the college has established several processes that facilitate the budget building process. The college identifies goals

in any given budget cycle through an annual review of goals and previous year goals achieved. The planning process is highly participatory involving many constituencies of the college. Development of the new *Educational Master Plan* was co-chaired by the vice president of instruction, the institutional researcher and the director of technical and computer services, with regular input from the director of external relations. A college-wide task force, consisting of representatives from all constituencies, served as the oversight committee. (IIID-1, IIID-2, IIID-3)

The *Educational and Facilities Master Plan* is a document that projected campus facilities requirements to reach the enrollment forecast of over 18,500 students by 2010. Since its adoption, the *Educational and Facilities Master Plan* list of projects has driven resource allocation at the college. In 2004, the board of trustees approved a \$121 million bond for capital improvement projects (Measure G) which significantly increased the ability of Citrus College to implement projects listed in the *Educational and Facilities Master Plan 2001*. (IIID-1, IIID-4, IIID-5)

The Financial Resources Committee, which is comprised of representatives from all college constituency groups including management, supervisors, faculty, classified and Associated Students of Citrus College (ASCC), is responsible for reviewing expenditures and income, making recommendations, and informing the various college constituent groups of the status of funding and expenditures and any modifications made to the budget throughout the year in response to funding changes. Discussions focus on state and local funding and the non-collective bargaining parts of the expenditure budget. Institutional needs are identified; budget assumptions are generated and discussed with responsibility for ensuring that priorities and decisions meet the college mission and goals. (IIID-6, IIID-7)

#### SELF EVALUATION

Citrus College meets the standard. There is evidence that financial planning is integrated with and supports institutional planning. As indicated by the request for augmentations to instructional and student services area budgets and programs through the program review process, the college's financial planning supports institutional goals and student learning outcomes. A review of six-year program reviews completed since 2004, indicated that departmental requests for facilities, equipment and staff were evaluated and prioritized by deans and respective vice-presidents, forwarded to the Physical Resources Committee and Financial Resources Committee and funded as funds were available. (IIID-8, IIID-15, IIID-35)



The annual budget has been sufficient to meet the college's expenditure requirements, enhance programs, add new programs, and increase student and faculty support for the past five years. In this year's extreme economic downturn and with the delay in the state budget adoption, planning becomes crucial to the college in the ability to meet the mission and goals. (IIID-3)

In terms of involvement in the budget process, one third (34.3 percent) of the respondents in an all-employee survey disagreed that they have sufficient opportunities to participate in the development of college financial plans and budgets. With regards to the same question, there was a high percentage (36.9 percent) of respondents citing "don't know" or "not applicable." This survey indicates that more communication is in order regarding budget processes through such mechanisms as shared governance committees and college open forums. Transparency is one of the four goals in the *Strategic Plan*, and it has been the role of the financial resources committee to address these concerns through the year. An integral part of this focus is the development of a budget calendar flowchart that details the process and decisions from inception to completion of the Annual Adopted Budget. The budget calendar flowchart is published in the *Organizational and Governance Handbook*. (IIID-3, IIID-10, IIID-11, IIID-24, IIID-44)

## PLANNING AGENDA

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

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**III.D.1.b.** Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

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## DESCRIPTIVE SUMMARY

Institutional planning at Citrus College reflects a realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements. The budget process begins in the fall with the reporting of the full-time faculty obligation to the chancellor's office and to determine the district obligation for the next budget cycle. This is shared with the cabinet; the vice president of instruction reports this to the Faculty Needs Identification Committee (FNIC) which recommends to the board which requests for new faculty hires should be approved. While monitoring the current year's budget, the college relies on information from the January budget proposed by the governor to

begin making projections and assumptions regarding revenues and expenditures for the next year. Projections are based on salary and benefit costs, utility and operational costs, and other fixed expenditures. The office of the vice president of finance and administrative services prepares projections that are reliable and as timely as possible. (IIID-7, IIID-13)

College departments, through cost center managers, and faculty and staff input, develop their budget proposals using a tentative baseline budget. The annual planning process starts with a rollover of current year budgets adjusted for scheduled salary increases and estimated benefits cost increases. Departments use annual program review as the mechanism to identify and forward needs. The Financial Resources Committee, with recommendations from the president's cabinet, considers division and department budget proposals and reviews budget allocations based on priorities set by goals, funding and the *Educational Master Plan* (2009). The college has demonstrated the ability to respond to additional instructional needs as evidenced by the fulfillment of program review funding recommendations. Priorities focused on student learning are always considered first by the Financial Resources Committee. The results of course and program SLO assessments are evaluated by faculty and integrated with data provided by the OIR. When changes are indicated, related needs are recorded in annual program reviews, which are the building blocks for instructional budget priorities. (IIID-2, IIID-6, IIID-8, IIID-15, IIID-17)

After the state budget is finalized by the legislature and signed by the governor, Citrus College reviews the budget with the college through a budget forum and the Financial Resources Committee. In 2008-2009, the 11 funds that comprise the adopted budget for Citrus College is \$140 million. Institutional planning also includes acquisition of external funding through grants, contracts and partnerships with external groups. In 2008-2009, the total amount of categorical grants was \$7.8 million, which include the Hispanic Serving Institution Title V Grant (HSI SOLO), Hispanic Serving Institution Title V Grant (HSI COOP), Vocational Technical Education Act Perkins IV Title 1-C Grant (VTEA), Regional Consortia Grant (Perkins IV Title 1-B), Tech Prep Coordination Project, Science, Technology, Engineering, Math Grant (STEM), California High School Exit Exam Prep Program (CAHSEE), Capacity Building 115 Funds for Nursing, Enrollment Growth 08-116 Funds for Nursing, Nursing Equipment 125 Funds, CTE Community Collaborative (Career Technical Education), Basic Skills, CTE Teacher Career Pathway (SB70 Strengthening Career Technical Education). (IIID-3, IIID-6, IIID-15, IIID-17)

In addition, Citrus recently received a \$100,000 grant from Wal-Mart to develop and support "Boots to Books," our veterans support program.

In recent years, state block grants and categorical funds have enabled Citrus College to implement a number of planning goals in specific areas such as new equipment and technology. A major commitment has been the hiring of new faculty and classified staff funded from a number of sources, including a registered nursing program. (IIID-16)

## SELF EVALUATION

Citrus College meets the standard. The college plans and acts conservatively with regards to budget assumptions for revenues and expenditures, using sources from general and categorical funds. Decisions are made after much college-wide dialogue and input at all levels, aligning district planning priorities and realistic needs analyses. A fundamental planning assumption is that instructional salaries and benefits will be supported and schedule of classes are designed according to the following priorities; achieve the state designated capacity; meet state funded growth target; achieve additional growth that is fiscally prudent and improve efficient use of funding and facilities. Tentative baseline budgets are always used as the starting point for future projections, and all new requests must be justified. (IIID-7, IIID-17)

## PLANNING AGENDA

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

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**III.D.1.c.** When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

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## DESCRIPTIVE SUMMARY

Citrus College takes into account long-range financial priorities when making short-term financial plans. The college identifies and plans for payment of liabilities and future obligations. To assure financial stability, the Citrus Community College District is committed to maintaining significant reserves to meet long-range financial priorities. The California Community College Chancellor's Office recommends a five percent unrestricted general-fund reserve. The district has maintained a reserve of between nine percent and 12 percent for the last 10

years and is committed to maintaining adequate general fund reserves throughout the fiscal year. The district's financial plan also reflects a commitment to provide open access to programs and services for the community. A PowerPoint presentation that is developed and presented annually records the college's commitment to document the planning process and compare the revenue, expenditures, FTES, and other trends that affect financial stability, as well as most importantly the reserves during an eight-year period. (IIID-3, IIID-18)

Short-term plans tend to be more responsive to immediate fiscal realities, and more priorities are addressed if funding increases. Assessments for expenditures are geared for current, vacant and new hires incorporated into the adopted budget. As a result of recent state budget difficulties, the college has had to evaluate each individual classified, management and supervisory position as it is vacated to determine affordability and feasibility of replacing that employee. (IIID-3)

Financial planning is on the conservative side when projecting liabilities and obligations covered by the general fund in order to cover under projected costs. The college has provided a three-year budget for renewal of the Blackboard Learning System and also accounts for long-term leases of various machines and equipment on campus including the five-year replacement plan for the fitness center. Cost estimates for equipment replacement are produced and maintained in the budget office to realize the expenditure as baseline budget data when appropriate. The district's projection of revenues includes only those amounts and items for which there is a high degree of certainty. (IIID-3, IIID-19)

Payments of long-term liabilities and obligations are included in both short-term and long-term planning. GASB 43 and 45 require the college to identify long-term liabilities. Actuarial studies have provided the college with estimates of future liabilities for health care coverage for retirees. Consideration is given for current and potential long-term costs of property and liability, and workers' compensation insurance. (IIID-20, IIID-21)

## SELF EVALUATION

Citrus College meets the standard. Current procedures provide a sensible approach in assessing resource availability and expenditure commitments. The college takes into account its long-range financial priorities before committing to short-term financial plans and obligations in order to assure financial stability. The college has clearly identified current

and future liabilities and anticipates the climate of state funding to provide planning for all contingencies. In 2008-2009, the Citrus Community College District set aside a reserve of 5.87 percent of the total budget, amounting to a reserve of \$3.7 million dollars. (IIID-3)

## PLANNING AGENDA

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

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**III.D.1.d.** The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

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## DESCRIPTIVE SUMMARY

Citrus College has a clearly defined budget process involving open dialogue and discussion. The Financial Resources Committee, with its campus-wide representation, has the responsibility of communicating the budget process and financial information to other bodies to share in and to contribute to the planning process. All college-wide shared governance committees include representation from all constituency groups on campus including managers, supervisors, faculty, classified and the Associated Students of Citrus College (ASCC). (IIID-6)

The All-Employee Survey of 2007 indicated that 34.3 percent strongly disagreed that they have sufficient opportunities to participate in the budget process. While somewhat surprised by this finding, the college has taken this opportunity to evaluate how information is disseminated throughout the campus and respond accordingly. Fiscal transparency has been included as indicated in response to the survey as one of four goals in its strategic planning. The survey results indicated the need to include transparency and communication in the college *Strategic Plan*. Several steps have been taken as indicated in the plan to correct the issues of budget processes and development transparency. Openness toward the public, college employees, and students is apparent through the budget forum, the comprehensive *Adopted Budget* book, and the *311 Financial Report* done in a reliable and understandable format. (IIID-3, IIID-10, IIID-11, IIID-14, IIID-22)

Each year, departments and cost center managers are given a tentative budget based on the budget from the previous year. These tentative budget sheets are distributed twice during the budget build-

ing process. Careful consideration is given to position control for all areas along with overload and adjunct schedules for the upcoming year. Items requested beyond the previous year's base are prioritized within the department based on one of the planning documents, such as the program review, *Educational Master Plan*, *Educational and Facilities Master Plan*, and college goals and priorities. Deans disseminate budget information to department members. Equipment and facility needs are generally identified and prioritized through discussion among departmental faculty. Plans are submitted to the vice presidents, and the deans and directors for review, and then submitted to the budget office for input. (IIID-1, IIID-2, IIID-17)

Increases in liabilities and obligations covered by the general fund, such as the costs of health and retirement benefits, worker's compensation insurance, and energy rates have increased significantly and have greater impact on financial planning. Nondiscretionary funds are spent according to campus-wide needs. (IIID-1, IIID-2, IIID-3)

Departments and programs submit requests for instructional equipment to the vice president of instruction who through the deans and directors meeting allocates these resources. The funding source for these requests is state categorical instructional equipment money. The amount of these funds varies from year to year and must be matched from the general fund. The vice president of instruction reviews and prioritizes the requests based on the potential effect on student learning outcomes and the **Educational Master Plan** objectives. Available funds are distributed across departments to meet as many prioritized requests as possible. (IIID-2, IIID3, IIID-8)

There is widespread dissemination of the college budget with distribution of over 100 printed copies. Minutes for all Financial Resources Committee meetings are available along with minutes from all board meetings. Expenditure reports are online and detailed reports are distributed at request by the business office. Updates from the Community College League of California are regularly e-mailed campus-wide as well as memos from the Chancellor's Office updating legislation and current state budget information. Budget forums are held to inform faculty and staff prior to adoption budget.

All faculty and staff are invited to attend the budget forums. In addition, regular presentations about the budget are made to the Academic Senate, the deans and directors, and the associated students. (IIID-3, IIID-5, IIID-6, IIID-14)

## SELF EVALUATION

Citrus College meets the standard by having a set of well-defined guidelines and processes for financial planning and budget development based upon the mission, values and goals of the college. These processes are open, and opportunities exist for participation in the process by all college constituencies. **(IIID-6, IIID-12, IIID-14)**

The state budget as it affects the college budget is disseminated broadly, including forums, Academic Senate, deans and directors meetings and associated students. The college has made effective progress in responding to the dissatisfaction reported in the all-employee satisfaction survey with instruments in place to encourage dialogue at all levels. Progress reports by the members of the financial resources committee will be available for the Strategic Plan annual review. **(IIID-3, IIID-10, IIID-11, IIID-14)**

Online reports, e-mail updates, tentative budget distribution and financial resources meetings are but a few of the opportunities faculty and staff have to participate in the development of college financial plans and budgets. While there was dissatisfaction indicated in the employee survey, the strategic planning process has and will continue to address transparency and communication in relation to budget planning. **(IIID-10, IIID-11, IIID-17)**

## PLANNING AGENDA

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

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**III.D.2** To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

**III.D.2.a.** Financial documents, including the budget and independent audit, reflects appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

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## DESCRIPTIVE SUMMARY

Financial documents reflect the appropriate use of financial resources to support student learning programs and services. Throughout the budget planning process, funds are first allocated to ongoing ex-

penses, including anticipated increases in those expenses. Additional funds are allocated to support institutional objectives established through the planning process. These objectives will realistically achieve the college's stated goals, which are primarily directed at improving student learning. In order to maintain and uphold the college mission, the board of trustees establishes yearly goals. These goals become another component in the complex task of establishing a budget to meet deadlines set forth by the budget calendar and by statutory deadlines established in Title 5, section 58305. **(IIID-3, IIID-8, IIID-23, IIID-24)**

The college's annual independent audits have been submitted with unqualified opinions for the last six years, and responses to any audit finding are addressed and corrected. The audit reflects appropriate documentation of financial resources that support student learning and fiscal integrity. The Citrus Community College District operates according to federal and state regulations and guidelines. The Citrus Community College District uses the Los Angeles County Office of Education PeopleSoft Financials for Education and Government System, and the reporting requirements set forth by the *California Community Colleges Budget and Accounting Manual* (BAM). **(IIID-8, IIID-25, IIID-26, IIID-27)**

Each year, following adoption by the district board of trustees, the budget is submitted to the state Chancellor's Office and the Los Angeles County Office of Education. The business office provides a quarterly report regarding the financial status of the district to the board of trustees. Citrus College budget and allocation decisions follow the goals, mission, and objectives identified by the college. **(IIID-3, IIID-23, IIID-28a, IIID-28b)**

In addition, the college meets the provisions of Education Code Section 84362 (referred to here as "the 50 percent law") by spending more than 50 percent of the "current expense of education" as defined therein on the "salaries of classroom instructors." **(IIID-29)**

## SELF EVALUATION

Citrus College meets the standard. The college follows standard accounting practices and consistently meets standards for exemplary audits. Audits are conducted annually for the period ending June 30 of a fiscal year. The college has been issued an unqualified opinion for the past six years. In the opinion of Vicenti, Lloyd, Stutzman L.L.P., our audit firm, the basic financial statements present fairly, in all material respects, the financial position of the college. No material weaknesses were identified. The college and

student auxiliary organizations respond in a timely manner to any findings and recommendations made in the annual audit report. Appropriate use of financial resources is documented throughout the budget building process and assessed through regular program review. (IIID-8, IIID-25)

## PLANNING AGENDA

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

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**III.D.2.b** Appropriate financial information is provided throughout the institution.

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## DESCRIPTIVE SUMMARY

Financial information is provided throughout the institution. In addition to the annual audit and budget reports presented to the board in public sessions, copies of the audit report are provided to the representatives of the constituent groups of the college. The board of trustees is given regular updates with regard to any changes to the current budget and the projected impact of legislation on district budgets. *Board Highlights* are distributed after each meeting by the Office of External Relations. Under the Citrus College intranet site all individuals have access to monthly summarized revenue and expenditure reports. Detailed accounting information is provided to managers and selected staff by the business office on request. Fiscal updates from the Chancellor's Office are e-mailed to managers and supervisors as received by the college. The director of fiscal services and the budget supervisor have made several visits to dean and director meetings to help explain and distribute updated budget information. A class was held with all managers to give instruction on reading Crystal reports that are provided to us by the Los Angeles County Office of Education. These reports enable managers to analyze more detailed information. (IIID-18, IIID-25, IIID-30, IIID-31)

The Financial Resources Committee is the primary channel for disseminating financial and budget information to the college community. The committee meets on a regular basis to discuss the latest budget information from the state and the Chancellor's Office. Minutes of the meetings are available to anyone on campus to review. Reports are given at the Steering Committee and at various constituent group meetings to keep campus staff and students informed. Representatives from each constituent group serve on the committee. (IIID-6)

Departments receive copies of their tentative budgets twice during the budget-building process for review and modifications. At the same time, they have the opportunity to request additional funding for resource development. All modifications and updates are carefully documented and, upon review and consent, established in the upcoming budget. (IIID-17)

Budgets are assigned to a system of cost centers, generally tied to departments, programs and specific offices or functions. Each cost center activity can be accessed daily indicating current expenditures and encumbrances. Administrators, managers, and directors are accountable for ensuring cost centers assigned to their areas of responsibilities remain within budget. The budget supervisor on a weekly basis monitors the expenditures, sending out reports when spending exceeds allocation. Updating cost center managers provides another opportunity for open dialogue regarding the budget and the monitoring process. (IIID-3)

The financial information system used by the district is the Los Angeles County Office of Education PeopleSoft financial system. It provides information for budget development and control and is accessed through the district's computer network. (IIID-26)

An *Adopted Budget* book is produced annually and provides hardcopy unaudited actual revenue and expenditures information for budgets from the two prior years and the current year. The *Adopted Budget* book is available to all employees and is provided to over a hundred individuals in the district. (IIID-3)

## SELF EVALUATION

Citrus College meets the standard. There is wide dissemination of budget and financial information through budget forums, committee and department meetings, distribution of the adopted budget and audit reports, an annual PowerPoint presentation and public board meetings. Financial information is also easily accessed through the district intranet. The business office staff is able to provide any and all resources available to faculty and staff when requested. The opportunity to speak with a group or committee is welcomed and frequently occurs during the fiscal year. Fiscal transparency allows the college to measure and modify our ability to distribute budget and financial reports effectively and consistently. (IIID-3, IIID-5, IIID-14, IIID-18, IIID-25)

## PLANNING AGENDA

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

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**III.D.2.c.** The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

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## DESCRIPTIVE SUMMARY

Provisions exist at Citrus College for sufficient cash flow and financial stability; reserves are available to meet both anticipated and unanticipated needs. In 2007-2008, the Citrus Community College District had a fund reserve of 11.24 percent of its prior year's actual expenditures from unrestricted general funds. Ongoing cash flow analyses and dialogue are completed by the business office and reported to the president's cabinet and the board. Special attention to cash flow has been a high priority in 2008-2009 due to the delay in the state budget adoption and, most recently, the state deferral in monthly appropriations for the months of January, February, March and April of 2009. Payments will be made in July of 2009. For cash flow, the district has in place a board-approved agreement with the Los Angeles County Office of Education to do temporary cash borrowing as needed. This option has not been exercised. Close attention to payroll costs are being undertaken with analysis of cash flow amounts to ensure payroll is not affected. **(IIID-3)**

To maintain a high level of risk management, the college belongs to the Statewide Association of Community Colleges (SWACC), a Joint Powers Authority (JPA) in association with 43 community college districts for property and liability insurance. The college also belongs to the Protected Insurance Program for Schools (PIPS) with 388 public educational agencies representing \$8 billion in payroll for worker's compensation. Through the JPA, there are periodic workshops, ongoing inspections of district facilities, and physical resources committee meetings. The vice president of finance and administrative services serves as treasurer of SWACC and vice president of PIPS. **(IIID-32, IIID-33, IIID-35)**

The college's environmental health supervisor is responsible for safety practices, site inspections, and preparation of all state, county, and district required disaster preparedness plans. The environmental supervisor is also responsible for monitoring and ensuring federal and state-mandated compliances (AQMD, Cal OSHA, hazardous materials and waste

treatment, and storm water management), managing environmental review and responding to violation citations. The risk management supervisor is responsible for processing worker's compensation claims and managing employee health and welfare benefits. The objective of the Citrus Emergency Operations Center is an efficient and timely response during emergencies. An effective up-to-date plan is the first step toward this objective. The board of trustees approved a comprehensive Emergency Operations Plan which is SEMS (Standardized Emergency Management System), ICS (Incident Command System) and NIMS (National Incident Management System) compliant. A comprehensive emergency management system must also include preparation, training and exercise components. In 2008-2009, we have completed all required training and exercises. We are compliant with the state and nationwide SEMS, ICS and NIMS formats for emergency response procedures. **(IIID-34, IIID-9)**

The college has not experienced any unforeseen emergencies in the last several years. Both physical and financial emergencies have been addressed due in large part to the bond program. This program allows the college to maintain and repair facilities on an ongoing basis, averting the unexpected repair. Ample reserves ensure the ability to meet financial reductions or unexpected expenditures, such as the \$950,000 decrease in appropriation the college experienced in 2007-2008. **(IIID-3, IIID-4, IIID-6, IIID-9)**

The college maintains an ending balance that is carried over to the next fiscal year to ensure fiscal stability. The last two years, 2006-2007 and 2007-2008, showed significant increases in ending balances due to reduction in hiring of open or new classified and management positions and reduction of expenditures for non-salary items. Monitoring instruments are in place to weekly maintain fiscal responsibility. **(IIID-3)**

## SELF EVALUATION

The college meets the standard's practices, site inspections and preparation of all state, county and district required disaster preparedness plans. The college established campus committees for emergency preparedness. Adequate insurance against risks and plans in place to meet financial emergencies and unforeseen occurrences are continually reviewed. A reasonable cash balance is maintained, and the college monitors its cash flow to ensure adequate cash for payroll and payment of expenditures. The business office pays particular attention to cash flow analyses and communication with the board and president to ensure that everyone has knowledge of

the college's financial status. The five percent reserve required by the board of trustees ensures the college's viability in the event of appropriation adjustments and or a decline in enrollment. All district funds are invested by the Los Angeles County treasurer. (IIID-3, IIID-9)

## PLANNING AGENDA

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

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**III.D.2.d.** The Institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

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## DESCRIPTIVE SUMMARY

The college practices effective oversight of finances. All auxiliary programs adhere to the same effective practice. Management of financial resources is handled under the direction of the vice president of finance and administrative services. The college business office establishes and maintains internal control practices that support financial integrity and ensures that financial resources are being used for institutional programs and services. An independent CPA firm conducts an independent audit of all financial records and internal controls annually. An opinion is rendered as to the financial position of various funds of the college, as well as the adequacy of accounting procedures, safeguards and internal controls. (IIID-6, IIID-25)

In addition, informal internal self-audits are conducted regularly within the business services offices and by program and departments through the review of monthly budget reports. The college, including auxiliary organizations, adheres to the *California Community Colleges Budget and Accounting Manual*, the California Education Code, the Chancellor's Office guidelines and generally-accepted accounting principles in the management and accounting of its financial resources. (IIID-27)

The financial aid office processes thousands of applications for financial aid each fiscal year. The financial aid office adheres to federal and state regulations governing the financial aid programs. As required by law, the college's financial aid program undergoes an annual compliance audit. The business office requests funds for federal financial aid from the United States Department of Education and is aware of the three-day federal compliance level. (IIID-36)

A wide range of interest groups participate in the college's auxiliary activities and fundraising efforts. These groups represent a broad cross-section of college programs, including, but not limited to, athletics, fine and performing arts, campus departments and student organizations. Each of these groups reflects the mission and goals of the college. The various groups work with the student business office to ensure that they understand and comply with all requirements related to financial accounting standards. (IIID-23, IIID27)

The Citrus College Foundation is a separate entity with 501(c)3 status with its own board of directors. The foundation board is responsible for overseeing the management of foundation investments and distributing the income in accordance with donor wishes. The foundation has an independent board of directors including a president, vice president, secretary and treasurer. The foundation is the major fundraising entity that supports the college, students and faculty by providing scholarships for students, financing initiatives that foster innovative learning, and funding capital improvements. An annual report is prepared. The foundation board meets quarterly and is subject to an annual audit, independent of the annual college audit. (IIID-37, IIID-38)

The final fiscal responsibility for the college rests with the vice president of finance and administrative services, the president, and the board of trustees, who review budget reports, as well as reports on financial aid, auxiliary services and the foundation. All grants and externally-funded programs must be accepted by the board, and contractual relationships are also board-approved. Creating budgets for grants and other externally-funded projects, issuing purchase orders, and payments to contractors and vendors are dependent upon board approval and evidence that college fiscal procedures have been followed. (IIID-5)

## SELF EVALUATION

The college meets this standard. Recent reviews by external auditors have resulted in excellent results. The college ensures that all funds from auxiliary activities, fundraising and grants are used with integrity in a manner consistent with the mission and goals of the institution. The appropriate approval processes and review are in place to ensure that grant activities and fundraising efforts support the programs and services of the institution. Evidence of this is found in the annual audit, which is approved by the board of trustees. (IIID-25)

## PLANNING AGENDA

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

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**III.D.2.e.** All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

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## DESCRIPTIVE SUMMARY

The use of all financial resources must reflect the mission and goals of Citrus College. Funds from auxiliary activities, fund-raising efforts, and grants are used in a manner consistent with the mission and goals of the institution. This is done in accordance with the procedures established for the college. The fund-raising efforts are related to priorities identified or program review, the Strategic Plan, board of trustee goals and presidential priorities and are driven by programmatic student learning outcomes through a bottom up budget planning process. The fund-raising goals, process, and budget are approved by the foundation board of directors. Funds are audited and reviewed with management, and consistently demonstrate the integrity of financial management practices. All fund-raising activities conducted by organizations whose funds are held by the foundation must meet the legal standards for non-profit fund-raising events and should reflect the mission, vision and values of the institution or specific program goals. (IIID-5, IIID-8, IIID-11, IIID-15, IIID-23, IIID-25)

The associated student's financial code governs all the financial matters of the ASCC. The student affairs administrator provides administrative control, supervision, budget and audit of student funds to ensure the institutional goals are met. (IIID-3)

Financial aid to students is another indirect financial resource in that it provides access to students who might not otherwise be able to afford the cost of tuition. Since the last accreditation visit in 2003, the number of students receiving financial aid has increased by 97 percent and funding has increased by 32 percent. (IIID-36)

## SELF EVALUATION

The college meets the standard ensuring that all auxiliary activities, fundraising and grants are used with integrity in a manner consistent with the mission and goals of the institution. The appropriate approval processes and review are in place to ensure that grant activities and fund-raising efforts support the

programs and services of the institution. Evidence of this is found in the annual audit, which is approved by the board of trustees. (IIID-25)

## PLANNING AGENDA

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

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**III.D.2.f.** Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

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## DESCRIPTIVE SUMMARY

Contracts with external agencies are consistent with the mission and goals of Citrus College. The college has a variety of contractual agreements, including purchase orders, construction contracts, consultant contracts, service contracts, and lease purchase agreements. Contracts with external entities follow a specific form that maintains the integrity of the institution. The vice president of finance and administrative services reviews all contracts and all must receive board approval. To limit liability for the college, legal counsel has reviewed the standard agreement used to employ external entities. Furthermore, the number of people who have been designated a legal signatory is limited to just a few senior administrators. (IIID-5, IIID-23, IIID-40, IIID-41)

The district purchasing manual defines bidding and expenditure limits of purchasing activities. The college purchasing department is responsible for ensuring that the college obtains the best possible price while adhering to state regulations. The purchasing department employs both formal and informal bidding processes, depending upon the projected cost of a purchase order (PO) and/or if it falls above or below the state-mandated threshold requiring competitive bidding. (IIID-39, IIID-42)

Consistent with established district-wide procedures, Citrus College personnel submit a requisition for purchase via the software program ESCAPE. Each request goes through appropriate channels for authorization. Once authorized, the requisition goes to the budget supervisor who checks whether funds are available and that the purchase is coded correctly. The purchasing department then reviews all requests for expenditures and arranges the purchase, ensuring the best price possible. Purchase orders are sent to the accounts payable department where, upon confirmation the item(s) were received, the in-



voices are processed. All purchase orders are board approved and recorded in the board minutes for public review. (IIID-5, IIID-39, IIID-43)

The district purchasing department and the office of the vice president of finance and administrative services are responsible for reviewing all contractual agreements with external entities for compliance with established codes, regulations, policies and procedures. After review, the contract documents are prepared for signature of the vice president of finance and administrative services to commit the district to expend or accept receipt of funds. The purchasing department follows all established guidelines ensuring that all contractors are licensed and approved to perform the services specified and, when necessary, have appropriate insurance to cover the students, staff and the college. (IIID-39)

Contracts over \$15,000 require either the use of a public government contract or a bid process, with the award going to the lowest bidder. Large equipment purchases and construction contracts constitute the majority of bids solicited by the college. This process affects planning to the extent that extra time must be built in for any purchase or project requiring a bid process. (IIID-41, IIID-42)

## SELF EVALUATION

The college meets the standard. Citrus College ensures that all contractual agreements with external entities are consistent with the mission and goals of the institution. Contractual agreements are entered into and monitored following specified processes. The business office ensures that contractual agreements with external entities are carried out properly. (IIID-5, IIID-23, IIID-25, IIID-41, IIID-42)

## PLANNING AGENDA

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

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**III.D.2.g.** The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

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## DESCRIPTIVE SUMMARY:

The college regularly evaluates its financial management processes. Annual audits are the primary external sources for evaluating financial management processes. Feedback and findings from the audit are used to improve financial management systems. In

addition to the annual audit, many categorical programs, particularly financial aid, have specific independent audits. Sources of informal evaluation include feedback from the program review process and from end users. Finally, on an as-needed basis, management in the financial area of business services identifies certain topics to be examined and reviewed. (IIID-15, IIID-25, IIID-36)

The board of trustees approves both a tentative budget and an adopted budget each fiscal year. Quarterly fiscal reports are made to the board. (IIID-3, IIID-17, IIID-28a, IIID-28b)

Once the annual budgets are loaded into the accounting systems, budget printouts can easily be accessed through the PeopleSoft financial system for reference and review. Throughout the fiscal year, constant monitoring of salary adjustments due to bargaining unit negotiations, step and column increases, retirement, anniversary steps and resignations impact the operating budgets as well as all expenditures. (IIID-3, IIID-26)

The various departments on campus support and are an integral part of the financial management system. The purchasing department plays a large role in this support system by assigning a purchase order to all requests and providing the initiator with a copy. The requisition and purchase order numbers are used to track activity and location of the item. Most purchases are delivered to the purchasing department, which certifies receipt of the item(s) and approves payment of the purchase order by accounts payable. The staff of the college purchasing department and business services department communicate regularly by e-mail regarding the status of purchase orders; staff also meets on a regular, sometimes daily, basis to evaluate and improve the process. (IIID-39)

## SELF EVALUATION

The college meets the standard by completing an annual evaluation and audit of the financial management processes. The college then uses the results of these to improve its financial management systems. The business office, cost-center managers and the college, on the whole, have reliable, timely, responsive and comprehensive data on which to make prudent budgetary decisions. Budget to actual expenditures are compared on a regular basis. All payroll posting and subsequent reporting is processed through the county's human resource system (HRS). Evidence can be found in the annual audit report as well as the board minutes when the audit is presented for review. (IIID-25, IIID-5)

## PLANNING AGENDA

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

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**III.D.3.** The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

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## DESCRIPTIVE SUMMARY

The district vice president of finance and administrative services is charged with maintaining and monitoring the college's finances, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization/foundation, institutional investments, and assets. The college maintains a five percent reserve throughout the fiscal year, as recommended by the California Community College Chancellor's Office. The budget is developed and monitored using a system of checks and balances and is overseen by the board of trustees, the president, the vice president of finance and administrative services, the director of fiscal services, the budget supervisor, and the accounting supervisor. Several different programs within the college conduct internal audits periodically. All college-level requests for equipment, services and contracts are submitted by the divisions and departments to their deans for approval. They are then forwarded to the appropriate vice presidents of instruction/student services, who forward them for budget review and approval by the vice president of finance and administrative services. **(IIID-3, IIID-25)**

The board approves both a tentative budget and an adopted budget. Quarterly fiscal reports are made to the board. Independent auditors evaluate the financial management of the district on an annual basis. In addition to the annual audit, many categorical programs, particularly financial aid, have specific independent external audits, as well as annual reporting on program expenses. **(IIID-3, IIID-17, IIID-25, IIID-28a, IIID-28b)**

Regarding general fund accounts, administrators or cost center managers assess their respective budgets on a regular basis to utilize non-personnel line items effectively. Online financial reports are available at all times for up-to-date viewing, and the budget supervisor periodically requests budget transfers when line items are over-expended. **(IIID-3)**

In terms of overall evaluation of financial planning processes, annually the vice president of finance and administrative services reviews the budget calendar

and assumptions processes with the Financial Resources Committee prior to board approval and dissemination. The budget calendar and budget assumptions processes are the first block in the budget building process. Distribution of tentative budget sheets to the various deans and cost center managers ensure yet another step in assessing the effective use of the prior year's budget while making plans for the upcoming fiscal year. Program review and student learning outcome are priorities during this initial budget process. **(IIID-3, IIID-6, IIID-7, IIID-8, IIID-15, IIID-17, IIID-24)**

## SELF EVALUATION

Citrus College meets the standard. The college meets the standard by completing an annual evaluation and audit of the financial management processes. The college then uses the results of these to improve its financial management systems. The college maintains, at the least, a five percent reserve. Each year the college links the program review recommendations and current budget priorities with student learning outcome. The all-employee survey is another assessment tool for effective use of financial resources, and the results are an ongoing part of review and improvement. Evidence can be found in the All-Employee Survey, the annual audit report as well as the board minutes when the audit is presented for review. **(IIID-3, IIID-5, IIID-8, IIID-10, IIID-15, IIID-25)**

## PLANNING AGENDA

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

## IIID EVIDENCE

- IIID-1 *Educational and Facilities Master Plan 2001*  
<http://www.citruscollege.edu/info/reports>
- IIID-2 *Educational Master Plan 2009*  
<http://www.citruscollege.edu/info/reports>
- IIID-3 *Adopted Budget (Hard Copy)*
- IIID-4 *Bond Measure G*  
<http://www.citruscollege.edu/finance/bond>
- IIID-5 *Board Minutes*  
<http://www.citruscollege.edu/admin/bot>
- IIID-6 *Financial Resources Minutes*  
<http://www.citruscollege.edu/admin/president/steering/frc>
- IIID-7 *Budget Assumptions*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-8 *Student Learning Outcomes*  
<http://www.citruscollege.edu/sloa>
- IIID-9 *Emergency Preparedness*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-10 *All Employee Survey*  
<http://www.citruscollege.edu/admin/planning>
- IIID-11 *Strategic Plan Progress Report*  
<http://www.citruscollege.edu/admin/planning>
- IIID-12 *Budget Calendar Flowchart*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-13 *Faculty Needs Identification Committee*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-14 *Budget Forum*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-15 *Program Review*  
<http://www.citruscollege.edu/pr>
- IIID-16 *Grants*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-17 *Tentative Budget (Hard Copy)*
- IIID-18 *PowerPoint Presentation-Budget 2008-2009*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-19 *Blackboard*  
<http://citruscollege.blackboard.com>
- IIID-20 *Government Accounting Standard Board (GASB 43 & 45)*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-21 *Actuarial Study*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-22 *Annual Financial and Budget Report (CCFS-311)*  
<http://www.cccco.edu/ChancellorsOffice/Divisions/FinanceFacilities/FiscalServices/CCFS311PDFFiles/tabid/334/Default.aspx>
- IIID-23 *Mission Statement*  
<http://www.citruscollege.edu/admin/mission>
- IIID-24 *Budget Calendar*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-25 *Audit Report (Hard Copy)*
- IIID-26 *PeopleSoft Financials*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-27 *Budget and Accounting Manual (BAM)*  
<http://www.cccco.edu/ChancellorsOffice/Divisions/FinanceFacilities/FiscalServices/FiscalStandardsInformation/BudgetandAccountingManual/tabid/381/Default.aspx>
- IIID-28 *311 Quarterly Report*  
<http://www.cccco.edu/ChancellorsOffice/Divisions/FinanceFacilities/FiscalServices/CCFS311PDFFiles/es/tabid/334/Default.aspx>  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-29 *50 Percent Law*  
[http://www.cccco.edu/Portals/4/CFPP/Fiscal/ccfs311\\_pdf\\_files/0708/Citrus.pdf](http://www.cccco.edu/Portals/4/CFPP/Fiscal/ccfs311_pdf_files/0708/Citrus.pdf)
- IIID-30 *Board Highlights*  
<http://www.citruscollege.edu/pio/Pages/BoardHighlights.aspx>
- IIID-31 *Crystal Report*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-32 *Statewide Association of Community Colleges, a Joint Powers Authority (SWACCJPA) Revised Agenda*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-33 *Protected Insurance Program for Schools (JPA) Joint Powers Authority (PIPS)*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-34 *Air Quality Management District (AQMD) Report*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>

- IIID-35 Physical Resources Committee Minutes  
<http://www.citruscollege.edu/admin/president/steering/prc>
- IIID-36 Financial Aid Audits (Hard Copy)
- IIID-37 Foundation By-Laws  
<http://www.citruscollege.edu/foundation/Pages/Policies.aspx>
- IIID-38 *Annual Report*  
<http://www.citruscollege.edu/info/reports>
- IIID-39 Purchasing Services Manual  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-40 Approved Signature List  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-41 Board Policies  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIID-42 Board Regulations  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIID-43 Escape System  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20D>
- IIID-44 *Organization and Governance Handbook*  
<http://www.citruscollege.edu/governance>



# Standard IV

## Leadership and Governance



# Standard IV: Leadership and Governance

*The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the chief administrator.*

## IV.A Decision-Making Roles and Processes

**The institution recognizes that ethical and effective leadership throughout the organization enables the organization to identify institutional values, set and achieve goals, learn, and improve.**

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**IV.A.1** Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

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### DESCRIPTIVE SUMMARY

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. Shared governance is more than just a concept at Citrus; significant efforts are continuously in process to ensure that new ideas have a forum for expression, that contemplated actions are vetted from multiple perspectives, and that institutional progress and growth are consistent with the college's mission. Citrus takes great pride in the collegial workplace environment on campus and encourages active involvement across department lines to identify core values, plan and achieve goals, and continuously refine and improve the institution's ability to both learn and teach.

Governance of Citrus College is shared by students, faculty, staff, and administration. Students are represented by the Associated Students of Citrus College (ASCC); faculty by the Academic Senate; staff by the California Schools Employee Association (CSEA); and administrators by the management team and the supervisors and confidential group. Representation from each of these constituencies is sought on virtually every college standing committee and project-focused team.

Institutional decision making at Citrus College is a process that seeks to include all campus constituencies through actively sought input, feedback, consultation, clarification, and collaboration between standing committees. Overseeing this activity, the Steering Committee is the major college shared governance body that formally recommends action to the board of trustees via the superintendent/president. The Steering Committee's purpose, as stated in its constitution, is to provide a participatory governance body to carry out the mission objectives, address the annual goals, and focus on the *Strategic Plan* of the college. Steering Committee membership is composed of all college constituency groups, including the superintendent/president, the chairs of standing committees, and representatives from the classified staff, supervisors/confidential group, management, faculty, and the student body. The Steering constitution provides that a majority of Steering Committee members shall be Academic Senate representatives, which is consistent with the college's commitment to empowering faculty with a leadership role in the institution. Decisions, policies, proposals, and recommendations are developed by college committees and focus groups. They are formally reviewed by each of the four primary work force constituencies, and ultimately pass through the Steering Committee for comment, discussion, and/or approval prior to implementation and formal approval by the board of trustees. It is common for the Steering Committee to solicit additional feedback from the Academic Senate, managers, the classified staff, and/or the students prior to action. Formal meeting minutes are distributed to the committee membership and are publicly available on the college's website. **(IVA-1, IVA-2)**

The Academic Senate exists to ensure "democratic participation of the faculty in shared governance..." (in accordance with California AB 1725 and Board Policy and Administrative Procedure 2510), "...in the development of policies and procedures of the college, and to foster the long-range interests and well being of the college ... [and] ... is established for the purpose of participation in the formation of educational and professional policy." It also has "the right to lay directly before the governing board its views on any matter pertaining to the conduct and welfare

of the college after advising the college president of such intent.” Formal minutes of the semi-weekly meetings are distributed to the committee membership and are publicly available on the college’s website. **(IVA-3, IVA-4, IVA-5)**

All campus constituency groups have participatory roles on college committees that focus on specific aspects of fulfilling the college’s mission. Examples include the Academic Calendar Committee, the Information Technology Committee, the Educational Programs Committee, the Student Services Committee, the Human Resources Committee, the Institutional Research Committee, the Financial Resources Committee, and Physical Resources Committee, all of which report to Steering. An especially active example is the HotShots committee, created by the Steering Committee in 2006 specifically to focus efforts to write and implement SLOs throughout the institution, with representation from students, faculty, and instructional and support services deans and directors. In addition, the Academic Senate relies on a variety of committees for input to the Academic Senate Council. A list of the Steering Committee and Academic Senate standing committees, membership, meeting schedules, and constituency representation is maintained by the superintendent/president’s office and an annually updated copy is included in the college’s *Organization and Governance Handbook*. **(IVA-6, IVA-7, IVA-57, IVA-58)**

Beginning with data gathered from the 2006 CCSSE survey and Accountability Reporting for the Community Colleges (ARCC) report, during the 2007-2008 academic year the college began a campus-wide project to develop focused strategic goals in preparation for formally revising the college’s *Strategic Plan*. The Office of Institutional Research developed and administered an All-Employee Survey in spring 2007. The results of the survey were shared with more than 150 attendees from all college constituencies at an all-campus open meeting, who then participated in spirited assessments of the data. Out of that meeting, the college identified four key themes to address in the planning process: *student success, student learning outcomes and assessment, fiscal transparency, and communication*. Subsequent committee efforts, with all represented groups participating, resulted in detailed and focused strategic planning goals that were published and distributed campus-wide in spring 2008. During the 2008-2009 academic year, led by the OIR, the college has created and begun implementation of a three-year action plan for each goal, including target outcomes, implementation activities, timelines, key responsible person(s), and measurements of outcomes. **(IVA-8, IVA-9, IVA-10, IVA-11, IVA-12)**

When major campus initiatives and/or needs are identified, and additional committees are formed to address issues, care is taken to ensure that committee membership is inclusive of all campus constituencies and embraces shared governance principles. This participatory approach to campus governance not only complies with Board Policy, Title 5 and Ed Code, but also reflects college leadership’s trust in Warren Bennis’s assertion that “None of us is as smart as all of us.” Examples of such focused committee efforts have resulted in passage of a \$121 million bond, a complete revision of the campus instructional calendar, and a campus website that is managed and updated by stakeholder departments.

Finally, in equally important although less formal ways, multiple opportunities exist for all members of the Citrus College family to stay in touch with decisions coming, under consideration, and adopted. *The Clarion*, published semi-weekly, does an award-winning job of covering campus events and offering editorial opportunities for comment. The *Weekly Bulletin* is delivered electronically each week. Board agendas and minutes are widely distributed. A faculty newsletter, with both senate and faculty association articles, is printed and distributed twice each semester to all full and part-time faculty. Academic Senate and Steering Committee minutes are available on the college website, and the college intranet serves as the archive for minutes from many other committees. The superintendent/president has initiated a series of campus-wide forums on a variety of topics affecting the future direction of Citrus College, inviting frank input and opportunity for informal discussion. **(IVA-13, IVA-14, IVA-15, IVA-5, IVA-2, IVA-20)**

## SELF EVALUATION

The college meets the standard. 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. The resulting diverse points-of-view, coupled with the collegial work environment, provide a forum for brainstorming, dialogue, problem solving, and decision making that promotes ownership by the represented campus populations. Evidence of the attention given to ensuring that campus constituency voices are heard may be found in official documents which become part of the college’s archives following board of trustees approval: program reviews, board policies and procedures, planning documents, the *Annual Report to Communities*, and other major reports which all clearly indicate endorsement and review dates by campus constituents. The Steering Committee, as the body that advises and recommends action to the superintendent/presi-



dent, both solicits input and ensures that work products include multiple opportunities for participation and leadership from all campus populations. Since a majority of the Steering Committee is from the faculty community, student support and success is an embedded value in the decision-making process, consistent with the college mission. (IVA-16, IVA-4, IVA-17)

Further evidence of this focus on students and a commitment to encouraging leadership from across the campus may be found in Citrus's utilization of faculty leadership and participation in such committees as the Educational Master Plan Committee, the Curriculum Committee, Educational Programs Committee, Enrollment Management Committee, College Success Committee, Matriculation Committee, Financial Resources Committee, and Faculty Needs Identification Committee (FNIC). Two recent challenges faced by Citrus provide noteworthy examples of how the college faced major challenges and met them with widespread campus involvement. In the first, when declining enrollment during the 2005-06 and 2006-07 academic years threatened financial stability and student opportunities available at Citrus College, all campus constituents were part of a process which examined the problem and ultimately recommended and implemented a late-start, 16-week academic calendar. Virtually every department, and certainly every instructor, manager, staff member, and student on campus was affected by and participated in this significant schedule change, which successfully reversed the enrollment decline in a very short time. A change this rapid would not have been possible without the buy-in and cooperative effort that come from understanding the problem, the options available, and the steps toward implementation.

Nearly simultaneously, Citrus's aging computer systems and in-house software programs were identified as a problem hampering recruitment, student record keeping, implementation of web registration, and accurate accumulation and tracking of data vital to successful short- and long-range institutional planning. As the critical need to replace the aging Enterprise system became apparent, administrators and faculty took leadership roles in identifying the college's critical information technology needs, and enlisted all campus constituencies in the search for solutions. The college ultimately made the decision to abandon existing in-house software and purchase an enterprise resource program (Banner) to vastly increase the college's data accumulation and analysis capabilities, as well as streamline and improve student and faculty interfaces. For example, Banner and Blackboard, the college's web-based instructional support platform, are linked to allow 24/7 up-to-date enroll-

ment and grade information to enrolled students. When the decision to migrate to the new Banner system and integrate CurricuNET (which links evolving curriculum changes to enrollment and catalog functions) necessitated long hours from all departments to meet short implementation time lines, campuswide understanding of the importance of the task allowed the college to mobilize the necessary resources to put the new systems successfully in place.

Neither of these projects would have been implemented as fast or as successfully without a staff energized and empowered by a pride in their work and an awareness that they are critical to the success of the institution. Data gathered from committee members responsible for crafting the college response to Standard IVA confirms this assertion. An Academic Senate member cited numerous instances of wide involvement in campus initiatives and cited the multiple shared governance committees allowing opportunities for faculty involvement. An art faculty member cited several examples of innovative projects he had been encouraged to attempt, and others he had witnessed – leading to increases in art department student enrollment. A classified employee noted supervisory encouragement to take ownership of her position to improve the efficiency of the institution when appropriate. Although anecdotal, stories such as these are found throughout the college community.

Evidence supporting the college's belief that the campus environment does indeed encourage empowerment and institutional excellence may be found in the spring 2007 results from the All-Employee Survey. The survey found that 93.3 percent of respondents indicated awareness of and support for the college mission, and believe that the college is actively working toward fulfilling its vision and mission; 87.4 percent of respondents believe that Citrus provides a high-quality learning environment for students; and 86.6 percent of respondents believe they are treated fairly and ethically.

Despite very high job-satisfaction levels and pride in their college, the survey also found unexpected dissatisfaction levels of responders' perceived opportunities to participate in the development of financial plans and budgets. Only 65.7 percent were satisfied with their level of involvement, and 26.6 percent of responders disagreed or strongly disagreed with the statement "Employees opinions are given appropriate weight." A similar number of respondents indicated dissatisfaction with employee participation in the decision-making process. Although a majority of responders indicated satisfaction, the unexpected percentage of negative ratings was directly responsi-

ble for two of the four subsequently identified strategic planning goals: fiscal transparency and communication. **(IVA-18)**

Despite the fact that more than a quarter of the campus population surveyed indicated dissatisfaction with their levels of involvement in the budget development process, Citrus has made significant progress in recent years toward developing annual budgets that are data-driven. In the program review process that utilizes data provided by the OIR, faculty and staff, aided by administrators, work collaboratively to formally evaluate individual programs. One function of this process is to identify current and anticipated fiscal and facility needs of the programs. Using this program review data, developed at the department level and collected by the institutional research office, vice-presidents and deans work together. The diverse needs identified by campus constituents are incorporated into a program needs assessment document that serves as the college's standard for prioritizing and allocating budget resources. In addition, beginning in 2004 when student learning outcomes (SLOs) were incorporated first at the course and subsequently at the program levels, student success indicators have proven to be a valuable source of prioritizing available resources in the budget process. **(IVA-19)**

Finally, long-range planning during the 2005-2007 period slowed as the college addressed the current and urgent challenges of declining enrollment and inability to collect and analyze data adequately with existing campus computer systems. With those hurdles largely behind us, during the 2008-2009 academic year, (paralleling the development of this self study document), Citrus has refined its 2007-2008 strategic planning goals into a three-year implementation and action plan. Simultaneously, working with a consultant-facilitator and the OIR, the college completed its new *Educational Master Plan* to replace the *Educational and Facilities Master Plan* adopted in 2001. This plan is driven by the college's mission and strategic planning goals, and addresses instructional, student services, facilities, equipment, and related anticipated needs based on solid internal and external data. The plan provides direction for the college over the next five years. A draft of the plan for constituent group review and comment was completed in spring 2009. The board of trustees approved the plan in June 2009. In addition, a collegewide technology plan was completed in June 2009 for integration within the *Educational Master Plan*. As with all such efforts at Citrus, collegewide involvement has been sought and encouraged throughout the data-gathering and plan-writing processes. **(IVA-12, IVA-46, IVA-27, IVA-46, IVA-48)**

## PLANNING AGENDA

The standard is met. The college does and will continue to create an environment for empowerment, innovation and institutional excellence.

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**IV.A.2** The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

**IV.A.2.a.** Faculty and administrators have a substantive and clearly-defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

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## DESCRIPTIVE SUMMARY

Citrus College is strongly committed to a shared governance structure that is in compliance with ACCJC accreditation requirements, Title 5, and Ed Code, as evidenced by Board Policy (2510), Administrative Procedure (2510), and by an institutional culture that values and seeks broad representation on campus committees and focused task groups. Within this shared governance structure, a broad array of committees and task groups exist, each with clearly defined purposes and roles in the governance of the institution.

Administrative Procedure 2510, adopted June 16, 2009, details the college's written policy for providing faculty, staff, administrator, and student participation in decision-making processes:

Citrus Community College District is committed to shared and participatory governance principles, designed to guide wise decision making supporting the college's mission and strategic goals. This governance philosophy is based upon five pillars of shared decision making, all of which must be present for effective governance. These pillars are: shared vision, shared engagement, shared respect, shared information, and shared risk. The board of trustees honors the concept of shared and participatory governance in all areas defined by state laws and regulations as policy of Citrus College, while retaining its own rights and responsibilities as ultimate authority.

Administrative Procedure 2510, adopted May 19, 2009, formally recognizes the following campus constituent groups as participants in matters related to shared governance.

- (a) The Academic Senate as the body which represents the faculty in academic and professional matters while the Faculty Association is the body which represents faculty on issues within the scope of collective bargaining.
- (b) The Associated Students of Citrus College which represents the students.
- (c) CSEA (California Schools Employees Association) as the representative body for classified staff, excluding managers, supervisors and confidential employees.
- (d) The Citrus College Management Team which represents the managers.
- (e) The Supervisor/Confidential Team which represents the supervisors and confidential employees who are not part of a bargaining unit.

Administrative Procedure 2510 also recognizes and defines the organizational structure supporting the district's shared and participatory governance policy, defining roles and responsibilities for the Steering Committee, standing committees, President's Cabinet, and Academic Senate. **(IVA-4)**

The Steering Committee reviews and recommends campus-wide policies and procedures to the superintendent/president for implementation and/or adoption by the board of trustees. The Constitution of the Steering Committee, under Article 1: Purpose states specifically that:

The Steering Committee is the major participatory governance committee of Citrus College. The committee is charged with advancing the mission and objectives of the institution through broad-based participation in the decision-making process.

This body brings together all constituent groups: faculty, students, classified staff, supervisory and confidential employees, and managers. The Steering Committee serves as a liaison for all college constituents by coordinating the functions of the standing committees of the Steering Committee.

In an effort to advance the mission, vision and values of Citrus College and to promote the educational advancement of students of Citrus College, this committee guides and assesses major institutional planning initiatives and makes

recommendations based on the actions of the standing committees. This committee makes recommendations on the formulation and revision of board policy.

This committee is the final recommending body to the board of trustees through the superintendent/president. **(IVA-1)**

The Steering Committee constitution also specifies the shared governance structure of membership: "The Steering Committee shall be composed of the superintendent/president, the chairs of the standing committees and representatives from the classified staff, supervisors/confidential employees, management, Academic Senate Council, and student body," and details the selection process for members. It further states "The number of Academic Senate representatives shall constitute a majority of the Steering Committee membership." **(IVA-1)**

Providing planning, detailed academic recommendations, and reports on various aspects of college operations and planning are numerous committees with wide representation from campus constituencies.

Key examples are:

- Educational Programs Committee
  - Curriculum Committee
  - Financial Resources Committee
  - Facilities and Academic Master Plan Committee
  - Physical Resources Committee
  - Enrollment Management Committee
  - Student Services Committee
  - HotShots (SLO Facilitation Committee)
  - Institutional Research Committee
- (IVA-1, IVA-2, IVA-56)**

Meeting times and dates for these and other standing committees are established in advance, and guests are welcome at all standing committee meetings. Minutes are kept and distributed to committee members; they are also available on the college website and/or intranet in most cases. **(IVA-20)**

## SELF EVALUATION

Citrus College meets the standard. Citrus College is committed to shared and participatory governance, and actively solicits and encourages all constituencies to participate in the governance; in fact, according to the 2007 All-Employee Survey, 93.3 percent of respondents were aware of and believed that they actively supported the college mission. **(IVA-18)**

Although campus satisfaction with shared governance of the institution is high when applied to the phrase "a substantial voice in institutional policies and planning," the same cannot currently be said

about perceived opportunities to influence budget decisions at the college. As a result, during the 2007-2008 strategic planning process, two of the four strategic goals addressed by focus groups were fiscal transparency and communication. The consensus of the subcommittee examining communication was that although Citrus does a thorough job of inviting and considering budget requests and input, once budget decisions are made more effort should be exerted to (1) acknowledge receipt of data received; (2) demonstrate awareness of stakeholder needs/wants; and (3) provide opportunities for data clarification. Further, the committee found that decision announcements should (1) clearly and accurately make public the decision; (2) identify the decision maker(s); (3) acknowledge both the input received and the sources; (4) state and explain reasons for the decision reached, including acknowledgement of discarded options; and (5) clearly connect the decision to the college's mission. These findings became part of the 2007-2008 Strategic Planning Goals, and specific activities designed to address the recommendations are a part of the implementation plan. The improved availability and distribution of the annually collected program review data is anticipated to be a valuable mechanism to provide needed information to stakeholders. Senior academic leaders, vice presidents and deans in particular, have discussed and implemented, at the departmental level, additional efforts to communicate not only budget decisions, but the institutional priorities driving them in an effort to publicize the data-driven nature of budget decision making, improve campus-wide understanding of the budget process, and publicize the college's commitment to budget transparency. **(IVA-11, IVA-12, IVA-21)**

## PLANNING AGENDA

The standard is met, and the college will continue efforts to support meeting the standard and to ensure that institutional decision making is transparent, well-communicated, and data driven.

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**IV.A.2.b.** The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

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## DESCRIPTIVE SUMMARY

Citrus College depends upon faculty, in particular through the Academic Senate and the Curriculum Committee, for recommendations about student learning programs and services. The Academic Sen-

ate provides opportunities for faculty to participate actively in the formulation and development of policies and procedures that have or will have a significant impact upon them, and other academic and professional matters. ASCC representatives also have a seat on the Academic Senate Council.

The Academic Senate represents the full- and part-time faculty of Citrus College. The senate expresses the view of faculty, after appropriate consultation with other college constituencies, through a vote of the senate. At the senate's discretion, the senate may choose to delegate its responsibility to individual faculty members for limited purposes or durations. The board of trustees relies primarily upon recommendations of the Academic Senate on academic and professional matters, which include:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate **(IVA-22)**

The college actively supports the work of the Academic Senate, with 60 percent compensated release time for the Academic Senate president, 20 percent compensated release time for the vice-president, and a 50 percent time administrative secretary. The chair of the Curriculum Committee receives 40 percent release time. The college also funds 60 percent release time for a faculty member charged with guiding the project to incorporate SLOs into all college curriculum. In total, the college provides 6.7 full-time equivalent faculty paid release time for governance, program coordination, and negotiations activities. A report from the president of the Academic Senate is a standing agenda item at regularly scheduled board of trustees public meetings. In addition, "Big Five" meetings twice a month bring together the superin-

tendent/president, the academic and student services vice-presidents, and the Academic Senate president and vice-president in an open agenda meeting created specifically to encourage timely, frank and open communication. (IVA-23, IVA-24, IVA-4, IVA-25)

## SELF EVALUATION

The college meets the standard. Citrus is in compliance with ACCJC accreditation requirements, Title 5, and Ed Code. Board Policy 2510 states that the college encourages shared governance, briefly defines the process, and further states "Participation in shared governance is a job-related expectation of all employees." The faculty, as members of the Academic Senate and with strong representation on the Steering Committee, Curriculum Committee, Educational Programs Committee, Academic Calendar Committee, Matriculation Advisory Committee, and Faculty/Staff Development Committee, among others, takes the primary leadership role in developing recommendations about student learning programs and services. The Curriculum Committee leads in matters of student success, including the academic approval process, evaluation of graduation requirements, prerequisites, program review, and has been proactively involved in updating course descriptions with student learning outcomes and tracking mechanisms as mandated by the 2002 revision of accreditation standards. (IVA-4, IVA-25)

## PLANNING AGENDA

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

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**IV.A.3.** Through established governance structures, processes, and practices, the Governing Board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

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## DESCRIPTIVE SUMMARY

Citrus College takes pride in offering students, faculty and staff a collegial learning environment where frank discussion among the campus community is both encouraged and provides meaningful opportunities to affect both the long-term course and the daily operations of the college. One of the objectives found in the college's mission statement is to "furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus

governance." Participatory, evolving shared governance structures and practices are vital components fundamental to Citrus College's commitment to "fostering a diverse educational community and cultural learning environment that supports student success...." (IVA-27)

Participatory governance structures, processes and practices are both encouraged and continuously refined by all participants in these officially recognized constituency groups: the Academic Senate, the Associated Students of Citrus College (ASCC), the supervisors/confidential unit, the management team, and the California School Employees Association (CSEA). (IVA-28, IVA-3, IVA-4)

The Steering Committee, with members from all recognized campus constituencies, is the primary representative body for presenting recommendations to the board of trustees via the superintendent/president. Article 1 of the Steering constitution states, "The purpose of this committee shall be to provide a participatory governance body for carrying out the mission objectives of Citrus College." As the primary planning and policy formulation group, Steering reviews the work of assorted task-specific standing committees including, but not limited to such areas as budget, academic programs, student equity and diversity, accreditation, and program review. The college has multiple standing committees, each with defined purposes and tasked with facilitating review, discussion, and improvement of specific areas of college operations among all affected constituencies. The superintendent/president's office maintains a list of standing committees, meeting schedules, and membership rosters which is included in the college's *Organization and Governance Handbook*. Non-members are encouraged to attend committee meetings when topics of specific interest are identified. (IVA-1, IVA-6, IVA-7)

Academic matters are considered by the Academic Senate. The preamble of the Academic Senate Constitution states that "The Citrus College Academic Senate is formed in order to ensure democratic participation of the faculty in shared governance, in accordance with AB1725, in the development of policies and procedures of the college and to foster long-range interests and well-being of the college." (IVA-3)

Both the Academic Senate and the Steering Committee meet regularly twice a month. The Associated Students have a seat at Academic Senate meetings. All campus constituencies are represented on the Steering Committee. A report from the president of the Academic Senate is a standing agenda item at

regularly scheduled board of trustees public meetings. **(IVA-2, IVA-5, IVA-24)**

In addition to the standing committees and task forces with representation from multiple campus constituencies, several management groups meet regularly to share information, discuss progress toward goals, and report to colleagues departmental activities in progress, including:

- The management team (deans, directors, vice presidents and superintendent/president)
- The supervisors/confidential team (Non-CSEA members with supervisory roles)
- The president's cabinet (superintendent/president, vice president of instruction, vice president of student services, vice president of finance and administrative services and director of human resources).
- The "Big Five" (superintendent/president, vice president of instruction, vice president of student services, president of Academic Senate, and vice president of Academic Senate).

Enrolled students are represented through the elected student government, the Associated Students of Citrus College (ASCC). The ASCC has clearly defined responsibilities and operates under a constitution and bylaws, last revised in 2005. This document establishes an ASCC Executive Board composed of elected officers: student trustee, student trustee elect (in the spring only), president, vice president, legislative liaison, and seven senators; as well as appointed officers: treasurer, commissioners of public relations, activities, athletics, recording secretary, and not more than four commissioners-at-large. In addition to supporting student activities on campus, the ASCC Executive Board regularly appoints students to participate in regular college standing committees. The elected student trustee (non-voting) attends regular board of trustee meetings and reports on student activities and matters of specific interest to the student population. **(IVA-28, IVA-24)**

Students interested in becoming active in the Citrus community have the opportunity to organize and participate in student government activities and student organizations. The Inter-Club Council (ICC), which meets weekly, is a standing committee composed of members from campus chartered student clubs and organizations. The purpose of the ICC is to foster communication between the clubs and the ASCC student council, and to coordinate club and student council sponsored activities. **(IVA-28)**

Communication on campus takes place in a variety of ways. The *Weekly Bulletin* is delivered electronically each week to managers, faculty, and staff. *The Clarion*, an award-winning student publication, is distributed throughout the campus semi-weekly in print form, and also maintains a website ([www.theclariononline.com](http://www.theclariononline.com)). The superintendent/president's office hosts all-campus invitational forums on topics of general concern or interest to the campus population, such as budget, emergency preparedness, and student learning outcomes. Minutes from standing committee meetings are available on the college website and/or the campus intranet. The distance education program utilizes Blackboard as a teaching tool; several of the task groups working on this accreditation document utilized Blackboard discussion boards. Electronic mail is increasingly utilized as the primary tool for on-campus communication. The Citrus College website, ([www.citruscollege.edu](http://www.citruscollege.edu)), was completely redesigned in 2006 and is an evolving communication tool that includes a decentralized, department-driven system for updating information on a continuing basis. The college intranet allows campus users immediate access to a wide variety of reports and data. The Office of External Relations coordinates the release of public information and is available to assist campus departments with publicity efforts and reports to the community. **(IVA-14, IVA-13, IVA-20, IVA-5, IVA-29, IVA-30)**

## SELF EVALUATION

The college meets the standard. Citrus College has in place a governance structure that empowers all segments of the college community to participate and be heard. Institutional commitment to the shared governance structure does indeed allow for wide-ranging input and participation. The spring 2007 All-Employee Survey found that 74.2 percent of all employees believe that their ideas for improvements in their areas are taken seriously. Citrus recently confronted twin challenges: declining enrollment was addressed by adoption of a new academic calendar, and an antiquated campus computer system drove the decision to migrate to the new Banner platform. The success of these two endeavors is testimony to the student and employee buy-in achieved as a result of participation in the decision making process. **(IVA-18)**

On the other hand, the same All-Employee Survey found that 38 percent of responding employees were not fully satisfied with their opportunities to participate in the budget development process. Comments generally alluded to a concern that there was not enough communication on campus, and concerns that their input was not considered in the

budget decision-making process. As a result of these findings, two of the four strategic planning subcommittees focused on (1) fiscal transparency and (2) communication. The committee findings were reported to the campus community in the 2007-2008 Strategic Planning Goals. While the budget development process was found to allow ample opportunity for input from all constituencies, the communication sub-committee specifically noted a need to “improve campus-wide understanding of the decision-making process,” to “ensure that data and information flow is encouraged in all directions during each and every data-driven decision-making process.” These findings are being addressed over a three-year period with an annually updated and evaluated strategic goals annual implementation plan, which includes mechanisms to measure progress in each strategic planning area, as well as within the institutional program review process overseen by HotShots. **(IVA-18, IVA-11, IVA-12)**

While the college has successfully created a structure that encourages governance participation, at times the sheer volume of information available via various communication mechanisms threatens to become overwhelming—and as a result, individuals coping with heavy work loads perhaps develop filters that unwittingly result in missing important institutional information. The college continues to work on strategies to make information available as efficiently as possible. As the implementation of the recently completed *Strategic Plan* unfolds, the college will be able to measure the success of various communication strategies, and continued thought will be given to the appropriate distribution, availability, and awareness of the wealth of data available to the campus community.

## PLANNING AGENDA

The standard is met, and the college will continue to promote processes and practices that support effective communication among campus constituencies.

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**IV.A.4.** The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with Accrediting commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

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## DESCRIPTIVE SUMMARY

Citrus College complies with ACCJC accreditation requirements, policies and guidelines. Accreditation status is published inside the front cover of the college catalog, and on the college website. Self study supporting documents, mid-term and interim reports, and previous recommendations are available on the college website, in the office of the superintendent/president, and in the office of the accreditation liaison officer. Previous accreditation recommendations from the visiting team have been addressed. Mid-term and interim reports have been completed in a timely fashion as required by the Accrediting Commission. **(IVA-31, IVA-29, IVA-32)**

This current institutional self study was developed with broad representation and input from all college constituencies. The Accreditation Committee, composed of two co-chairs, a theme team, and 11 subcommittees (each with two co-chairs) with defined responsibilities, was first convened in February 2008, with well-attended information sessions. Of the eleven subcommittees, 10 have at least one faculty co-chair. Each of the subcommittees was encouraged to gather data by all means they felt appropriate, with support available as requested from the Office of Institutional Research. Electronic discussion boards and reference documents were made available as identified by the individual committees. Each of the committees autonomously developed research and writing strategies; committee co-chairs came together at monthly meetings to share progress reports and identify support needs. All committees were encouraged to write frank and honest appraisals of the college’s methods, procedures, progress, and development since the previous report. **(IVA-33, IVA-34)**

Citrus College’s commitment to practicing and demonstrating high standards of honesty and integrity in the preparation of this self-study report is only one example of institutional operating procedure. Compliance with federal, state, local, and internal standards is woven into the fabric of the institution. Other examples of Citrus’ commitment to ethical behavior and action include:

- Board Policy 3602: Code of Conduct, adopted June 19, 2007, after lengthy and spirited campus participation, articulates values that are central to the culture of the district, including integrity, accuracy, accountability, individual responsibility, confidentiality, knowledge sharing, professional standards of conduct, and appropriate use of college resources. **(IVA-4)**

- Contracts with consultants and vendors are approved by the board of trustees and comply with Ed Code Title 24. The Board also approves all equipment purchases in excess of the \$15,000.00 bid limit. **(IVA-24)**
- The college budget and monthly expenditures are matters of public record, easily accessible in board of trustees meeting minutes. **(IVA-35, IVA-24)**
- Financial transactions of the college are audited by the Los Angeles County Office of Education, which also serves as the college's disbursement office.
- College accounting procedures are audited annually by an independent auditor, which reports its findings to the board of trustees. The college responds swiftly and appropriately to any and all audit findings, and such findings are extremely rare. **(IVA-36)**
- A bond oversight committee responsible for the Measure G General Obligation Bond, passed in 2004, oversees both performance and financial record keeping, and issues an Annual Report to the Community. **(IVA-17)**
- The college has successfully met all compliance reporting requirements for two Title V grants, an Industry Driven Regional Collaborative (IDRC) grant, and other grants awarded to Citrus for a variety of specific purposes. **(IVA-37)**
- The Citrus College Orfalea Child Development Center, which operates with a variety of funding sources and federal, state, and local contracts totaling more than two million dollars annually, fully complies with all grant reporting requirements, is monitored through the State Department of Education's contract monitor review process, and is accredited by the National Education of Young Children Association. **(IVA-57)**
- Advisory councils, composed of industry member partners for career and vocational programs (recording technology, emerging theatre technologies, dental assisting, heating and air conditioning, water technology, and public works, among others), provide regular reviews and advice to their respective programs. **(IVA-38)**

Citrus College maintains a broad variety and constantly expanding network of external partnerships with high schools, ROP programs, four-year institutions, and industry partners. Representative examples of such partnerships include:

1. The Language Arts Department currently offers English, speech, and Spanish classes in a bridge program for high school juniors and seniors at Duarte High School. **(IVA-39)**
2. A recent incumbent-workers training grant enabled the college to form successful partnerships with the City of Southgate, the Pasadena Public Works Department, the Pasadena Department of Water and Power, and the Los Angeles County Department of Public Works. **(IVA-40)**
3. Citrus participates in the San Gabriel Valley Career Technical Education Community Collaborative via contracts with Mt. San Antonio College and Rio Hondo College. **(IVA-41)**
4. The Emerging Theatre Technologies Program has developed relationships with the Walt Disney Company, PRG Lighting, and numerous other entertainment industry partners for internships and advisory board members. **(IVA-38)**
5. Together with the five high school districts we serve, the college is an active data-contributing member of Cal-PASS, a state-endorsed data collection system that tracks and measures student success. Currently, a Citrus faculty member serves as co-chair of the Cal-PASS Professional Learning Council in the discipline of English. **(IVA-58)**
6. Citrus College's tech-prep advisory council is composed of the assistant superintendents of the five high school districts within our district, and was formed specifically to identify and build career pathways between high school and college coursework in all of our career technical education programs. **(IVA-59)**

The International Student Program at Citrus College is certified as a Student and Exchange Visitor Information System school. All records and compliances issues related to the issuance of the I-20 Certificate of Eligibility have been met. Federal guideline regulations regarding the F-1 visa are being followed, monitored, and enforced. **(IVA-42)**

## SELF EVALUATION

The college meets the standard. The college has and will continue to comply with ACCJC accreditation requirements and guidelines. The most recent mid-term report was timely submitted and accepted without comment by the accrediting commission. For this self study, the college dedicated significant resources and effort to produce a reflective, fair, and honest look at college operations, policies and direction. A broad spectrum of representatives from across all college constituencies provided data and



worked directly on one of numerous committees to produce the final document, and care was taken by project leaders to encourage honest and even self-critical reflection. This reflective look inward, formally begun nearly two years prior to the scheduled site visit, has already been a catalyst for multiple institutional improvements. Citrus has made an institutional commitment not only to producing a fair and honest self study, but to moving forward with planning agenda items, and to incorporating potential visiting team recommendations into future college planning activities, supported by annual goal development, Steering Committee oversight, and well-publicized opportunities for participation. **(IVA-2)**

Recommendations received following the college's last accreditation self-study and site visit have been responded to in detail. In compliance with revised accreditation standards adopted in 2002, the college has made steady progress toward proficiency in the creation, implementation, and evaluation of student learning outcomes and assessment. In 2007, the HotShots committee was created by Steering to provide leadership and facilitate this process. General education SLOs have been written; institutional SLOs are in draft form; and progress is steady toward the 2012 goal of institutional proficiency in this area. The OIR has begun providing academic programs with annual data to improve and strengthen the program review connection between needs and resource allocation. 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 all external agencies and partners. **(IVA-32, IVA-43, IVA-60)**

## PLANNING AGENDA

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

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**IV.A.5.** The role of leadership and the institution's governance and decision-making structures are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.

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## DESCRIPTIVE SUMMARY

Perhaps the best evidence that the role of leadership and governance are functioning effectively may be found in a representative (although by no means exhaustive) list of ongoing review processes and college operations:

- Specific board policies and procedures are reviewed and updated on an ongoing basis, as mandated by changes in institutional procedures, compliance with external agencies, and accreditation review suggestions. In fall 2008, the college began a comprehensive review and revision of all board policies and procedures. This project is designed with a lengthy eighteen-month time line to allow adequate time for campus wide stakeholder input and discussion. The prioritized board policy review and approval process is scheduled for completion in February 2010. Policies relating to ACCJC accreditation requirements were completed in June 2009 **(IVA-44)**
- The Steering Committee, which is the primary shared governance body on campus, most recently reviewed and formally amended their constitution in March 2009. The Academic Senate similarly reviewed and formally amended their constitution and by laws in November 2008. **(IVA-1, IVA-3)**
- The college formally adopted an *Educational and Facilities Master Plan* in 2001. This plan enabled passage of the 2004 Measure G bond, and shaped the major construction plans for the college through 2012. **(IVA-45)**
- In fall 2008, Citrus began work on an updated *Educational Master Plan*, coordinated by the Office of Institutional Research. A draft document has been completed; Flex Day activities in February 2009 included numerous opportunities for campus-wide input and shaped development of the vision of the plan. A draft of the plan, inviting additional feedback and review by campus departments and constituencies, was completed in spring 2009. Formal board of trustee approval is expected prior to the accreditation team site visit. **(IVA-46, IVA-61)**
- In spring 2007, the college Office of Institutional Research administered an all-campus employee survey. Results from this survey drove a 2007-2008 series of strategic planning meetings that resulted in detailed strategic planning goals. During 2008-2009, a three-year implementation plan for each of the four goals, including annual activities, timelines, key responsible person(s), and measurement of outcomes was developed and implemented. **(IVA-4, IVA-18, IVA-11, IVA-12)**
- The college annually submits a formal five-year construction plan to the Chancellor's Office. The plan includes projected construction needs, enrollment projections,

an energy management plan and projected state and local revenues. **(IVA-47)**

- In 2008-2009, the TeCS Department is working to create a campus-wide technology plan, incorporating data from academic and support department program reviews. This plan will subsequently be incorporated into future construction planning and operational budgeting reviews, as well as the concurrently developed *Educational Master Plan*. **(IVA-48)**
- Departments of the college conduct a complete program review on a six-year cycle. Recent improvements in data capture and analysis ability now provide academic departments with annually updated program review data, enhancing departmental ability to make timely course corrections based upon by accurate data. The six-year cyclical reviews are formally shared with the board of trustees and included in published minutes. Reports include information about enrollment trends and student learning outcomes, and forecast future facility and staffing needs. These data are utilized in institution-wide planning processes and are key to the annual budget planning process. **(IVA-24)**
- The Enrollment Management Committee, formed in 2007, brings together the instruction and student services vice presidents, department deans, faculty representatives, and the Office of External Relations, with up-to-the minute student enrollment data. This cross-department committee uses this time-sensitive data to add and delete classes during enrollment periods, and focus timely marketing of college offerings to the community. **(IVA-49)**
- The Physical Resources Committee and Financial Resources Committee annually review the *Educational Master Plan*, incorporating data from program reviews. These data are in turn utilized in planning sessions as general plans for anticipated construction progress to detailed construction documents. Building users are key participants in construction meetings. **(IVA-50, IVA-51, IVA-52)**
- The Bond Oversight Committee periodically reviews progress of construction activity and related expenditures, and issues its annual public *Report to the Community*. **(IVA-17)**
- The finance office annually prepares an operating budget for the college. This effort involves a wide range of campus offices and departments and a lengthy timeline that allows multiple opportunities to solicit and receive input, clarifies options available to

academic and other department managers, and incorporates information from program reviews. **(IVA-35)**

- The Curriculum Committee meets and formally evaluates course and program changes every two weeks. In recent years, much of the work of this committee has centered around approving revised course descriptions to include SLOs, and establish corresponding assessment processes. **(IVA-26)**
- The student services departments conduct an annual planning meeting in the fall where they set goals for the academic year, review progress on previous goals, and develop priorities for student involvement in campus planning initiatives. **(IVA-53)**

## SELF EVALUATION

The college meets this standard. The planning required to define and forecast the college's needs in the coming decades, develop facility needs and budget, pass the Measure G \$121 million bond, and implement a 10-year building campaign, now in its fifth year, could not have been accomplished without a strong and vital planning structure, embraced and populated by all segments of the campus. Formally, Citrus College prepares and submits an updated five-year construction plan to the Chancellor's office annually; data that drive the plan come from student enrollment, program reviews, the Associated Students, and the activities of virtually every campus committee. The success of the college's progress with new programs and staying on schedule with its building and remodeling is strong evidence that the institution's governance and decision-making structures are successfully supporting the college's efforts to prepare and build for the future. **(IVA-47, IVA-17)**

More, however, can always be done to formalize the evaluation processes in place, and particularly the timelines by which governance and decision-making structures are formally evaluated. The same collegiality on which Citrus prides itself has perhaps led the college to take for granted the evaluation of governance and decision-making structures in the absence of a pressing need to do so. Legislative changes, of course, occasionally mandate reactive program evaluations. Initial evaluation and analysis of mandated operational changes in the governance structure are informally discussed in president's cabinet meetings, dean's meetings, and various committees at different times. When change is mandated, either for reasons of compliance with outside agencies or for purposes of institutional efficiency, the college moves swiftly to address them via established shared governance procedures; but regularly scheduled reviews have

not been a formal part of college governance. As is evident from the bullet points in the preceding descriptive summary, Citrus's new president Dr. Geraldine Perri, who came to Citrus on July 1, 2008, has begun a series of initiatives to formalize evaluation procedures of college planning agendas and governance procedures. Timelines for periodic reviews of these plans are an integral part of these processes. Sharing the results of these planning processes and involving campus constituencies in periodic reviews are incorporated within the strategy for addressing perceived communication concerns noted in the 2007 All-Employee Survey results. **(IVA-18)**

Additionally, while a shared governance structure is firmly in place at Citrus College, it is best understood by those most involved in campus governance on a day-to-day basis, and even highly involved campus leaders are not necessarily fully aware of all the governance structures and processes in place. During the creation of this self study, it became apparent that there is no central source that succinctly makes this information available, nor is there a formal plan in place to evaluate the effectiveness of the governance and decision-making processes on a regular basis. As mentioned previously, the 2007 All-Employee Survey found significant concerns among campus constituencies about the adequacy of communication on campus.

As the link between these two concerns became clearer, in fall of 2008 a committee chaired by the vice president of finance and administrative services was formed to compile an *Organization and Governance Handbook*. Completed in June 2009, the first-edition handbook includes the college mission, goals, master plan in summary form, governance philosophy, organizational charts, board policies related to governance, budget planning flowchart, and detailed information on Steering, Academic Senate, and Associated Students governance and committees, including committee membership structures, purposes and meeting schedules. A summary document will be distributed in print form to the campus community as part of fall 2009 convocation activities. The complete handbook is accessible on the college website, as well as in print form. Future annual updates are anticipated mid-way in each academic year, allowing inclusion of annually updated campus goals, planning and objectives. The handbook is anticipated to be a key resource available for the new faculty mentor program, new college support staff, and students seeking understanding of the college governance process and opportunities. **(IVA-54, IVA-55)**

## **PLANNING AGENDA**

The standard is met, and the college is committed to continuing efforts that support sustainable continuous quality improvement of governance and decision-making structures. Institutional planning agenda item 5, which affirms the college's commitment to on-going review of major college planning documents, is evidence of institutional commitment to continuous self-reflection and improvement.

## IVA-EVIDENCE

- IVA-1 Steering Committee Constitution  
<http://www.citruscollege.edu/admin/president/steering>
- IVA-2 Steering Committee Minutes  
<http://www.citruscollege.edu/admin/president/steering>
- IVA-3 Constitution of the Academic Senate  
<http://www.citruscollege.edu/as/Documents/ConstitutionandBylaws.pdf>
- IVA-4 Board Policies and Administrative Procedures  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVA-5 Academic Senate Minutes  
<http://www.citruscollege.edu/as/Pages/LibraryofAgendasandMinutes.aspx>
- IVA-6 Campus Committees 2008-2009  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-7 Citrus College Committee List  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-8 Community College Survey of Student Engagement CCSSE Survey 2006  
<http://www.citruscollege.edu/admin/research/Pages/CCSSE.aspx>
- IVA-9 Accountability Report for Community Colleges (ARCC) Report  
<http://www.citruscollege.edu/admin/research/Pages/ARCC.aspx>
- IVA-10 All-Employee Survey Spring 2007  
<http://www.citruscollege.edu/admin/planning>
- IVA-11 Strategic Planning Goals 2007-2008  
<http://www.citruscollege.edu/admin/planning>
- IVA-12 Strategic Planning Goals: Annual Implementation Plan  
<http://www.citruscollege.edu/admin/planning>
- IVA-13 *Clarion*  
<http://www.citruscollege.edu/stdntsrv/clarion>
- IVA-14 *Weekly Bulletin*  
<http://www.citruscollege.edu/pio/Pages/WeeklyBulletin.aspx>
- IVA-15 Faculty Newsletter  
<http://www.citrus-ccfa.com/>
- IVA-16 Program Review Reports  
<http://www.citruscollege.edu/pr>
- IVA-17 *Report to Communities*  
<http://www.citruscollege.edu/info/reports>
- IVA-18 Working at Citrus College: Results from the All-Employee Survey, Spring Semester 2007  
<http://www.citruscollege.edu/admin/planning>
- IVA-19 Program Review Recommendations That May Affect Other Areas  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-20 Steering Sub-Committee Minutes  
<http://www.citruscollege.edu/governance>
- IVA-21 Mission, Goals, and Planning Flowchart (Governance Handbook)  
<http://www.citruscollege.edu/governance>
- IVA-22 Barclays California Code of Regulations: Title 5, 53200: Article 2  
[http://www.ccsf.edu/Offices/Shared\\_Governance/Title5.pdf](http://www.ccsf.edu/Offices/Shared_Governance/Title5.pdf)
- IVA-23 Memo dated October 27, 2008 From Irene Malmgren, vice president of instruction to Robert Sammis, interim director of human resources: Release Time, Fall Semester, 2008.  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-24 Board of Trustee Agendas and Minutes  
<http://www.citruscollege.edu/admin/bot/Documents/Forms/AllItems.aspx>
- IVA-25 Agreement Between Citrus College Faculty Association and Citrus Community College District: January 2006-December 2008  
<http://www.citruscollege.edu/hr>
- IVA-26 Curriculum Committee Agendas and Minutes  
<http://www.citruscollege.edu/curriculum>
- IVA-27 Mission Statement and Objectives  
<http://www.citruscollege.edu/admin/mission>
- IVA-28 Associated Students of Citrus Constitution and Bylaws  
<http://www.citruscollege.edu/stdntsrv/studentaffairs/ascc/Documents/Forms/AllItems.aspx>
- IVA-29 Citrus College Website  
<http://www.citruscollege.edu>
- IVA-30 Citrus College Intranet  
<http://intranet.citruscollege.edu>
- IVA-31 College Catalog  
<http://www.citruscollege.edu/schedule/Pages/Catalog.aspx>
- IVA-32 Responses to Previous Accreditation Recommendations  
<http://www.citruscollege.edu/admin/research/Documents/Accreditation%20Self-Study%202003>
- IVA-33 Accreditation Handbook ACCJC 2008  
[http://www.accjc.org/pdf/Accreditation\\_Reference\\_Manual\\_August\\_2008.pdf](http://www.accjc.org/pdf/Accreditation_Reference_Manual_August_2008.pdf)
- IVA-34 Accreditation Co-Chair Meeting Minutes  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>

- IVA-35 Adopted Budget 2008-2009 (Hard Copy)
- IVA-36 Board of Trustee Meeting Minutes Dated December 2, 2008  
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVA-37 Citrus College: Existing Grants 2008  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-38 Advisory Council Meetings  
<http://www.citruscollege.edu/academics/cteadvisory>
- IVA-39 Course Schedule and Duarte High School Course Flier  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-40 Incumbent Worker Training Grant Records  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-41 San Gabriel Valley Career Tech Ed Training Community Collaborative Agreement Records  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-42 United States Citizenship and Immigration Services Form I-17  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-43 Program Review Data Workbooks  
<http://www.citruscollege.edu/as/programreview>
- IVA-44 Suggested Citrus Community College District Board of Trustees Policy Approval Schedule Process at Citrus College: Draft Document from Jean Hamilton, vice president of student services  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-45 *Educational and Facilities Master Plan 2001*  
<http://www.citruscollege.edu/info/reports>
- IVA-46 Educational Master Plan-Preliminary Notes and Samples  
<http://www.citruscollege.edu/academics/emp>
- IVA-47 *Five Year Construction Plan*  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-48 *Technology Master Plan*  
<http://www.citruscollege.edu/tecs/Documents/2009CITCTechPlan.pdf>
- IVA-49 Enrollment Management Committee Minutes  
<http://www.citruscollege.edu/academics/emc>
- IVA-50 Physical Resources Committee Minutes  
<http://www.citruscollege.edu/admin/president/steering/prc>
- IVA-51 Financial Resources Committee Minutes  
<http://www.citruscollege.edu/admin/president/steering/frc>
- IVA-52 Construction Program Meeting Minutes  
<http://www.citruscollege.edu/finance/facilities/constructioncommittee>
- IVA-53 Student Services Program Plan 2008-2009  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-54 *Organization and Governance Summary Document*  
<http://www.citruscollege.edu/governance>
- IVA-55 *Organization and Governance Handbook*  
<http://www.citruscollege.edu/governance>
- IVA-56 Steering Committee Minutes Dated October 23, 2006  
<http://www.citruscollege.edu/admin/president/steering/Documents/Forms/AllItems.aspx>
- IVA-57 Certificate of Accreditation from National Education of Young Children Association  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-58 Cal-PASS  
<http://www.calpass.org>
- IVA-59 Tech-Prep Advisory Council Rosters, Minutes, and Career Pathways  
<http://www.citruscollege.edu/academics/cteadvisory>
- IVA-60 HotShots Committee Minutes  
<http://www.citruscollege.edu/sloa>
- IVA-61 *Educational Master Plan 2009*  
<http://www.citruscollege.edu/info/reports>

## IV.B Board and Administrative Organization

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

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

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

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### DESCRIPTIVE SUMMARY

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

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

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

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

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

### SELF EVALUATION

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

### PLANNING AGENDA

None.

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

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## DESCRIPTIVE SUMMARY

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

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

## SELF EVALUATION

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

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

## PLANNING AGENDA

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

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

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## DESCRIPTIVE SUMMARY

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

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

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

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

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

### **SELF EVALUATION**

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

### **PLANNING AGENDA**

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

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

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### **DESCRIPTIVE SUMMARY**

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

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

### **SELF EVALUATION**

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

### **PLANNING AGENDA**

None.

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

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### **DESCRIPTIVE SUMMARY**

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



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

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

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

## **SELF EVALUATION**

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

## **PLANNING AGENDA**

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

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

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## **DESCRIPTIVE SUMMARY**

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

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

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

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

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

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

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

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

### SELF EVALUATION

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

### PLANNING AGENDA

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

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

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### DESCRIPTIVE SUMMARY

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

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

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

### SELF EVALUATION

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

### PLANNING AGENDA

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

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

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### DESCRIPTIVE SUMMARY

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

### SELF EVALUATION:

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

### PLANNING AGENDA

None

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

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### DESCRIPTIVE SUMMARY

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

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

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

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

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

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

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

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

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

### SELF EVALUATION:

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

## PLANNING AGENDA

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

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

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## DESCRIPTIVE SUMMARY

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

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

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

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

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

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

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

### **SELF EVALUATION**

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

### **PLANNING AGENDA**

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

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

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

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### **DESCRIPTIVE SUMMARY**

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional administrators who support the superintendent/president include:

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

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

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

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

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

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

## **SELF EVALUATION**

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

## **PLANNING AGENDA**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## SELF EVALUATION

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

## PLANNING AGENDA

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

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

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## DESCRIPTIVE SUMMARY

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

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

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

## SELF EVALUATION

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

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

## PLANNING AGENDA

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

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

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## DESCRIPTIVE SUMMARY

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

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

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

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

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

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



## SELF EVALUATION

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

## PLANNING AGENDA

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

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

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## DESCRIPTIVE SUMMARY

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

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

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

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

## SELF EVALUATION

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

## PLANNING AGENDA

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

## IVB-EVIDENCE

- IVB-1 Board of Trustees Meeting Minutes, 2007  
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVB-2 Board Regulations, 6000 Series  
<http://www.citruscollege.edu/admin/bot/policiesarchive/Pages/Policies6000.aspx>
- IVB-3 Board Regulations, 5000 Series  
<http://www.citruscollege.edu/admin/bot/policiesarchive/Pages/Policies4300.aspx#5000>
- IVB-4 Board Minutes Showing Last Year's Title V Changes, August 19, 2008  
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVB-5 Board Policy 2200 Board Duties and Responsibilities  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-6 Board Policy 2430 Delegation of Authority to Superintendent/President  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-7 Board Policy 4020 Program, Curriculum, and Course Development  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-8 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-9 Board Policy 5127 Probation and Dismissal  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-10 Board Policy 6050 Grading System  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-11 Board Policy 5530 Student Rights and Grievances  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-12 Board Policy 2200 Board Duties and Responsibilities  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-13 Board Minutes  
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVB-14 Board Policies Website Showing Both Old and New Policies  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-15 Board Policy 2000 Board Policy and Administrative Procedure  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-16 Constitution of the Steering Committee  
<http://www.citruscollege.edu/admin/president/steering>
- IVB-17 Board Policy 2745 Board Self Evaluation  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-18 Board Policy 2740 Board Education  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-19 Community College League of California (CCLC) Trustee Handbook (Hard Copy)
- IVB-20 Education Code 72022  
<http://www.aroundthecapitol.com/code/getcode.html?file=../edc/72001-73000/72022-72035>
- IVB-21 Education Code 500  
[http://www.lawserver.com/law/state/california/codes/california\\_education\\_code\\_5009](http://www.lawserver.com/law/state/california/codes/california_education_code_5009)
- IVB-22 Education Code 5090  
<http://law.justia.com/california/codes/edc/5090-5095.html>
- IVB-23 Audit of Financial Statements  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVB-24 LA County #296  
[http://lacoe.edu/includes/templates/document\\_frame.cfm?toURL=bulletins&id=2660&OrgID=1](http://lacoe.edu/includes/templates/document_frame.cfm?toURL=bulletins&id=2660&OrgID=1)
- IVB-25 LA County #435  
[http://lacoe.edu/includes/templates/document\\_frame.cfm?toURL=bulletins&id=2839&OrgID=1](http://lacoe.edu/includes/templates/document_frame.cfm?toURL=bulletins&id=2839&OrgID=1)
- IVB-26 Board Document Filling a Vacancy on the Board of Trustees, May 22, 1998 (Hard Copy)
- IVB-27 Board Policy 2110 Vacancies on the Board  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-28 Annual Board Goals  
<http://www.citruscollege.edu/admin/bot/Documents/Annual%20Board%20Goals>
- IVB-29 Self Evaluation Form November 04, 2008 (Hard Copy)
- IVB-30 Board Minutes October 17, 2006  
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVB-31 Board Code of Ethics Statement September 14, 2004 (Hard Copy)
- IVB-32 Board Policy/Administrative Procedure 2715 Code of Ethics/Standards of Practice  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-33 Community College League of California (CCLC) Ethics Guide  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20B>
- IVB-34 Board Policy 3200 Accreditation  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-35 Board Minutes (2006-2009)

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



# Comprehensive Planning Agendas



# 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 complete tasks identified in 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 its 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 measurable 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 administrators, 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 docu-

ments, 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.

# Evidence Available





# Evidence Available

## IA EVIDENCE

- IA-1 Mission Statement  
<http://www.citruscollege.edu/admin/mission>
- IA-2 Board of Trustees Minutes, June 20, 2006  
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IA-3 Accreditation Self Study 2003  
<http://www.citruscollege.edu/admin/research/Pages/AccreditationandSelf-Study.aspx>
- IA-4 Accreditation Midterm Report 2006  
<http://www.citruscollege.edu/admin/research/Pages/AccreditationandSelf-Study.aspx>
- IA-5 Board of Trustees Minutes, March 8, 2005  
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IA-6 Strategic Planning Goals 2007-2008  
<http://www.citruscollege.edu/admin/planning>
- IA-7 Academic Senate Mission Statement Discussions, 2004-2005 and 2005-2006 Minutes  
<http://www.citruscollege.edu/as>
- IA-8 Mission Statement Group to Include Faculty, Students, and Managers (Hard Copy)
- IA-9 Mission Objectives Prioritized  
<http://www.citruscollege.edu/admin/mission>
- IA-10 *Strategic Plan 2007*  
<http://www.citruscollege.edu/admin/planning>
- IA-11 All-Employee Survey, Spring 2007  
<http://www.citruscollege.edu/admin/planning>
- IA-12 Student Learning Outcomes and Assessment (SLOA) Website  
<http://www.citruscollege.edu/sloa>
- IA-13 Student Learning Outcome Assessment Cycle (SLOAC) Position Description  
[http://www.citruscollege.edu/sloa/Documents/2007-039\\_SLO52407\\_coordinator.pdf](http://www.citruscollege.edu/sloa/Documents/2007-039_SLO52407_coordinator.pdf)
- IA-14 Student Learning Outcomes (SLO) Presentations  
<http://www.citruscollege.edu/sloa>
- IA-15 SLO Faculty Staff Event Fliers  
<http://www.citruscollege.edu/sloa>
- IA-16 Strategic Planning at Citrus College Website  
<http://www.citruscollege.edu/admin/planning>
- IA-17 Citrus College Fact Book Spring 2009  
<http://www.citruscollege.edu/admin/research/Pages/FactBook.aspx>
- IA-18 *Report to the Community 2006*  
<http://www.citruscollege.edu/info/reports>
- IA-19 School Relations and Outreach Webpage  
<http://www.citruscollege.edu/stdntsrv/highschool>
- IA-20 Disabled Student Programs and Services (DSP&S) Brochure  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-21 Extended Opportunities Programs and Services (EOP&S) Brochure  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-22 College Success Program (Basic Skills) Website  
<http://www.citruscollege.edu/success>
- IA-23 Career/Transfer Center College Planning Guide  
<http://www.citruscollege.edu/stdntsrv/transcntr/Documents/Forms/AllItems.aspx>
- IA-24 Counseling Workshops Brochure  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-25 Student Affairs Website  
<http://www.citruscollege.edu/stdntsrv/studentaffairs>
- IA-26 Veterans Program  
<http://www.citruscollege.edu/stdntsrv/veterans>
- IA-27 Veterans Program Wal-Mart Foundation Grant Announcement  
[http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes/2008%20Minutes/11\\_18\\_08.pdf](http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes/2008%20Minutes/11_18_08.pdf)
- IA-28 *Organization and Governance Handbook*  
<http://www.citruscollege.edu/governance>
- IA-29 Board of Trustees Goals  
<http://www.citruscollege.edu/admin/bot>
- IA-30 Budget Forum Presentation  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-31 Adopted Budget Press Release  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-32 Community College Survey of Student Engagement (CCSSE) Survey 2006  
<http://www.citruscollege.edu/admin/research/Pages/CCSSE.aspx>

- IA-33 College Catalog  
<http://www.citruscollege.edu/schedule/Pages/Catalog.aspx>
- IA-34 Schedule of Classes  
<http://www.citruscollege.edu/schedule>
- IA-35 Continuing Education Website  
<http://www.citruscollege.edu/ce>
- IA-36 Continuing Education Schedule of Classes  
<http://www.citruscollege.edu/ce>
- IA-37 Technology Master Plan  
<http://www.citruscollege.edu/tecs/Documents/Forms/AllItems.aspx>
- IA-38 Student Services Website  
<http://www.citruscollege.edu/stdntrsrv>
- IA-39 Library Website  
<http://www.citruscollege.edu/library>
- IA-40 Learning Center Website  
<http://www.citruscollege.edu/lc>
- IA-41 Steering Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/Documents/Forms/AllItems.aspx>
- IA-42 Associated Students of Citrus College (ASCC) Website  
<http://www.citruscollege.edu/stdntrsrv/studentaffairs/ascc>
- IA-43 Institutional Research Website  
<http://www.citruscollege.edu/admin/research>
- IA-44 Faculty Development Website  
<http://www.citruscollege.edu/staffdev/facdev>
- IA-45 Flex Committee Website  
<http://www.citruscollege.edu/staffdev/flex>
- IA-46 Flex Day Schedules  
<http://www.citruscollege.edu/staffdev/Documents/FlexDay>
- IA-47 Holiday Cards  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-48 Board Goals Presentation  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-49 Emergency Preparedness Forum Presentations  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20I/Standard%20I%20A>
- IA-50 Instructional Program Review Handbook  
<http://www.citruscollege.edu/as/programreview>
- IA-51 Non Instructional Program Review Outline  
<http://www.citruscollege.edu/pr/student>
- IA-52 Institutional Support Program Review Process  
<http://www.citruscollege.edu/pr/institutional>
- IA-53 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>

## IB EVIDENCE

- IB-1 Steering Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering>
- IB-2 Educational Programs Committee (EPC) Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/epc>
- IB-3 Student Services Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/ssc>
- IB-4 Physical Resources Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/prc>
- IB-5 Financial Resources Committee Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/frc>
- IB-6 Campus Information and Technology Committee (CITC) Meeting Minutes  
<http://www.citruscollege.edu/admin/president/steering/citc>
- IB-7 Academic Senate Website  
<http://www.citruscollege.edu/as>
- IB-8 Associated Students of Citrus College (ASCC) Meeting Minutes  
<http://www.citruscollege.edu/sloa>
- IB-9 The Student Learning Outcomes and Assessment (SLOA) (HotShots) Committee Meeting Minutes  
<http://www.citruscollege.edu/sloa>
- IB-10 *Organization and Governance Handbook*  
<http://www.citruscollege.edu/governance/Documents/GovernanceHandbook.pdf>
- IB-11 *Clarion*  
<http://www.citruscollege.edu/stdntrsrv/clarion>
- IB-12 Dr. Perri's eMemos to Campus  
<http://www.citruscollege.edu/admin/president/Documents/eMemos>

- IB-13 Adjunct Faculty Orientation Material and Evaluation  
<http://www.citruscollege.edu/success/data/Documents/Forms/AllItems.aspx>
- IB-14 Minutes and Notes from the Student Learning Outcomes (SLO) Extravaganza Events  
<http://www.citruscollege.edu/sloa>
- IB-15 Compressed Calendar  
<http://www.citruscollege.edu/ar/Pages/AcademicCalendar.aspx>
- IB-16 All Employee Survey Report, Spring 2007  
<http://www.citruscollege.edu/admin/planning/Documents/Forms/AllItems.aspx>
- IB-17 Strategic Planning Goals 2007-2008  
<http://www.citruscollege.edu/admin/planning>
- IB-18 Strategic Planning Meeting Minutes, Fall 2007  
<http://www.citruscollege.edu/admin/planning/Documents/Forms/AllItems.aspx>
- IB-19 Accountability Reporting for the Community College (ARCC) 2007, 2008, 2009 Reports  
<http://www.citruscollege.edu/admin/research/Pages/ARCC.aspx>
- IB-20 Community College Survey of Student Engagement (CCSSE) 2006, 2008 Results  
<http://www.citruscollege.edu/admin/research/Documents/Forms/AllItems.aspx?RootFolder=/admin/research/Documents/CCSSE>
- IB-21 Board Goals 2006, 2007, 2008  
<http://www.citruscollege.edu/admin/bot/Documents/Annual%20Board%20Goals>
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- IB-28 Student Focus Group Research on Schedule of Classes  
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- IB-33 Evaluation and Tenure Oversight Committee (ETOC)  
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- IB-34 Program Review Handbook  
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- IIA-7 Learning Communities
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- IIA-81 Curriculum Committee Meeting Minutes May 26, 2009  
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- IIA-83 Educational Programs Committee (EPC) Minutes, March 30, 2009  
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- IIA-84 Meeting to Discuss Core Competencies, January 16, 2008  
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- IIA-85 Degree and Certificate Requirements  
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- IIA-86 Licensure Results – Automotive, Cosmetology, Esthetician, LVN, RN, Dental, EMT, Public Services  
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- IIA-87 College Website  
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- IIA-88 Citrus College Curriculum Website  
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- IIA-89 Interview Notes – Dean of Language Arts, Dean of Social & Behavior Sciences  
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- IIA-90 Transfer Center Planning Guide/Program Publications and Brochures  
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- IIA-91 E-mail from Roberta Eisel, SLOA Coordinator  
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- IIA-92 Interview with Michelle Plug, Citrus College Articulation Officer  
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- IIA-105 Board Policy 4030 Academic Freedom  
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- IIA-106 Administrative Procedure 2510 Participation in Local Decision Making  
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- IIB-18 Available Interest Inventories  
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- IIB-19 Link to Transfer on Website  
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- IIIA-9 Board Policy 4114 Faculty Evaluation  
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- IIIA-11 Workload Memorandum of Understanding (MOU)  
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- IIIB-3 Bond Performance and Financial Audits 2006, 2007 and 2008  
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- IIIB-4 Citrus College Implementation Plan 2004  
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- IIIB-6 Report 17-Space Inventory Report October 09, 2008  
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- IIIB-9 Physical Resources Committee Meeting Minutes  
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- IIIB-25 Citizens’ Oversight Committee Meeting Minutes and Reports  
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- IIIB-27 Annual Report to Our Community by the Measure G Citizen’s Oversight Committee  
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- IIIC-4 College Information and Technology Committee Meeting Notes  
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- IIIC-5 Physical Resources Committee Meeting Notes  
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- IIIC-7 Institutional Research and Planning Committee Notes  
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- IIIC-33 Password and Access Request Form  
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- IIID-5 Board Minutes  
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- IIID-6 Financial Resources Minutes  
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- IIID-7 Budget Assumptions  
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- IIID-17 Tentative Budget (Hard Copy)
- IIID-18 PowerPoint Presentation-Budget 2008-2009  
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- IIID-25 Audit Report (Hard Copy)
- IIID-26 PeopleSoft Financials  
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- IIID-27 Budget and Accounting Manual (BAM)  
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- IIID-30 *Board Highlights*  
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- IIID-31 Crystal Report  
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- IIID-32 Statewide Association of Community Colleges, a Joint Powers Authority (SWACC/JPA) Revised Agenda  
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- IIID-33 Protected Insurance Program for Schools (JPA) Joint Powers Authority (PIPS)  
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- IIID-37 Foundation By-Laws  
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- IIID-43 Escape System  
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- IVA-3 Constitution of the Academic Senate  
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- IVA-4 Board Policies and Administrative Procedures  
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- IVA-7 Citrus College Committee List  
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<http://www.citruscollege.edu/pio/Pages/WeeklyBulletin.aspx>
- IVA-15 Faculty Newsletter  
<http://www.citrus-ccfa.com/>
- IVA-16 Program Review Reports  
<http://www.citruscollege.edu/pr>
- IVA-17 *Report to Communities*  
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- IVA-18 Working at Citrus College: Results from the All-Employee Survey, Spring 2007  
<http://www.citruscollege.edu/admin/planning>
- IVA-19 Program Review Recommendations That May Affect Other Areas  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-20 Steering Sub-Committee Minutes  
<http://www.citruscollege.edu/governance>
- IVA-21 Mission, Goals, and Planning Flowchart (Governance Handbook)  
<http://www.citruscollege.edu/governance>
- IVA-22 Barclays California Code of Regulations: Title 5, 53200: Article 2  
[http://www.ccsf.edu/Offices/Shared\\_Governance/Title5.pdf](http://www.ccsf.edu/Offices/Shared_Governance/Title5.pdf)
- IVA-23 Memo dated October 27, 2008 From Irene Malmgren, vice president of instruction to Robert Sammis, interim director of human resources: Release Time, Fall Semester, 2008.  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-24 Board of Trustee Agendas and Minutes  
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- IVA-25 Agreement Between Citrus College Faculty Association and Citrus Community College District: January 2006-December 2008  
<http://www.citruscollege.edu/hr>
- IVA-26 Curriculum Committee Agendas and Minutes  
<http://www.citruscollege.edu/curriculum>
- IVA-27 Mission Statement and Objectives  
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- IVA-28 Associated Students of Citrus Constitution and Bylaws  
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- IVA-29 Citrus College Website  
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- IVA-30 Citrus College Intranet  
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- IVA-31 College Catalog  
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- IVA-32 Responses to Previous Accreditation Recommendations  
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- IVA-33 Accreditation Handbook ACCJC 2008  
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- IVA-34 Accreditation Co-Chair Meeting Minutes  
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- IVA-35 Adopted Budget 2008-2009 (Hard Copy)
- IVA-36 Board of Trustee Meeting Minutes Dated December 2, 2008  
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- IVA-37 Existing Grants 2008  
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- IVA-38 Advisory Council Meetings  
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- IVA-39 Course Schedule and Duarte High School Course Flier  
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- IVA-40 Incumbent Worker Training Grant Records  
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- IVA-41 San Gabriel Valley Career Tech Ed Training Community Collaborative Agreement Records  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-42 United States Citizenship and Immigration Services Form I-17  
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- IVA-43 Program Review Data Workbooks  
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- IVA-44 Suggested Citrus Community College District Board of Trustees Policy Approval Schedule Process at Citrus College: Draft Document from Jean Hamilton, Vice President of Student Services  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20IV/Standard%20IV%20A>
- IVA-45 *Educational and Facilities Master Plan 2001*  
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- IVA-46 Educational Master Plan–Preliminary Notes and Samples  
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- IVA-49 Enrollment Management Committee Minutes  
<http://www.citruscollege.edu/academics/emc>
- IVA-50 Physical Resources Committee Minutes  
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- IVA-51 Financial Resources Committee Minutes  
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- IVA-52 Construction Program Meeting Minutes  
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- IVA-53 Student Services Program Plan 2008-2009  
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- IVA-54 Organization and Governance Summary Document  
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- IVA-55 Organization and Governance Handbook  
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- IVA-56 Steering Committee Minutes Dated October 23, 2006  
<http://www.citruscollege.edu/admin/president/steering/Documents/Forms/AllItems.aspx>
- IVA-57 Certificate of Accreditation from National Education of Young Children Association  
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- IVA-58 Cal-PASS  
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- IVA-59 Tech-Prep Advisory Council Rosters, Minutes, and Career Pathways  
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- IVA-60 HotShots Committee Minutes  
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- IVA-61 *Educational Master Plan 2009*  
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- IVB-1 Board of Trustees Meeting Minutes, 2007  
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- IVB-2 Board Regulations, 6000 Series  
<http://www.citruscollege.edu/admin/bot/policiesarchive/Pages/Policies6000.aspx>
- IVB-3 Board Regulations, 5000 Series  
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- IVB-4 Board Minutes Showing Last Year's Title V Changes, August 19, 2008  
<http://www.citruscollege.edu/admin/bot/Documents/Board%20Meeting%20Minutes>
- IVB-5 Board Policy 2200 Board Duties and Responsibilities  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-6 Board Policy 2430 Delegation of Authority to Superintendent/President  
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- IVB-7 Board Policy 4020 Program, Curriculum, and Course Development  
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- IVB-8 Board Policy 4025 Philosophy and Criteria for Associate Degree and General Education  
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- IVB-9 Board Policy 5127 Probation and Dismissal  
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- IVB-13 Board Minutes  
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- IVB-14 Board Policies Website Showing Both Old and New Policies  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IVB-15 Board Policy 2000 Board Policy and Administrative Procedure  
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- IVB-16 Constitution of the Steering Committee  
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- IVB-17 Board Policy 2745 Board Self Evaluation  
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- IVB-18 Board Policy 2740 Board Education  
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- IVB-19 Community College League of California (CCLC) Trustee Handbook (Hard Copy)
- IVB-20 Education Code 72022  
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- IVB-21 Education Code 500  
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- IVB-22 Education Code 5090  
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- IVB-23 Audit of Financial Statements  
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- IVB-26 Board Document Filling a Vacancy on the Board of Trustees, May 22, 1998 (Hard Copy)
- IVB-27 Board Policy 2110 Vacancies on the Board  
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- IVB-28 Annual Board Goals  
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- IVB-29 Self Evaluation Form November 04, 2008 (Hard Copy)
- IVB-30 Board Minutes October 17, 2006  
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- IVB-31 Board Code of Ethics Statement September 14, 2004 (Hard Copy)
- IVB-32 Board Policy/Administrative Procedure 2715 Code of Ethics/Standards of Practice  
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- IVB-35 Board Minutes (2006-2009)  
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- IVB-37 Strategic Planning Brochure  
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- IVB-38 Board Policy 2431 Superintendent/President Selection  
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- IVB-39 Superintendent/President Contract (Hard Copy)
- IVB-40 Weekly Trustee Update (Hard Copy)
- IVB-41 Board Policy 2435 Evaluation of Superintendent/President  
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- IVB-42 Organizational Chart  
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- IVB-46 All-Campus Strategic Planning Retreat Invitation  
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- IVB-53 President's Cabinet Minutes (Hard Copy)
- IVB-54 Board Goals, 2008-2009  
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- IVB-55 *Educational Master Plan 2009*  
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- IVB-56 Program Reviews  
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- IVB-57 Bond Measure G Citizens Oversight Committee  
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