

# 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.

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<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>	<p><b>Completed since midterm report</b></p>
<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>	<p>Completed</p>
<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>	<p><b>Pending</b></p>
<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>	<p>Completed</p>
<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>	<p>Completed</p>
<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>	<p><b>Pending</b></p>
<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>	<p><b>Pending</b></p>
<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>	<p><b>Pending</b></p>
<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>	<p>Completed</p>



## 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.