

# Citrus College

## Institutional Self Evaluation Report



2015



# **Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation**

Submitted by

**Citrus Community College District**

1000 West Foothill Boulevard

Glendora, CA 91741-1899

[www.citruscollege.edu](http://www.citruscollege.edu)

Submitted to

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

**July 2015**

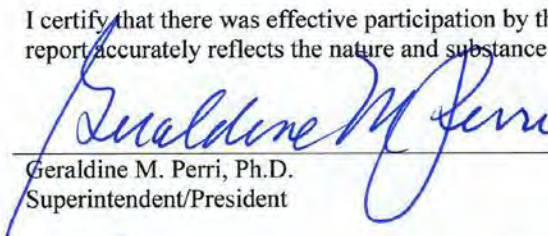
# Certification of the Institutional Self Evaluation Report

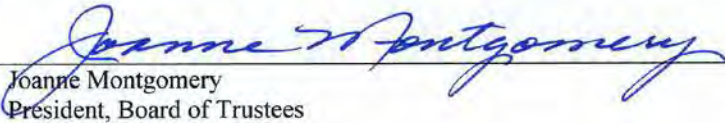
To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Geraldine M. Perri, Ph.D., Superintendent/President  
Citrus Community College District  
1000 West Foothill Boulevard  
Glendora, CA 91741-1899

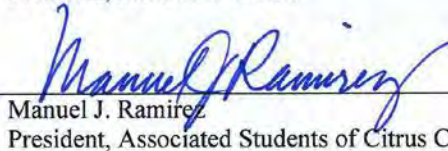
This institutional self evaluation report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

I certify that there was effective participation by the campus community, and I believe the self evaluation report accurately reflects the nature and substance of this institution.

  
Geraldine M. Perri, Ph.D.  
Superintendent/President  
6/5/15  
date

  
Joanne Montgomery  
President, Board of Trustees  
6/5/15  
date

  
John Vaughan  
President, Academic Senate  
6/16/15  
date

  
Manuel J. Ramirez  
President, Associated Students of Citrus College  
6/10/15  
date

Robert Coutts  
President, California School Employees Association  
date

  
Robert Iverson  
President, Management Team  
6/10/15  
date

  
Lari Kirby  
President, Supervisor/Confidential Team  
6/11/15  
date

# Institutional Self Evaluation Table of Contents

Cover Page	i
Certification of the Self Evaluation Report	ii
Table of Contents	iii
Institutional Self Evaluation Report	
History of Citrus College	1
Citrus College Demographics	7
Organization of the Self Evaluation Process	35
Organization of the Institution	39
Compliance with Eligibility Requirements	49
Certification of Continued Institutional Compliance with Commission Policies	55
Standard I – Institutional Mission and Effectiveness	
Standard I A – Mission	57
Standard I B – Improving Institutional Effectiveness	71
Standard II – Student Learning Programs and Services	
Standard II A – Instructional Programs	95
Standard II B – Student Support Services	145
Standard II C – Library and Learning Support Services	173
Standard III – Resources	
Standard III A – Human Resources	191
Standard III B – Physical Resources	211
Standard III C – Technology Resources	221
Standard III D – Financial Resources	249
Standard IV – Leadership and Governance	
Standard IV A – Decision-Making Process	275
Standard IV B – Board and Administrative Organization	309
Responses to Prior Recommendations	327
Actionable Improvement Plans	339







# Introduction



# History of Citrus College

Citrus College is the oldest community college in Los Angeles County and the fifth oldest in California. Founded in 1915, the college opened with 27 students, six faculty members and a curriculum that emphasized advanced college preparatory studies.

Since its founding, local, state, national, and international events have shaped the history and legacy of Citrus College. During its 100-year history, the institution has stood at the forefront of change and achievement on many occasions.

The events that determined early California's growth and prosperity also formed the communities that shaped Citrus College's existence. Much of this can be attributed to one of Southern California's most prominent pioneers, Henry Dalton. In 1844, Dalton, an English merchant, settled in the region and acquired a vast amount of land that spanned from downtown Los Angeles to Claremont and encompassed much of the present-day San Gabriel Valley. Dalton built his family's home, Rancho Azusa, near the foothills of the San Gabriel Valley in what is now the City of Azusa. He is also credited with organizing the first school at his home in 1860. The school's location, known as Dalton Hill, became Citrus Union High School's second location and Citrus College's original campus.

During the 1860s, new residents from other parts of the United States began to settle in the area currently served by Citrus College. Most traveled by wagon train until the Santa Fe Railroad completed a line to Los Angeles in 1886. Shortly thereafter, the

Southern Pacific Railroad established a route. The extension of the railroads facilitated a major economic phenomenon – the growth of the citrus industry and Southern California's first frenetic real estate boom. According to the archives of the Reeder Heritage Foundation, "The first train loaded exclusively with oranges traveled east from Los Angeles in February 1886."

In addition to the citrus farms, the citrus packing houses were major San Gabriel Valley employers. The college's historical narrative, *Citrus Speaks*, noted, "In 1891, citrus fruits were the up and coming industry of the Azusa-Glendora area. Within a decade, they would replace almost all other crops in the rich agricultural belt along the mountains stretching from Pasadena to San Bernardino. For the next 60 years, citrus would be the chief commercial crop of the richest agricultural region in the world."

What better name to bestow on the oldest community college in Los Angeles County— Citrus College?

Citrus College was founded in an era of social change. The 20<sup>th</sup> Century prior to World War I was known as "The Progressive Era." It was a period of economic and social change that included advances in technology and communications, an improved standard of living, and greater access to public education as a result of an increase in the number of public high schools. These factors provided an ideal opportunity for the introduction of a new concept in higher education—the junior college.

The prosperity and stability provided by the citrus industry made it possible for residents to focus on providing more educational opportunities for its residents. Citrus Union High School, founded on July 14, 1891, became a new institution 24 years later – Citrus College, a national leader among America’s community colleges.

In 1914, Dr. Floyd S. Hayden, who had served as a principal in the Chino and Chaffey school districts, became the principal of Citrus Union High School. Hayden, an Indiana native who received his doctorate from the University of Chicago, is remembered as a man who possessed a strong belief in the principles of education and democracy and held a deep affinity for his adopted community of Azusa. These attributes fueled Hayden’s efforts to start a junior college in the Azusa-Glendora area.

“My father was absolutely devoted to those two years of free education,” said Hayden’s daughter, Margaret Hayden Rector. “He was proud to establish Citrus in 1915. . . His vision was that, economically, the student had a right to two free years of college.”

In Citrus College’s first year of operation, female students outnumbered the males by about two to one, and many of them were housewives. According to *Citrus Speaks*, “There was no athletic program, no full-time junior college teachers, no separate facilities, no vocational curriculum, and no night classes. The first courses offered in 1915 were mathematics, French, English, physics, German, Spanish, and economics. By the 1920s, night classes were added with a focus on “practical subjects,” such

as bookkeeping, typing, millinery and cabinet making.”

Citrus College’s first graduating class in 1917 boasted four graduates. While enrollment had nearly quadrupled to 100 students by 1925, only 11 students graduated from the college in its first decade. In addition to a worldwide flu pandemic, World War I took its toll on colleges throughout the country, as the nation turned all of its energies to winning the war.

During the 1920s, the high school and the college moved from Dalton Hill to its current location on Foothill Boulevard. The college added night classes in bookkeeping, typing, and cabinet making, which enabled students who worked during the day to attend classes. College enrollment began to grow.

The Great Depression of the 1920s and 1930s took its toll on nearly every societal demographic, including the communities surrounding Citrus College. Many students gave up their dreams of a college education entirely, and others dropped out of college to work and help support their families. Parents who could not afford to pay for four years of tuition at four-year colleges and universities sent their students to Citrus College to begin their college education.

Throughout its history, transfer has been a priority at Citrus College. Over the years, students have been well-prepared to transfer to California State University and University of California institutions, as well as private colleges and universities. Transfer students from as early as the late 1930s reported that they felt adequately trained to succeed at such elite institutions



as Stanford; the University of California, Berkeley; and Pomona College.

In January 1935, Citrus College dedicated Hayden Hall, a multipurpose building, used mostly as a place for women students to study. It is the last of the institution's original buildings to remain on the campus today.

In the late 1930s, as the nation recovered from the Great Depression, life was good for the 190 students at Citrus College. There was strong school spirit, and the college had established traditions and developed a distinct culture. The college's athletics programs, buoyed by enthusiastic community support, achieved more prominence as a result of the Owls' first-ever postseason football game. The school newspaper, *Citric Acid*, had begun to win student journalism awards—a legacy that stands to this day. Cleverly, but not surprisingly, the student newspaper was named for the area's ubiquitous citrus industry. According to *Citrus Speaks*, at that time, "Acres and acres of orange and lemon trees surrounded the college."

In 1941, the United States entered World War II, resulting in a dramatic enrollment drop as male students left college to serve in the military. Accounts of the early '40s described the college environment as "strange" due to the absence of male students. In 1945, only six degrees were conferred—all to female students. At the conclusion of World War II, veterans returned home eager to resume their lives. The GI Bill, designed to help returning veterans readjust to civilian life, provided education benefits, and many GIs enrolled in Citrus College.

As in the late 1800s, the San Gabriel Valley region experienced unprecedented

growth after World War II. This time, however, the orange and lemon groves gave way to housing developments. The resulting population boom eventually led to the establishment of three new high schools in the area and the breakup of Citrus Union High School and Citrus College. Between 1946 and 1959, the College purchased 88 acres of land to expand the campus from 16 acres to the 104 acres it occupies today.

The college continued its tradition of producing transfer students during the late 1940s and strived to keep the standard of instruction high to facilitate transfer. The State Superintendent of Public Instruction recognized Citrus College as "one of the top schools in transferring to the University of California."

During the 1950s and early 1960s, enrollment and the number of associate degrees conferred increased: enrollment from 500 students in 1955 to 5,535 students in 1965, and degrees conferred from 85 in 1955 to 280 in 1965. Colleges throughout the state implemented changes in order to meet these educational needs. Further, a new state law passed in 1960, the Master Plan for Higher Education, which stated the primary mission of the California Community Colleges would also include remedial instruction, English as a second language courses, adult noncredit instruction, community education courses, and workforce training services. The Vocational Education Act of 1963 committed the federal government to supporting trade-specific education. In response, the college introduced vocational programs that included data processing, automotive technology, cosmetology and machine tool technology.

As a result of the population boom, the cities of Azusa and Glendora incorporated high schools into their unified school districts. On July 1, 1961, Citrus Union High School District dissolved and the new, independent Citrus College – within the same geographic boundaries – formed.

Prior to 1967, most Citrus College students lived in Azusa and Glendora. In 1967, the district expanded to include students from Claremont, Duarte, and Monrovia. In 1970, the Citrus Community College District formed, allowing residents of the five cities to elect trustees to represent their areas.

During the late 1960s and 1970s, the Citrus College student body became more ethnically diverse, and female student enrollment increased. By 1975, enrollment had grown to more than 11,000, with nearly 700 degrees conferred that year. The college also maintained its reputation as having one of the best transfer records in the state.

The 1960s and 1970s brought about an ambitious building and expansion project. A \$6 million bond passed in 1962, enabling the construction of 13 new buildings and facilities. They included the Stadium, Student Center, Lecture Hall, and others—culminating with the completion of the Haugh Performing Arts Center in 1971.

The passage of Proposition 13 in 1978 initially threatened to cause a financial crisis for all California community colleges. As a result, Citrus College made cuts in its courses, programs, and services. The college community rallied to support the institution through fundraisers and the widely touted “Sweat Equity Days.” Enrollment dropped slightly to 10,000 students, with nearly 25 percent stating

earning an associate degree and transferring to a four-year institution as their educational goal. Vocational programs increased in popularity, and the number of vocational certificates awarded increased. By 1988, Citrus College offered more than 30 different vocational programs.

During the 1990s, Citrus 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. The addition of the adapted physical education facility and the computer lab greatly improved the college’s educational resources.

Over the next decade, Citrus College enjoyed the first significant bump in enrollment it had seen in many years. By the mid-2000s, enrollment had increased 23 percent to 13,541 in 2005. The number of associate degrees conferred also increased; 816 degrees were conferred in 2005, compared to 560 degrees a decade earlier.

In March 2004, Citrus Community College District voters passed Measure G, a \$121 million general bond, which began a series of new building projects and infrastructure improvements designed to meet the needs of students and the community. Since bond-funded construction began in 2006, Citrus College has witnessed the construction and completion of the Central Plant, the Louis E. Zellers Center for Innovation, the Field House and Concession Building, the Vocational Technology Building, the Campus Safety

Building, and the Student Services Building. In fall 2014, construction began on the Fine Arts Complex. Measure G also funded new lighting for the Citrus College Stadium, the Banner Enterprise System, the renovation of the Main Gym and the Administration Building, and myriad infrastructure upgrades.

The ethnic composition of the student body has gradually become more diverse over time, and today the student population is 20 percent white non-Hispanic and 59 percent Hispanic. This demographic composition has earned Citrus College a Hispanic Serving Institution (HSI) designation, 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 has allowed Citrus College to receive several Department of Education grants to assist Hispanic and other students who can benefit from enhanced services and programs. A \$3 million HIS cooperative grant in 2005 funded the Center for Teacher Excellence, a teacher preparation partnership with the University of La Verne. In fall 2008, Citrus College received its first STEM 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). In 2009, the college received a \$2.1 million HSI grant that established College Success, a program that offers resources to students who perform at the pre-collegiate level in math, English, or reading.

Both the STEM Program and the Center for Teacher Excellence received second HSI grants in 2011. The STEM Program

received a total of \$4.3 million in grants that established the college's RACE to STEM Program. The Center for Teacher Excellence received a \$3.7 million cooperative grant with the University of La Verne to improve the education career pathway for students at both institutions, which includes equipping them to incorporate high technology in their teaching strategies.

Citrus College has received accolades and honors for the quality of its academic programs and the effectiveness of its student services. The Veterans Success Center garnered national attention for Citrus College as the first college in the nation to offer a transitional counseling class for student veterans. In 2010, the Citrus College became one of four California community colleges featured in a video presented at the White House Summit on Community Colleges. In 2010, Citrus College was earned a Center of Excellence for Veteran Student Success (CEVSS) grant by the Department of Education.

In response to a White House mandate challenging the nation's colleges and universities to increase their graduation rates by 2020, Citrus College launched its College of Completion initiative in 2012. College of Completion encourages and supports Citrus College students as they endeavor to earn an associate degree, transfer to four-year colleges and universities, and enter the career fields of their choice. The college community offers a variety of academic programs and student services that facilitate student achievement and, ultimately, degree completion—an effort that has resulted in a record number of degrees conferred at every Commencement since 2011.

Over the years, Citrus College has garnered accolades at the national, state, and local levels. The institution has been consistently ranked as a top 100 associate degree producer by *Community College Week*. In 2014, the publication named the college the fifth fastest-growing community college in the 10,000 or more enrollment category. *The Hispanic Outlook in Higher Education* has included the college in its annual ranking of the top 50 community colleges in the nation for nearly a decade. In addition, the college has been named a Military Friendly School® by *G.I. Jobs* magazine every year since 2011.

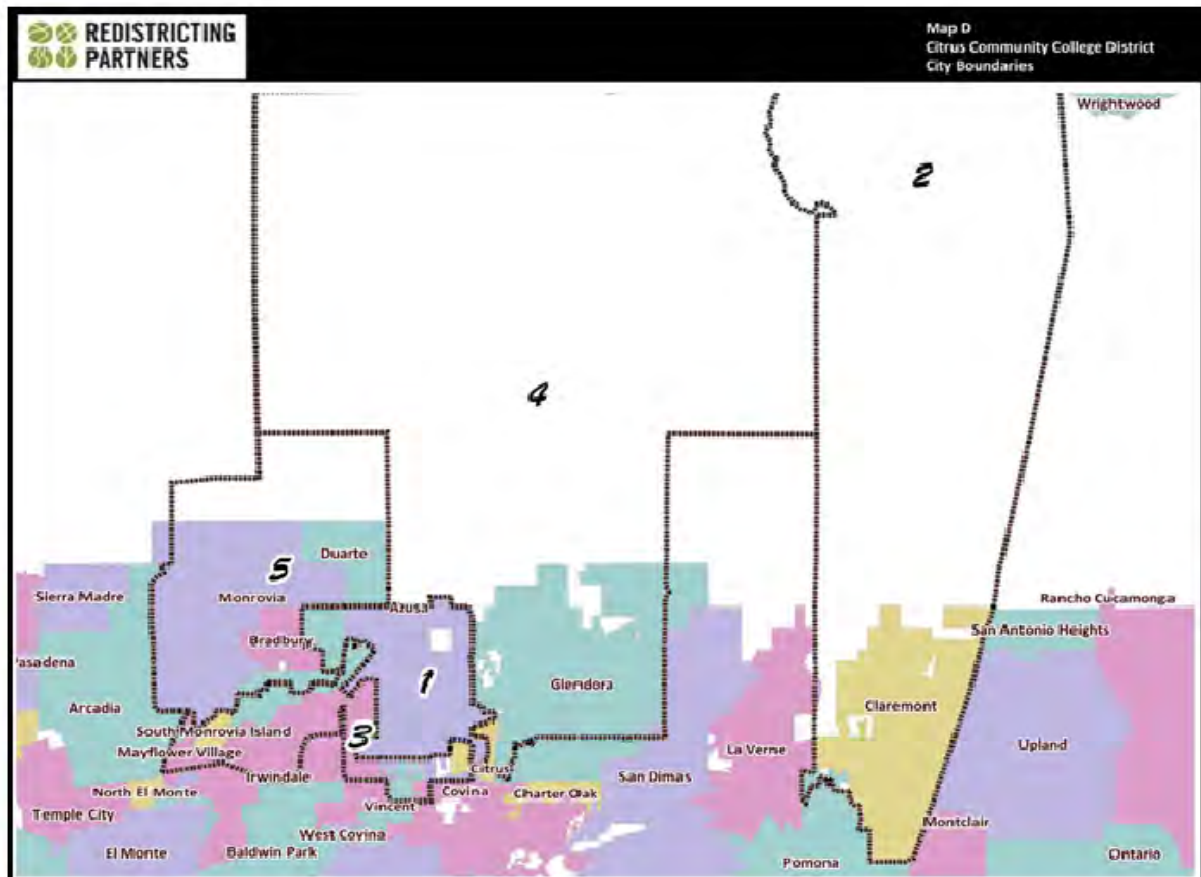
In 2014, Citrus College added three more recognitions to its repertoire. PayScale, Inc. named Citrus College 10<sup>th</sup> in the nation among public two-year colleges, based on alumni earning potential. *STEM Jobs<sup>SM</sup>* magazine named Citrus College in its inaugural issue for its success in job alignment, job placement, and program diversity in the science, technology, engineering, and mathematics fields.

Today, Citrus College grants associate degrees in 46 fields of study, including 15 Associate Degrees for Transfer. The College offers certificates of achievement, certificates of competency and skill awards in 48 academic and career/technical areas. The College boasts an active student government, 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, veteran's support, and career planning. Through its Community and Noncredit Education Division, the college provides courses that encourage learning at every stage of life.

On June 3, 2015, Citrus College observed its final Centennial event, concluding an academic year that celebrated the institution's distinguished past while actively planning its future successes.

# Citrus College Demographics

**Figure 1**  
District Map and Citrus College Board of Trustees



## Trustee Areas

**Trustee Area #1 - Azusa and portions of Duarte**

**Trustee Area #2 - Claremont and portions of Pomona and La Verne**

**Trustee Area #3 - Duarte and portions of Azusa, Monrovia, Arcadia, Covina, and Irwindale**

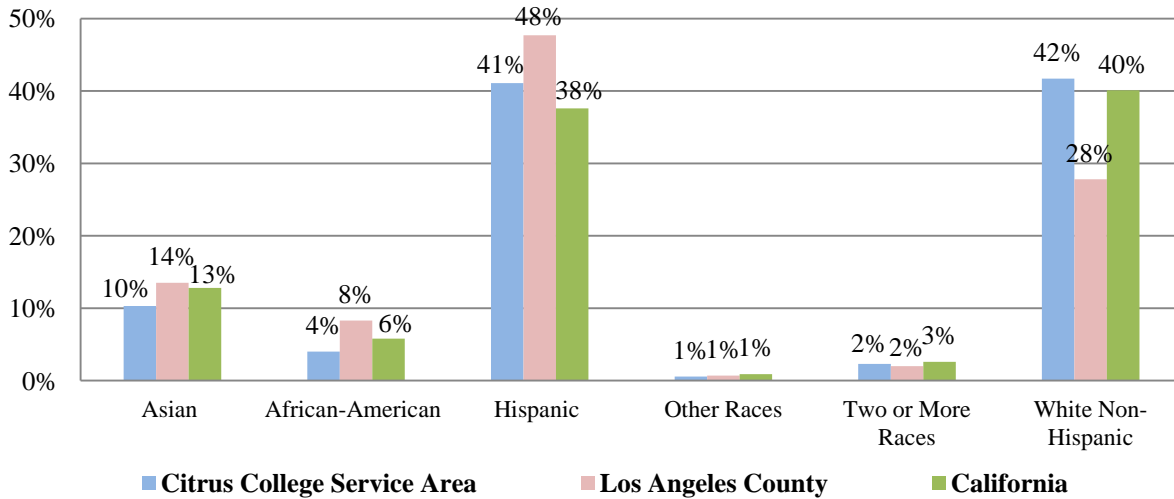
**Trustee Area #4 - Glendora and portions of San Dimas**

**Trustee Area #5 - Monrovia/Bradbury and portions of Duarte**



The populations of the Citrus College service area are highly diverse with 41 percent Hispanic, 42 percent White, 10 percent Asian, and 4 percent African-American. The college’s service area has a lower concentration of Hispanic residents than Los Angeles County but a higher concentration than that of California.

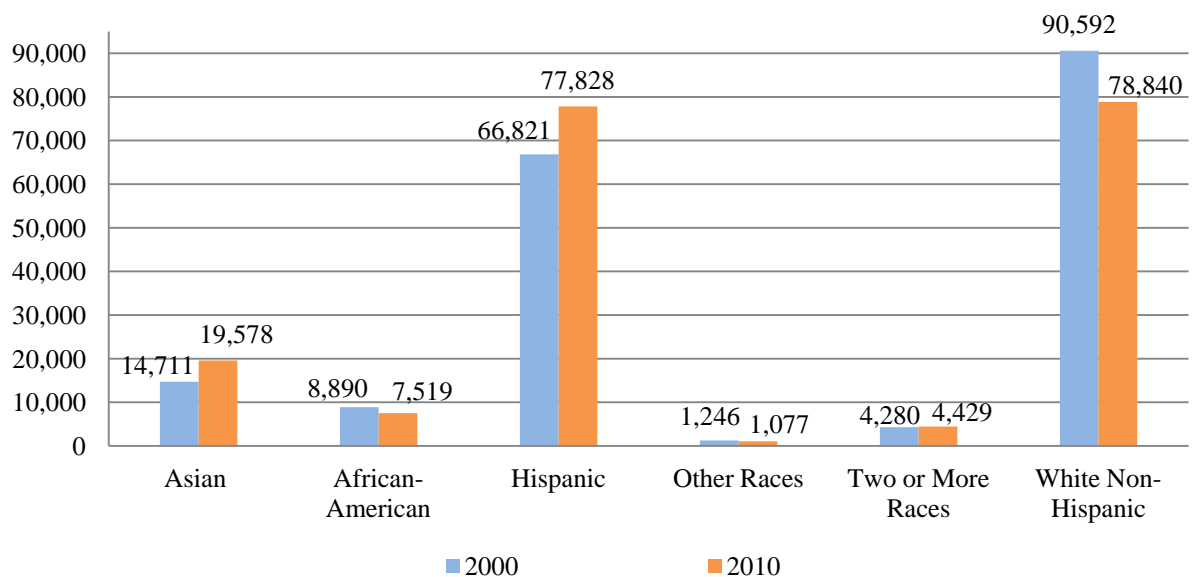
**Figure 2**  
**Citrus Community College Service Area Residents by Ethnicity - 2010**



Note: Service area in the data chapter refers to five primary cities within the college district boundary. These cities are Azusa, Claremont, Duarte, Glendora, and Monrovia. Source: Census 2010

In the past decade, Asian and Hispanic populations in the service area continued to grow while African-American and White populations have decreased.

**Figure 3**  
**Citrus Community College Service Area Population by Ethnicity 2000 vs. 2010**

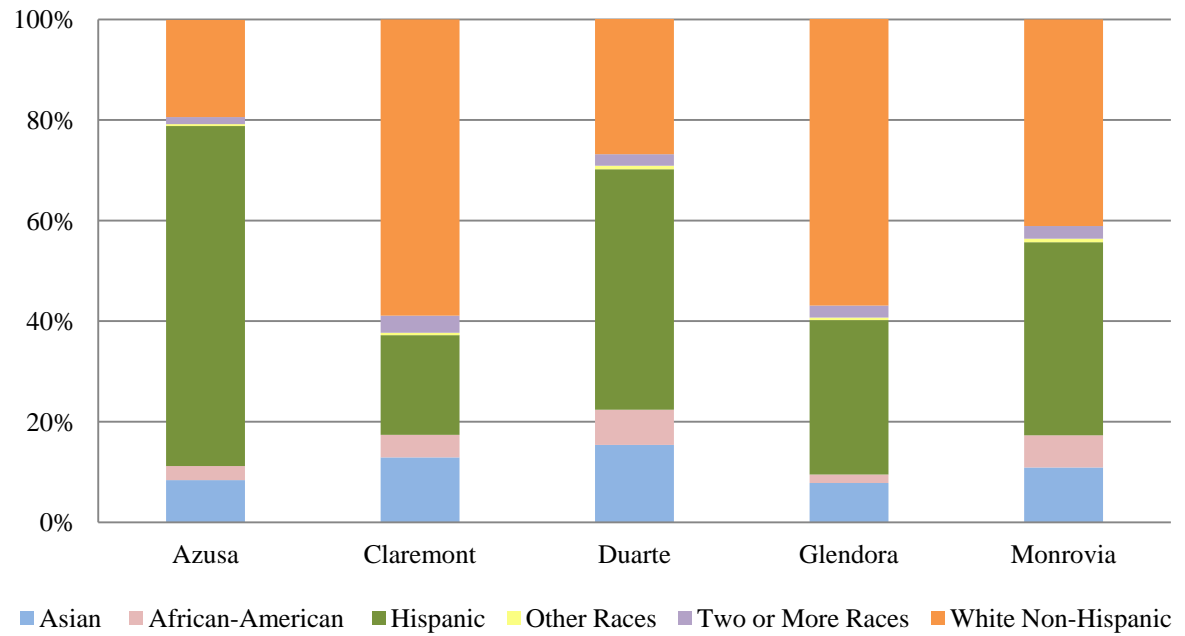


Source: Census 2000, 2010

The populations of the primary cities within the college’s service area are very diverse. Azusa and Duarte have the highest percentage of residents of Hispanic origin.

**Figure 4**

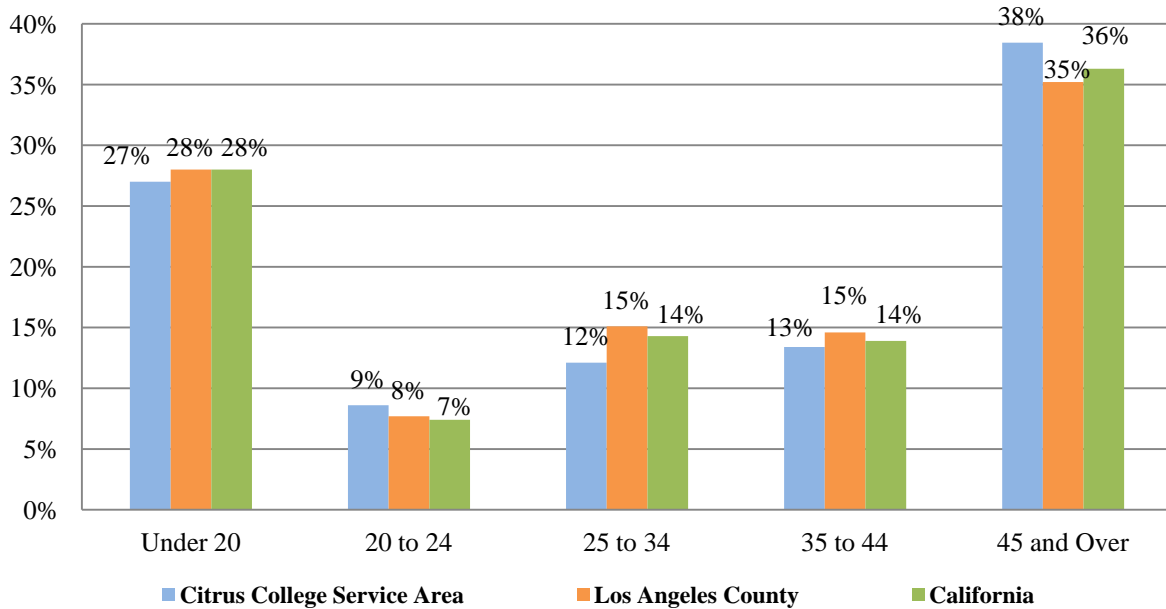
**Citrus Community College District Residents by City - 2010**



Source: Census 2010

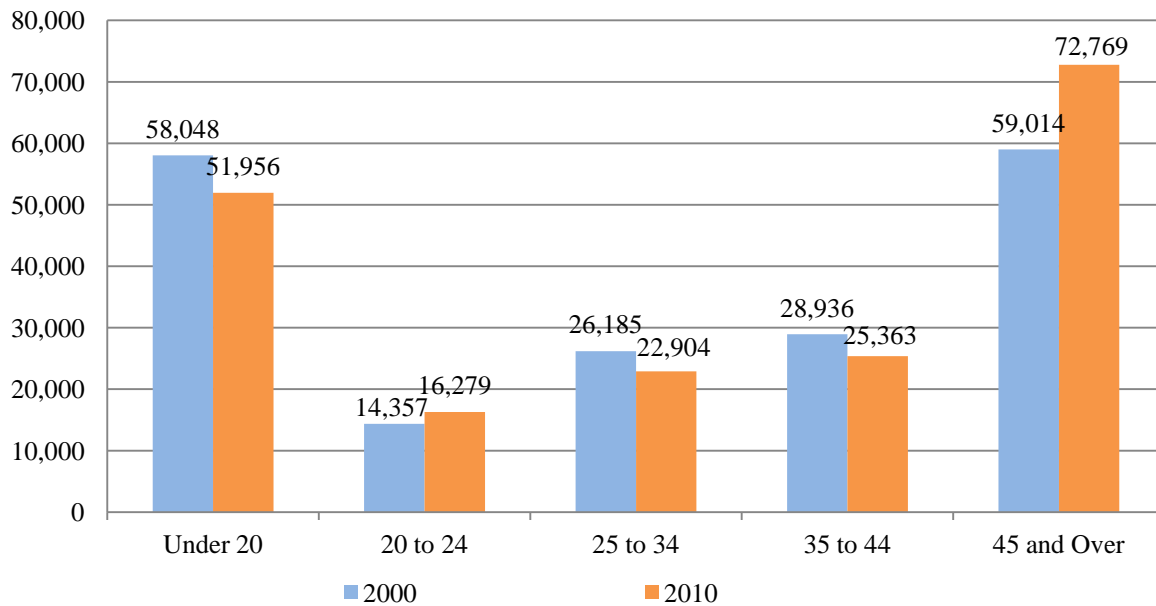
The age composition of the Citrus College service area is similar to Los Angeles County and California. In the past decade, the population over 45 years old is the fastest-growing group.

**Figure 5**  
**Citrus Community College District Residents by Age - 2010**



Source: Census 2010

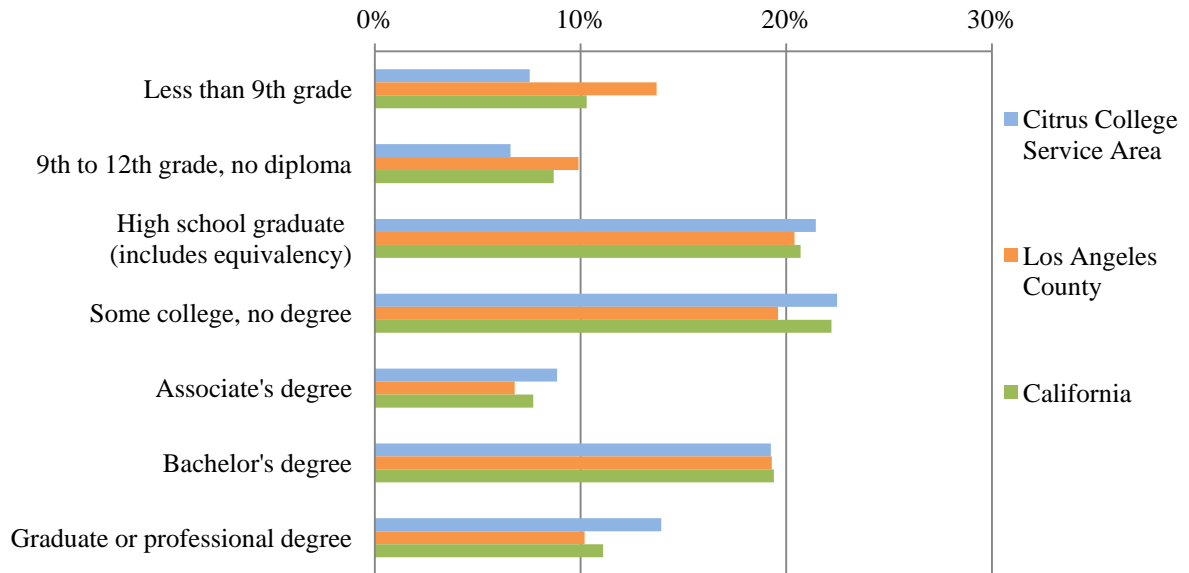
**Figure 6**  
**Citrus Community College District Residents by Age - 2000 vs. 2010**



Source: Census 2000, 2010

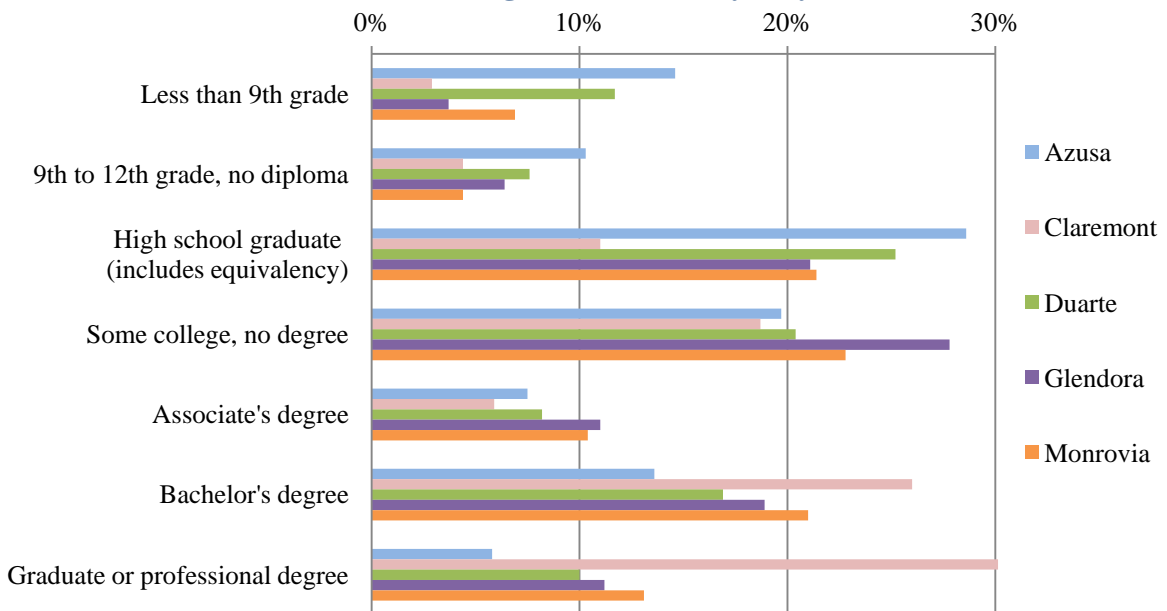
Compared to Los Angeles County and California, Citrus College’s service area has a higher percentage of residents with graduate degrees and a lower percentage of residents without a high school diploma or equivalent.

**Figure 7**  
**Educational Attainment for Adults Age 25 or Older**



There is a vast difference in educational attainment across the five cities in the college’s service area. More than half of the Claremont residents hold a bachelor’s degree or above, while only 19 % of Azusa residents have the same level of educational attainment.

**Figure 8**  
**Educational Attainment for Adults Age 25 or Older, by City**



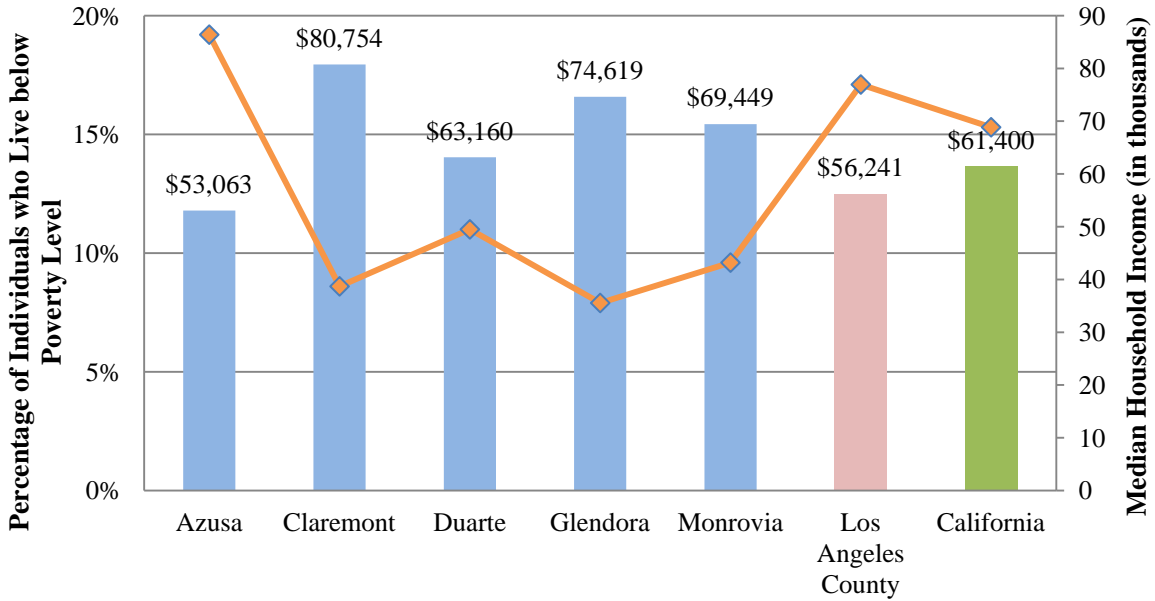
Source: Census Bureau 2008-2012 American Community Survey

Azusa has a higher percentage of residents living below the poverty level than Los Angeles County and California. Almost one in five residents in Azusa lives below the poverty line. Median household income in the Citrus College service area ranges from \$53,063 to \$80,754.

**Figure 9**

**Socioeconomic Status**

Individuals who Live below Poverty Level and Median Household Income



Source: Census Bureau 2008-2012 American Community Survey



The unemployment rate in the college's service area is 5.8 percent, lower than Los Angeles County and California.

**Table 1**  
**Unemployment Rate, Not Seasonally Adjusted**  
 Preliminary, September 2014

	<b>Labor Force</b>	<b>Employment</b>	<b>Unemployment</b>	<b>Unemployment Rate</b>
California	18,759,200	17,459,000	1,300,100	6.9%
Los Angeles County	5,043,900	4,652,200	391,700	7.8%
<b>Citrus College Service Area</b>	<b>101,700</b>	<b>95,700</b>	<b>5,900</b>	<b>5.8%</b>
Azusa	22,000	20,100	1,900	8.5%
Claremont	17,200	16,500	700	4.0%
Duarte	11,900	11,200	600	5.4%
Glendora	29,200	28,000	1,200	4.0%
Monrovia	21,400	19,900	1,500	6.8%

Note: Data of the State, Los Angeles County, and the five primary cities are from California Employment Development Department. Service area labor force and unemployment rate are calculated based on individual city data.

Biomedical engineers are projected to have a growth rate of 60 percent through 2020 in the Los Angeles metropolitan area. Many health, construction, and business occupations are projected to have strong growth.

**Table 2**

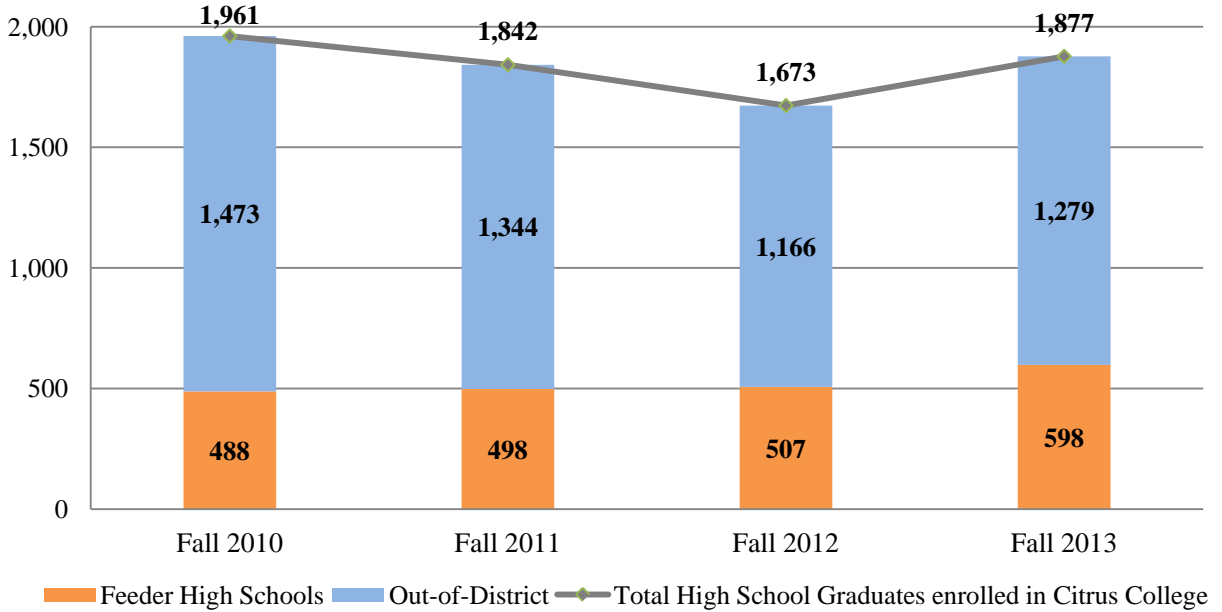
**2010-2020 Fastest Growing Occupations, Los Angeles-Long Beach-Glendale Metropolitan Division**

<b>Occupational Title</b>	<b>Growth</b>
Biomedical Engineers	60.0
Helpers--Brickmasons, Blockmasons, Stonemasons, Tile & Marble Setters	50.0
Home Health Aides	49.4
Carpenters	48.1
Emergency Medical Technicians & Paramedics	43.5
Marriage & Family Therapists	42.7
Market Research Analysts & Marketing Specialists	41.6
Gaming Dealers	39.8
Meeting, Convention, & Event Planners	38.1
Occupational Therapy Assistants	35.6
Tapers	35.3
Glaziers	34.3
Medical Equipment Repairers	33.9
Bicycle Repairers	33.3
Physical Therapist Aides	33.1
Personal Care Aides	30.8
Taxi Drivers & Chauffeurs	30.7
Logisticians	30.3
Foreign Language & Literature Teachers, Postsecondary	30.3
Food Service Managers	30.1
Health Educators	30.0
Training & Development Specialists	29.6
Vocational Education Teachers, Postsecondary	29.3
Pharmacy Technicians	28.8
Medical Scientists, Except Epidemiologists	28.8
Brickmasons & Blockmasons	28.8
Cost Estimators	28.5
Cooks, Fast Food	28.4
Meat, Poultry, & Fish Cutters & Trimmers	28.4
Credit Analysts	28.2
Industrial Machinery Mechanics	28.2
First-Line Supervisors of Helpers, Laborers, & Material Movers	28.1
Physical Therapist Assistants	28.0
Pharmacy Aides	28.0
Medical Secretaries	28.0
Licensed Practical & Licensed Vocational Nurses	27.8

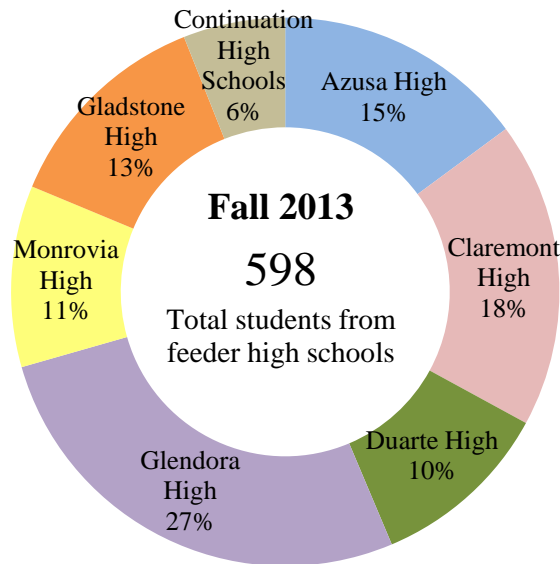
Note: The list only includes occupations with growth rate greater than 27.5 percent.  
 Source: State of California Employment Development Department

The number of students from the feeder high schools remained steady between fall 2010 and fall 2012. In fall 2013, there was an 18 percent increase in students from feeder high schools (Figure 10). Glendora High School had the largest number of new students among the feeder high schools (Figure 11).

**Figure 10**  
**Recent High School Graduates Enrolled in Citrus College**



**Figure 11**  
**Fall 2013 Feeder High School Graduates Enrolled in Citrus College**

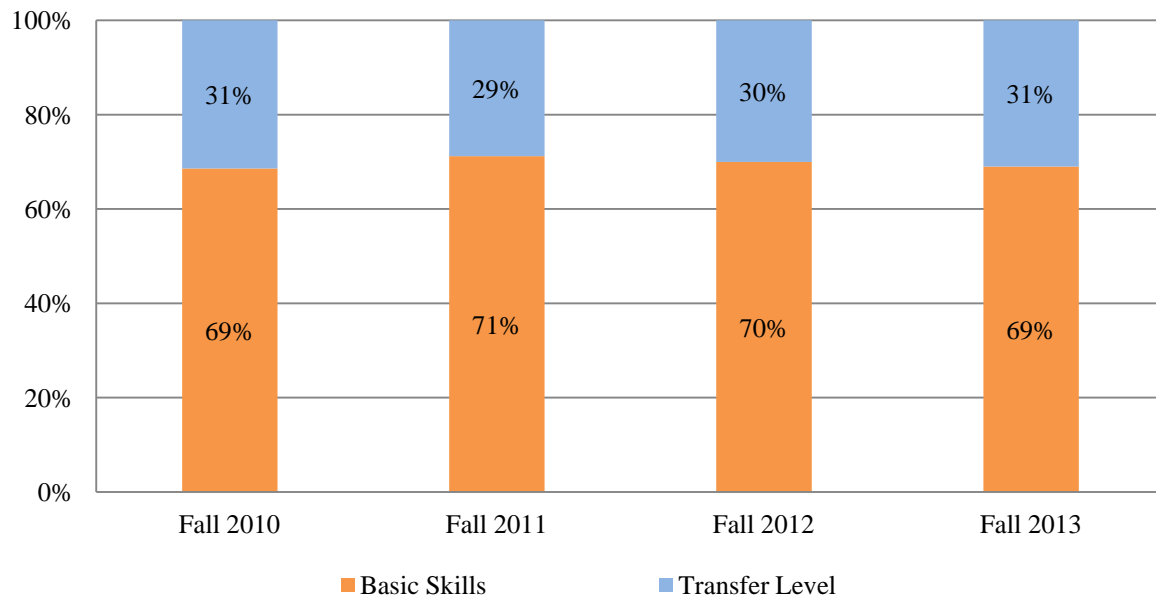


Source: Banner

About 70 percent of the recent high school graduates enrolled in Citrus College are placed into basic skills English, and 60 percent are placed into basic skills math.

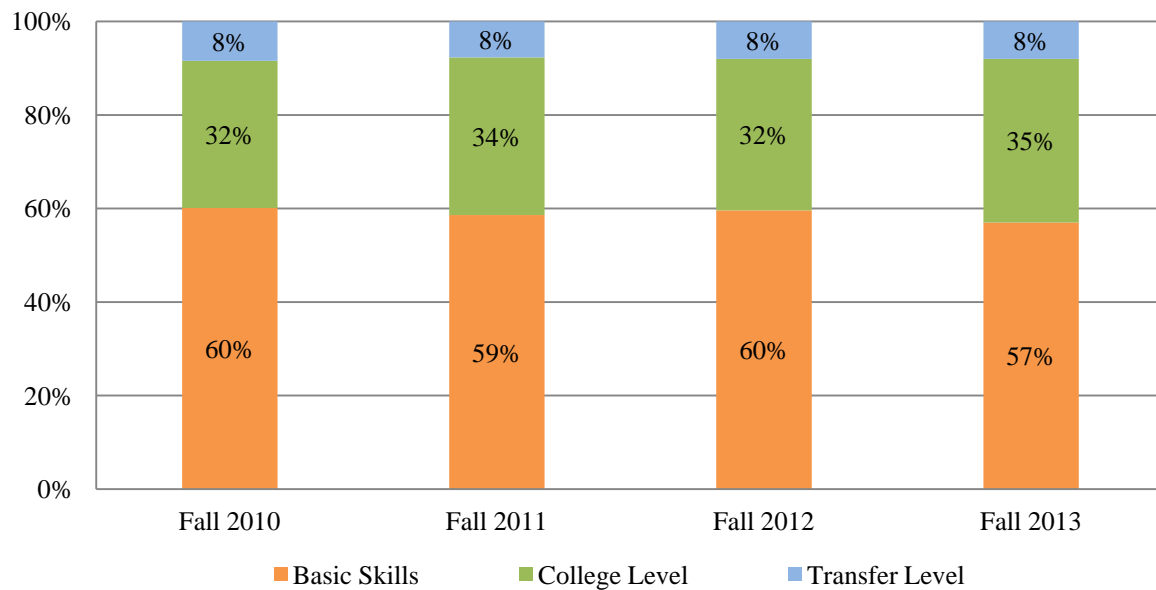
**Figure 12**

**Placement of Recent High School Graduates Enrolled in Citrus College English**



**Figure 13**

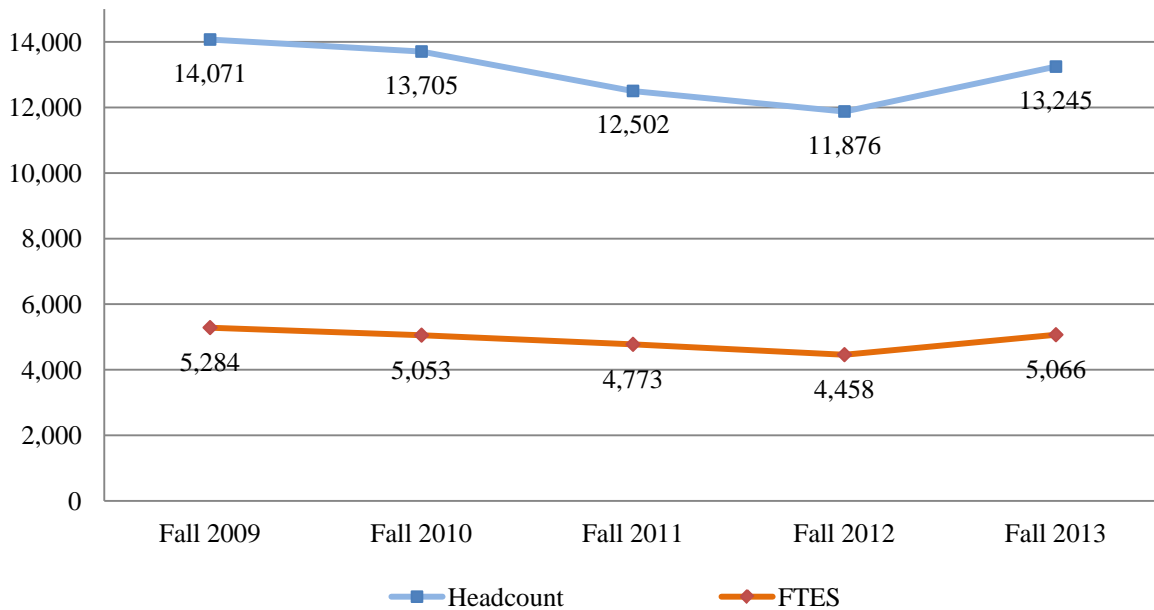
**Placement of Recent High School Graduates Enrolled in Citrus College Math**



Source: Banner

From fall 2009 to fall 2012 during the state budget crisis, enrollment at Citrus College dropped by approximately 15 percent. However, enrollment in fall 2013 recovered and returned to the level of fall 2010.

**Figure 14**  
**Enrollment, Headcount, and FTES**



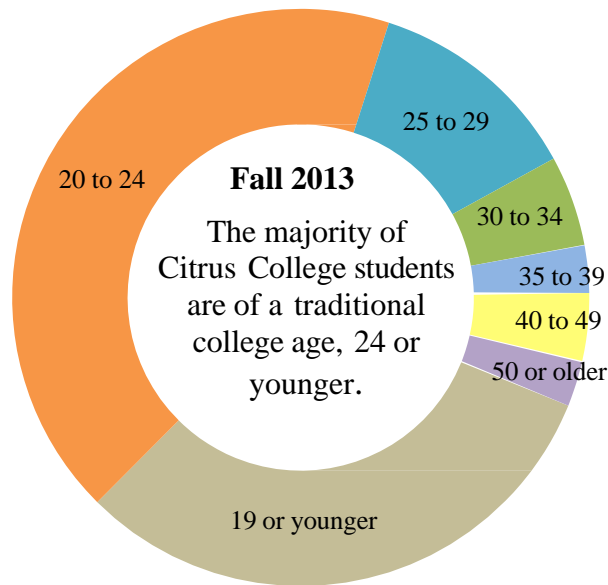
**Table 3**  
**Enrollment, Headcount, and FTES**  
Fall 2009 - Fall 2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Headcount</b>	14,071	13,705	12,502	11,876	13,245
<b>FTES</b>	5,284	5,053	4,773	4,458	5,066

Source: Chancellor's Office Data Mart



**Figure 15**  
**Enrollment by Age Group**  
 Fall 2013

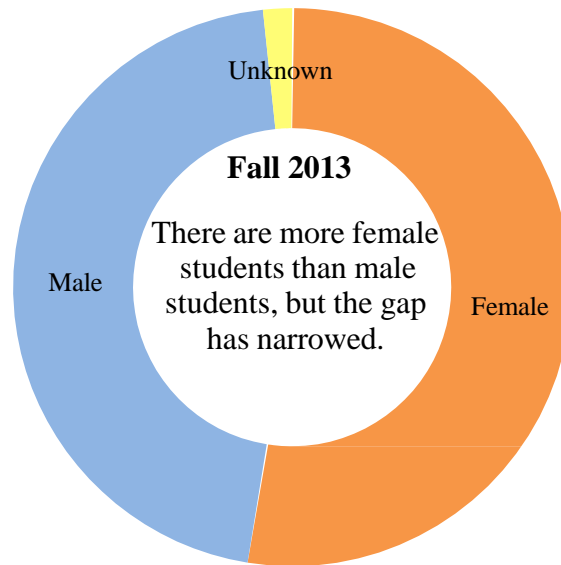


**Table 4**  
**Enrollment by Age Group**  
 Fall 2009 - Fall 2013

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
<b>19 or younger</b>	4,567	32%	4,413	32%	4,023	32%	3,694	31%	4,150	31%
<b>20 to 24</b>	5,118	36%	5,105	37%	5,180	41%	5,243	44%	5,628	42%
<b>25 to 29</b>	1,424	10%	1,436	10%	1,367	11%	1,379	12%	1,597	12%
<b>30 to 34</b>	649	5%	606	4%	565	5%	545	5%	671	5%
<b>35 to 39</b>	429	3%	392	3%	358	3%	307	3%	355	3%
<b>40 to 49</b>	643	5%	549	4%	433	3%	416	4%	500	4%
<b>50 or older</b>	1,238	9%	1,203	9%	575	5%	292	2%	342	3%
<b>Unknown</b>	3	<1%	1	<1%	1	<1%	-	-	2	<1%
<b>Citrus College Total</b>	<b>14,071</b>	<b>100%</b>	<b>13,705</b>	<b>100%</b>	<b>12,502</b>	<b>100%</b>	<b>11,876</b>	<b>100%</b>	<b>13,245</b>	<b>100%</b>

Source: Chancellor's Office Data Mart

**Figure 16**  
**Enrollment by Gender**  
 Fall 2013

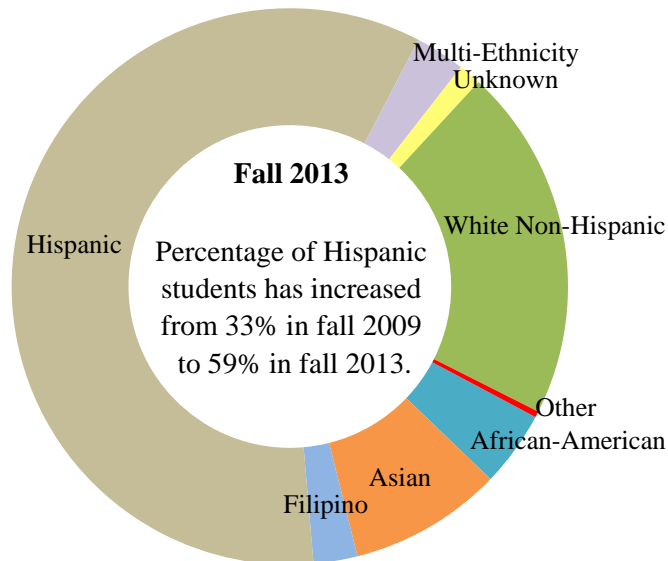


**Table 5**  
**Enrollment by Gender**  
 Fall 2009 - Fall 2013

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
<b>Female</b>	7,776	55%	7,477	55%	6,742	54%	6,235	53%	6,961	53%
<b>Male</b>	6,008	43%	5,997	44%	5,601	45%	5,510	46%	6,062	46%
<b>Unknown</b>	287	2%	231	2%	159	1%	131	1%	222	2%
<b>Citrus College Total</b>	<b>14,071</b>	<b>100%</b>	<b>13,705</b>	<b>100%</b>	<b>12,502</b>	<b>100%</b>	<b>11,876</b>	<b>100%</b>	<b>13,245</b>	<b>100%</b>

Source: Chancellor's Office Data Mart

**Figure 17**  
**Enrollment by Ethnicity**  
 Fall 2013

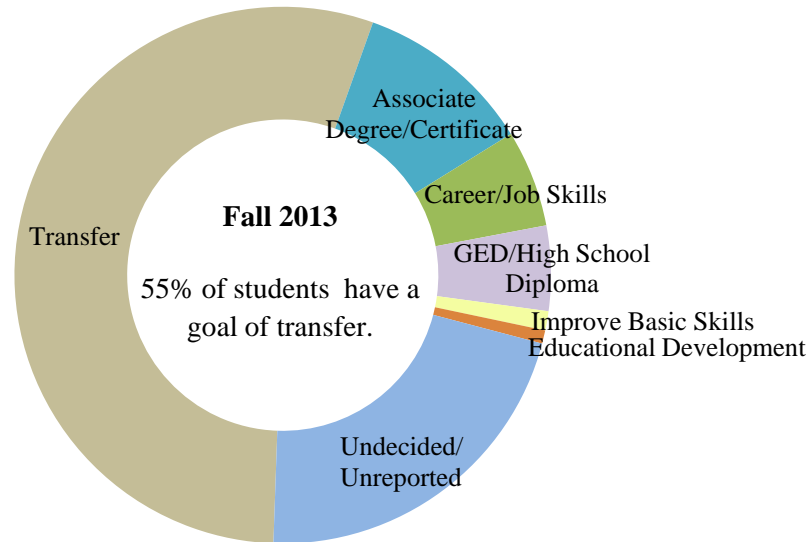


**Table 6**  
**Enrollment by Ethnicity**  
 Fall 2009 - Fall 2013

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
<b>African-American</b>	531	4%	677	5%	633	5%	568	5%	582	4%
<b>American Indian/Alaskan Native</b>	65	<1%	40	<1%	25	<1%	29	<1%	23	<1%
<b>Asian</b>	422	3%	953	7%	933	7%	987	8%	1,181	9%
<b>Filipino</b>	300	2%	397	3%	377	3%	335	3%	338	3%
<b>Hispanic</b>	4,608	33%	6,762	49%	6,681	53%	6,719	57%	7,816	59%
<b>Multi-Ethnicity</b>	54	<1%	219	2%	324	3%	325	3%	383	3%
<b>Pacific Islander</b>	65	<1%	59	<1%	36	<1%	23	<1%	23	<1%
<b>Unknown</b>	4,876	35%	806	6%	467	4%	257	2%	175	1%
<b>White Non-Hispanic</b>	3,150	22%	3,792	28%	3,026	24%	2,633	22%	2,724	21%
<b>Citrus College Total</b>	<b>14,071</b>	<b>100%</b>	<b>13,705</b>	<b>100%</b>	<b>12,502</b>	<b>100%</b>	<b>11,876</b>	<b>100%</b>	<b>13,245</b>	<b>100%</b>

Source: Chancellor's Office Data Mart

**Figure 18**  
**Enrollment by Educational Goal**  
 Fall 2013



**Table 7**  
**Enrollment by Educational Goal**  
 Fall 2009 - Fall 2013

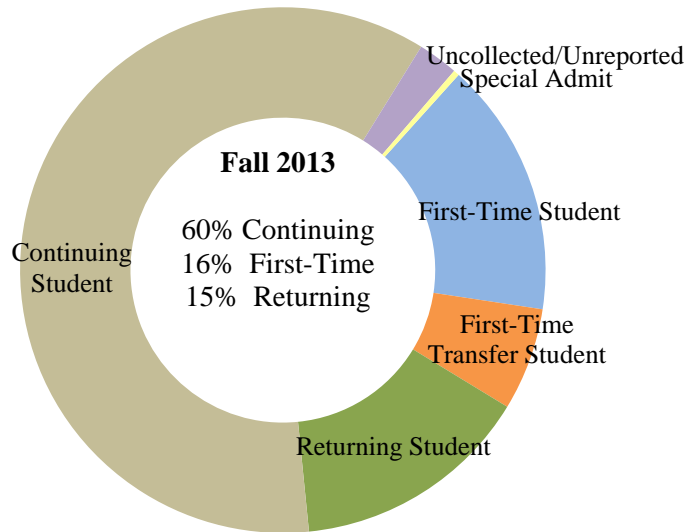
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
<b>Transfer</b>	5,574	40%	6,222	45%	5,825	47%	6,252	53%	7,272	55%
<b>Associate Degree/ Certificate</b>	2,554	18%	1,956	14%	1,638	13%	1,358	11%	1,420	11%
<b>Career/ Job Skills</b>	1,014	7%	905	7%	806	6%	721	6%	774	6%
<b>GED/High School Diploma</b>	95	1%	266	2%	522	4%	628	5%	679	5%
<b>Educational Development</b>	230	2%	184	1%	306	2%	162	1%	153	1%
<b>Improve Basic Skills</b>	129	1%	109	1%	107	1%	98	1%	106	1%
<b>Undecided/ Unreported</b>	4,475	32%	4,063	30%	3,298	26%	2,657	22%	2,841	21%
<b>Citrus College Total</b>	<b>14,071</b>	<b>100%</b>	<b>13,705</b>	<b>100%</b>	<b>12,502</b>	<b>100%</b>	<b>11,876</b>	<b>100%</b>	<b>13,245</b>	<b>100%</b>

Source: MIS Referential File

**Figure 19**

**Enrollment by Education Status**

Fall 2013



**Table 8**

**Enrollment by Education Status**

Fall 2009 - Fall 2013

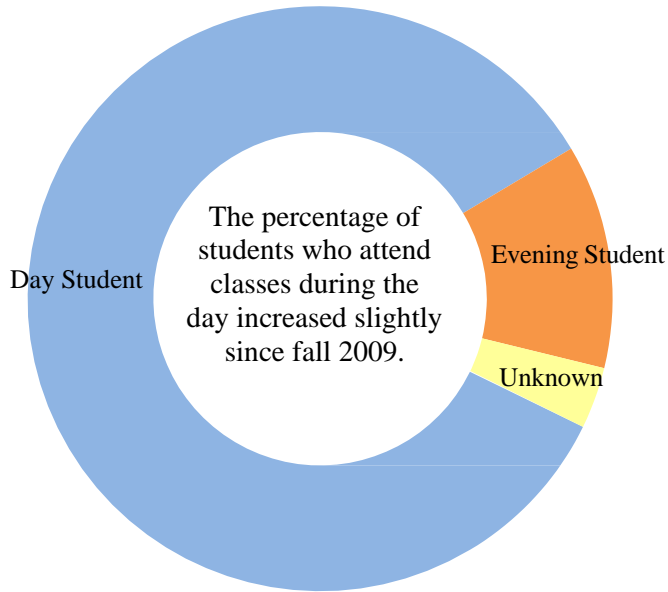
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
<b>First-Time Student</b>	2,505	18%	2,140	16%	1,979	16%	2,075	17%	2,082	16%
<b>First-Time Transfer Student</b>	995	7%	830	6%	679	5%	937	8%	837	6%
<b>Returning Student</b>	2,108	15%	2,357	17%	1,874	15%	2,089	18%	1,948	15%
<b>Continuing Student</b>	7,198	51%	7,202	53%	7,501	60%	6,568	55%	8,002	60%
<b>Uncollected/Unreported</b>	1,139	8%	1,036	8%	383	3%	173	1%	328	2%
<b>Special Admit Student</b>	126	1%	140	1%	86	1%	34	0%	48	0%
<b>Citrus College Total</b>	<b>14,071</b>	<b>100%</b>	<b>13,705</b>	<b>100%</b>	<b>12,502</b>	<b>100%</b>	<b>11,876</b>	<b>100%</b>	<b>13,245</b>	<b>100%</b>

Returning Students: Students who returned to Citrus College after an absence of at least one primary term.

Continuing Student: Currently enrolled students who were enrolled in the previous term.

Source: Chancellor’s Office Data Mart

**Figure 20**  
**Enrollment by Day/Evening**  
 Fall 2013



**Table 9**  
**Enrollment by Day/Evening**  
 Fall 2009 - Fall 2013

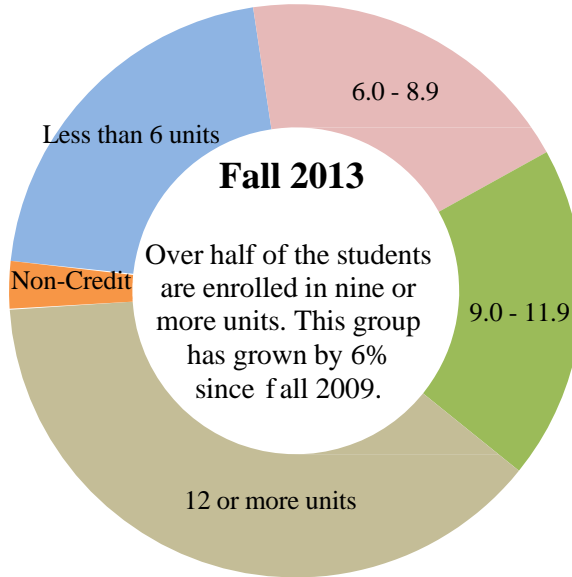
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
<b>Day Student</b>	11,366	81%	11,388	83%	10,603	85%	10,157	86%	11,152	84%
<b>Evening Student</b>	1,984	14%	1,713	12%	1,477	12%	1,302	11%	1,642	12%
<b>Unknown</b>	721	5%	604	4%	422	3%	417	4%	451	3%
<b>Citrus College Total</b>	<b>14,071</b>	<b>100%</b>	<b>13,705</b>	<b>100%</b>	<b>12,502</b>	<b>100%</b>	<b>11,876</b>	<b>100%</b>	<b>13,245</b>	<b>100%</b>

Day Student: Students who are enrolled in at least one day class.

Evening Student: Students who are enrolled in an evening class and do not meet criteria of day student.

Source: Chancellor's Office Data Mart

**Figure 21**  
**Enrollment by Full-Time/Part-Time Status**  
 Fall 2013



**Table 10**  
**Enrollment by Full-Time/Part-Time Status**  
 Fall 2009 - Fall 2013

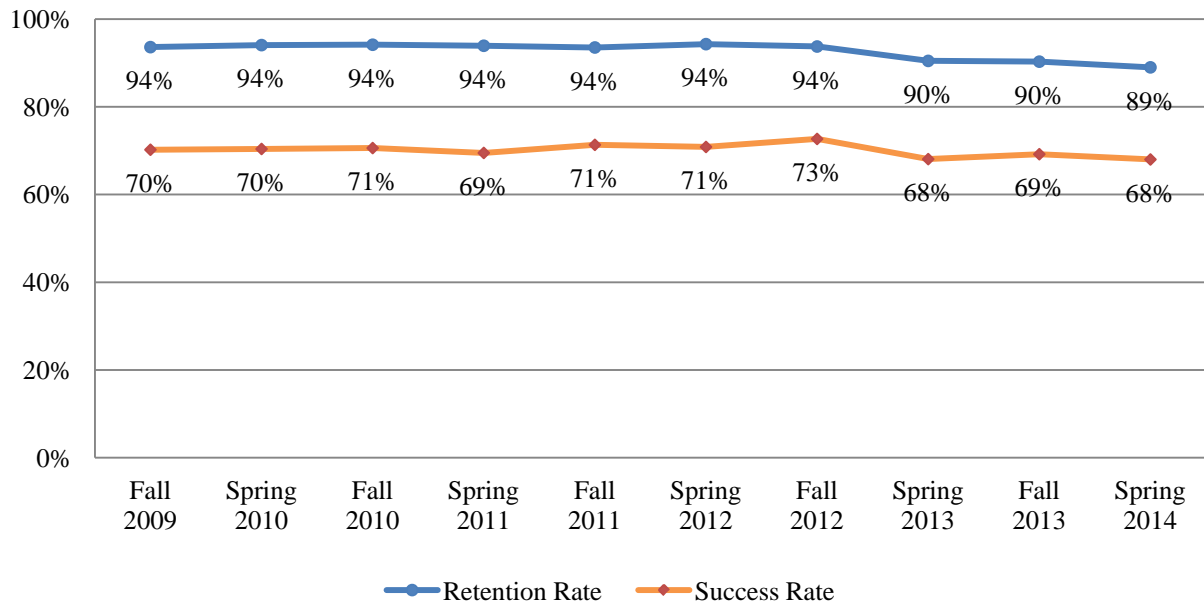
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
<b>Fewer than 6 units</b>	3,193	23%	2,952	22%	3,055	24%	2,990	25%	2,775	21%
<b>6.0 - 8.9</b>	2,492	18%	2,505	18%	2,377	19%	2,385	20%	2,562	19%
<b>9.0 - 11.9</b>	2,306	16%	2,190	16%	2,117	17%	2,054	17%	2,495	19%
<b>12 or more units</b>	4,863	35%	4,681	34%	4,495	36%	4,234	36%	5,053	38%
<b>Noncredit</b>	1,217	9%	1,377	10%	458	4%	213	2%	360	3%
<b>Citrus College Total</b>	<b>14,071</b>	<b>100%</b>	<b>13,705</b>	<b>100%</b>	<b>12,502</b>	<b>100%</b>	<b>11,876</b>	<b>100%</b>	<b>13,245</b>	<b>100%</b>

Source: Chancellor’s Office Data Mart



Overall, Citrus College students successfully completed courses at a rate of about 70 percent and are retained to the end of the term at a rate of about 90 percent.

**Figure 22**  
College Wide Retention and Success Rates



**Table 11**  
College Wide Enrollment, Retention and Success Rates

Fall	Enrollment	Retention Rate	Success Rate	Spring	Enrollment	Retention Rate	Success Rate
Fall 2009	37,069	94%	70%	Spring 2010	32,019	94%	70%
Fall 2010	35,801	94%	71%	Spring 2011	37,089	94%	69%
Fall 2011	33,561	94%	71%	Spring 2012	34,086	94%	71%
Fall 2012	32,138	94%	73%	Spring 2013	35,835	90%	68%
Fall 2013	37,235	90%	69%	Spring 2014	35,728	89%	68%

Source: Chancellor's Office Data Mart

**Table 12**  
**Retention and Success Rates by Gender**

Gender	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Female	94%	72%	94%	71%	93%	73%	94%	74%	91%	71%
Male	93%	68%	94%	70%	94%	70%	93%	71%	90%	68%
Unknown	94%	73%	97%	78%	94%	72%	94%	78%	87%	63%
<b>Citrus College Total</b>	<b>94%</b>	<b>70%</b>	<b>94%</b>	<b>71%</b>	<b>94%</b>	<b>71%</b>	<b>94%</b>	<b>73%</b>	<b>90%</b>	<b>69%</b>

Source: Chancellor's Office Data Mart

**Table 13**  
**Retention and Success Rates by Ethnicity**

Ethnicity	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
<b>African-American</b>	93%	63%	93%	60%	91%	58%	90%	62%	88%	61%
<b>American Indian/ Alaskan Native</b>	96%	70%	90%	59%	94%	64%	86%	64%	86%	75%
<b>Asian</b>	94%	77%	96%	79%	95%	77%	96%	80%	93%	77%
<b>Hispanic</b>	93%	67%	94%	67%	93%	69%	94%	70%	90%	67%
<b>Multi-Ethnic</b>	94%	63%	94%	70%	94%	71%	95%	72%	89%	66%
<b>Pacific Islander</b>	98%	76%	92%	71%	94%	69%	86%	60%	81%	55%
<b>Unknown</b>	95%	70%	94%	76%	93%	72%	94%	76%	89%	71%
<b>White Non-Hispanic</b>	93%	75%	94%	75%	94%	78%	93%	77%	91%	74%
<b>Citrus College Total</b>	<b>94%</b>	<b>70%</b>	<b>94%</b>	<b>71%</b>	<b>94%</b>	<b>71%</b>	<b>94%</b>	<b>73%</b>	<b>90%</b>	<b>69%</b>

Source: Chancellor’s Office Data Mart

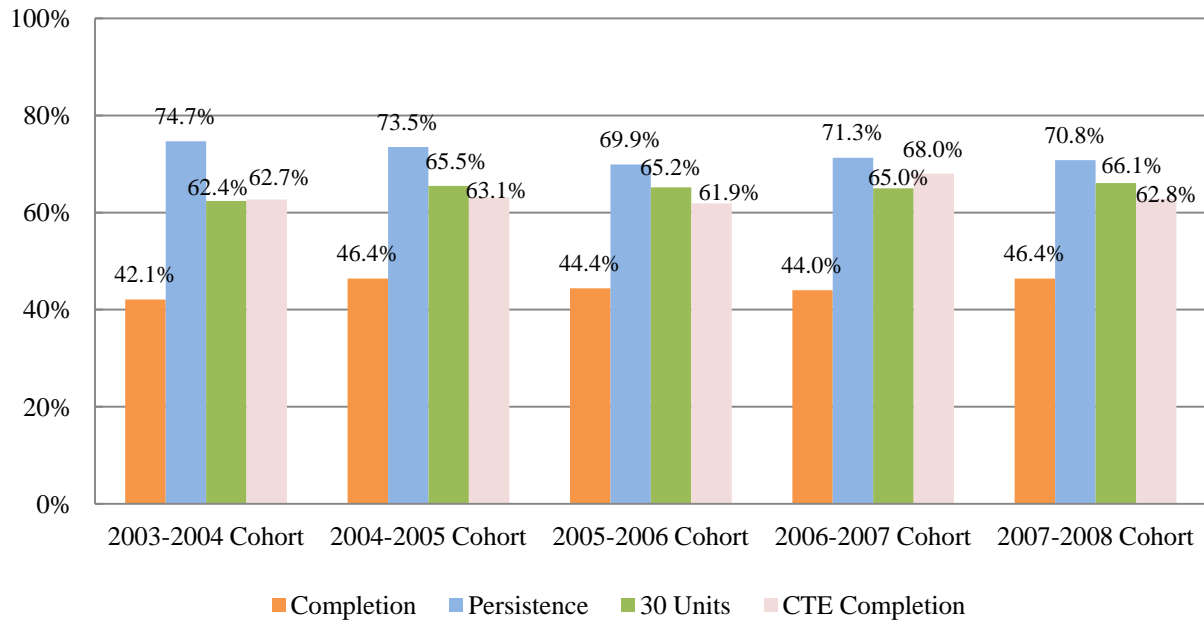
**Table 14**  
**Retention and Success Rates by Gender and Ethnicity**  
 Fall 2013

Ethnicity	Female			Male			Unknown			Citrus College Total		
	Enrollment	Retention	Success	Enrollment	Retention	Success	Enrollment	Retention	Success	Enrollment	Retention	Success
African-American	816	88%	62%	886	88%	61%	27	93%	59%	1,729	88%	61%
American Indian/Alaskan Native	29	79%	76%	32	88%	78%	8	100%	63%	69	86%	75%
Asian	2,152	93%	81%	2,295	92%	75%	96	92%	70%	4,543	93%	77%
Hispanic	11,878	91%	69%	9,686	90%	65%	242	85%	59%	21,806	90%	67%
Multi-Ethnic	620	88%	65%	556	90%	67%	16	100%	44%	1,192	89%	66%
Pacific Islander	39	85%	56%	25	76%	52%	-	-	-	64	81%	55%
Unknown	169	89%	73%	171	90%	67%	40	88%	80%	380	89%	71%
White Non-Hispanic	3,775	91%	75%	3,572	91%	72%	105	83%	66%	7,452	91%	74%
<b>Citrus College Total</b>	<b>19,478</b>	<b>91%</b>	<b>71%</b>	<b>17,223</b>	<b>90%</b>	<b>68%</b>	<b>534</b>	<b>87%</b>	<b>63%</b>	<b>37,235</b>	<b>90%</b>	<b>69%</b>

Source: Chancellor's Office Data Mart

The 2014 Student Success Scorecard shows a 70 percent to 75 percent fall-to-fall persistence rate for the last five cohorts. The 30 units and completion rates of the 2007-2008 cohort are 4% higher than those of the 2003-2004 cohort. Career and Technical Education (CTE) completion rates were approximately about 63 percent for four out of the last five cohorts.

**Figure 23**  
**Persistence and Completion Rates**



**Table 15**  
**Persistence and Completion Rates**

	Completion	Persistence	30 Units	CTE Completion
2003-2004 Cohort	42.1%	74.7%	62.4%	62.7%
2004-2005 Cohort	46.4%	73.5%	65.5%	63.1%
2005-2006 Cohort	44.4%	69.9%	65.2%	61.9%
2006-2007 Cohort	44.0%	71.3%	65.0%	68.0%
2007-2008 Cohort	46.4%	70.8%	66.1%	62.8%

Persistence Rate: Percentage of the cohort enrolled in three consecutive primary terms in CCC system.

30 Units Rate: Percentage of the cohort that earns 30 units in the CCC system.

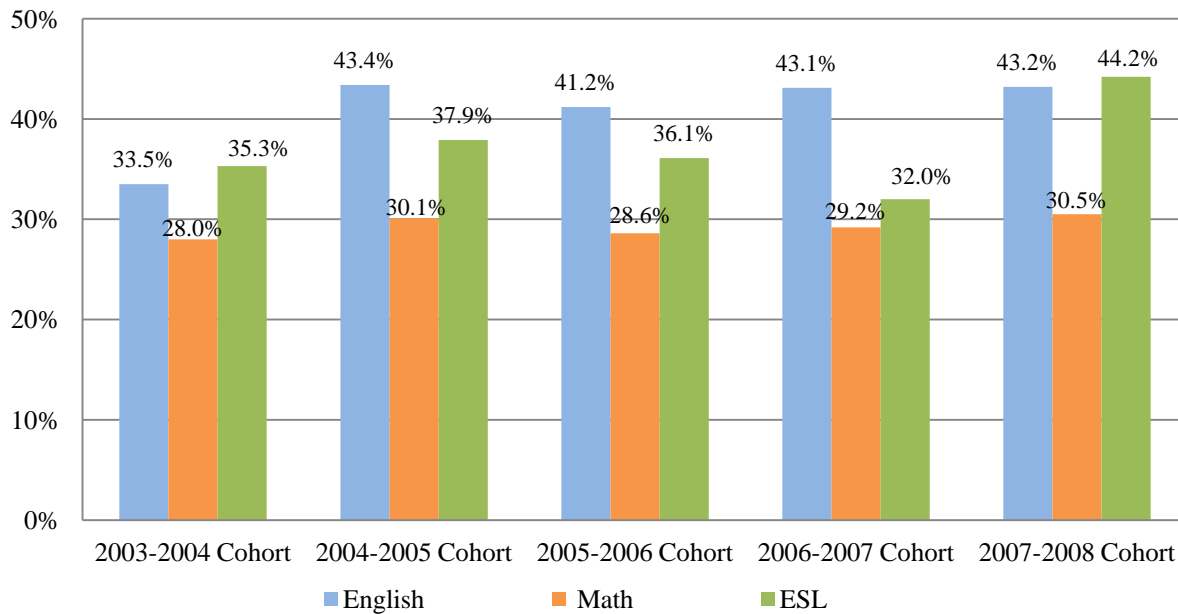
Completion Rate: Percentage of the cohort that earned an associate degree/certificate, became transfer prepared, or transferred in six years.

CTE Completion Rate: Percentage of CTE cohort earned an associate degree/certificate, became transfer prepared, or transferred in six years.

Source: 2014 Student Success Scorecard

Progression rates in remedial English and ESL courses increased steadily. The rates for the 2007-2008 cohort are 10 percent higher than those of the 2003-2004 cohort. Remedial math progression rate also increased slightly from 28 percent (2003-2004 cohort) to 31 percent (2007-2008 cohort).

**Figure 24**  
**Remedial Progression**



**Table 16**  
**Remedial Progression Rates**

	English	Math	ESL
2003-2004 Cohort	33.5%	28.0%	35.3%
2004-2005 Cohort	43.4%	30.1%	37.9%
2005-2006 Cohort	41.2%	28.6%	36.1%
2006-2007 Cohort	43.1%	29.2%	32.0%
2007-2008 Cohort	43.2%	30.5%	44.2%

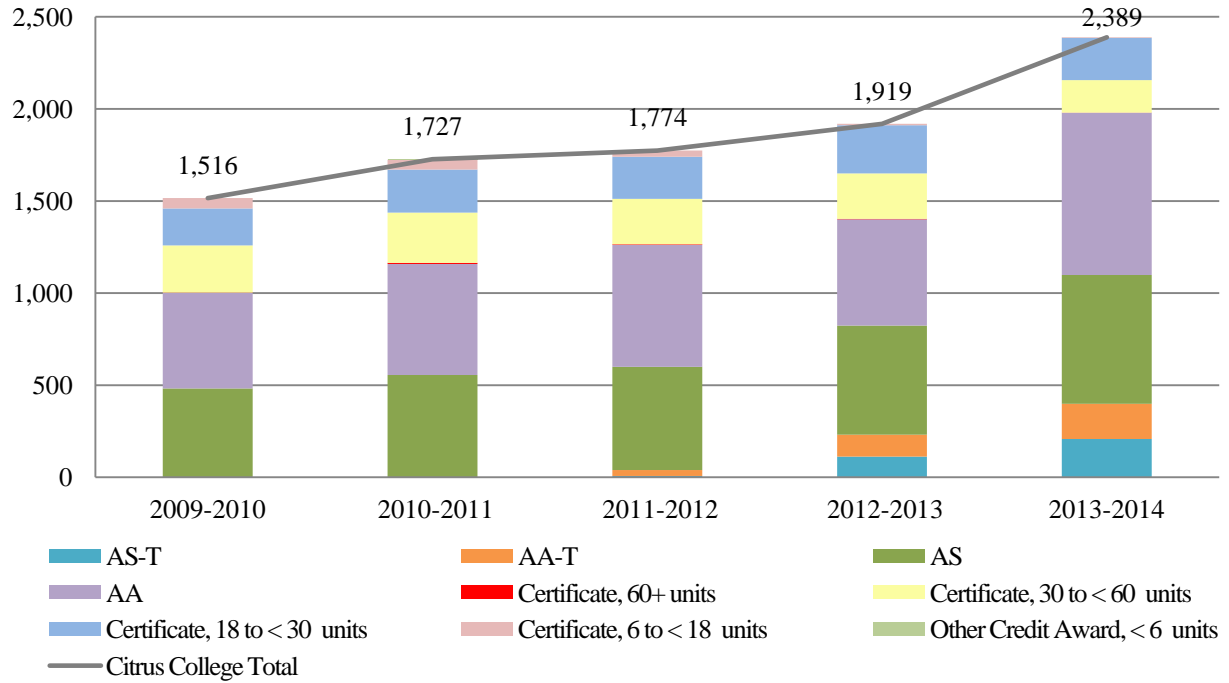
Remedial Math/English Progression: Percentage of the Math/English cohort that successfully completed a college-level Math/English course in six years.

ESL Progression: Percentage of the ESL cohort successfully that completed a college-level ESL or English course in six years.

Source: 2014 Student Success Scorecard

In the last five years, the number of degrees and certificates granted to students has increased by 58 percent from 1,516 in 2009-2010 to 2,389 in 2013-2014.

**Figure25**  
**Degree and Certificate Awarded**



**Table 17**  
**Degree and Certificate Awarded**

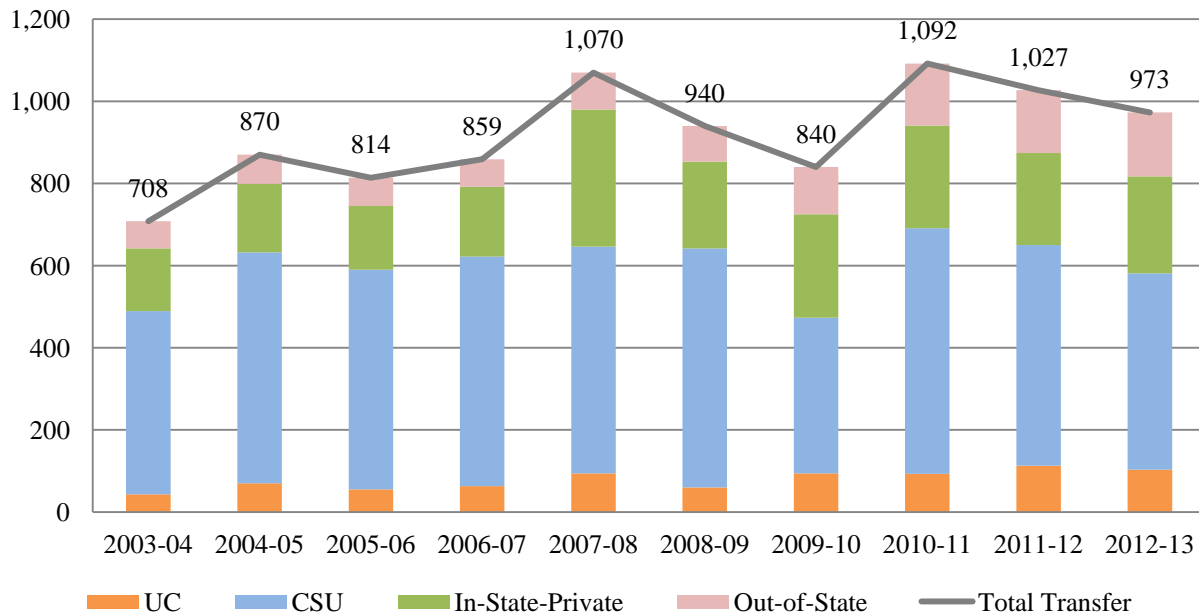
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
AS-T			7	112	208
AA-T			32	119	191
AS	482	555	561	593	699
AA	519	603	662	577	881
Certificate, 60+ units	2	6	3	2	1
Certificate, 30 to < 60 units	256	273	247	247	176
Certificate, 18 to < 30 units	201	234	228	261	230
Certificate, 6 to < 18 units	56	54	34	8	3
Other Credit Award, < 6 units		2			
<b>Citrus College Total</b>	<b>1,516</b>	<b>1,727</b>	<b>1,774</b>	<b>1,919</b>	<b>2,389</b>

Source: Chancellor's Office Data Mart



About half of the Citrus College transfer students go to the California State University system, another 20 percent-25 percent transfer to in-state private institutions. The remainder of the transfer students attends University of California or out-of-state colleges.

**Figure 26**  
**Transfer to Four-year Institutions**



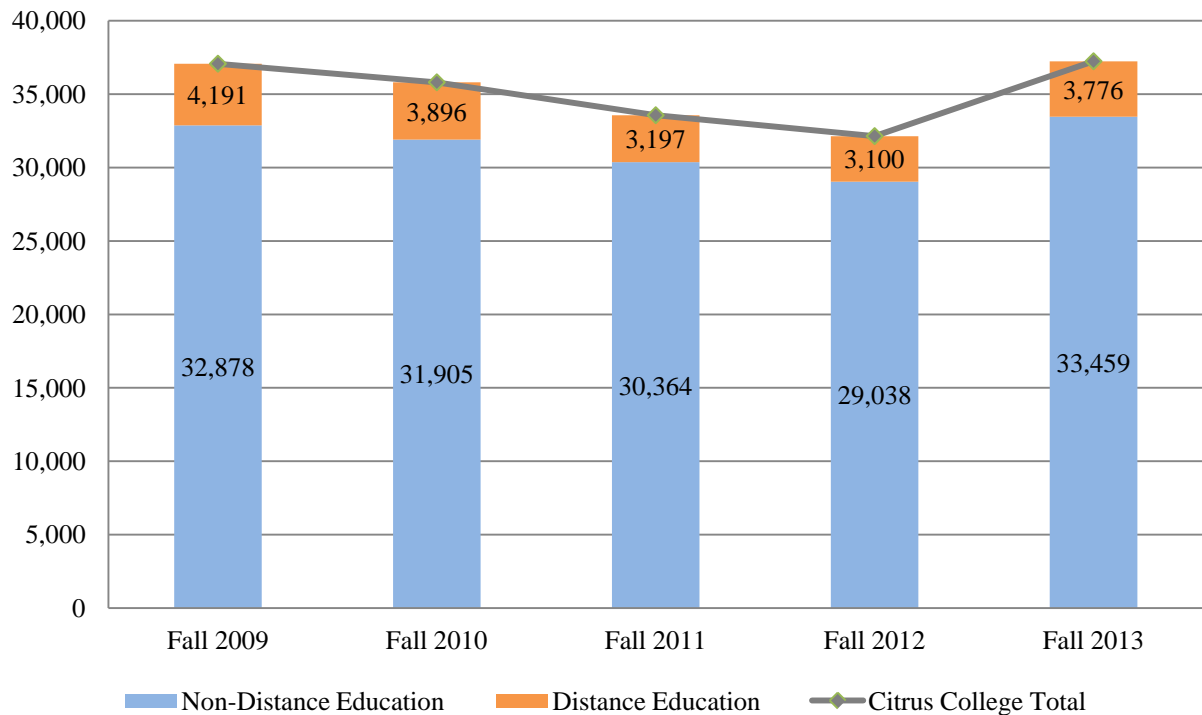
**Table 18**  
**Transfer to Four-year Institutions**

System	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
UC	43	70	55	63	94	60	94	93	113	103
CSU	446	562	535	560	552	582	379	598	537	478
<b>UC/CSU Total</b>	<b>489</b>	<b>632</b>	<b>590</b>	<b>623</b>	<b>646</b>	<b>642</b>	<b>473</b>	<b>691</b>	<b>650</b>	<b>581</b>
In-State Private	153	167	155	170	334	211	252	250	224	236
Out-of-State	66	71	69	67	90	87	115	151	153	156
<b>ISP/OOS Total</b>	<b>219</b>	<b>238</b>	<b>224</b>	<b>237</b>	<b>424</b>	<b>298</b>	<b>367</b>	<b>401</b>	<b>377</b>	<b>392</b>
<b>Grand Total</b>	<b>708</b>	<b>870</b>	<b>814</b>	<b>860</b>	<b>1,070</b>	<b>940</b>	<b>840</b>	<b>1,092</b>	<b>1,027</b>	<b>973</b>

Source: CSU and UC data are from California Postsecondary Education Commission and their systems' offices. Out-of-state and in-state private data are from California Community College Chancellor's Office.

Distance education enrollments account for about 10 percent of the total enrollment at Citrus College. In general, retention and success rates in non distance education classes are higher than distance education classes.

**Figure 27**  
**Distance Education vs. Non Distance Education**  
**Enrollment**



**Table 19**  
**Distance Education Retention and Success**

Retention Rate	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Distance Education	90%	91%	88%	87%	81%
Non-Distance Education	94%	95%	94%	94%	91%
<b>Citrus College Total</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>90%</b>

Success Rate	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Distance Education	60%	59%	60%	61%	56%
Non-Distance Education	72%	72%	73%	74%	71%
<b>Citrus College Total</b>	<b>70%</b>	<b>71%</b>	<b>71%</b>	<b>73%</b>	<b>69%</b>

Source: Chancellor’s Office Data Mart

**Table 20**  
**Distance Education Retention and Success**

		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
		Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
<b>Age</b>	19 or younger	90%	56%	92%	52%	89%	54%	91%	58%	83%	55%
	20 to 24	90%	58%	90%	61%	88%	60%	87%	63%	82%	56%
	25 to 49	89%	63%	91%	61%	87%	61%	85%	60%	79%	57%
	50 or older	92%	77%	92%	72%	89%	74%	86%	78%	85%	58%
<b>Ethnicity</b>	African-American	92%	50%	89%	38%	87%	44%	80%	46%	79%	47%
	American Indian/Alaskan Native	84%	74%	83%	35%	78%	44%	79%	50%	71%	71%
	Asian	89%	67%	93%	74%	90%	68%	91%	75%	90%	72%
	Hispanic	89%	57%	90%	54%	86%	55%	87%	58%	80%	52%
	Multi-Ethnic	86%	43%	95%	70%	6%	60%	86%	61%	73%	48%
	Pacific Islander	100%	64%	100%	78%	89%	89%	75%	25%	86%	71%
	Unknown	90%	59%	94%	75%	89%	61%	88%	67%	80%	54%
	White Non-Hispanic	90%	66%	90%	62%	90%	68%	88%	65%	80%	60%
<b>Gender</b>	Female	90%	60%	91%	58%	88%	60%	87%	62%	82%	57%
	Male	89%	59%	91%	60%	88%	59%	87%	60%	80%	56%
	Unknown	88%	61%	97%	81%	88%	67%	87%	71%	79%	59%
<b>Distance Education Total</b>		<b>90%</b>	<b>60%</b>	<b>91%</b>	<b>59%</b>	<b>88%</b>	<b>60%</b>	<b>87%</b>	<b>61%</b>	<b>81%</b>	<b>56%</b>

Source: Chancellor's Office Data Mart



# Organization of the Institutional Self Evaluation Process



# Organization of the Institutional Self Evaluation Process

**The institution should explain, either in narrative or chart form, how it organized the self evaluation process, the individuals who were involved, and what their responsibilities were.**

---

Citrus College manifests its commitment to institutional excellence and effectiveness by making accreditation self evaluation an ongoing endeavor. At the institutional level, the self evaluation process is cochaired by the accreditation liaison officer (ALO) and a faculty member. Rounding out the leadership of continuous self evaluation, the administrative assistant to the ALO provides crucial staff support and coordination.

Citrus College kicked off Accreditation 2015, its process for completing the current Self Evaluation, in fall 2013 by forming 11 teams, each team in charge of drafting key sections of the institutional report. Each writing team was led by co-leads, one from management and the others from faculty. A member of the Board of Trustees attended Accreditation Committee meetings and consulted with the ALO frequently. Teams included representatives of management, faculty, supervisor/confidential employees, classified employees, and students. Nearly 120 employees participated on the 11 standards teams. These teams studied the relevant content of the 2009 Institutional Self Study in Support of Reaffirmation of Accreditation, the Commission's action letter and Evaluation Report, the 2011 Follow-up Report, the 2012 Midterm report, and annual reports to the Commission. Teams studied institutional documents, conducted interviews, and

vetted drafts of their reports with fellow team members. Collectively, committees estimate that they conducted more than 200 interviews in their research work. The Interim Executive Dean coordinated the review of compliance with eligibility criteria, the history of the college, and review of prior recommendations and improvement plans.

In addition to traditional committee meetings, the Accreditation 2015 committee and its teams met and worked online through SharePoint on the Citrus College intranet. In this in-house electronic forum, team members reviewed documents, observed the workings of various college committees and task forces, and posted and commented on drafts.

In fall 2014, following the initial process of reviewing documents, analyzing data, and interviewing key individuals and groups, co-leads and their teams conducted a "gap analysis," identifying potential gaps between Standards and College procedures and practices. These possible gaps were vetted with the full Accreditation 2015 committee.

Collectively, the committee identified one of three possible responses: (1) Current information or explanation indicated no true gap existed; (2) Certain actions could be taken immediately to resolve a concern, or close a gap; (3) The concern was

adopted as an actionable improvement plan.

In fall 2014, co-leads submitted initial drafts of their self evaluations. The accreditation cochairs read these drafts and met with each set of co-leads to verify content, probe assumptions, and consider evidence. Co-leads consulted their teams and submitted revised drafts at the end of the fall 2014 semester.

Accreditation cochairs reported regularly to the Board of Trustees, the Academic Senate, the Steering Committee, and the Institutional Effectiveness Committee among other committees and groups. Additionally, the cochairs conducted [public forums and reports](#)<sup>1</sup> to the board of

trustees in fall 2012, fall 2013, spring and fall 2014, and spring 2015.

With the Accreditation 2015 public forum in March 2015, Citrus College made public the initial draft of the Self Evaluation. The college posted the report and invited comments via a dedicated email address. The process of editing the report continued through spring 2015, and the report was reviewed by the Steering Committee on April 27, 2015, and on May 11, 2015. The Board of Trustees formally reviewed the Self Evaluation on June 16, 2015 and July 21, 2015 prior to its submission to the Commission in August 2015.

The table below identifies the members of Accreditation 2015 Committee and the constituent categories they represent.



## Accreditation 2015 Committee Structure

Cochairs: <b>Arvid Spor</b> (ALO) and <b>Roberta Eisel</b> (Faculty)					
Standard	Manager	Faculty	Supv/Confid	Classified	Student
<b>1A</b> Mission	<b>Sam Lee</b> Paula Green	<b>Gina Hogan</b> Senya Lubisich Alfie Swan Brian Waddington	Ann Heming	Mike Ramos Diana Gill Cathy Day	Mariana Vega Michael Tejada
<b>1B</b> Improving Institutional Effectiveness	<b>Lan Hao</b> Jim McClain	<b>Jack Call</b> Alfie Swan	Eric Magallon	Cathy Day	Tyler Hernandez
<b>2A</b> Instructional Programs	<b>Dana Hester</b> Jim Lancaster Robert Slack	<b>Dave Kary</b> <b>Ann Everett</b> Victoria Dominguez Gino Munoz Rich Ghidella Michelle Plug-Gordin	Lari Kirby	Gayle Allen Mike Ramos	Michael Tejada

<b>Standard</b>	<b>Manager</b>	<b>Faculty</b>	<b>Supv/Confid</b>	<b>Classified</b>	<b>Student</b>
<b>2B</b> Student Support Svcs	<b>Lucinda Over</b> Sara Gonzales-Tapia	<b>Rebecca Rudd</b> Kristie Shimokawa Michelle Plug-Gordin	Joanne Hinojosa Adrienne Thompson Gerald Sequeira	Olivia Canales	Alejandra Morales Sara Acevedo
<b>2C</b> Library and Learning Support Svcs	<b>Eric Rabitoy</b>	<b>Sarah Bosler</b> Lanette Granger Vivian Linderman	Debbie Vanschoelandt	Karen Praeger	Daren Nguyen Farihah Chowdhury
<b>3A</b> Human Resources	<b>Robert Sammis</b> Brenda Fink	<b>Anna Villeneuve</b> Carsten Dau	Dan Vilter	Kai Wattree	Marilyn Meza
<b>3B</b> Physical Resources	<b>Fred Diamond</b> Bob Iverson Claudette Dain Jody Wise Martha McDonald	<b>Maria Morrish</b> Shauna Bigby Michelle Hernandez Dave Brown	Trip Horton Leigh Buchwald Jeff Eichler Eric Guzman Ben Macias Eric Magallon Judy Rojas	Phil Hawkins Jim Pierce	Daren Nguyen Sabrina Rentschler
<b>3C</b> Technological Resources	<b>Linda Welz</b> Gerald Sequeira	<b>Bev Van Citters</b> (Dave Kary) (Sarah Bosler) Tim Durfield Gerhard Peters Cecil Brower	Lari Kirby Leigh Buchwald Mike Caudle	Robert Cou tts Joyce Miyabe Laks Floriano Terry Adams Sean Osborn Fe Lopez	Barry Lambert
<b>3D</b> Financial Resources	<b>Rosalinda Buchwald</b> Jody Wise Claudette Dain Martha McDonald Linda Welz Lan Hao Arvid Spor	<b>Dennis Korn</b> Lisa Villa	Carol Cone Eric Magallon Eric Guzman Rocky Reynolds Judy Rojas	Millie Franco Olivia Canales	Carlos DeLaTorre Jonathan Carmona Sara Acevedo
<b>4A</b> Decision Making Roles Processes	<b>Martha McDonald</b> Maureen Renaghan	<b>Lisa Villa</b> Esmeralda Medrano Eric Odegaard Paul Swatzel	Eric Magallon Marilyn Grinsdale Kristina Hannon	Cathy Napoli Jackie Vazquez	Alejandra Morales Tyler Hernandez
<b>4B</b> Board and Administrative Organization	<b>Arvid Spor</b> Carol Thomas Sue Keith	<b>John Vaughan</b> Doug Austin	Marilyn Grinsdale	Tonya Ryan	Mariana Vega Farihah Chowdhury



**ACCREDITATION SELF EVALUATION TIMELINE  
2012-2016**

	FALL	WINTER	SPRING	SUMMER		
<b>2012</b>	Submitted Mid-Term Report		Feb. 11 - Mid-Term Report accepted		<b>2013</b>	
			Mar. 15 – Training			
			Mar. 31 – Annual Report Due			
			Identify committee structure and members	Define data needs		
<b>2013</b>	Campus Community Forum		Monthly meetings	ALO's periodic meetings and analysis	<b>2014</b>	
			Continue research, interviews, data collection, and analysis			
	Form and Train Teams		Mar. 14 - Gap Analysis Report			
	Conduct Research & Interviews		Reports to Steering			
	Quarterly meetings		Mar. 31 – Annual Report Due			
	Reports to Steering		May 23 – Follow up on actions since gap analysis report			
			Monitor updates from Commission and Dept. of Ed.			
<b>2014</b>	Write Self Evaluation Report	Finalize Report and evidence	Mar. 3 - Campus Forum (provide highlights) (post final draft)		<b>2015</b>	
	Monthly meetings and analysis (co-leads)		Campus Review of Self-Evaluation			Jun.16 - Board of Trustees 1 <sup>st</sup> read
	Sept. 26 – Draft due		Mar. 23 - Report to Steering			Jul. 21 - Board of Trustees 2 <sup>nd</sup> read
	Oct.17 – second draft due		Final Editing			
	Oct. 27 – Report to Steering		Mar. 31 – Annual Report Due			
	Nov. 7 – Cross Readings		May 11 – Report to Steering			
	Dec. 5 – Responses to comments from draft readings		May 19 – Report to Board of Trustees			July 27 - Submit Self-Evaluation Document to ACCJC
	Dec. 8 – Report to Steering					
<b>2015</b>	October - External Evaluation by Visiting Team (Site Visit)	ACCJC response (January)	Mar. 31 – Annual Report Due		<b>2016</b>	

**Evidence**

Intro 1 [Accreditation Community Forums](#)

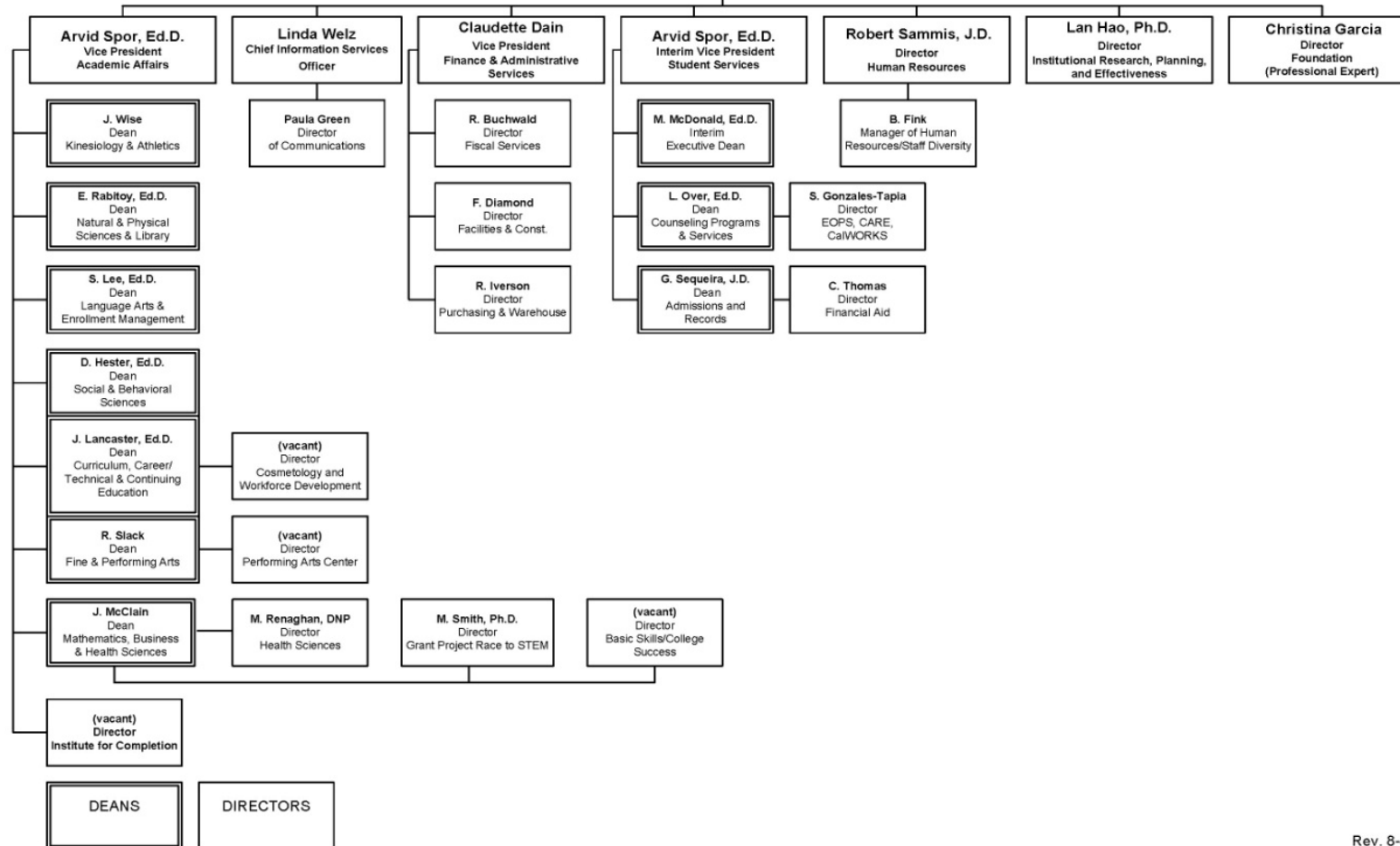
# Organization of the Institution

## Organization of Citrus College



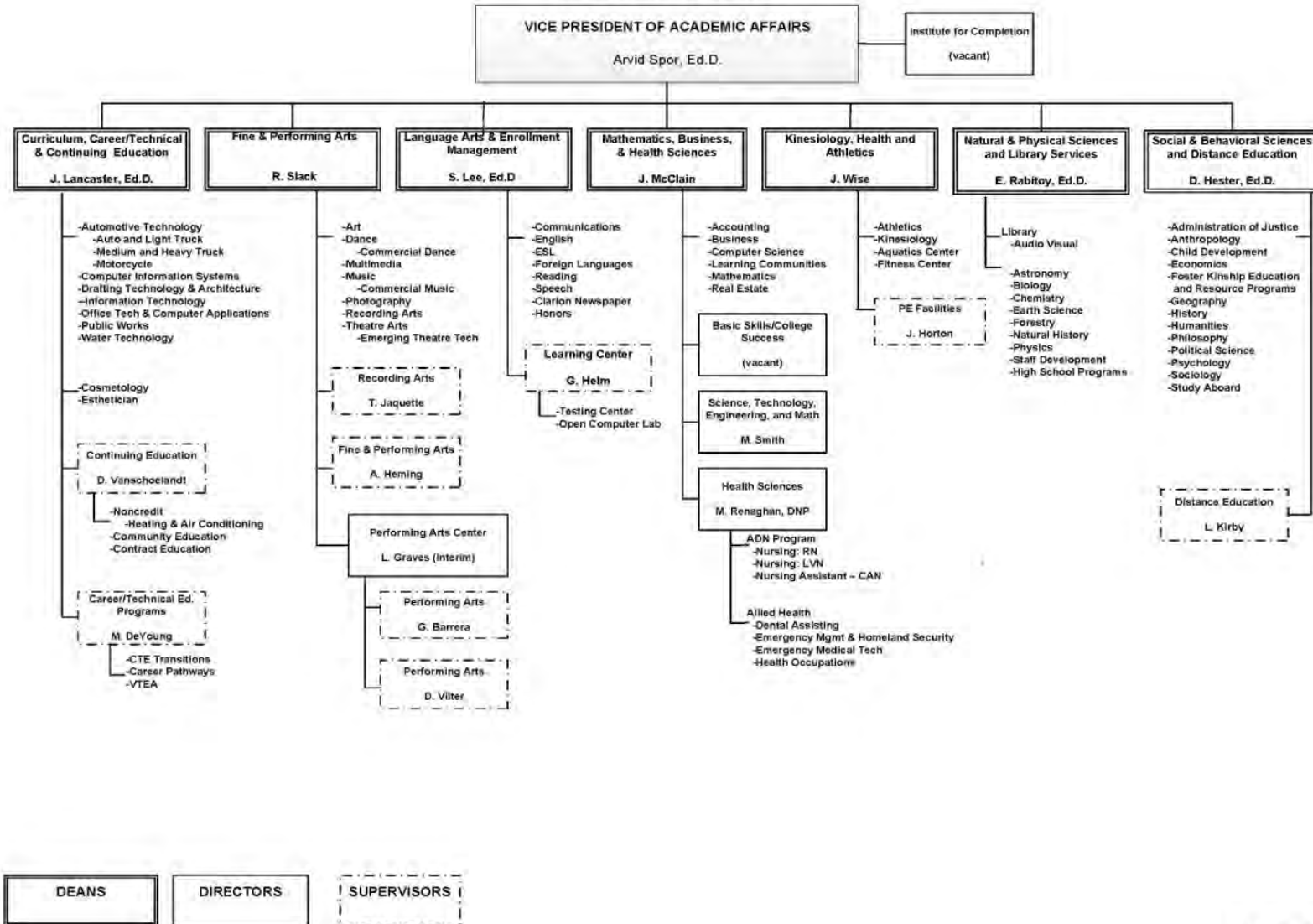
**Citrus Community College District  
BOARD OF TRUSTEES**

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



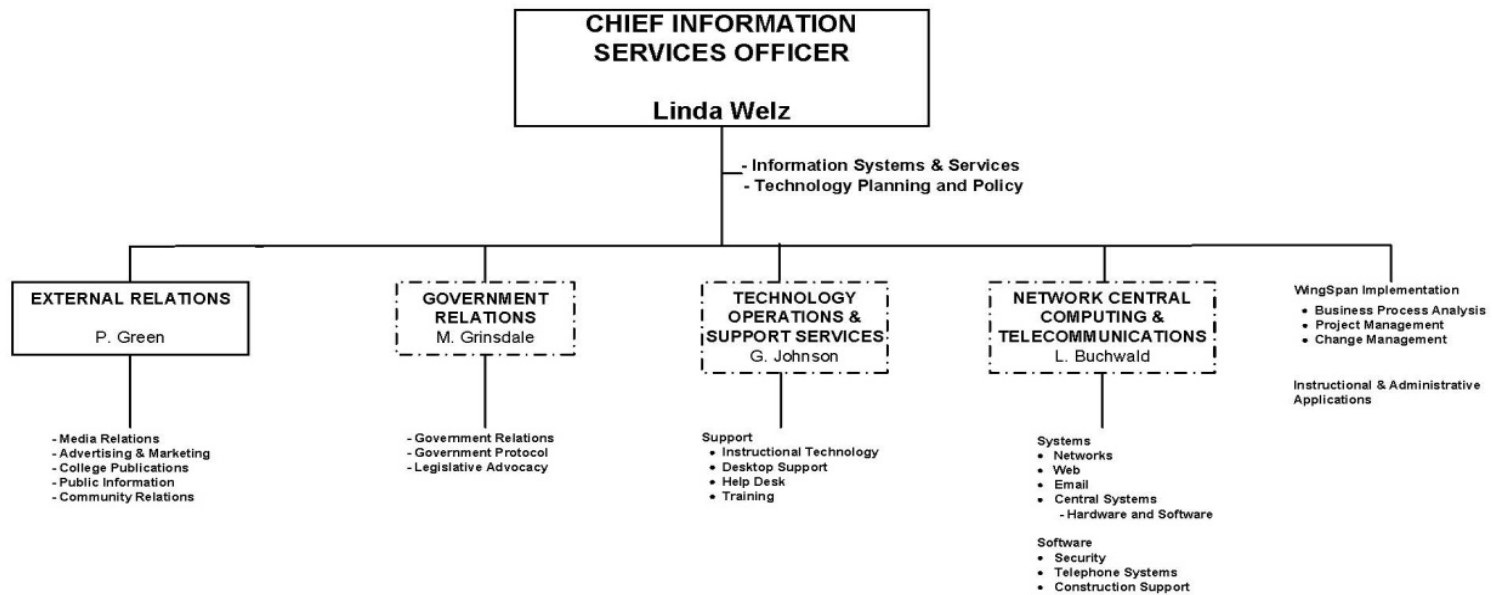
Rev. 8-4-14

# ACADEMIC AFFAIRS



Rev. 11-06-14

## TECHNOLOGY & COMPUTER SERVICES EXTERNAL & GOVERNMENT RELATIONS



DEANS

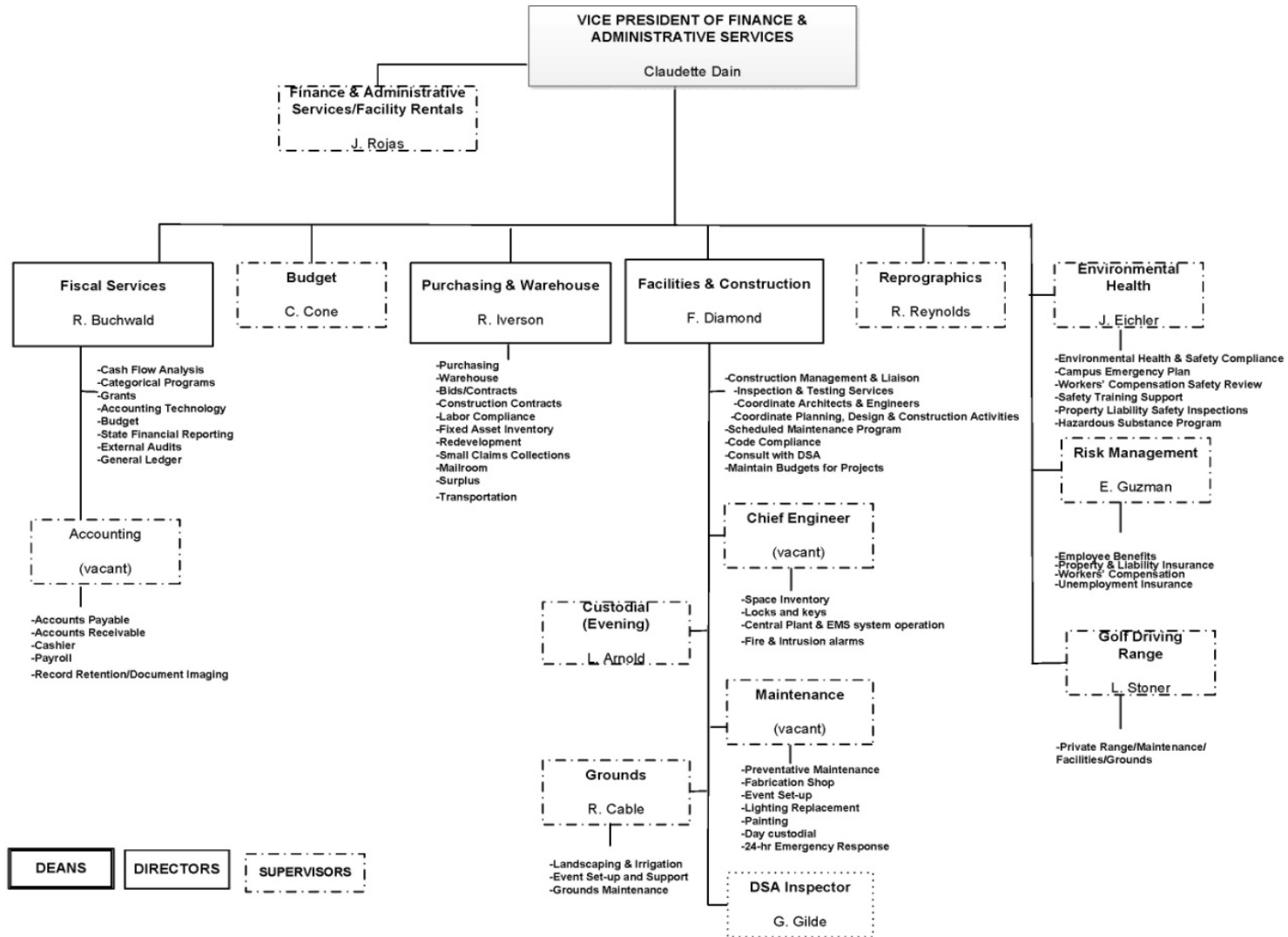
DIRECTORS

SUPERVISORS

Rev. 12-19-14

Rev. 8-5-13

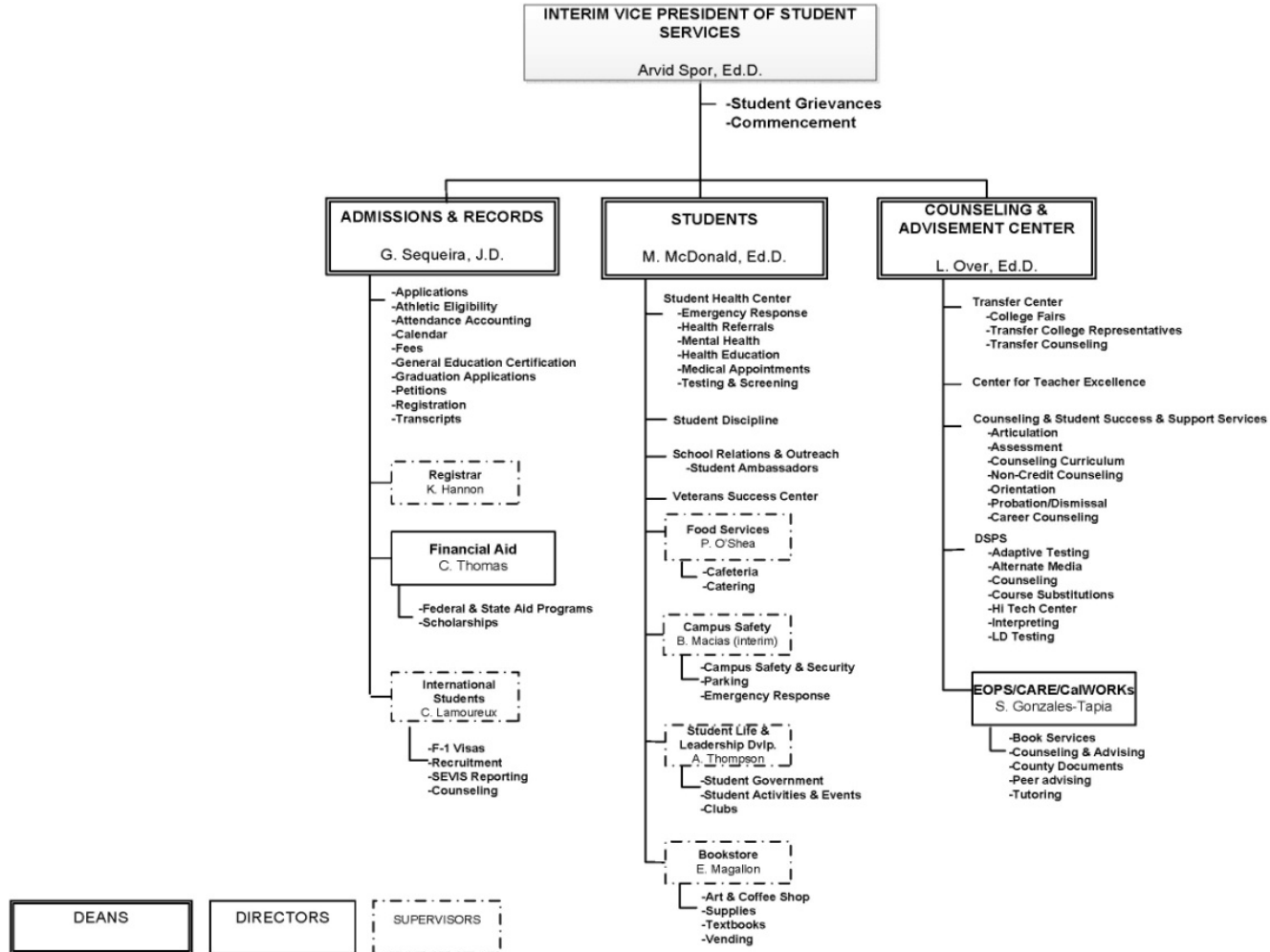
## FINANCE & ADMINISTRATIVE SERVICES



Rev. 8-5-14



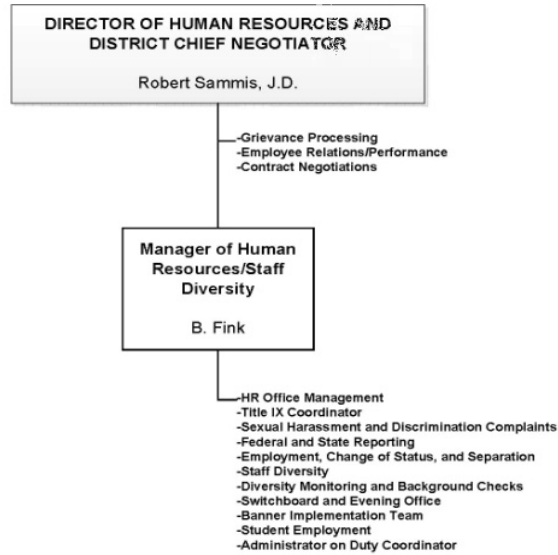
# STUDENT SERVICES



Rev. 11-06-14



## HUMAN RESOURCES



Rev. 12-19-14

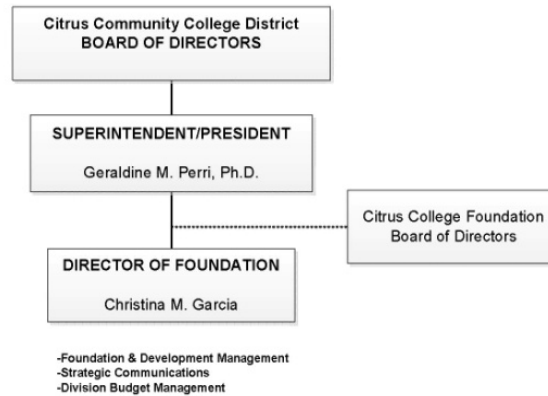
Rev. 8-5-13

## INSTITUTIONAL RESEARCH



Rev. 8-5-14

## DEVELOPMENT AND ALUMNI RELATIONS



Rev. 11-30-14





# Compliance with Eligibility Requirements



Compliance with Eligibility Requirements

# Compliance with Eligibility Requirements

**Citrus College continues to meet the 21 Eligibility Requirements for accreditation as set by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.**

---

## 1. Authority

Founded in 1915, Citrus College was the first two-year college established in Los Angeles County and the fifth such college 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](#)<sup>1</sup> that defines the institution's broad educational purposes, its intended student population and its commitment to student learning, student success, and educational excellence. The Citrus College mission statement was adopted by the Board of Trustees in 2012 and was affirmed in November 2014. The mission statement is published in the college catalog, schedule of classes, college website, [integrated planning manual](#)<sup>2</sup>, [organization and governance handbook](#)<sup>3</sup>, [Citrus Community College Board of Trustees highlights](#)<sup>4</sup> and [annual report to the community](#)<sup>5</sup>.

## 3. Governing Board

Voters within the Citrus Community College District elect the district's five-member Board of Trustees to represent five designated trustee areas. The board

members govern on behalf of the citizens of the Citrus Community College District in accordance with the authority granted and duties defined in [Education Code Section 70902](#)<sup>6</sup>. This board sets policy and provides direction and goals for the District. The Citrus Community College District Board of Trustees is responsible for monitoring the institutional performance and educational quality, integrity, and financial health and stability of the district, as articulated in [Board Policy 2200, Board Duties and Responsibilities](#)<sup>7</sup> and the board considers constituent and public interests in its decision-making. The board is an independent policy-making body and ensures that the educational mission of the District is implemented while advocating for and protecting the District. Citrus College [Board Policy](#)<sup>8</sup> and [Administrative Procedure 2710, Conflict of Interest](#)<sup>9</sup> ensure interests are disclosed and do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the College.

## 4. Chief Executive Officer

The Citrus College 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, Delegation of Authority to Supt/President](#)<sup>10</sup>. The chief

executive officer of Citrus College is Geraldine M. Perri, Ph.D., who has served in this capacity since July 2008.

### **5. Administrative Capacity**

The administrative capacity of Citrus College is documented in the [organizational charts](#)<sup>11</sup> contained in this Self Evaluation Report. The administrators have full-time responsibility to provide leadership in their assigned areas. Administrators are selected based on preparation and experience and are evaluated annually based on performance of duties. Citrus College provides administrative services in support of its mission and purpose.

### **6. Operational Status**

Citrus College served approximately 11,313 full-time-equivalent students with an annual enrollment of 18,637 in the 2013-2014 academic year. The [Citrus College Fact Book](#)<sup>12</sup> contains data about student achievement, demographics, degrees, certificates, and transfers. Evidence in the fact book demonstrates that students actively pursue degrees and certificates. Enrollment information is also available from the California Community Colleges Chancellor's Office.

### **7. Degrees**

The Citrus College catalog lists the degrees the College offers and identifies the courses required for completion of degrees and certificates. The College offers associate degrees in 46 fields of study and 15 associate degrees for transfer as well as certificates of achievement and skill awards offered in 48 career/technical programs of study. Citrus College conferred 1,963 degrees during the June 2014 commencement including 397 transfer degrees. The number of degrees and certificates granted each year is

available in the [Citrus College Fact Book](#)<sup>13</sup>. A significant proportion of Citrus College students are enrolled in programs whose offerings lead to degrees and certificates.

### **8. Educational Programs**

The associate of arts and associate of 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 of arts and the associate of 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 [2014-2015 College catalog on page 16](#)<sup>14</sup>. [Administrative Procedure 4050, Articulation](#)<sup>15</sup> details the process for accepting units from other institutions of higher learning.

### **10. Student Learning and Achievement**

Citrus College defines student learning outcomes for courses, programs, certificates and degrees, student services, academic support, and appropriate administrative support services. Achievement outcomes are defined as well. Citrus College publishes learning

outcomes for programs, degrees, certificates, and programs in the Citrus College catalog. Learning outcomes for courses are published in a variety of documents that include the course outlines of record and program review reports. The [five-year program review cycle](#)<sup>16</sup> as well as the annual program review process ensures that learning outcomes are assessed regularly and systematically to support student learning and achievement.

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

### **11. General Education**

To ensure breadth of knowledge and to promote intellectual inquiry, Citrus College has established general education requirements for the associate of arts and the associate of 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](#)<sup>17</sup> contains the District's academic freedom statement.

### **13. Faculty**

Citrus College has 157 full-time faculty, who teach approximately 56 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 [Administrative Procedure 4020, Instructional Programs and Curriculum](#)<sup>18</sup> and [Administrative Procedure 4021, Instructional Program Viability](#)<sup>19</sup>. The Citrus College [academic senate constitution and bylaws](#)<sup>20</sup> 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, known as the HotShots, provides leadership 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 that foster student learning consistent with student characteristics and the institutional mission. All support programs are outlined in the College catalog, schedule of classes, and College website. Services include admissions and records, financial aid, counseling, career counseling, transfer, Disabled Students Programs and Services, Educational Opportunities Programs and Services, California work opportunity and responsibility for kids, assessment, orientation, health, safety and security, food services, bookstore, international students, veterans, and outreach.



## 15. Admissions

The Citrus College catalog describes the institution's admissions policies and procedures, which are in compliance with state regulations. [Board Policy 5010, Admission and Concurrent Enrollment](#)<sup>21</sup> delineates admissions requirements.

## 16. Information and Learning Resources

Citrus College provides long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered. The College ensures this through the services of the Hayden Memorial Library and media services, specialized and open computer labs, and technology support. Information and learning resources include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. Library and learning center support services are provided to all students regardless of location or means of instructional or service delivery.

## 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 undergoes an annual financial audit by an independent certified public accounting firm and makes this audit available to the public. The firm makes a presentation to the Board of Trustees 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. Citrus College adheres to specific board-approved policies and administrative procedures governing responsible allocation of funds to support educational programs and services.

## 19. Institutional Planning and Evaluation

Citrus College uses its program review process in instruction, academic support, student services, and administrative services to evaluate the ways in which it accomplishes its mission. The College has assigned a faculty member to chair and coordinate the program review process. The College publishes information about the outcomes for students online, in the catalog, and in program review documents, as well as in the [Citrus College Fact Book](#)<sup>22</sup>, which presents a wide array of data about student demographics, performance, and achievement. Institution-level student learning outcomes are published online and in the catalog. Program-level outcomes and program-level assessments are posted on the College website. The College includes the campus community in the strategic planning process with [five year goals](#)<sup>23</sup> and [annual implementation plans](#)<sup>24</sup>. 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 [HotShots](#)<sup>25</sup>. To further strengthen the program review process, the College has assigned a faculty member to coordinate and chair the [program review committee](#)<sup>26</sup>.

## **20. Integrity in Communication with the Public**

The Citrus College 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 educational mission of the College; accreditation status; course, program, and degree offerings; student learning outcomes for programs and degrees; academic 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; and policies on the

acceptance of transfer credits, nondiscrimination and sexual harassment, and complaint procedures. The [catalog](#)<sup>27</sup> is available in print copy and on the college website.

## **21. Integrity in 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. This includes requests for approval of substantive changes to educational mission or programs. Citrus College has maintained its good standing with the accrediting Commission since its initial affirmation in 1952. The College submits all reports on time, and the reports are reviewed and acknowledged by the Commission. Citrus College adheres to all Commission standards and policies as they are implemented and revised.

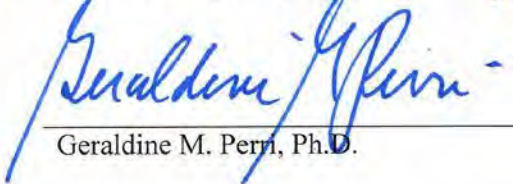
## Evidence

Intro-C-1	<a href="#">Citrus College Mission Statement</a>
Intro-C-2	<a href="#">Integrated Planning Manual 2014-2015</a>
Intro-C-3	<a href="#">Organization and Governance Handbook</a>
Intro-C-4	<a href="#">External Relations &gt; Board Highlights 2015</a>
Intro-C-5	<a href="#">Info &gt; Annual Report to the Community 2012-2013</a>
Intro-C-6	<a href="#">Education Code Section 70900-70902</a>
Intro-C-7	<a href="#">Citrus College Board Policy BP 2200</a>
Intro-C-8	<a href="#">Citrus College Board Policy BP 2710</a>
Intro-C-9	<a href="#">Citrus College Administrative Procedure AP 2710</a>
Intro-C-10	<a href="#">Citrus College Board Policy BP 2430</a>
Intro-C-11	<a href="#">College Organizational Chart, top level</a>
Intro-C-12	<a href="#">Institutional Research &gt; Fact Book</a>
Intro-C-13	<a href="#">Institutional Research &gt; Fact Book</a>
Intro-C-14	<a href="#">Citrus College Catalog 2014-2015</a>
Intro-C-15	<a href="#">Citrus College Administrative Procedure AP 4050</a>
Intro-C-16	<a href="#">Program Review – Home</a>
Intro-C-17	<a href="#">Citrus College Board Policy BP 4030</a>
Intro-C-18	<a href="#">Citrus College Administrative Procedure AP 4020</a>
Intro-C-19	<a href="#">Citrus College Administrative Procedure AP 4021</a>
Intro-C-20	<a href="#">Academic Senate Constitution</a>
Intro-C-21	<a href="#">Citrus College Board Policy BP 5010</a>
Intro-C-22	<a href="#">Institutional Research &gt; Fact Book</a>
Intro-C-23	<a href="#">Strategic Plan 2011-2016</a>
Intro-C-24	<a href="#">Strategic Planning &gt; Annual Implementation Plan</a>
Intro-C-25	<a href="#">Student Learning Outcomes and Assessment – Home</a>
Intro-C-26	<a href="#">Program Review Committee</a>
Intro-C-27	<a href="#">College Catalog Index</a>

# Certification of Continued Institutional Compliance with Commission Policies

We certify that Citrus College continues to meet institutional compliance with Commission policies.

  
Joanne Montgomery President, Board of Trustees

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





# Standard I

## Institutional Mission and Effectiveness



## Standard I: Institutional Mission and Effectiveness

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

### I.A. Mission

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

---

#### Evidence of Meeting the Standard

The Citrus College mission statement reflects the institution's commitment to its educational purposes, intended population, and continuous quality improvement, and this mission guides decision making, budget development, and planning at all levels of the institution. The mission serves as the basis for all college planning and is an integral part of the processes used to update and review the five primary planning documents of the College: mission statement, strategic plan, educational master plan, institutional support plans, and program review.

In 2012, Citrus College revised and adopted a [mission statement](#)<sup>1</sup> that defines its broad educational purposes, its intended student population, and its commitment to achieving student learning. The mission is enumerated in the following four statements: mission statement, mission objectives, vision statement, and values.

The College meets the Standard.

#### Analysis and Evaluation

The College began the process of developing the current mission statement in [spring 2012](#)<sup>2</sup> during the reflective stage of the mid-term accreditation report and in response to Accreditation Standard 1A, which requires that colleges regularly review their mission statements to include the intended student population, educational purposes, and commitment to achieving student learning. During this process, faculty, staff, and student groups provided their input on several drafts and voted on the preferred version of the mission statement. Through the collaboration of the Academic Senate and the formal governance committee structure led by the Steering Committee, the College revised the mission statement during the 2011-2012 academic year.

The goal for the mission statement revision process was to reinforce the institutional focus on three critical aspects: purpose, population, and commitment to student learning. The [mission statement](#)<sup>3</sup> makes clear that Citrus College is an open-access, higher education institution whose intended population is students both within the trustee represented districts and beyond

traditional geographic boundaries, reaching international students as well as those studying via distance education. Furthermore, the mission reinforces the main educational purposes of the college: transfer, career/technical education, and basic skills development. The mission also includes the commitment to distance education in that “Citrus College delivers high quality instruction to students both within and beyond traditional geographic boundaries.” The mission statement acknowledges the College’s commitment to student learning, academic excellence, and student success and delineates its engagement in continuous assessment of student learning and institutional effectiveness. According to the [2014 Community College Survey of Student Engagement \(customized survey item 6\)](#)<sup>4</sup>, 87.5 percent of students surveyed agree or strongly agree that, based on their experience, Citrus College is fulfilling its mission.

Furthermore, the mission statement is communicated clearly both internally and externally to college constituents. As evidenced in the [2014 All Employee Survey Report, September 2014](#)<sup>5</sup> page 3, 90 percent of employees who responded strongly agree or agree that they understand and support the College’s mission, and 89 percent agree or strongly agree that Citrus College demonstrates a commitment to its mission, vision, and values.

The Strategic Plan 2011-2016 references the 2009 version of the College mission, which was the current mission at the time the plan was written. The year after the strategic plan was initiated, the College revised the mission statement. Rather than rewrite the strategic plan and all related

plans, the College moved forward with the strategic plan as written. As stated on page 9 of the [2014-2015 Integrated Planning Manual](#)<sup>6</sup>, the College mission is reviewed every five years as a first step in the development of a new strategic plan. The Institutional Effectiveness Committee has adjusted the timing for the revision of the mission statement to coincide with the development of the new 2016-2021 strategic plan. The Institutional Effectiveness Committee, as a standing committee of the Citrus College Steering Committee, reviews and makes recommendations on matters regarding institutional effectiveness; specifically, the committee reviews and assesses the integrated planning process.

---

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

---

**Evidence of Meeting the Standard**

Citrus College provides instructional and student services programs aligned with its purposes, character, and student population.

- Purposes: transfer, degree, and certificate completion; career and technical education; basic skills preparation
- Character: student focus, excellence, collaboration, diversity, lifelong learning, integrity, technological advancement
- Student Population: distance education, support, opportunities, enrichment

Citrus College identifies itself as a “College of Completion.” As such, and in



keeping with the mission, the College provides a variety of programs and services necessary to serve a diverse student population both within and beyond the geographical borders of the District. According to the [2014 Community College Survey of Student Engagement](#)<sup>7</sup> (customized survey item 7), 87.4 percent of students surveyed agree or strongly agree that their educational objectives are addressed in the mission statement of the College. Meanwhile, the September [2014 All Employee Survey Report](#)<sup>8</sup> indicates that between 82 percent and 84 percent of employees responding agree or strongly agree that Citrus College provides necessary services that support its mission. In addition, the College continually assesses the appropriateness and effectiveness of its programs and services through a process of integrated planning and evaluation that begins with the assessment of student learning outcomes and culminates in data-driven institutional decision making.

### Alignment with Purposes

- **Preparation and completion of transfer and completion of AA/AS Degrees:** Citrus College offers balanced coursework that consists of two 16-week primary terms (fall and spring) and two six-eight week intersession terms (summer and winter). By consistently offering four terms annually, Citrus College gives students maximum opportunity to enter or exit their program of study without term disruptions. The academic and fiscal year begins July 1 and ends June 30, and the terms follow the progression of summer, fall, winter, and spring. According to the Enrollment

Management Committee [planning scenario](#)<sup>9</sup> for the current fiscal year, the percentage of full-time equivalent students served in the four terms is balanced to ensure optimal opportunities to maintain progress throughout the year, with approximately 9 percent of full-time equivalent students served in summer, 42 percent in fall, 8 percent in winter, and 41 percent in spring. The instructional team evaluates term offerings to ensure that students have an appropriate variety of courses spread throughout the year that meet Intersegmental General Education Transfer Curriculum and California State University general education breadth requirements, as well as courses that meet the requirements for associate of arts and associate of science degree programs. The course and degree offerings are then listed in the [Schedule of Classes](#)<sup>10</sup> and the [Citrus College Catalog](#)<sup>11</sup>.

Citrus College has created 15 [Associate Degrees for Transfer](#)<sup>12</sup> to facilitate student transfer into the California State University system. The College provides seven associate degrees that can be earned through the distance education program. Citrus College helps students coordinate [transfer admission guarantees](#)<sup>13</sup> to seven Universities of California. In addition, the College participates in the [Transfer Alliance Program](#)<sup>14</sup>, which provides priority consideration to Honors Transfer Program students interested in transfer to the University of

California, Los Angeles.

The [Honors Transfer Program](#)<sup>15</sup> helps students enrolled in the program achieve extra consideration in transfer to competitive colleges and universities. Through its certification with the [Honors Transfer Council of California](#)<sup>16</sup>, students enjoy a number of [transfer benefits](#)<sup>17</sup>, including “Honors to Honors” transfer into the honors programs of area universities. Citrus College supports honors societies such as the [Beta Nu Eta Chapter](#)<sup>18</sup> of [Phi Theta Kappa](#)<sup>19</sup> and the [Iota Chapter](#)<sup>20</sup> of [Alpha Gamma Sigma](#)<sup>21</sup>, which provide advantages for student transfer to colleges and universities outside the state of California.

Through the [student services programs](#)<sup>22</sup>, students receive essential assistance that includes mandatory orientation, in person and online; counseling; career and transfer workshops; disabled student services and programs; financial aid assistance; and an early alert program that provides interventions for students who are identified by their instructors as having academic difficulties early in the semester. Through the Office of Academic Affairs, students receive assessment and placement testing, adaptive testing for students with documented disabilities, distance education testing for on-campus proctored exams, tutoring, college success services such as the Writing Café,

peer mentoring, and supplemental instruction.

Citrus College’s articulation officer and curriculum committee work to ensure that all courses meet the requirements of the College’s [articulation agreements](#)<sup>23</sup> with regional colleges and universities. According to the 2014 Community Colleges Survey of Student Engagement (customized survey item 8), 81.1 percent of students surveyed agree or strongly agree that the College assists them in making progress in transferring or completing a degree or certificate.

- **Completion of career/technical education, occupational certificates and degrees, and customized training programs:** Citrus College offers a diverse selection of [career and technical education](#)<sup>24</sup> courses, degrees, and certification programs. Citrus College has a Career Coach website that provides students with resources to assist in making informed career and educational decisions. According to the 2014 Community College Survey of Student Engagement (customized survey item 9), 61.4 percent of students surveyed agree or strongly agree that Citrus College assists them in preparing for employment or career advancement. Citrus College is particularly renowned for its [fine and performing arts](#)<sup>25</sup> programs that focus on applied skills in real-world settings. These programs rely on industry experts from

southern California's performing arts industry. The Citrus Singers, Night Shift pop groups, and Blue Note Orchestra perform locally, nationally, and internationally. The recording arts program features an acclaimed state-of-the-art facility that is used by students and recording arts professionals alike.

- **Basic skills development:** Citrus College's assessment and placement testing identifies students in need of basic skills courses in language arts and mathematics, and the College offers a series of basic skills courses, along with a comprehensive College Success program. The [College Success](#)<sup>26</sup> program provides workshops, designated counseling, tutoring, and peer mentoring for students with basic skills needs. The College Success program was created in spring 2007 and integrates instruction and student services to assist students who place in courses below college level. This instructional format leads to stronger engagement among students, instructors, and staff. In fact, according to the 2014 Community College Survey of Student Engagement (customized survey item 10), 83 percent of students surveyed agree or strongly agree that the College assists them in developing foundational skills for college success.

The College meets the Standard.

### **Alignment with Character**

The values enumerated in Citrus College's mission statement are the very fabric of the College's character. The College exhibits these core values across the college community in the commitment to student success and shared governance. They have created an image that Citrus College embodies and promotes traditional values and views regarding education and facilitates a friendly, dedicated, and caring community.

The following values make up Citrus College's character.

1. **Student Focus:** Meeting community and student needs by creating an educational environment and culture so students can attain a variety of goals
2. **Excellence:** Maintaining a high standard of integrity and performance leading to the achievement of academic and professional goals
3. **Collaboration:** Seeking input from all sectors of the college and the community
4. **Diversity:** Fostering a learning community in which the values, goals, and learning styles of all students are recognized and supported
5. **Lifelong Learning:** Serving enthusiastic, independent thinkers and learners striving for personal growth
6. **Integrity:** Behaving ethically in all interactions at all levels
7. **Technological Advancement:** Keeping pace with global technology trends and enhancing traditional instruction with

technology to prepare students for success in the workplace

As of fall 2013, Citrus College established a venture that has become a key component to its character. The [Citrus College: A College of Completion](#)<sup>27</sup> initiative is designed to encourage and support students as they endeavor to complete their college education, transfer to baccalaureate degree programs, and enter the career fields of their choice. As part of the project, students have developed the [Completion Corps](#)<sup>28</sup>, which provides a support framework for students, faculty, staff, administrators, and the Board of Trustees to form partnerships that provide the necessary resources and support for Citrus students to complete their goals.

Further confirmation that Citrus College's mission is reflected in its character can be found in the Community College Survey of Student Engagement Follow-up Study in May 2014. As noted in the [CCSSE Follow-up Study Executive Summary](#)<sup>29</sup>, the 63 students who participated in the focus group named the following as strengths of the College: faculty; campus environment, size, and location; a sense of "unity" or connection with other students and the larger campus community; and a positive learning environment. Each of these attributes align with elements of the College's mission.

### **Alignment with Student Population**

1. [Distance Education](#)<sup>30</sup> The program supports the Citrus College mission by delivering high quality instruction to students attending classes in the traditional face-to-face mode, in a hybrid

mode, as well as at a distance. Distance education refers to instruction that is delivered to students online. Distance education classes have the same content and meet the same requirements as traditional classes, but provide a more flexible, accessible way for students to take courses. [Enrollment data](#)<sup>31</sup> indicate a strong demand for distance education courses at Citrus College, demonstrated by the high percentage of distance education seats filled early in the registration process. In fall 2014, 21 days prior to census, distance education sections filled to 95.33 percent of capacity compared to 89.06 percent for traditional morning sections. An early high fill rate indicates that the College is offering classes that meet students' needs.

Citrus College does not distinguish between online and traditional student populations, but does work to ensure that students are aware of the demands of distance education by providing [online orientation](#)<sup>32</sup>. The online orientation gives interested students an overview of Citrus College as well as a better understanding of the distance education program and classes. The orientation provides links that lead prospective students to attributes of successful distance education students, success strategies for distance education students, a self-assessment quiz, technical requirements, an explanation of the Blackboard

Learning System, and other student resources designed for distance education students. The distance education program serves all enrolled students and provides support for face-to-face classes through Blackboard. To facilitate access to this option, all students are given a Citrus College email account when they register. The distance education supervisor, the faculty distance education coordinator, an information tech support specialist, the Learning Center staff, and the Library/Learning Resource Center staff provide support to facilitate students' success with this instructional delivery system. According to the [2007-2012 Distance Education Comprehensive Program Review Report](#)<sup>33</sup> (page 2), approximately 130 courses in 40 disciplines are approved for online instruction, and approximately 100 sections are offered each semester. [Seven associate degree majors](#)<sup>34</sup> may be completed 100 percent online. Four of the online AA liberal arts degrees have emphases in arts and humanities, mathematics and science, social and behavioral sciences, and technology and business. In addition, the College offers an online AA degree in social and behavioral sciences, and two online AS degrees have emphases in administration of justice and business. This wide array of programs, degrees, certificates, and courses supports students' completion goals including transfer, career/technical education, and basic skills.

Distance education courses and the distance education program both rely upon student learning outcomes assessment as a means to provide important data regarding student success.

- 2. Support for a diverse student population:** Citrus College is a Hispanic Serving Institution (HSI) and has won a number of [HSI grants](#)<sup>35</sup> to promote student retention and success. The grants also promote opportunities in science, technology, engineering, and mathematics (STEM) and career educational programs. Citrus College's [Veterans Success Center](#)<sup>36</sup> is nationally renowned for its support services for military veterans that include a network of faculty and staff, a book fund, and an annual Veterans Day recognition program. A dedicated certified mental health counselor is also part of the Veterans Success Center's staff. In addition, Citrus College provides [Equal Opportunities Programs and Services \(EOPS\)](#)<sup>37</sup>, [Disabled Students Programs and Services \(DSPS\)](#)<sup>38</sup>, [Foster/Kinship Education and Resource Programs](#)<sup>39</sup>, and an [International Student Program](#)<sup>40</sup>. Citrus College provides a [Student Health Center](#)<sup>41</sup>, [Office of Campus Safety](#)<sup>42</sup>, the [Owl Bookshop](#)<sup>43</sup>, and the [Owl Cafe](#)<sup>44</sup> to make available important services and to promote a safe, healthy, and relaxing environment for students. The College provides a specific webpage to provide important information for undocumented

students who completed high school as identified in Assembly Bill [AB 540](#)<sup>45</sup>.

3. **Opportunities for students through intercollegiate competition:** Citrus College has varsity athletic teams in seven men's and eight women's programs competing in the Western State Conference. In academics, the Citrus College [Rocket Owls](#)<sup>46</sup> participated in the 2013-2014 NASA Student Launch Competition, one of only two community colleges in the nation to qualify. The CAPE Owls participated in the 2014 Shell Eco-marathon competition by designing, building, and testing an eco-friendly vehicle. Citrus Phi Theta Kappa students compete annually with other Phi Theta Kappa chapters in research and service projects, consistently winning regional awards. The Citrus College [Clarion](#)<sup>47</sup> student newspaper competes each year at the Journalism Association of Community College state convention, frequently winning awards for excellence. Citrus College Honors and [STEM](#)<sup>48</sup> students compete with students throughout the state to present their research at undergraduate research conferences hosted by the Honors Transfer Council of California and the Bay Honors Consortium, with Citrus College students regularly selected to present research, and at times, winning awards. Citrus College's [Hayden Memorial Library](#)<sup>49</sup> and Technology Computer Services

Office offer resources, support, and services for students and faculty. The division of Student Affairs provides high quality experiences that complement and enhance opportunities for student involvement, leadership, and personal exploration. The division of [Student Affairs](#)<sup>50</sup> includes the Associated Students of Citrus College, support for student clubs and honors societies, and the sponsorship of guest speakers and special events.

4. **Cultural and personal enrichment programs for the college and community members:** The [Haugh Performing Arts Center](#)<sup>51</sup> is a local center for quality arts performances. Programming is selected to support the academic needs of Citrus College students and the artistic expectations of campus and community audiences. Community organizations are offered the use of the building at affordable rates, and this allows the College to serve as a regional hub for fine arts activity. The College sponsors flex days, sabbaticals, and other enrichment opportunities for its faculty and staff. Citrus College oversees a [study abroad](#)<sup>52</sup> consortium of partner community colleges that provides learning experiences and course credit in international settings. The College currently offers study abroad courses in London, England; Salamanca, Spain; and Florence, Italy.



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

---

#### **Evidence of Meeting the Standard**

The Board of Trustees approved the mission statement on August 24, 2012. The mission statement is regularly published in major documents, including: [schedule of classes](#)<sup>53</sup> (p. 2), [community and noncredit class schedule](#)<sup>54</sup> (p. 2), [college catalog](#)<sup>55</sup> (p. 8-9), [Strategic Plan](#)<sup>56</sup> (p. 1), the [Organization and Governance Handbook](#)<sup>57</sup> (p. 4), [institutional learning outcomes](#)<sup>58</sup>, and throughout the College's website.

The College meets the Standard.

#### **Analysis and Evaluation**

The Board of Trustees approved the mission statement at its [August 24, 2012](#)<sup>59</sup> meeting. Spearheaded by the director of institutional research and vice president of academic affairs, the mission review process was dynamic, engaging, and included input from all campus constituencies including the Board of Trustees. Through face-to-face meetings and electronic communication, the taskforce, comprised of representatives from each constituent group including the Academic Senate, developed language for a new mission statement and objectives reflecting the college community's input and sentiments. Multiple drafts were presented to constituents, and the Office of Institutional Research administered a survey to elicit college wide voting on the preferred draft. On May 7, 2012 the Steering Committee approved the preferred draft.

Consistent and effective communication to the College's primary target group,

students is central to the College's mission. The outreach methods are diverse and dynamic. Current, potential, and former students receive information about the College's programs, services, news, and events through myriad communication methods. These methods include, but are not limited to, the website, printed materials, videos, events, interpersonal communication, and social media. Although the messages vary, the College mission, objectives, vision, and values are well represented. Because the mission includes the mission statement, mission objectives, vision statement, and values statement, it is not always possible to include all statements in the College's publications.

The Institutional Effectiveness Committee has initiated a desk review of the College mission. The various components will be reviewed and revised as part of the normal planning process leading into the creation of the 2016-2021 strategic plan.

---

### **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.**

---

#### **Evidence of Meeting the Standard**

The process of developing the current mission statement began in spring 2012. This is in keeping with [Board Policy 1200, Mission](#), which requires that the mission be evaluated and revised on a regular basis. Through the collaboration of the Academic Senate and formal committee structure, the College revised the mission statement during the 2011-2012 academic year. The adopted statement reflects that Citrus College

delivers high quality instruction to students both within and beyond traditional geographic boundaries, reaching international students as well as those studying via distance education. The College completed a review of the mission in fall 2014.

The College meets the Standard.

### **Analysis and Evaluation**

The revision process for the mission statement is initiated by the superintendent/president and completed by the [Institutional Effectiveness Committee](#)<sup>61</sup>. Working as part of the Office of Institutional Research, the Institutional Effectiveness Committee plays an integral role in the revision of the mission statement. As a standing committee of the Citrus College Steering Committee, its purpose is to review and make recommendations on matters regarding institutional effectiveness (i.e. the review and assessment of the integrated planning process as demonstrated in the [Integrated Planning Manual](#)<sup>62</sup> and the means by which planning is linked to the budget process). The mission statement guides the integrated planning process, and the Institutional Effectiveness Committee is charged with advancing the College mission by promoting an ongoing, collegial, self-reflective dialogue based on a culture of evidence and data-driven decision making. The committee engages in the design and implementation of assessment tools that evaluate institutional effectiveness. The Institutional Effectiveness Committee has implemented a timeline to review the mission statement every five years beginning with the Strategic Plan 2011-2016 consistent with the development of

the College's strategic plan process. The mission statement is approved by the superintendent/president and is recommended to the Board of Trustees in keeping with [Board Policy 1200](#)<sup>63</sup>, Mission.

---

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

---

#### **Evidence of Meeting the Standard**

The mission statement drives planning and decision making at Citrus College. Through established shared governance committees that represent faculty, administration, classified staff, and students, constituents develop and assess agendas for planning that are guided by the adopted mission, vision, and values statements. The goals, objectives, and strategies have measureable outcomes and specific accountability. This process is outlined in Citrus College's [2013-2014 Integrated Planning Manual](#)<sup>64</sup>. In integrated planning, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures and is dedicated to the improvement of institutional effectiveness.

The College meets the Standard.

#### **Analysis and Evaluation**

Planning begins with a review of the college's mission, vision, and values, setting the stage for the development of the strategic plan. The current mission statement was revised in 2012 and affirmed in 2014. The practice is to revise the mission every five years. As the first step in the development of a 2016-2021



strategic plan, the mission will be reviewed and revised as necessary.

The Integrated Planning Manual that describes and demonstrates a systematic process in implementing data-driven decision making and planning is at the heart of Citrus College's planning and assessment of its student learning and institutional programs. Page 8 of the [Integrated Planning Manual](#)<sup>65</sup> provides a model that illustrates how the planning and assessment procedures integrate the Citrus College mission statement. As illustrated in the Integrated Planning Model (page 8), the strategic plan is the main planning document of the College; however, the mission drives it. The [Strategic Plan](#)<sup>66</sup> articulates focus areas, institutional goals, and strategic objectives designed to accomplish the mission of the institution while establishing a foundation for all other college planning. Responsibility for the achievement of the goals and objectives in the strategic plan is then assigned to the appropriate divisions that, in turn, incorporate the goals and objectives in their short-term and long-term plans. Driven by the mission statement, strategic objectives are assigned to one of the following plans:

**Institutional Support Plans** (Human Resources Plan, Technology Plan, and Sustainability Plan) are developed to meet the goals and objectives from the Strategic Plan.

- [Human Resources Plan](#)<sup>67</sup> is developed every five years and reviewed annually. Its purpose is to meet objectives from the Strategic Plan and the Educational and Facilities Master Plan aligned with Human Resources.

- [Technology Plan](#)<sup>68</sup> is revised every five years with an annual review and update. This plan guides the implementation of technology objectives as outlined in the Educational and Facilities Master Plan and the Strategic Plan.
- [Sustainability Plan](#)<sup>69</sup>, revised annually, actualizes the strategic objectives regarding sustainability, namely in existing and potential projects, resource usage, and economic viability.

The [Educational and Facilities Master Plan](#)<sup>70</sup> is a ten year plan that was revised in 2010. This document outlines the College's long-term plan for academic affairs, student services, and facilities. In this plan, all programs and services offered at Citrus College are placed in a matrix that describes the role of the program or service relative to the mission of the College. For example, the matrix shows that the chemistry program meets three areas of the core mission: transfer completion, vocational education completion, and career preparation. Furthermore, the matrix notes the mission objectives that the chemistry program meets. In addition to the program matrix, program projections, or long-term recommendations, are listed in the Educational and Facilities Master Plan. These program projections are mapped to the strategic objectives as well as included in program reviews for instruction, academic support, and student services programs.

[Program review](#)<sup>71</sup> is a dynamic process throughout the institution to ensure responsiveness to the needs of the college community and to ensure students the opportunity to achieve outcomes in areas

of institutional core competencies. The decision-making process at Citrus College is guided by the mission, values, and vision and is rooted in the program review process. Using information from the [Office of Institutional Research](#)<sup>72</sup> and [Student Learning Outcomes and Assessment](#)<sup>73</sup>, data analysis and program-level reflection inform the planning process for budget allocations, educational strategies, and completion goals. Through the collection and analysis of documents, program review advances the College's mission by promoting excellence in programs and services offered by Citrus College. Program review at Citrus College is on a five-year cycle of annual and comprehensive reviews. The annual review process is conducted by the [Program Review Committee](#)<sup>74</sup> and encompasses a review of instructional programs, academic support programs, student services programs, and institutional support areas.

The strategic plan [annual implementation plan](#)<sup>75</sup> guides the resource allocation process, which connects funding resources to the mission-centered institutional goals and strategic objectives. The mission, vision, and values of the College; the Strategic Plan; the Educational and Facilities Master Plan; the institutional support plans, and the program review process feed into the Annual Implementation Plan. The table on page 3 of the [2014 All Employee Survey Report, September 2014](#)<sup>76</sup> attests that 69 percent of employees responding agree or strongly agree that Citrus College has an effective process for resource distribution aligned with its mission. In the end, the Annual Implementation Plan leads to assessment, which, in turn, informs program improvement plans and the next cycle of institutional planning.

## Evidence

I-A-1	<a href="#">Citrus College Mission Statement</a>
I-A-2	<a href="#">Citrus Bulletin – May 8, 2012</a>
I-A-3	<a href="#">Citrus College Mission Statement</a>
I-A-4	<a href="#">Community College Survey of Student Engagement (CCSSE) – 2014 Frequency</a>
I-A-5	<a href="#">Citrus College All-Employee Survey 2014</a>
I-A-6	<a href="#">Integrated Planning Manual 2014-2015</a>
I-A-7	<a href="#">Community College Survey of Student Engagement – 2014 Frequency</a>
I-A-8	<a href="#">Citrus College All-Employee Survey 2014</a>
I-A-9	<a href="#">Enrollment Management 2014-2015 Planning Scenario</a>
I-A-10	<a href="#">Fall 2014 Schedule of Classes Web Page</a>
I-A-11	<a href="#">Citrus College Catalog Index</a>
I-A-12	<a href="#">Articulation &gt; Associate Degrees for Transfer</a>
I-A-13	<a href="#">Transfer &gt; UC Guarantee Agreements</a>
I-A-14	<a href="#">UCLA Transfer Alliance Program</a>
I-A-15	<a href="#">Citrus College Honors Transfer Program</a>
I-A-16	<a href="#">Honors Transfer Council of California (HTCC)</a>
I-A-17	<a href="#">Honors Transfer Council of California – UC Agreements</a>
I-A-18	<a href="#">Citrus College PTK Facebook</a>
I-A-19	<a href="#">Phi Theta Kappa Honor Society</a>
I-A-20	<a href="#">Citrus College – Alpha Gamma Sigma</a>
I-A-21	<a href="#">Alpha Gamma Sigma Honor Society</a>
I-A-22	<a href="#">Citrus College Student Services – Home</a>
I-A-23	<a href="#">Articulation – Home</a>
I-A-24	<a href="#">Citrus College Career and Technical Education – Home</a>
I-A-25	<a href="#">Haugh Performing Arts Center / Education</a>
I-A-26	<a href="#">College Success Program – Home</a>
I-A-27	<a href="#">College of Completion – Home</a>
I-A-28	<a href="#">Completion Corps – Home</a>
I-A-29	<a href="#">CCSSE Follow-up May 2014 – Executive Summary</a>
I-A-30	<a href="#">Citrus College Distance Education – Home</a>
I-A-31	<a href="#">Enrollment Report 8-21-14</a>
I-A-32	<a href="#">Distance Education – Online Orientation</a>
I-A-33	<a href="#">Distance Education Program Review</a>
I-A-34	<a href="#">Citrus College Online Degrees</a>
I-A-35	<a href="#">Title V Grants</a>
I-A-36	<a href="#">Veterans Program – Home</a>
I-A-37	<a href="#">Extended Opportunity Programs and Services (EOP&amp;S) – Home</a>
I-A-38	<a href="#">Disabled Students Programs and Services (DSPS) – Home</a>
I-A-39	<a href="#">Citrus College Foster Kinship Education – Home</a>
I-A-40	<a href="#">Citrus College International Students – Home</a>
I-A-41	<a href="#">Citrus College Student Health Center – Home</a>
I-A-42	<a href="#">Citrus College Campus Safety – Home</a>
I-A-43	<a href="#">Citrus College Owl Bookshop – Home</a>
I-A-44	<a href="#">Citrus College Food Services – Home</a>
I-A-45	<a href="#">Citrus College Student Services &gt; AB540</a>
I-A-46	<a href="#">Citrus College Rocket Owls</a>
I-A-47	<a href="#">Citrus College Clarion</a>

- I-A-48 [Citrus College STEM – Home](#)
- I-A-49 [Citrus College Library – Home](#)
- I-A-50 [Citrus College Student Affairs – Home](#)
- I-A-51 [Haugh Performing Arts Center – Home](#)
- I-A-52 [Citrus College Study Abroad – Home](#)
- I-A-53 [Citrus College Class Schedule \(credit\) – Fall 2014](#)
- I-A-54 [Citrus College Community and Noncredit Schedule – Fall 2014](#)
- I-A-55 [Citrus College Catalog 2014-2015](#)
- I-A-56 [Strategic Planning](#)
- I-A-57 [Organization and Governance Handbook](#)
- I-A-58 [SLO > Institutional Learning Outcomes](#)
- I-A-59 [Board of Trustees Minutes, August 24, 2012](#)
- I-A-60 [Citrus College Board Policy BP 1200](#)
- I-A-61 [Institutional Effectiveness Committee](#)
- I-A-62 [Strategic Planning](#)
- I-A-63 [Citrus College Board Policy BP 1200](#)
- I-A-64 [Integrated Planning Manual 2013-2014](#)
- I-A-65 [Integrated Planning Manual 2013-2014](#)
- I-A-66 [Citrus College Strategic Plan 2011-2016](#)
- I-A-67 [Human Resources > HR Plan 2013-2018](#)
- I-A-68 [Technology and Computer Services – Home](#)
- I-A-69 [Citrus College Sustainability > Plan](#)
- I-A-70 [Educational and Facilities Master Plan 2011-2020](#)
- I-A-71 [Program Review – Home](#)
- I-A-72 [Citrus College Institutional Research – Home](#)
- I-A-73 [Student Learning Outcomes and Assessment – Home](#)
- I-A-74 [Program Review Committee – Home](#)
- I-A-75 [Annual Implementation Plan 2014-2015](#)
- I-A-76 [Citrus College All-Employee Survey 2014](#)

## Standard I: Institutional Mission and Effectiveness

### I.B. Improving 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.

---

#### 1.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

---

Institutional Research and Planning Committee; the Physical Resources Committee; the Program Review Committee; the Student Learning Outcomes and Assessment Committee; and the Student Services Committee.

#### Evidence of Meeting the Standard

The institutional structure of Citrus College is designed to facilitate ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. This is reflected in the [Mission Statement](#)<sup>1</sup> of the College, in [Board Policy](#)<sup>2</sup> and [Administrative Procedure 2510, Participation in Local Decision Making](#)<sup>3</sup> in the statement on governance philosophy in the [Organization and Governance Handbook](#)<sup>4</sup>, and in the representation of all constituent groups, including students, faculty, staff, and management on the standing shared governance committees of the College. These include [the Steering Committee](#)<sup>5</sup>; [the Academic Senate](#)<sup>6</sup>; [the associated students](#)<sup>7</sup>; [the College Information Technology Committee](#)<sup>8</sup>; the Educational Programs Committee and its subcommittee, the Distance Education Committee; the Financial Resources Committee; the Human Resources and Staff Diversity Committee; the Institutional Effectiveness Committee; the

A central component of self-reflective dialogue at the College is the institutionalized process of assessing student learning outcomes. Faculty, staff, administrators, and students all share in the student learning outcomes and assessment process and have been committed to it more than ten years. [Core competencies](#)<sup>9</sup>, adopted in 2003, institutional outcomes, and learning-focused outcomes are in place for institutional support, general education, degrees and certificates, instructional programs, student services, and courses, including both traditional, on-campus courses and distance education courses. The Student Learning Outcomes and Assessment Committee, known as the HotShots, adopted a mapping mechanism to link course-level outcomes to program/degree/certificate outcomes. Course-level learning outcomes are mapped to higher-level learning outcomes in the following ways:

1. Via curriculum maps to program outcomes

2. Via curriculum maps to discipline-specific degrees and certificates
3. Via core competency to general education patterns and broader degrees
4. Via assignment to general education patterns, and degree, or certificate to the College mission

The College has [three institutional student learning outcomes](#)<sup>10</sup> that originate from the [mission statement](#)<sup>11</sup>. In 2012, the College completed a mission revision, and the institutional outcomes have been revised accordingly, demonstrating Citrus College's ongoing commitment to improvement of student learning. In fall 2014, the Institutional Effectiveness Committee initiated a desk review process of the mission, mission objectives, vision, and values. The desk review was approved by the [Steering Committee](#)<sup>12</sup> and the Board of Trustees on [November 18, 2014](#)<sup>13</sup>.

Through the curriculum process, faculty members lead in developing outcomes and meaningful assessment at course and program levels. Recommendations generated from assessment are integrated into institutional planning through the program review process. The College has met proficiency in student learning outcomes and assessment, as documented to the Accrediting Commission for Community and Junior Colleges in the [Citrus College Status Report on Student Learning Outcomes Implementation](#)<sup>14</sup>, and is working at the highest level for student learning outcomes: sustainable and continuous quality improvement. Student learning outcome processes are evaluated via the Student Learning Outcomes and Assessment Committee known as the HotShots, the Program Review Committee, and the Institutional Effectiveness Committee. In addition, the

Distance Education Committee, led by a faculty coordinator appointed by mutual agreement of the Academic Senate president and the vice president of academic affairs, evaluates, through program review, how well distance education courses fulfill the College's commitment to the distance education modality as an integral part of its mission. Also, the committee assesses the demand for distance education courses and how well the College meets that demand. The review of the distance education program includes assessment of data on success and retention for distance education courses. In addition, each instructional program review includes assessment of success and retention for any distance education courses in that program. The primary goal of the Distance Education Committee is to improve success and retention for distance education courses, as expressed in its purpose statement.

Student learning outcomes for every course, regardless of modality, are assessed at least once within the five-year program review cycle and frequently more often to ensure reliability. Faculty members participate in the discussion and dialogue about student learning outcome assessment data in the fall at convocation and again at the spring flex day. The student learning outcomes reflection document in section VII of program review provides instructional faculty the opportunity to document the reflection of one full year of student learning outcomes assessment, and this dialogue leads to identification of gaps and plans for improvement. All campus units participate in program review and have the opportunity to discuss and reflect on student learning outcomes assessment data.

At the institutional level, assessment data focus on broader outcomes, such as the annual general education assessment dialogue and the assessment of the institutional outcomes. Academic support, student services, and institutional support areas collect data and reflect on assessments on an annual basis. The Integrated Planning Manual documents the flow of information in the planning process. Program review data, including student learning outcomes assessment, are linked to resource requests and to strategic plan objectives.

Some specific examples illustrate how collegial, self-reflective dialogue occurs on an ongoing basis as a result of the processes developed to facilitate it. [Faculty Inquiry Groups](#)<sup>15</sup> in science, technology, engineering, and mathematics disciplines conduct course-level action research on a variety of relevant topics, making appropriate curricular and pedagogical adjustments. For example, the spring 2012 Biology 105 inquiry group focused on the strength of connection between lecture and lab. Faculty bridged the gap between lecture and lab by including short lab-like demos in lecture to make the material more hands on.

Students who observed a demonstration with eggs in lecture and lab performed better than the groups that either did not see the demonstration at all or saw it only in lab.

As a result of their findings, many instructors now include more demonstrations in lecture. The faculty inquiry group began the conversation on revising the Biology 105 lab manual to include more hands-on experiments that are simpler in protocol, and still emphasize the core concepts. The revised lab manual was first used in fall 2014 and was

received well by students and faculty. A follow-up group prepared a literature review as discussion continued. A group of science faculty members met regularly throughout the fall 2014 semester to discuss literature and strategies they can apply in the classroom to enhance student learning.

[Student Services](#)<sup>16</sup> hosts an annual retreat at which each department reports outcomes from the prior year and describes the top two recommendations for the upcoming year, leading to collaboration opportunities. One outcome resulted in a change effective in the fall 2013 semester that enables students to acquire a Board of Governors fee waiver without completing the full financial aid application process.

In May 2014, HotShots participated in the third annual [general education assessment dialogue](#)<sup>17</sup>. This faculty and staff dialogue, which will include students in the next session, aims to assess the academic excellence institutional learning outcome as well as all five general education student learning outcomes. The dialogue also confirms that assessment of course-level student learning outcomes for courses that satisfy general education requirements provide evidence for accomplishment of the general education learning outcomes at the institutional level.

HotShots developed the [Student Learning Outcomes Handbook](#)<sup>18</sup>, which included collaboration and edits, throughout fall 2013 and spring 2014. The handbook serves as a resource to all campus units, instruction, student services, institutional support, and academic support, as they continue to write, revise, assess, analyze, and reflect on their student learning



outcomes. This handbook details the process from writing student learning outcomes to implementing an improvement plan that articulates with the College's planning and allocation process. Recommendations generated from assessment analysis are integrated with institutional planning through the processes of program review. The Student Learning Outcomes Handbook includes narrative examples of their best practices and faculty's unique approach to the process of student learning outcomes and assessment. This handbook was presented to the [Steering Committee](#)<sup>19</sup> on May 12, 2014.

Members of HotShots help fulfill the 2013-2014 institutional plan to [maintain sustainable continuous quality improvement](#)<sup>20</sup>. To meet the goal of maintaining proficiency and reaching sustainable continuous quality improvement in student learning outcomes, the committee created a plan of activities and objectives. This plan identifies 26 action items based on input from participants throughout the College. The plan was shared through the governance committees including steering, Academic Senate, and educational programs. An accreditation standard column indexes each action item to corresponding accreditation standards.

Biennially, the Academic Senate invites the director of institutional research, planning, and effectiveness to present the results of the [Community College Survey of Student Engagement](#)<sup>21</sup>. Members of the Academic Senate use this information to compare and contrast the perceptions of student engagement from the student and faculty perspectives. After reviewing the 2012 Community College Survey of Student Engagement results, the

Institutional Research and Planning Committee, working with staff members from the Office of Institutional Research, conducted a series of student focus groups to better understand students' thoughts and experiences regarding student engagement. Results of the qualitative study were presented to faculty at the 2014 spring flex day, and faculty shared their best strategies and best practices to improve student engagement in group discussions at the October 8, 2014 [academic senate meeting \(scroll to page 5\)](#)<sup>22</sup>. This dialogue on student engagement, which has been shown to help students learn and achieve their goals, is a prime example of the learning-centered culture at Citrus College.

The Academic Senate has ongoing responsibilities regarding the program review process. Every course, whether taught on campus or through distance education, is assigned to a discipline and is subject to program review, which provides the evidence to support planning and budget decisions. The Program Review Committee is responsible for the ongoing review of the program review reports and for providing feedback to the authors of the reports.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional process. This is evident in the governance structure and in the minutes of its standing shared governance committees.

The student learning outcomes assessment and program review processes result in self-reflective dialogue about the



continuous improvement of student learning and the creation of records that facilitate ongoing reflection that allows year-to-year comparison of outcomes. Student learning outcome assessment and program review occur at the course level, regardless of teaching modality, at the program level, and at the level of the College as a whole. This self-reflective dialogue is documented in the program review reports in all four areas: academic support, institutional support, instruction, and student services. There is an ongoing, self-reflective dialogue about the student learning outcomes assessment and program review processes that is led by the HotShots, program review, and institutional effectiveness committees.

The Academic Senate is a forum for faculty members to engage in formal discussion about continuous improvement of student learning and institutional processes, as documented in the minutes of the meetings of the senate.

---

**1.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.**

---

#### **Evidence of Meeting the Standard**

Citrus College's [values](#)<sup>23</sup> consist of seven elements: student focus, excellence, collaboration, diversity, lifelong learning, integrity, and technological advancement. The College has stated its purpose of promoting these values in its [mission](#)

[statement](#)<sup>24</sup> and [vision statement](#)<sup>25</sup>. The College sets goals to improve its effectiveness consistent with these purposes through an integrated planning model that begins with the [2011-2016 Strategic Plan](#)<sup>26</sup>. This plan articulates focus areas, institutional goals, and strategic objectives that form the foundation of all other College plans.

The strategic plan, initiated by the superintendent/president in 2009-2010, was completed by an ad hoc committee of the Steering Committee in spring 2011, and was adopted by the Steering Committee in fall 2011. After formulating the strategic objectives, the committee assigned responsibility for each objective to one or more of the following plans: the 2011-2020 Educational and Facilities Master Plan, the human resources plan, the technology plan. The 2011-2016 Strategic Plan is implemented and progress is monitored annually. At the beginning of each academic year, an [Annual Implementation Plan](#)<sup>27</sup> is created, detailing the activities necessary to achieve the strategic objectives with projected measurable outcomes for each activity. At the end of the academic year, a [progress report](#)<sup>28</sup> is produced. This report documents the outcomes and achievement of each strategic objective.

In the execution of plans, the responsible parties solicit input from key constituencies and articulate the objectives in measurable terms in an ongoing effort to improve institutional effectiveness. The Office of Institutional Research, Planning, and Effectiveness provides data to ensure that the College goals and objectives are assessed in measurable terms that are discussed in the program review process. [Data packets](#)<sup>29</sup> provided for instructional program review include student success

and retention, disaggregated by age, gender, and ethnicity. Program review data packets also include five-year longitudinal comparison of success and retention rates by course modality (traditional vs. distance education). A review of the data shows lower success and retention rates for distance education classes when compared to traditional classes. As a result, the distance education committee produced a handbook and instituted training for all new distance education instructors. The program review coordinator provides faculty members prepopulated templates for annual program review reports. The director of institutional research, planning, and effectiveness reports the results of the Accountability Reporting for the Community Colleges data to the Board of Trustees annually. Additionally, the Office of Institutional Research, Planning, and Effectiveness conducts campus surveys of students and faculty regarding effectiveness and awareness of program review and student learning outcome assessment. It conducts the Community College Survey of Student Engagement every two years and reports the results to the Academic Senate.

In regard to institution-set standards, the College formed a workgroup to review historical data in the last five years on course success, number of degrees and certificates awarded, and number of students transferred to four-year colleges and universities. With representatives from institutional research, faculty, student learning outcome coordinators, administrators, and others, the workgroup discussed the standards and their rationales. The Steering Committee vetted the final institution-set standards before the annual report was submitted to the Accrediting Commission.

The superintendent/president distributes regular budget updates and highlights of the meetings of the Board of Trustees and the Steering Committee to faculty and staff so that everyone is informed about important issues regarding the achievement of the goals and objectives of the College.

The adoption of the theme “Citrus College: A College of Completion” illustrates the institution’s focus on student learning, its broad-based understanding of the goals, and the varied constituent groups that help to achieve them. In 2012, members of the Citrus College chapter of the Phi Theta Kappa Honor Society, inspired by a survey research project they presented at a conference, organized the Citrus College Completion Corps. This corps addresses students’ concerns and interests, such as effective time management, using the College’s academic support services, and mentoring one another. Its goal is to increase the number of students who complete their studies at Citrus College and continue to pursue higher education and career opportunities. This action on the part of the students inspired the members of the committee in charge of organizing convocation day activities to make “Citrus College: A College of Completion” the theme of convocation 2012. Faculty members pledged to support this project. Subsequently, the Steering Committee has engaged in a series of discussions and [literature review](#)<sup>30</sup> on making Citrus College a college of completion, analyzing peer reviewed academic articles on this topic and sharing ideas. The results indicate an increase in the number of degrees and certificates granted to graduates. Faculty members worked with the curriculum committee to create new

courses and degrees, including transfer degrees that guarantee admission at the upper-division level to California State University and University of California. Citrus College ranks as one of the top colleges in California in meeting or exceeding its goal in numbers of transfer degrees created. The number of transfer degrees awarded increased from 39 in 2011-2012 to 231 in 2012-2013. There has been an increase in transfers by students majoring in science, technology, engineering, or mathematics fields, referred to as STEM. Also, there has been enhanced student success due to efforts such as [supplemental instruction](#)<sup>31</sup> and the [Writing Cafe](#)<sup>32</sup>.

The College meets the Standard.

#### **Analysis and Evaluation**

Citrus College sets goals to improve its effectiveness consistent with its stated purposes. This is evident in the way the College has adopted and implemented its strategic plan that formulates strategic objectives that are consistent with its mission and values.

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. This is shown by the way in which the College plans the implementation of the goals identified in the strategic plan and details them in the other planning documents. At the beginning of the academic year, an annual implementation plan is developed. The annual implementation plan identifies specific activities that will help achieve the goals and assigns them to responsible parties. The annual implementation plan also projects measurable outcomes for each activity. At the end of the academic year, the progress report documents the

evaluation and discussion of the outcomes. Further, as faculty members, staff, and managers participate in program review, they articulate outcomes in their areas in measurable terms, discuss them, and collaborate in the achievement of them. The Office of Institutional Research, Planning, and Effectiveness helps by providing [data packets](#)<sup>33</sup> for program review.

The widespread participation in the adoption and implementation of the theme “Citrus College: a College of Completion” and the significant increase of the number of transfer degrees awarded from 2011-12 to 2012-2013 offers further evidence that institutional members, including students, participate in the setting of goals, understand them, and work collaboratively toward their achievement, is.

---

**1.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.**

---

#### **Evidence of Meeting the Standard**

The [Citrus College integrated planning model](#)<sup>34</sup> ensures not only that plans are coordinated, but that responsibilities for carrying them out are clearly assigned and that results are then assessed with a view to further improvement. [Program review](#)<sup>35</sup> is an integral part of planning, executing, and evaluating in instructional programs, academic support programs, student services programs, and institutional support areas. Resource allocation is

directly tied to program reviews. For example, in the instructional area, the Office of Institutional Research, Planning, and Effectiveness provides extensive data to faculty each year through the program review process. Student success rates, retention rates, and student demographics are all part of the data sets. The Program Review Committee has constructed program review templates to aid faculty in the process of analyzing and applying these data. The committee solicits feedback from faculty and has revised the template in light of it. The program review templates make this quantitative data readily available for faculty members to use in reviewing the effectiveness of their programs. In addition, the templates include areas for qualitative assessment of student success. Requests for equipment, supplies, and staff or faculty must be supported by evidence documented in program reviews. The effectiveness of such resource allocation is then assessed in subsequent program reviews.

In addition to the program review process for all courses, the discipline dean reviews each course taught in the distance education mode once every three years for Americans with Disabilities Act compliance, regular and effective contact, and other best practices identified by the Distance Education Committee. The deans use the distance education site review rubric developed by the Distance Education Committee to carry out this review. In addition, the Distance Education Committee conducts student satisfaction surveys for all courses offered through distance education every semester.

In fall 2011, the Steering Committee identified the need to review the planning process itself. In March 2012, the [Institutional Effectiveness Committee](#)<sup>36</sup>

was established to be, in effect, “the program review of planning.” Cochaired by the program review coordinator and the director of institutional research, planning, and effectiveness, the committee meets monthly during the fall and spring semesters to allow the various constituent groups to come together to discuss trends and issues in their areas. In March and April of 2012, the committee conducted a survey to assess the status of Citrus College in program review, planning, and student learning outcomes using the ACCJC rubric of institutional effectiveness. Results were collected from nine standing committees of the College: the Information Technology Committee, the Institutional Research and Planning Committee, the Educational Programs Committee, the Financial Resources Committee, the Physical Resources Committee, the Student Learning Outcomes and Assessment Committee, the Human Resources and Staff Diversity Committee, the Academic Senate, and the Student Services Committee. The results showed that 87 percent of the respondents agreed that the College was at the sustainable, continuous quality improvement level regarding program review; a total of 79 percent agreed that the College was at the sustainable, continuous quality improvement level regarding planning; and 67 percent agreed that the College was at the proficiency level regarding student learning outcomes. The HotShots worked during the fall 2013 semester to ensure the College reaches the goal identified in the 2013-2014 institutional plan to maintain Sustainable Continuous Quality Improvement, identifying 26 action items and persons responsible for carrying them out.

Additionally, the Institutional Effectiveness Committee has solicited

input from all faculty and staff regarding participation in the program review process. The feedback has been shared with the 2011-2012 Program Review Task Force, which revised the template and changed from a six-year to a five-year cycle of comprehensive program reviews. Subsequently, in fall 2013, the College established the [Program Review Committee](#)<sup>37</sup> and made it a standing committee of the Steering Committee.

The College supports the positions of student learning outcomes and assessment coordinator and program review coordinator by granting release time to the full-time faculty members who are appointed to these coordinator positions. Student learning outcomes assessment is embedded in the program review that faculty members in each program complete. Time is set aside on convocation day in the fall and flex day in the spring for faculty members in each program to consult with each other and complete the learning outcomes assessment and core [program review](#)<sup>38</sup> plus one of five “plus one” addenda.

Programs rotate through the five year cycle, completing each of the supplements along the way.

- Year 1 = Core + Mission
- Year 2 = Core + Course Curriculum
- Year 3 = Core + Degrees, Certificates, Transfer, and Employment
- Year 4 = Core + Program, Degree, and Certificate Learning Outcome Assessment
- Year 5 = Core + Program Self-Evaluation and Summary

In the fifth year, faculty members conduct a self-evaluation and summary of the progress made over the previous four years of annual reviews, and all “plus one”

reports are compiled and submitted to the Program Review Committee before being forwarded to the Steering Committee and the Board of Trustees. The Program Review Committee forms reading groups to evaluate the program reviews reports and provide feedback according to a rubric before they are forwarded to the Steering Committee and the Board of Trustees. Recommendations for curricular changes, budget requests, and program development all arise from and are documented in the program review process. Programs in noninstructional areas such as [academic support](#)<sup>39</sup>, [student services](#)<sup>40</sup>, and [institutional support](#)<sup>41</sup> are reviewed annually and comprehensively on a five-year cycle, with a view to how they contribute to student learning.

The Office of Institutional Research, Planning, and Effectiveness convenes with each grant team along with relevant faculty and administrators quarterly to review and discuss outcome data for project components. For example, the STEM [internal evaluation](#)<sup>42</sup> team closely monitored its project services, and, therefore, was able to proactively refine them. [Interviews](#)<sup>43</sup> with Supplemental Instruction (SI) participants in spring 2009 provided feedback and strategies in areas such as scheduling SI sessions at more flexible times, recruiting SI leaders with different styles, and promoting SI so more students will participate (pages 17 -19 in the linked report). Additionally, quantitative analyses consistently show that SI is making a positive difference in student success. However, [data](#)<sup>44</sup> indicated that the positive effects of SI were significantly less pronounced for Biology 105 during the winter and summer terms. After thorough discussion, the internal evaluation team and Biology 105 faculty determined that SI would not be provided



for Biology 105 classes during winter and summer terms but would continue in fall and spring terms. In general, statistical analyses, such as chi square, logistic regression, and ANOVA analysis, are run for each course offered with a supplemental instruction section or a facilitated study group to evaluate its effectiveness. This provides an opportunity to discuss how services are meeting grant goals and objectives including outcomes for the target population(s).

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College 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 reevaluation. The College employs an [integrated planning model](#)<sup>45</sup> that coordinates its planning activities, assigns responsibilities, and ensures that results are systematically assessed. The College has established a Program Review Committee to assess the effectiveness and ease of program review procedures. This committee has used suggestions from faculty members to revise the instructional program review procedure. Also, the College has established an Institutional Effectiveness Committee to assess, on an ongoing basis, the effectiveness of the planning procedures. Citrus College bases decisions regarding resource allocation on evidence supplied in program reviews.

Evaluation is based on analyses of both quantitative and qualitative data. The Office of Institutional Research, Planning, and Effectiveness supplies quantitative

data on student success rates, retention rates, and student demographics that faculty members analyze in program review. Faculty members use qualitative data, such as assessments of student writing and critical thinking skills, in the assessment of student learning outcomes and in their reflections on this assessment that is incorporated in program review. The Institutional Effectiveness Committee has combined use of both qualitative and quantitative data in its survey of the nine standing committees of the College regarding progress as measured by the ACCJC's rubric of institutional effectiveness. This is further evidence of the Citrus College's ongoing assessment of its progress toward achieving its stated goals.

---

**1.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.**

---

### **Evidence of Meeting the Standard**

Citrus College publishes an [integrated planning manual](#)<sup>46</sup> that describes the major planning components of the College. The Institutional Effectiveness Committee, which represents the views of administrators, managers, faculty, staff, and students, is responsible for reviewing the planning process annually to ensure that all constituent groups participate in and contribute to college planning. The committee revises the integrated planning manual as needed and publishes the results each year.

The College publishes its five-year [strategic plan](#)<sup>47</sup>, [annual implementation](#)

[plan](#)<sup>48</sup>, and annual [progress reports](#)<sup>49</sup> on implementation of the strategic plan. Each year, the progress report aligns strategic objectives with an institutional goal and focus area identified by the strategic plan, along with a timeline and the person or persons responsible for implementing the goal. The progress report then lists specific activities, projected measurable outcomes, and an update of the results of those activities in measurable terms for each strategic objective formulated in the strategic plan.

The College publishes the [Organization and Governance Handbook](#)<sup>50</sup>, originally adopted in spring 2009 and revised annually in the fall semester. This handbook details the participation by all the constituent groups in the planning process and the ongoing governance of the College. As the handbook shows, faculty, classified staff, managers, supervisors/confidential, and students are represented in all shared governance committees.

The method of linking resource allocation to planning begins at the instructional program level with the program review process, regardless of the course offering modality. Faculty conducting program reviews may request resources for equipment, supplies, and staff or faculty members as a way to improve student learning outcomes supported by the program. They consider connections to the [2011-2016 Strategic Plan](#)<sup>51</sup> and the [2011-2020 Educational and Facilities Master Plan](#)<sup>52</sup> as they identify program needs. The Program Review Committee, using rubrics developed in spring 2013, reviews program reports for completion and quality. Resource requests from individual programs are collected at the division level, where needs are prioritized through

a discussion of annual goals for the division. The deans then meet to discuss needs across all divisions and prioritize needs accordingly. The prioritized needs are then forwarded for consideration at the institutional level depending on the type of need. Needs for new faculty members are sent to the Faculty Needs Identification Committee, with members from both administration and faculty, as stated in [Board Policy](#)<sup>53</sup> and [Administrative Procedure 7201](#)<sup>54</sup>, Recruitment and Selection of Full-Time Faculty, the committee discusses and votes on prioritization of the faculty positions and creates a faculty hiring priority list. The committee forwards this list to the superintendent/president for review and input. [The board of trustees \(page 90\)](#)<sup>55</sup> identifies the number of faculty positions to be filled for the given year. Needs for equipment, supplies, or staff other than faculty within each division are forwarded to the Financial Resources Committee which reviews all requests and then makes a recommendation regarding which requests to fund to the Steering Committee. The vice president of finance and administrative services is responsible for ensuring that all funded requests are within budget. The College has compiled a list of approved requests from program review.

This process has served the College well, both during the economic downturn that began in 2008 and the subsequent recovery. During the downturn, the institution was able to cut back on expenditures in the budget while managing to retain the necessary resources for maintaining strong academic programs. As the economy improved, the process was flexible enough to begin reallocating resources to areas that had been cut.

As an example of how the College takes seriously the goal of ensuring that participation in the planning process is broad based, in spring 2014 the Program Review Committee presented a roadshow of the work of the committee to faculty members at their various division and unit meetings. The purpose of the roadshow was to provide a better understanding of how the three key areas of the continuous quality improvement process – learning outcomes and assessment, program review, and the [integrated planning model](#)<sup>56</sup> – all work together as means to demonstrate and ensure institutional effectiveness.

In summer and fall 2014, the committee presented the roadshow to institutional support, academic support, and student services areas. The roadshows were very well received by all of the instructional, student services, and institutional support programs. The post-roadshow assessment results reveal:

- 95 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of why the college conducts and documents student learning outcomes.
- 94 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of the program review process.
- 93 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of how student learning outcomes and program review work together.
- 91 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of how to access resources available related to student learning outcomes and program review.

- 87 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of the College planning model.

During the spring 2014 semester, the Distance Education Committee reviewed its choice of learning management systems for distance education courses, as the contract with the vendor, Blackboard, approached its expiration or renewal date. Since all faculty members, including those who do not teach distance education courses, have access to Blackboard for use in their courses, all faculty members as well as staff members of the Technical and Computer Systems department were invited to presentations by potential vendors and were provided with online access to their systems. At the end of the process, a majority of participants voted to continue with Blackboard.

Yet another example of ensuring that the planning process is broad based is that the Institutional Effectiveness Committee conducts surveys across the College concerning participation in program review. [A survey](#)<sup>57</sup> of faculty members conducted in November 2012 showed that 97.4 percent of respondents were either contributors (75.3 percent) or the primary author (22.1 percent) of that year's program review. In contrast, a survey the committee conducted in May 2013 among employees in the academic support and institutional support areas showed that 54.7 percent of respondents considered themselves to be non-participants in that year's annual program review. As a result, the committee adopted the following as one of its responsibilities in its [2013-2014 purpose statement](#)<sup>58</sup>: "Initiate the discussion and facilitate a consensus in moving forward with campus wide engagement in program review." That



discussion led to an effort to include classified staff in the program review process following the model of Admissions and Records, which holds regular meetings with all staff to discuss program review components and new goals. The presentation of the series of program review, student learning, and planning roadshows also helped to improve the understanding of how the three key areas of the continuous quality improvement process—learning outcomes and assessment, program review, and the institutional planning model—all work together to improve institutional effectiveness.

By surveying participants of program review of the four types, the Institutional Effectiveness Committee also carried out a systematic evaluation of the instructional program review process in the 2012-2013 academic year, which resulted in streamlined and improved quality of reviews. The College had already allocated resources to support the program review process in the form of release time for faculty members who fill the positions of student learning outcomes and assessment coordinator and program review coordinator. In 2012-2013, the College established a Program Review Committee, reporting to the Steering Committee, to further assist with and oversee this vital work.

The College meets the Standard.

#### **Analysis and Evaluation**

Citrus College provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates resources, and leads to improvement of institutional effectiveness. The College publishes documents that provide such evidence,

including the integrated planning manual, the 2011-2016 strategic plan, the annual implementation plans, progress reports, and the Organization and Governance Handbook. The Integrated Planning Manual describes how the planning documents of Citrus College are integrated under the Strategic Plan and how administrators, managers, faculty, and staff participate in the planning process. The 2011-2016 Strategic Plan, the annual implementation plans, and the annual progress reports provide further evidence of input by appropriate constituencies and the allocation of resources based on the criterion of improvement of institutional effectiveness. The Organization and Governance Handbook provides evidence that all constituent groups are represented in the planning process by detailing the purpose and the membership of each standing committee and the role of each in the planning process. Consistent with the principle of broad-based participation is the committee membership that produced the Organizational and Governance Handbook, which included an administrator, two managers, three faculty members, a student representative, and a representative of classified staff.

Citrus College has established the Institutional Effectiveness Committee to assess how well the planning process leads to improvement of institutional effectiveness, and the College publishes the meeting minutes on the Citrus College website.

---

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

---

**Evidence of Meeting the Standard**

Citrus College communicates matters of quality assurance to appropriate constituencies both internally and externally, and it does so using documented assessment results.

The superintendent/president communicates documented achievements to all employees on a regular basis through the [Citrus Bulletin](#)<sup>59</sup> and the [Citrus View](#)<sup>60</sup> email newsletters, which are produced by the Office of External Relations, the [Board Highlights](#)<sup>61</sup> and Steering Committee Highlights email reports, and emailed reports on the budget of the College in relation to budget reports from the California governor's office. The College conducts a [budget forum](#)<sup>62</sup> twice a year to inform managers, staff, faculty, students, and members of the public about the budget process. The Office of Institutional Research, Planning, and Effectiveness collects and assesses evaluations filled out by attendees of each budget forum, and reports back to the Office of the Superintendent/President so that such forums may be continually improved.

The Academic Senate keeps faculty members and students informed of its activities involving assessment through its regularly scheduled meetings, which include representatives from the associated students, through the Academic Senate website, and through regular emails of the agendas and minutes of its meetings. The [Academic Senate posts the agenda](#)<sup>63</sup> of each meeting online and on campus. The

senate sponsors special presentations as needed to keep constituencies informed about quality improvement efforts and the assessment of them. For example, the transfer degree presentation in spring 2013, which encouraged future efforts and documented the College's success up to that time, responded to the new law concerning transfer degrees by creating 12 new transfer degrees that help students to four-year universities at the junior level.

All courses, regardless of teaching modality, are evaluated through the student learning outcomes assessment and program review processes, which are then reviewed by the HotShots and reported to the Program Review Committee. In addition, the Distance Education Committee uses Blackboard to communicate best practices in distance education teaching to instructors teaching distance education courses. The instructional dean reviews each distance education course every three years for Americans with Disabilities Act compliance and regular and effective contact. The distance education coordinator reports the results of these assessments to the Educational Programs Committee.

In spring 2012, the Community College Survey of Student Engagement was administered throughout the institution. Analyses indicate that Citrus College students were less engaged than the nationwide cohort in three key areas—active and collaborative learning, student effort, and student-faculty interaction. To better understand students' needs and their perceptions about levels of engagement and to gather student input on how to improve engagement and provide research-based recommendations to the institution, the Office of Institutional

Research, Planning, and Effectiveness and the Institutional Research and Planning Committee designed and implemented a campus wide [CCSSE qualitative follow-up study](#)<sup>64</sup>. The process used semi-structured focus group interviews to gather qualitative data that was analyzed and presented to faculty and staff on the staff development day, known as flex day, in February 2014. The committee presented the focus group study results at the [academic senate meeting on September 24, 2014](#)<sup>65</sup>, with faculty members breaking into groups sharing their best practices and strategies on how to enhance active and collaborative learning, student effort, and student-faculty interaction among their students. The Academic Senate executive members provided a special presentation on the break-out group discussions at the [October 8, 2014 academic senate meeting](#)<sup>66</sup>.

Citrus College communicates matters of quality assurance using documented assessments to the surrounding community in its annual [Report to the Community](#)<sup>67</sup>, the [Citrus College News Magazine](#)<sup>68</sup>, [press releases](#)<sup>69</sup>, [fact sheets](#)<sup>70</sup>, the [Citrus College Fact Book](#)<sup>71</sup>, and the link to the community, news, and highlights section on its website. The College communicates quality assurance to the community, as well as receives advice from it, through the medium of the career and technical advisory councils that exist, one for each program, in career and technical education.

The College reports annually to the [Citizens' Oversight Committee](#)<sup>72</sup> on the implementation of Bond Measure G, approved by voters in the Citrus Community College District in March 2004. Implementation of the measure is spelled out in the 2011-2020 Educational

and Facilities Master Plan, derived from objectives identified in the strategic plan. Each year, the College publishes the annual implementation plan that assesses the accomplishment of previously identified goals and objectives in terms of measurable outcomes. The plan also sets forth new goals and details the projected measurable outcomes that will be used to assess further progress in achieving goals and objectives.

The College meets the Standard.

#### **Analysis and Evaluation**

Citrus College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. Documented assessment results are reported at meetings of the Steering Committee and at public meetings of the Board of Trustees. The superintendent/president communicates highlights of these meetings to all employees in regular and frequent email newsletters. The Academic Senate keeps faculty members and students informed about quality assurance at its meetings and through emails of the agendas and minutes of its meetings. For example, a senate meeting in spring 2013 included a presentation on the creation of new transfer degrees. Demonstrating an example of the College communicating a matter of quality of assurance to students, the Institutional Research and Planning Committee organized student focus groups to follow up on the Community College Survey of Student Engagement in spring 2012. The committee then analyzed the results of this study and reported it to faculty and staff at the staff development day in February 2014.

The Office of External Relations uses documented assessment results to

communicate matters of quality assurance to the broader public. Press coverage and increased donations to the Citrus College Foundation show that these efforts have been successful. In June 2014, Citrus College earned the 2014 Readers Choice Award for Best Community College in the San Gabriel Valley's Best competition, conducted annually by the *Pasadena Star-News*, *San Gabriel Valley Tribune*, and *Whittier Daily News*. There has been an increase in donations to the foundation over the last three years, and in January 2013, the foundation received one of the largest [charitable gifts](#)<sup>73</sup> in the history of the College from the estate of distinguished Citrus alumni. In 2014, the College formed the President's Circle of generous business partners to advance the goal of being a "College of Completion."

More evidence of effective communication to the public about institutional quality comes in the form of recognition such as the following:

- The 2011 redesign of the English curriculum to improve student success has been highlighted at state and national conferences and included in the *Effective Practices* handbook (page 60) on the [California Community Colleges Chancellor's Office website](#)<sup>74</sup>,
- In 2013, *The Hispanic Outlook in Higher Education* recognized Citrus College as one of the top 50 colleges nationwide in awarding associate degrees to Hispanic students.
- An eight-member team of Citrus College students known as the Rocket Owls were chosen to participate in the 2013-2014 NASA Student Launch Projects, a highly selective rocketry competition. Citrus College is one of only two California colleges or universities to be selected to

participate in the program, sharing the honor with California Polytechnic University, Pomona. Citrus College is one of only three community colleges nationwide to be chosen.

- In 2010, Citrus College received a Center of Excellence for Veteran Student Success grant from the U.S. Department of Education. The College also received *G.I. Jobs* magazine's military friendly school designation, placing the institution in the top 15 percent of U.S. colleges and universities that provide the most support to student veterans.
- The Public Policy Institute of California ranked Citrus College third among the state's community colleges in awarding transfer degrees.
- In 2012, Citrus College's sustainability template resulted in the college receiving the California Community College Board of Governors' inaugural Energy and Sustainability Leadership Award. The College received the 2012 Leadership Award in Energy at the Green California Community College Summit.
- Citrus College is one of only 150 community colleges in the nation—and one of eight in the state—selected to compete for the \$1 million 2015 Aspen Prize for Community College Excellence award, which aims to shine a spotlight on community colleges that deliver exceptional student completion outcomes.

---

**1.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.**

---

### **Evidence of Meeting the Standard**

Within the organizational structure of Citrus College, three committees concentrate on ensuring the effectiveness of the ongoing planning and resource allocation processes of the College by systematically reviewing and modifying, as appropriate, all parts of the planning and resource allocation cycle, including institutional and other research efforts. These are the [Institutional Research and Planning Committee](#)<sup>75</sup>, the [Institutional Effectiveness Committee](#)<sup>76</sup>, and the [Program Review Committee](#)<sup>77</sup>.

The Institutional Research and Planning Committee carries out the design and implementation of assessment tools by which the effectiveness of the planning and resource allocation processes can be measured. For example, in spring 2014 the committee engaged in four major research projects.

1. Preparing the data for the Citrus College application for the Aspen Prize for Community College Excellence, based on delivering exceptional student completion outcomes, one of the major goals of the College
2. Administering the Community College Survey of Student Engagement and compiling and evaluating the results
3. Administering the Citrus College employee survey, which measures the degree to which all constituencies are satisfied with their ability to have input into the planning and resource allocation process
4. Preparing the [data packet](#)<sup>78</sup> of key performance indicators provided to managers, faculty, and staff on fall convocation day for the annual review of each program

The Institutional Effectiveness Committee is charged with reviewing, assessing, and making recommendations for improvement of the integrated planning process and the means by which it is linked to the budget process. The committee assesses how well the various plans and program reviews align with the strategic plan. It considers such factors as the completion rate of the annual program reviews in all categories, the use of learning outcome assessment data in program review, and the link between requests for resource allocation and program review. For example, in winter 2014, members of the Institutional Effectiveness Committee generated long-term projections for each program listed in the educational and facilities master plan in alignment with the objectives in the Strategic Plan. This project provided specific examples of how college wide plans connect and relate to each other. Additionally, the committee revises and publishes the [integrated planning manual](#)<sup>79</sup> annually. In fall 2013, members of the committee reviewed the survey used to assess the effectiveness of the program review process in the student services area and revised two questions and added two more to further clarify the information obtained.

Program review serves as the vehicle for the ongoing integration of student learning and completion data and assessment of program needs and recommendations for improvements. Program review provides the links to resource allocation and institutional planning. The Program Review Committee reviews the program review process each year and recommends improvements as needed. The committee provides templates to each program to facilitate the review process and solicits



feedback on the helpfulness of the templates. As a result, the templates have been revised to enhance their effectiveness. In 2012, the program review task force recommended a change from a six-year cycle of annual and comprehensive reviews to a five-year cycle, adopted after due consideration by the constituent groups. Given the wide importance of program review, this taskforce was elevated to a standing committee of the Steering Committee in fall 2013. In spring 2014, working with representatives from all areas of the College, the Program Review Committee developed rubrics for reviewing program review reports. The rubrics provide guidance and standards for the reviewers when reading the program review reports, providing check points in the following areas:

- The report is informative and consistent.
- There are strong connections within the report.
- There are clear links to 2011-2020 Educational and Facilities Master Plan, 2011-2016 Strategic Plan, and other institutional planning documents.
- There is effective analysis and use of data.
- Conclusions, recommendations, and requests are based on analysis of SLOA and other data.

The vice president of finance and administrative services works closely with the vice president of academic affairs and the vice president of student services in considering requests for resources that have been initiated in the program review process. The [Financial Resources Committee](#)<sup>80</sup> has worked with the Program Review Committee to modify for best practices the flow of information to the Financial Resources Committee, which

now uses a rubric to recommend funding the various program review requests. This has been formalized in the minutes of the Financial Resources Committee.

Evidence exists that Citrus College's efforts in systematically reviewing and modifying, as appropriate, its ongoing planning and resource allocation processes have been effective, such as successes in achieving goals and objectives identified in the planning process. There has been an increase in the number of degrees and certificates awarded, including newly created transfer degrees. There were 39 transfer degrees awarded in 2011-2012. That number jumped to 231 in 2012-2013. In particular, there has been an increase in transfers by students majoring in science, technology, engineering, or mathematics. There has been measurably enhanced student success that may be attributed to the supplemental instruction program and the Writing Café, as evidenced in the annual grant evaluation reports produced by the Office of Institutional Research, Planning, and Effectiveness.

The College meets the Standard.

#### **Analysis and Evaluation**

Citrus College ensures 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. This is evident in the minutes of the meetings of the Institutional Research and Planning Committee, the Institutional Effectiveness Committee, the Program Review Committee, and the Financial Resources Committee.

The minutes of the Institutional Research and Planning Committee show that the

committee surveys student engagement in campus life and employee participation in planning and resource allocations and prepares analyses of the results. Further evidence of the committee's work consists of the convenient [data packets](#)<sup>81</sup> the committee provides for managers, faculty, and staff to use in program review. These packets include key performance indicators such as student retention, success, and completion rates, and student demographics.

The minutes of the Institutional Effectiveness Committee show the committee at work overseeing the integrated planning process, which includes the support of decisions about resource allocation with evidence provided in program reviews. A product of this work is the annual revision and publication the Citrus College website of the integrated planning manual, which describes in detail the planning and resource allocation processes of the College.

The minutes of the Program Review Committee provide evidence of the committee's work in revising the program review process based on input from those using the program review templates created to facilitate the process. The record also shows that the committee has recommended a change, which has since been adopted, from a six-year to a five-year cycle of assessment, and has created a rubric for reviewing program review reports.

The minutes of the Financial Resources Committee show that this committee, coordinating its work with that of the Program Review Committee, has created a rubric for recommendation on resource

allocation based on program review evidence.

---

**1.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.**

---

**Evidence of Meeting the Standard**

At Citrus College, the Institutional Effectiveness Committee systematically reviews the effectiveness of the evaluation mechanisms in instructional programs, academic support programs including the library and other learning support services, student services programs, and institutional support programs. The committee conducts annual surveys among employees in all four program review areas to determine the degree to which employees are actively engaged in the program review process and to solicit constructive criticisms and suggestions for improving the process. The committee then uses the results to formulate its own action plan, ultimately reporting and making recommendations to the Steering Committee. For example, the 2013 surveys showed that, in contrast to the widespread engagement in program review among faculty members in instructional programs, certain staff members in the academic support and institutional support programs felt they were not included in the program review process. As a result, the committee adopted as one of its responsibilities for 2013-2014 to initiate the discussion and facilitate a consensus in moving forward with campus wide engagement in program review.

In addition to the oversight of the Institutional Effectiveness Committee, a systematic review of the effectiveness of student learning outcomes assessment and program review is built into those processes. These assessments occur every year in both the student learning outcomes assessment and program review processes in the four areas of instructional programs, academic support programs, student services programs, and institutional support programs. Faculty members articulate student learning outcomes and meaningful assessment mechanisms of them at the course and program levels. They assess the outcomes for every course taught every year. They reflect on these assessments in a review of each program, resulting in a conversation that leads to identification of gaps and potential plans for improvement of the programs. This sometimes leads to improvements in the formulation and assessment of student learning outcomes. Many faculty members have made suggestions to the program review coordinator and, more recently, the Program Review Committee for improving the program review templates that guide the process; the templates have been revised accordingly. Requests for new faculty members are based on program reviews and go through the Faculty Needs Identification Committee, which prioritizes positions for new faculty based, in part, on the program reviews. Participants in program review in the academic support, student services, and institutional support areas also collect and reflect on student learning and outcomes data each year. The program review process requires that requests for resources and plans for program improvements be supported by reflections on assessment of student learning outcomes.

The following examples show that the program review and student learning outcomes and processes, with their built-in assessments of evaluation mechanisms serve the College well.

### **Program review recommendations leading to program improvement**

- The kinesiology program review recommended the hiring of a faculty member to work on developing certificates with an emphasis on strength and conditioning. The Faculty Needs Identification Committee approved the request, which led to hiring a new faculty member.
- In its 2012 program review, the honors program recommended adding biology and psychology honors courses to increase the capacity of honors students to complete general education requirements to support most majors. The courses were developed and added to the schedule of honors program classes in 2013-2014.
- The history program review recommended adding History 131, 132, and 222 to the schedule in support of the major; this has been accomplished.
- The Social and Behavioral Sciences Division identified a need in several program reviews for more DVDs for course supplementation. Budget constraints had delayed fulfillment of this request. In 2013, the dean of natural and physical sciences and library services purchased streaming video through the library, satisfying the need identified in the social and behavioral sciences program reviews. Many faculty members now use the video streaming service.
- As of fall 2014, three new philosophy courses have been created as part of a new transfer degree in philosophy



because faculty in the philosophy program, as part of their program review, recommended this action through the transfer model curriculum process.

- The library program review recommended enhancing the affiliation with the Interlibrary Loan System by contracting with WorldShare and its EZProxy authentication. This has been implemented and puts the library on a par with libraries throughout the world, allowing students to have access to many more resources.

### **Student learning outcome assessments leading to program improvement**

- Faculty members teaching Math 210 analyzed a particular student learning outcome in spring 2013, and found a 73.7 percent success rate. They thought they could achieve better results and agreed to devote more time to real-world application problems during the class. They assessed the same outcome in fall 2013, and found an improvement from 73.7 percent to 88.5 percent success.
- An English 099 instructor, over two semesters and four course sections, compared the number of student online hours at the end of the course with final course letter grades. English 099 is a 5-unit course with 90 lecture hours. A positive correlation of .78 indicates that planned online engagement activities that support and enrich students contribute to their final success in the course. Blackboard, the learning management system, generated the analytics. As a result of this information, the instructor posts weekly student online hours and requires students to demonstrate a minimum amount of hours per week. The assessment data has been shared

with the Distance Education Committee and with students to enhance their awareness of their online time and engagement.

- Student learning outcomes data across multiple courses suggested that faculty and students were not maximizing library resources for research papers and course writing assignments. Based on these data and requests from faculty, library staff increased the number of library orientations they provided, increasing student contact by 58 percent between 2002 and 2012.
- An outcome identified by the Admissions and Records Office stated that “students will be able to successfully utilize the waitlist process.” An assessment of this outcome identified a need to improve communication about the waitlist, and the committee recommended ways to make this improvement. As a result, the committee revised the [How to Waitlist for a Closed Class](#)<sup>82</sup> manual by including language about how to check for waitlist placement and how to add a class. The committee also revised the waitlist web pages, the waitlist flyer, and the language on the waitlist found in the schedule of classes. The results of these changes will be assessed in the student learning outcomes and assessment process next year.
- In 2012, counselors assessed the effectiveness of participation in new student orientation, using pre- and post-tests. In September 2012, a survey yielded 361 usable results (pre-test 40.1 percent showing good awareness of registration processes, post-test 85.3 percent). The counselors agreed on a goal to increase the post-test results to 90 percent. To achieve this, student services provided additional services such as College 101 and registration

assistance workshops. In July 2013, a survey yielded 306 usable results (pre-test 67 percent/post-test 92 percent). This showed a significant improvement in students' abilities to use their placement results to register for classes.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College 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. The College has established the Institutional Effectiveness Committee for the purpose of conducting such a systematic review on an ongoing basis. The Student Learning Outcomes and Assessment Committee and the Program Review Committee regularly review the effectiveness of the student learning outcomes and assessment and program review processes. Faculty members, managers, and staff members conduct assessments of student learning outcomes and reflect on the effectiveness of their assessments in the annual review of their programs.

Evidence of the systematic review work conducted by the Institutional Effectiveness Committee can be found in the minutes of its meetings. When the

committee found, for example, that the 2013 survey of program reviews showed that a relatively low percentage of staff members in the academic support and institutional support areas felt that they were included in the program review process, the committee resolved to improve the situation by initiating further discussion about it. Consequently, a series of roadshows on program review, student learning outcomes and assessment, and data were presented to programs across campus, leading to higher levels of awareness and participation in program review and integrated planning.

The Student Learning Outcomes and Assessment and the Program Review Committees have each revised the assessment processes, as shown in their minutes. In fall 2015, for example, the Student Learning Outcomes and Assessment Committee streamlined the student learning outcomes and assessment process, making it simpler and more effective. Similarly, individual faculty members have revised their own assessments of student learning outcomes by making them simpler and clearer. The particular examples cited in the descriptive summary above, present ways in which the program review and student learning outcomes and assessment processes have led to program improvements and provide further evidence that Citrus College meets the Standard.

## Evidence

- I-B-1 [Citrus College Mission Statement](#)
- I-B-2 [Citrus College Board Policy BP 2510](#)
- I-B-3 [Citrus College Administrative Procedure AP 2510](#)
- I-B-4 [Organization and Governance Handbook](#)
- I-B-5 [Citrus College Steering Committee – Home](#)
- I-B-6 [Citrus College Academic Senate – Home](#)
- I-B-7 [Associated Students of Citrus College – Home](#)
- I-B-8 [Citrus College Information Technology Committee – Home](#)
- I-B-9 [SLOA > Core Competencies](#)
- I-B-10 [SLO > Institutional Learning Outcomes](#)
- I-B-11 [Citrus College Mission Statement](#)
- I-B-12 [Steering Committee Minutes, October 13, 2014](#)
- I-B-13 [Board of Trustees Minutes, November 18, 2014](#)
- I-B-14 [Accreditation Mid Term Report, SLO Implementation](#)
- I-B-15 [STEM > Faculty Inquiry Groups](#)
- I-B-16 [Steering > Student Services Committee](#)
- I-B-17 [SLOA > GE Assessment Dialogue](#)
- I-B-18 [Student Learning Outcomes and Assessment Handbook](#)
- I-B-19 [Steering Committee Agenda, May 12, 2014](#)
- I-B-20 [SLOA Documents > Continuous Quality Improvement](#)
- I-B-21 [CCSSE Documentation](#)
- I-B-22 [Academic Senate Minutes, October 8, 2014](#)
- I-B-23 [Citrus College Mission, Vision, Values](#)
- I-B-24 [Citrus College Mission, Vision, Values](#)
- I-B-25 [Citrus College Mission, Vision, Values](#)
- I-B-26 [Citrus College Strategic Plan 2011-2016](#)
- I-B-27 [Strategic Planning](#)
- I-B-28 [Strategic Planning](#)
- I-B-29 [English Program Review Data Pack](#)
- I-B-30 [Steering Committee Reading List screenshot](#)
- I-B-31 [Research>Quantitative Study: Supplemental Instruction](#)
- I-B-32 [Research > Writing Café Reports](#)
- I-B-33 [History Program Review Data Pack](#)
- I-B-34 [Integrated Planning Model Diagram](#)
- I-B-35 [Program Review – Home](#)
- I-B-36 [Institutional Effectiveness Committee](#)
- I-B-37 [Program Review Committee – Home](#)
- I-B-38 [Instructional Program Review](#)
- I-B-39 [Academic Support Program Review](#)
- I-B-40 [Student Services Program Review](#)
- I-B-41 [Institutional Support Program Review](#)
- I-B-42 [STEM Grant Projects Index](#)
- I-B-43 [STEM Project Internal Evaluation, July 1, 2009](#)
- I-B-44 [STEM Supplemental Instruction Report, March 28, 2014](#)
- I-B-45 [Integrated Planning Model Diagram](#)
- I-B-46 [Integrated Planning Manual 2014-2015](#)
- I-B-47 [Citrus College Strategic Plan 2011-2016](#)
- I-B-48 [Strategic Planning](#)

- I-B-49 [Strategic Planning](#)
- I-B-50 [Organization and Governance Handbook](#)
- I-B-51 [Citrus College Strategic Plan 2011-2016](#)
- I-B-52 [Educational and Facilities Master Plan 2011-2020](#)
- I-B-53 [Citrus College Board Policy BP 7201](#)
- I-B-54 [Citrus College Administrative Procedure AP 7201](#)
- I-B-55 [Board of Trustees Agenda, November 18, 2014](#)
- I-B-56 [Integrated Planning Model Diagram](#)
- I-B-57 [Institutional Effectiveness Committee Minutes, November 26, 2012](#)
- I-B-58 [Institutional Effectiveness Committee Minutes, September 23, 2013](#)
- I-B-59 [Citrus Bulletin Library](#)
- I-B-60 [Citrus View Index 2015](#)
- I-B-61 [Board Highlights Index](#)
- I-B-62 [Finance > Budget Forums Presentations](#)
- I-B-63 [Academic Senate Library of Agendas and Minutes](#)
- I-B-64 [Research > CCSSE Documentation 2014](#)
- I-B-65 [Academic Senate Minutes, September 24, 2014](#)
- I-B-66 [Academic Senate Minutes, October 8, 2014](#)
- I-B-67 [Information to the Community – Home](#)
- I-B-68 [Citrus College News Magazine](#)
- I-B-69 [Citrus College External Relations – Home](#)
- I-B-70 [Citrus College Facts in Brief Index](#)
- I-B-71 [Citrus College Fact Book](#)
- I-B-72 [Finance > Bond Oversight Committee – Home](#)
- I-B-73 [Citrus College Foundation, Press Release January 10, 2013](#)
- I-B-74 [Basic Skills Completion: Effective Practices](#)
- I-B-75 [Steering>Institutional Research Planning Committee – Home](#)
- I-B-76 [Institutional Effectiveness Committee](#)
- I-B-77 [Program Review Committee – Home](#)
- I-B-78 [English Program Review Data Pack](#)
- I-B-79 [Strategic Planning](#)
- I-B-80 [Steering > Financial Resources Committee – Home](#)
- I-B-81 [English Program Review Data Pack](#)
- I-B-82 [Admissions & Records > Waitlist](#)

# 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 in support of the college mission and achievement of 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 transfers 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.

---

**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.**

---

#### Evidence of Meeting the Standard

All Citrus College programs specifically address their relationship to the College mission in the [program review cycle](#)<sup>1</sup>. This relationship is covered as one of the five major supplemental components in program review. The [mission](#)<sup>2</sup> is regularly approved through the participatory governance process. Within the mission, three main student goals are addressed: transfer, career and technical education, and basic skills development.

All courses, degrees, and certificates, regardless of location or means of delivery ([AP 4105 - Distance Education](#))<sup>3</sup>, are required to go through the curriculum approval process as demonstrated in the [Curriculum Handbook](#)<sup>4</sup> (Part IV, Section 1). The curriculum committee regularly

reviews courses for currency; degrees and certificates are reviewed in the program review cycle. The curriculum committee is primarily faculty driven with additional representation from academic affairs, student services, and student government. Faculty representatives are elected from each academic division of the College. Discipline faculty initiates all development and modification of curriculum and ensure appropriateness to mission, need, quality, feasibility, and compliance. CurricUNET, the software package used for curriculum produced by Governet, houses curriculum and stores records of approval dialogue and requires designations for transfer, distance education, and basic skills. A separate addendum addressing additional requirements such as accessibility and regular and effective contact for distance education is required for any online or hybrid courses. Career and technical curriculum can be identified by Taxonomy of Programs (TOP) code.

The College continues to follow the recommendations of the [2011-2020 Educational and Facilities Master Plan](#)<sup>5</sup>.



All programs participate in annual program reviews which link budget to planning; all plans are linked to the College mission.

Student learning outcomes are integral to program review and are present and assessed at course, program, and institutional levels regardless of course and program location or means of delivery; all programs participate in [student learning outcomes assessment](#)<sup>6</sup>. Student learning outcomes for courses and programs and achievement data are used in the program review process. The student learning outcomes course assessment form includes designation for distance education course assessment. Programs that include online and hybrid courses also review programmatic success and retention for distance education.

Transfer courses, degrees, and certificates are supported through articulation agreements with four-year institutions, the transfer center, the career center, and the general education committee. The College has approved and implemented 15 Associate Degrees for Transfer in response to the statewide initiative for enhanced transfer alignment; a growing number of students are taking advantage of these degrees and transferring successfully. ([BP 4100](#)<sup>7</sup> and [AP 4100, Graduation Requirements for Degrees and Certificates](#)<sup>8</sup>)

Faculty in career and technical areas assess community needs via advisory committees and program review. Labor market data provide information for this review. The inclusive review process allows for changes to be made to curriculum, student learning outcomes, and programs in response to data. The [Los Angeles Orange County Regional](#)

[Consortium](#)<sup>9</sup> reviews and endorses all new career and technical educational programs before a college can seek the Chancellor's Office approval. ([AP 4102, Career/Technical Programs](#)<sup>10</sup>, [AP 4103, Cooperative Work Experience](#)<sup>11</sup>)

The [College Success Committee](#) for basic skills is primarily faculty driven with additional representation from academic affairs and student services. The committee collects and analyzes basic skills data related to student needs for curriculum and support services. The committee makes recommendations to appropriate program faculty for curricular and programmatic changes based on this analysis. An example of this loop is the [redesign of the English basic skills course sequence](#)<sup>12</sup>.

The College provides learning support programs such as the [Honors Transfer Program](#)<sup>13</sup> and [Learning Communities](#)<sup>14</sup> that further enhance the ability of instructional programs to meet the College mission. These, too, are primarily faculty driven.

The College meets the Standard.

### **Analysis and Evaluation**

The program review and curriculum review processes are the primary ways in which quality of programs is assessed and maintained. The program review process uses student learning outcomes assessment data, student equity data, and student achievement data to inform dialogue and planning as well as resource requests and allocation.

Until recently, Citrus College has developed programs according to local needs supported through collegial and governance processes. [AP 4020](#),

[Instructional Programs and Curriculum](#)<sup>15</sup>, formalized the process and includes the Program Review Committee as well as other governance committees, such as the Academic Senate and Educational Programs Committee, as bodies involved in shepherding new programs through the approval process. The Program Review Committee includes program development in its [purpose statement](#)<sup>16</sup>.

Since 2009, Citrus College students [completed](#)<sup>17</sup> more than 1,000 degrees, more than 400 certificates of achievement between 18 and 60 units, and more than 1,000 [transferred](#)<sup>18</sup> successfully. At this time, verified employment rates are difficult to calculate. The College relies on sources such as Salary Surfer, Launchboard, and core indicators provided by the chancellor's office. These sources provide employment for the region and can also verify employment upon completion, but do not indicate whether the employment is related to the field of study for each student.

Courses offered in the distance education format, including hybrids, represent roughly 10 percent of the course offerings. Distance education courses represent each program widely with primarily introductory coursework being offered in this format. When new faculty wish to teach in courses via distance education, they work with the distance education faculty coordinator and distance education information technology support specialist to learn to navigate Blackboard as well as learn about delivering content in the online modality. New instructors submit their courses for approval approximately six weeks prior to the assigned term. Citrus College has very few students who only enroll in distance education courses, and thus, the degree, certificate, transfer, and

employment data all also apply to the distance education program.

The distance education program recruited and trained 23 faculty and 5 staff in spring 2015 via a course offered through the chancellor's office training office, @One. Introduction to Online Teaching shows faculty methods to engage students and to set up effective standards for online courses. The distance education faculty coordinator has successfully completed all training with @One and is @One certified. Additionally, the coordinator was certified to offer Introduction to Online Teaching at Citrus College in the future. Additional courses on accessibility and assessment will be offered in 2015-2016 with the inclusion of instructor certification for the distance education coordinator. Program expectation is to have all distance education faculty trained by spring 2016. The College will offer all three classes each year to all new distance education faculty.

### **Actionable Improvement Plan**

In order to promote excellence, Citrus College will continue training of distance education faculty and will monitor and respond to data on distance education, student success, and retention. Faculty and others will continue to analyze these data through program review and will assess the effect of faculty training. (II.A.1)

---

**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.**

---

**Evidence of Meeting the Standard**

Citrus College serves a diverse student population with differing levels of preparedness who pursue many varied educational goals. Directed by the institutional mission, instructional programs promote holistic development of each student and meet the educational needs of the community. Instructional programs include:

- Lower-division transfer curricula, including general education, which prepare students for four-year university completion.
- Career and technical education, which prepares students for immediate employment, career advancement, and/or transfer.
- College success (basic skills) curricula, which include pre-collegiate preparation in English, math, English as a second language, and personal development.
- Continuing education to meet specific community needs.

The College plans for and supports these programs by analyzing student demographic data. During major planning events, the Office of Institutional Research, Planning, and Effectiveness provides resources such as the [Citrus College Fact Book](#)<sup>19</sup>, and all participating constituents analyze these resources to develop plans. The Office of Institutional Research, Planning, and Effectiveness supports all program reviews by providing detailed student demographic analysis to program faculty. These data include information on student success and retention in courses, numbers of degrees

and certificates awarded, and information about section numbers and enrollment, including distance education. Career and technical program reviews additionally include labor market analysis. Other noninstructional program reviews include detailed data specific to program needs. These data include [disaggregated demographics](#)<sup>20</sup> to assess subpopulations within the programs.

The Office of Institutional Research, Planning, and Effectiveness supports focused studies for programs or faculty interested in tracking the impact of a change in practice. For example, faculty who want to add requisites to existing courses collaborate with the Office of Institutional Research, Planning, and Effectiveness to validate the necessity of the new requirements. The Office of Institutional Research, Planning, and Effectiveness has conducted [studies on learning communities, sequential English and math coursework, and online counseling services](#)<sup>21</sup>. Recently, the Office of Institutional Research, Planning, and Effectiveness conducted focus groups as a follow up based upon the [Community College Survey of Student Engagement results](#)<sup>22</sup>, which provided deeper insight into some specific student needs. The focus groups included a diverse pool of 63 students who answered questions and discussed different areas of the CCSSE including active and collaborative learning, student effort, student faculty interaction, academic challenge, student support, and strengths and weaknesses of the College.

In the area of active and collaborative learning, students suggested methods to promote active engagement in the classroom, including providing points for participation in class as well as a means to

participate anonymously. In the area of student effort, students suggested methods to support higher quality products, such as requiring draft submissions prior to a final submission of a project or paper and demonstrating passion for the subject matter more often in the classroom. In the area of student faculty interaction, students suggested that faculty rely on Blackboard to provide more timely and robust feedback on assignments, which will allow students to perform better on future assignments. In the area of academic challenge, students stated that enhanced scaffolding in the structure of the course and assessments would lead to deeper levels of learning.

In the area of student support, students suggested using methods of advertising that would diminish the stigma of attending an activity that might identify them as underperforming or needing help. They also suggested varying the scheduling options for support events to make it possible for more students to attend. In the area of strengths and weaknesses of the College, students requested enhanced publicity on how registration priority is determined as well as trends related to parking demand. The Office of Institutional Research, Planning, and Effectiveness hosted a flex day workshop in February 2014 to provide and lead a discussion on these [focus group results](#)<sup>23</sup>.

Citrus College meets the diverse educational needs of the student population by offering a wide variety of degrees, certificates and skill awards. The College offers 33 Associate of Art/Science degrees, 15 transfer degrees, and 40 certificates—35 credit and five noncredit—which are listed and described in the [College catalog, page 63](#)<sup>24</sup>. Additionally,

the College supports community needs by providing noncredit instruction as well as [fee-based classes](#)<sup>25</sup>.

Many learning communities have linked courses across the curriculum, such as pairing a success in college course with a basic skills math or English course. [Learning communities](#)<sup>26</sup> offer students additional support because two classes, often from different divisions, are linked in the schedule. Faculty in each course are given support to work together to blend the curriculum, and students navigate together as a cohort. Connections with peers and faculty are often enhanced in this setting. Similarly, the [Honors Transfer Program](#)<sup>27</sup> offers students more focused study with smaller class sizes. Students accepted into the Honors Transfer Program form a cohort based upon shared enrollment in honors classes. A dedicated counselor provides support for the program.

An additional learning community, the [Scholar Baller program](#)<sup>28</sup>, supports student athletes. The Scholar Baller program provides academic and counseling support to athletes who maintain strong academics, including a GPA of higher than 3.0. In 2012-2013, 89 Scholar Baller athletes participated in the program; in 2013-2014, 102; and in 2014-2015, 114.

In order to assess student learning needs, the College relies upon analyses such as those provided by the Enrollment Management Committee and the Office of Outreach and School Relations. The [Enrollment Management Plan](#)<sup>29</sup> activities aligned with the Strategic Plan to analyze and plan for student scheduling needs. Citrus College recently implemented the Degree Works software package that will help predict incoming as well as current

student needs; students will be able to declare or change their educational major and goal(s) using this program. The [Distance Education program surveys](#)<sup>30</sup> students each semester regarding needs in online coursework. The Distance Education program promotes regular and effective contact with students by adhering to [attendance guidelines](#)<sup>31</sup>, which are published on the Distance Education Committee Blackboard page and will be included in the fall 2015 revision of the Distance Education Handbook. All new distance education faculty receive a copy of the guidelines. The College participates in the [Community College Survey of Student Engagement](#)<sup>32</sup> and Community College Faculty Survey of Student Engagement every other year. Faculty use these along with individual program review data to make changes to the schedule of classes.

Student preparation for college-level coursework is assessed in the [testing center](#)<sup>33</sup> through standardized and validated testing methods prior to students enrolling in any basic skills class. Counselors use multiple measures to ensure that students are placed accurately. Faculty teaching performance-based classes evaluate student preparation and place students according to skills demonstrated in audition.

Citrus College relies upon student learning outcome assessments to inform planning. The student learning outcomes and assessment participatory governance committee, known as the HotShots, has developed and implemented a plan to support [sustainable and continuous quality improvement](#)<sup>34</sup> for student learning outcomes assessment. The committee meets monthly to further refine the student learning outcome assessment process and

to provide continued training and support for all assessment. The student learning outcomes and assessment coordinator, a faculty member with reassigned time, provides updates to deans on course-level student learning outcome assessment progress for each program to ensure effective assessment data collection.

All course-level data are stored electronically, and a [reflection of the previous](#)<sup>35</sup> academic year's assessments is included in each program review. The student learning outcome assessment form includes a prompt to identify where distance education assessments and results differ from traditional delivery modes. Additionally, the Office of Institutional Research, Planning, and Effectiveness provides success and retention data related to distance education courses compared to nondistance education courses at the program level. Faculty determine and react to student attainment of course-level student learning outcomes; all course-level student learning outcomes are assessed at least once in the five-year comprehensive program review cycle.

Assessment of student learning outcomes happens at the institutional and program levels as well. The general education committee and the student learning outcomes and assessment coordinator work together to plan and implement the [general education assessment dialogue](#)<sup>36</sup>. Citrus College has completed three such dialogues and shares the report widely. The Career, Technical, and Continuing Education division hosts an all-campus and community open house. Advisory committee meetings occur at the end of the open house. The [program review cycle](#)<sup>37</sup> also includes a report on [program-level assessment](#)<sup>38</sup>.

The College meets the Standard.

### **Analysis and Evaluation**

The College relies on research and data analysis of student demographics, preparedness, and needs in order to provide educational pathways that meet students' varied needs. The comprehensive commitment to track and respond to attainment of student learning outcomes at all levels is pervasive and robust. Distance education retention and success rates are often lower than those for traditional modalities and remain an area of focus for both the distance education program and individual academic programs.

---

### **II.A.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.**

---

#### **Evidence of Meeting the Standard**

Citrus College uses delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. Traditional face-to-face classroom instruction represents about 90 percent of course offerings each academic year; online instruction, including hybrid courses, represents roughly 10 percent of course offerings. In the past year, even within traditional lecture-based curricula, many faculty have implemented technologically and pedagogically engaging teaching methods, such as flipped instruction in which lectures are viewed at home, and class time is devoted to class and small-group discussion, problem solving, and other interactive assignments. Academic deans analyze course scheduling patterns to ensure that pathways to goal completion are sufficient

to meet student demand. Deans use scheduling software [LiveOak](#)<sup>39</sup> for enrollment statistics and planning.

Courses are offered in a variety of patterns and formats; the bulk of the schedule during primary terms occurs in one-day, two-day, or four-day patterns from morning to evening primarily over eight or sixteen weeks. During winter and summer intercessions, courses are offered in six- or eight-week (summer only) patterns.

The [curriculum committee](#)<sup>40</sup> reviews, makes recommendations, and approves online, hybrid, and traditional delivery modes, including honors. The distance education program completes [annual](#)<sup>41</sup> and [comprehensive](#)<sup>42</sup> program reviews that analyze and respond to demographic, success, and retention data. All courses, regardless of [delivery mode](#)<sup>43</sup>, participate in the student learning outcomes assessment process and are assessed through the curriculum review process.

Citrus College has a robust [learning community program](#)<sup>44</sup>. Each group of paired courses meets the same curricular expectations as traditional courses. The program, originally developed and supported with grant funding, is now supported by the College. With this change, students explore more unique course pairs.

The [Honors Transfer Program](#)<sup>45</sup> completes annual and comprehensive program reviews, and program faculty meet regularly to discuss best practices. Experienced honors program faculty serve as mentors to new faculty interested in teaching in the program. Honors courses are reviewed separately through the curriculum committee approval process

and are also reviewed via student learning outcomes assessment. The program uses [surveys](#)<sup>46</sup> to analyze student satisfaction with the program and teaching methodologies. Honors transfer benefits feature a number of transfer partnerships with public and private colleges and universities, including priority consideration for honors-to-honors transfer. These special transfer partnerships, which are in addition to the services that the College regularly provides, are afforded to Citrus College honors students through membership and participation in the Honors Transfer Council of California, a consortium of California community college honors programs that collaborate in creating transfer agreements and support for honors transfer programs.

The distance education program conducts surveys of [faculty](#)<sup>47</sup> and [students](#)<sup>48</sup> each semester to determine levels of satisfaction and current needs. The distance education committee is a shared governance committee chaired by the distance education faculty coordinator who is a full-time faculty member with 40 percent reassignment. The committee posts agendas, minutes, and best practices on its own Blackboard site. The distance education program hosted Introduction to Online Teaching from @One for 25 faculty in spring 2015 and plans to offer the training again in fall 2015. Courses on assessment and accessibility are also planned for the 2015-2016 academic year. The curriculum committee approves courses to be taught online via a separate distance education addendum linked to each course outline of record.

The study abroad program offers students the opportunity to complete Citrus College courses while abroad. Currently, three

destinations are in rotation: fall in London, England; spring in Salamanca, Spain; and summer in Florence, Italy. The program is developing a Costa Rica option for winter 2016. Citrus College is the lead college in the Southern California Foothills Consortium for Study Abroad in partnership with the American Institute for Foreign Study. Consortium colleges send faculty and students to participate in each program. The study abroad program completes [program reviews](#)<sup>49</sup>. Courses are selected from approved curricula.

Career and technical education programs meet regularly with program-specific [advisory committees](#)<sup>50</sup> to analyze and discuss trends in the job market and new technologies; curriculum and modes of delivery are adjusted based on these discussions. Development of the new Technology and Engineering buildings has modernized methods of instruction in career and technical education programs. Faculty had cited inadequate technology and furniture/room layout in a [program review recommendation](#)<sup>51</sup>, so the drafting and architecture rooms have been modernized to provide a more dynamic learning environment.

The College has two contracts, one with Duarte High School and one with Gladstone High School, to provide college credit coursework for high school juniors and seniors. Through this program, referred to as [Early College](#)<sup>52</sup>, Citrus College faculty teach at the [Duarte High School](#)<sup>53</sup> and Gladstone High School campuses. Courses are approved through the curriculum process, and faculty review these courses through participation in program review.

Citrus College offers [noncredit classes](#)<sup>54</sup> and programs in [English as a second](#)



[language](#)<sup>55</sup>, and heating and air conditioning, and through summer school for district high schools. These programs are addressed through the program review process, and coursework is reviewed by the Curriculum Committee. All certificates are reviewed through this process.

Faculty have many opportunities to discuss delivery systems and modes of instruction. The annual [General Education Assessment Dialogue](#)<sup>56</sup> provides an opportunity to assess the general education student learning outcomes and to discuss methods to support and improve the general education pattern. In spring 2014, faculty and staff attending this event requested greater integration with library and counseling faculty. The College Success Committee provides the opportunity for in-depth discussion and analysis of basic skills courses and learning and achievement data. The changes made in course sequencing in math and English are the result of such dialogue. In all instructional areas, program reviews and student learning outcomes and assessment document the focused annual discussions, analysis, and plans by program.

The College meets the Standard.

### **Analysis and Evaluation**

The College uses delivery systems and modes of instruction compatible with curriculum objectives and appropriate to current and future needs of students. [Learning community students](#)<sup>57</sup> tend to have higher achievement than nonparticipating students, and [honors students](#)<sup>58</sup> tend to report higher levels of engagement and opportunity for transfer. [Study abroad students report satisfaction](#)<sup>59</sup> with personal growth and development and have higher retention rates when

compared with other students. Distance education students tend to have lower success and retention rates, depending on the program; however, in most cases, retention for the College is slightly higher than state averages. According to Chancellor's Office data, the state average distance education retention rate in fall and spring terms 2012-2013 was 80 percent and for Citrus College distance education it was 85 percent. The state average distance education success rate for 2012-2013 was 61 percent which matches Citrus College's rate during fall and spring terms. The Distance Education Committee and individual academic programs with low rates are working to address the deficiencies. For instance, the commitment to state certified training through @One will provide all distance education faculty with the necessary skills to create online experiences that are equivalent to traditional classroom experiences.

---

### **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.**

---

### **Evidence of Meeting the Standard**

Citrus College has student learning outcomes in place for courses, programs, certificates, and degrees. The College submitted the [Student Learning Outcomes Implementation Report](#)<sup>60</sup> in October 2012, and has been operating at the [sustainable continuous quality improvement](#)<sup>61</sup> level since then. The foundation of the student learning outcomes process is [course-level assessment](#)<sup>62</sup>, which is mapped to institutional, general education, program, degree, and certificate outcomes. The three [Institutional Outcomes](#)<sup>63</sup> include the major

completion pathways at the College that are derived from the College mission. These pathways are [general education](#)<sup>64</sup> and transfer, career and technical education, and completion of basic skills. Each outcome has an assessment. Programs, degrees, and certificates have unique assessments captured in the program review process. Program, degree, certificate, and institution-level [outcomes](#)<sup>65</sup> are listed in the Citrus College catalog.

Student learning outcomes are developed and assessed by faculty. The process is supported by a 40-percent-reassigned coordinator and the student learning outcomes and assessment coordinator who chairs the [Student Learning Outcomes and Assessment Committee](#)<sup>66</sup> known as HotShots. This is a standing committee of the Citrus College Steering Committee and has representation from all constituencies. Course-level student learning outcomes are reviewed, modified, and stored in course outlines of record on [CurricUNET](#)<sup>67</sup>. Faculty create and manage assessments, which are reviewed, modified, and stored on the College SharePoint (intranet) system. Faculty engage in dialogue about student learning outcomes and assessment as part of the annual program review process. Reflections on this dialogue, including potential modifications to instruction, are included in each core program review and may be linked to resource requests. For example, [astronomy faculty analyzed](#)<sup>68</sup> distance education and traditional course performance in critical thinking on the final exam in the fall 2013 semester. Faculty cited a relatively low success rate, especially for online students. Faculty recommended trying a flipped classroom approach in which lectures are viewed at home and students engage in discussion and assignments during class meetings to

improve overall success rates in traditional classes. For the distance education sections, faculty recommended updated online lectures and inclusion of more discussion board activity to mirror the flipped classroom activity in traditional sections.

The student learning outcomes and assessment coordinator supports faculty in developing and assessing student learning outcomes for all courses and programs. The student learning outcomes [Frequently Asked Questions](#)<sup>69</sup> document, the [Student Learning Outcomes Assessment Handbook](#)<sup>70</sup>, the [Student Learning Outcomes and Assessment Philosophy Statement](#)<sup>71</sup>, and agendas and minutes from all HotShots Committee meetings are posted online. The Student Learning Outcomes Assessment Philosophy Statement is regularly reviewed and approved by the Citrus College Academic Senate.

Degree, certificate, and program-level student learning outcomes are reviewed in the supplemental program review reports. However, they are created and modified in different ways. Degree and certificate learning outcomes are reviewed and modified in the Curriculum Committee, while student learning outcomes can be modified in two ways: either as a part of the standard degree/certificate review process or as a student learning outcomes-only review. Faculty write program-level outcomes that are stored in program review reports on SharePoint on the College intranet. They can be modified during the core +1 supplemental reporting process, [Year 3](#)<sup>72</sup> or [Year 4](#)<sup>73</sup> or as part of the [core program review](#)<sup>74</sup> as needed.

As a part of the course outline of record, student learning outcomes and

assessments are aligned with four-year articulation that verifies them as being collegiate level. Recently, faculty have responded to requests for modifications to content and outcomes to support the California Course Identification (C-ID) approval process for courses housed in transfer degrees. This process further supports that outcomes and assessments are college level. Faculty in instructional disciplines develop, implement, and analyze assessments that vary in format. Often outcomes are assessed and no improvement is needed because students

successfully demonstrate the desired knowledge, skill, ability, or attitude. When faculty modify instruction to elicit better achievement of outcomes, they can track improvement through the [reflection documents](#)<sup>75</sup>. Additionally, general education, program, degree, and certificate assessments can be tracked in the [core +1 program review reports](#)<sup>76</sup>.

Below are some examples of improvements that resulted from the student learning outcomes assessment process:

ASTR 115 and 116–Planetary Astronomy; Stellar Astronomy

“While students who succeed in the class demonstrate reasonable critical thinking skills for a general-education science course, the number of students who do not succeed is still too high, especially in the DE sections. We should reduce the number of DE sections while we experiment with format changes to help students be better prepared. According to SLOA, students found there was not enough linkage between the ASTR 116 lecture and lab, so we are making changes to the lab schedule to improve these ties.”

All CIS courses (99, 107, 130)

“The creation and use of instructional YouTube videos has led to a majority of the students grasping the course content. The department will continue to develop future YouTube videos to help students grasp CIS concepts.”

KIN 116–Yoga

“While the results have always been above 70 percent or better, consistent notification of the test date, contents, and expectation leading up to the activity have improved student morale and performance when it was time for the assessment. In addition, the instructor has added a pdf of test postures, gif animation of the pose sequence, video of a person completing the postures, and a text outline to help learners with different learning styles find a tool that will work for them.”

MATH 020–Arithmetic Fundamentals

“In the Fall semester, 194 students passed the final exam and therefore passed the course. This was out of approximately 380 students who started the course. In the summer session, 80 students passed the final exam and therefore passed the course. This was out of approximately 120 students who started the course. The



assessment was used to measure how well the students learned the material in the course. The passing rate improved a year ago and has been holding steady at approximately 50 percent relative to the number of students who started the course. The improvement has been partly due to the fact that Supplemental Instruction tutors are now available, and we also added College Success Workshops to the course. In the future, we will continue to utilize the Supplemental Instruction tutors and the College Success Workshops. Also, the pass rates for the winter and summer sessions seem to be significantly higher than the pass rates in the fall and spring semesters. Because of this finding, we will offer as many courses in Math 020 as is possible in the summer and winter sessions.”

#### BIOL 124– Principles of Biology I

“Many new instrumental techniques were implemented this semester compared to last semester (e.g. lab notebooks, more rigorous lab practical exams, peer reviewed journal article critiques, formal lab report, and lecture quizzes). This might have had a negative effect on final exam performance. Students scored lower than expected in this area compared to spring 2013 data. I plan to make pedagogical changes to increase achievement of this outcome. The results of the SLO assessments will be discussed during the monthly Science Faculty Inquiry Group meetings throughout the spring semester. Additionally, the biology faculty will be meeting monthly to discuss ways to improve student success within the department. These results will also be addressed during the monthly division meetings.”

#### MATH 210–Calculus with Analytic Geometry III

“We used every final exam to assess the students’ ability to construct a 3D region given rectangular boundaries and evaluating the volume by first converting to polar coordinates. The rubric scaled from 1-5, and 88.5 percent of the sample scored a 3 or higher. We found that a smaller class size resulted in a significantly higher rate of students scoring a 3 or higher. We will continue to advocate such measures to be permanently implemented.

#### HIST 107H–History of the United States before 1877–Honors

“Students were given a reading of Henry Wiencek’s “The Spain Among Us” and were asked to write a brief response paper. They were asked to create a brief summary of the essay, but also go beyond creating a book report by creating an analytical discussion. Some ideas they were encouraged to discuss include: What was the author’s main point or thesis? What information did the author use to support the thesis? What do you think of the essay? Do you agree with the author’s argument? Did you find it to be a good essay? Why or why not? Perhaps tie its content in with some of the themes within our course. The assessment was based on the students’ ability to identify and describe a thesis, their ability to analyze an argument, and their ability to communicate effectively through proper grammar, spelling and organization. Study sessions that reviewed how to write a response paper seemed to be successful. Students were also encouraged to

provide outlines in the class prior to the assignment due date to receive feedback. The B students' papers seemed to reflect students still adjusting to the instructor's expectations of honors course work."

**MUSE 188–Music Production Software/Hardware I**

"Over 90 percent have demonstrated the ability to communicate in musical and software terms. Faculty found that a smaller class size resulted in a significantly higher rate of students scoring a 3 or higher. Faculty will continue to advocate such measures to be permanently implemented."

**AUTO 151–Engine Service, Diagnosis, and Repair**

"Performance levels quite high at 94 percent for the various outcomes. In summer 2013, 88 percent of students passed all the required proficiencies. This is consistent with past class performance during fall 2013. Class size was small at 15 students which lent itself to more individualized instruction. Only one student failed to perform at passing levels in all the required areas. Larger class size shows that students required more attempts to pass proficiencies and fewer passed overall."

The College meets the Standard.

**Analysis and Evaluation**

The College identifies and assesses student learning outcomes for courses, programs, degrees, and certificates. The College uses the results of assessment to make improvements at all levels. Course-level assessments and reflections are documented in SharePoint (intranet) both in the student learning outcomes assessment reflections and through a prompt in program review reports. Program-, degree-, and certificate-level improvements and modifications are documented in SharePoint in the supplemental reports. Institutional improvements and modifications are documented online via the [general education dialogue report](#)<sup>77</sup> and evidenced on the [college success webpage](#)<sup>78</sup>. Student learning outcomes assessment results for distance education courses may be considered either in conjunction with traditional courses if the assessment was

the same, or separately if the assessment was unique to the distance education format. The assessment form allows for this designation and also prompts faculty to indicate which format was used. Additionally, the distance education program review uses data to plan and implement change via program review and assessment of program student learning outcomes. The third institutional outcome that deals with career and technical education is assessed and documented through the annual career and technical education open house [advisory committee meeting minutes](#)<sup>79</sup>.

In recent years the limitations of the college's SharePoint system for reporting student learning assessment and program review has become apparent to many users. Technical problems with access to the system have caused frustration for many users. In addition, the process of prepopulating data before making the forms available to users is time consuming

and subject to error. As a result, the College is actively pursuing an alternative software system to alleviate these concerns. This system, [Performance Cloud produced by WEAWE](#)<sup>80</sup>, is expected to be available in a pilot program in fall 2015 and go into full implementation in spring 2016.

### **Actionable Improvement Plan**

In order to further enhance integration of data, student learning outcomes assessment, program review, planning, and resource allocation processes, Citrus College will institute additional robust technology-supported resources. (I.B.7, II.A.1.c, II.A.2.b, II.A.2.i, II.A.6, II.B.4, II.C.2, III.C.1.a)

---

**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.**

---

### **Evidence of Meeting the Standard**

Citrus College employs procedures established through its governance process to develop, schedule, and implement high quality curriculum and programs regardless of type of credit awarded, delivery mode, or location. Quality of curriculum is ensured by the [curriculum committee](#)<sup>81</sup>, which is comprised of faculty representatives from every academic division. The committee is chaired by a faculty member with dedicated reassigned

time and also includes the full-time articulation officer, several deans, including the dean with oversight for distance education, and the vice president of academic affairs. The review process is further supported by a smaller technical review committee, scrutinizes proposed or revised the curriculum prior to its reaching full committee discussion. Course curricula are reviewed a minimum of once every six years and may be reviewed more often than that. Each course outline of record includes dates of review. The curriculum committee chair provides each division with a list of courses due for review each year. The Academic Senate announces the course currency list each September to ensure program representatives share the list with colleagues. Degrees and certificates are reviewed at least every five years as a part of the program review cycle. In fall 2014, the Educational Programs Committee developed and approved a [rubric for budget-driven cuts](#)<sup>82</sup> for guide decisions on program cuts during difficult budgetary periods.

The rubric was shared with the Academic Senate and approved in spring 2015. This document helps to ensure that students will not be unduly impacted when statewide financial crises necessitate program cuts.

Working with the curriculum committee, discipline faculty, and the vice president of academic affairs, instructional deans develop scheduling patterns to support programmatic needs that support the College mission. Many committees and grant-funded program personnel gather and analyze data to contribute to the scheduling discussion. Additionally, instructional deans use [LiveOak](#)<sup>83</sup>, an enrollment management tool that allows for planning and analysis of scheduling and enrollment patterns.

In spring 2014, Citrus College reactivated the general education committee that discusses the criteria for the inclusion of courses in the general education pattern. The annual general education assessment dialogue provides assessment of outcomes for the general education program. The College ensures that potential bottlenecks for the general education pattern are addressed to allow students maximum opportunity to complete any given pathway. For example, academic deans monitored the number of sections of each general education area offered and determined that life science, in particular biology, limited students. The dean of physical and natural sciences has expanded lecture/lab offerings into evenings and weekends, and all lab spaces are occupied in the schedule. A spring 2015 study of the distance education sections offered allowed the academic deans to plan and modify course offerings for the 2015-2016 academic year. The College and the distance education program plan to maintain the distance education course offerings for 10 percent of the overall schedule of courses. The [LiveOak](#)<sup>84</sup> software allows deans to plan degree and certificate scheduling as appropriate.

Career and technical education courses and programs are often matched to industry or state certifications, licensing, and credentialing, including student learning outcomes and course objectives. Programs that complete externally required certification or accreditation maintain those records in conjunction with Citrus College [program review](#)<sup>85</sup>. The curriculum for each program is reviewed by faculty and advisory committees, including industry and community representatives. Indicators of success in career and technical education include [sustained employment or](#)

[wage gain](#)<sup>86</sup> and the [professional exam pass rate](#)<sup>87</sup>.

Formal assessment testing using Accuplacer and more informal faculty evaluation of student skills such as auditions help academic deans plan developmental and precollegiate offerings to meet the needs of the incoming student population in line with the Citrus College mission. All students complete a multiple-measures questionnaire prior to taking Accuplacer. Additionally, a counselor can employ multiple measures, such as high school transcripts and interviews, on a case-by-case basis when deemed necessary. Citrus College enhances the likelihood of success and retention with accurate student placement. Academic deans who schedule basic skills courses analyze assessment testing data to ensure that planning for this coursework is adequate.

Citrus College modified the mission in 2012 and conducted a desk review in fall 2014, reflecting the Student Success Act Task Force recommendations. Faculty teaching basic skills courses and the [college success advisory committee](#)<sup>88</sup> collaborate with academic deans to make decisions about scheduling of basic skills coursework. In addition, faculty in specific disciplines, computer information systems and music, have found that many entering students are not prepared for collegiate-level work in these areas. Therefore, the College offers a limited number of precollegiate courses, such as CIS 099 Introduction to Windows and Personal Computers and MUSE 020 Foundational Music Reading, to meet these needs. The College Success program completes annual and comprehensive program reviews.

Contract education courses are scheduled as needed. The [Early College program](#)<sup>89</sup> at Duarte High School and Gladstone High School allows high school juniors and seniors to enroll in credit courses offered on those campuses. These courses are developed by Citrus College and are reviewed and taught by Citrus College faculty. Also, the College offers two long-standing repeat contracts, one for a Japanese group ([Jikei](#))<sup>90</sup> in Fine and Performing Arts and one in [public works](#)<sup>91</sup> for Los Angeles County. In both cases, Citrus College faculty make programmatic changes, including schedule and courses offered, based upon client feedback.

Study abroad staff select coursework based upon appropriateness to the destination as well as the ability to satisfy part of a general education or transfer pattern. As a result, all courses adhere to the same standards as those offered on campus. Study abroad staff complete annual and comprehensive program reviews that include a variety of data for reflection and analysis. For example, study abroad students complete a [satisfaction survey](#)<sup>92</sup> at the conclusion of each program that helps staff make modifications to program offerings in the future. Study abroad staff meet with program faculty at the conclusion of each program to hear about strengths and weaknesses.

A small number of community education courses are scheduled to meet demand. Community education courses are evaluated by all participants after each course. Courses receiving poor evaluations are not scheduled again.

The College meets the Standard.

## **Analysis and Evaluation**

Citrus College ensures the quality and improvement of all instructional courses and programs offered in the name of the institution regardless of type of credit. The Curriculum Committee regularly reviews and the Board of Trustees approves new and modified curricula. All academic and academic support programs complete program reviews to assess program effectiveness and to plan for and make improvements.

---

**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.**

---

### **Evidence of Meeting the Standard**

Citrus College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate in-person and online courses and programs. The Board of Trustees relies primarily on the input of faculty to develop processes associated with curriculum and program review as articulated in [Board Policy 2510](#)<sup>93</sup> and [Administrative Procedure 2510, Participation in Local Decision Making](#)<sup>94</sup>. [Administrative Procedure 4022, Course Approval](#)<sup>95</sup> governs the curriculum review process, guaranteeing faculty primacy in this area. Faculty have an important review role the development of all instruction-related policies, as these are required to be approved by the Academic Senate and are also approved by the Educational Programs Committee, and the Steering Committee, both of which have significant faculty representation.



[BP 4020](#)<sup>96</sup> and [AP 4020, Instructional Programs and Curriculum](#)<sup>97</sup> and [AP 4021, Instructional Program Viability](#)<sup>98</sup> govern program development and review. These guarantee that faculty have a major role in program review through the program review committee as well as in the creation of program reviews themselves. Both the [curriculum handbook](#)<sup>99</sup> and [program review webpage](#)<sup>100</sup> provide support documents for the formal processes associated with curriculum and program review.

New and existing curriculum for all programs and courses including noncredit are entered and stored in CurricUNET by faculty. CurricUNET provides several opportunities for faculty to provide and receive feedback regarding the new or modified curriculum prior to its final approval. Content on the course outline of record includes student learning outcomes, course content and objectives, textbook(s), reading and writing requirements, and examples of assignments. Faculty are supported and guided by their curriculum committee representative, the [curriculum handbook](#)<sup>101</sup>, and the curriculum assistant. The curriculum assistant attends all curriculum-related meetings and posts minutes and agendas for the curriculum committee meetings. Each academic year, the curriculum committee is trained on statewide regulations, College practices, CurricUNET updates, and course and program approval procedures. As stated earlier, the committee includes the articulation officer, several deans, including the dean with oversight for distance education, and the vice president of academic affairs. Curriculum is approved by a majority vote from the faculty curriculum committee members. A separate discussion and approval process exists for courses offered as hybrid,

defined as courses offered 50 percent or more online, or distance education; this discussion is captured on the [course outline of record distance education addendum](#)<sup>102</sup>.

Content for this discussion includes methods of assessment, communication with students, technology incorporated in the curriculum, and accessibility requirements.

To support faculty teaching online or hybrid courses, Citrus College has several staff members in the distance education program including the full-time dean of social and behavioral sciences and distance education, supervisor of distance education and the library, the faculty coordinator with 40 percent reassigned time, and the full-time distance education information technology specialist II. The faculty coordinator is @One certified and has completed all components of state-recommended training. The @One program is a California Community College Chancellor's Office Telecommunication and Technology Infrastructure project that provides free and low cost online training and resources for distance education faculty and staff. The distance education program and distance education committee have developed training for faculty and students and have begun work on the Distance Education Handbook to enhance the quality and consistency of hybrid and online coursework. In spring 2015, 25 distance education faculty completed the @One course, Introduction to Online Teaching. A second training is scheduled for fall 2015 to include accessibility in online teaching. A third course on assessment is planned for spring 2016.

Annually, between 50 and 60 faculty use the distance education modality; thus one half of program faculty have completed

initial training. The distance education program intends to make training for all new faculty mandatory once all current faculty have been trained. The faculty coordinator hosted several [workshops](#)<sup>103</sup> regarding effective practices for online teaching throughout the 2013-2014 and 2014-2015 academic years. The distance education coordinator queries [faculty](#)<sup>104</sup> and [students](#)<sup>105</sup> each semester regarding training needs.

As a part of curriculum review, faculty develop and modify student learning outcomes for all courses, certificates, degrees, and programs. Division deans, curriculum representatives, the student learning outcomes and assessment coordinator, and the technical review committee all serve as support for faculty writing or modifying student learning outcomes for all curricula.

The process of student learning outcomes development, modification, assessment, and reflection is detailed in the [Student Learning Outcomes and Assessment Handbook](#)<sup>106</sup> which is posted on the Citrus College website. Examples of each step are included. The curriculum committee has developed a streamlined procedure to allow discipline faculty to modify student learning outcomes without sending them to the full Curriculum Committee. However, these student learning outcomes are still vetted by the department and by the division curriculum representative and the student learning outcomes and assessment coordinator. Quality considerations, such as rigor, critical thinking, minimum qualifications for instruction, and student learning outcomes are part of the [course outlines of record](#)<sup>107</sup> and are [reviewed every six years](#)<sup>108</sup>.

Program reviews include specific quality measures for programs, degrees, and certificates. Assessment data add to the discussion of program improvement during [program reviews](#)<sup>109</sup> and are documented in section VII of each report.

Course-level student learning outcomes assessment serves as the foundation for programs, degrees, and certificates. Course-level outcomes and assessments are mapped to program level outcomes via a document called the [curriculum map](#)<sup>110</sup>. Additionally, the program review Year 4 supplemental report includes assessment of program, degree, and certificate outcomes. The course-level assessment reflection form includes a prompt to discuss changes or improvements based upon assessment. This discussion is summarized in each program review.

The College has an annual general education assessment dialogue where faculty, including counselors, the articulation officer, librarians, and staff members discuss general education outcomes and assessment. The report is prepared by the student learning outcomes and assessment coordinator and is shared online. Some improvements include better use of the early alert system and other student support services and the development of a faculty inquiry group (FIG) in the sciences to improve teaching of critical thinking skills in both general education and major specific science classes. For example, the spring 2012 Biology FIG agreed to provide demonstrations related to lab content in both lecture and lab for some students and in lab only for others. Results suggested that students who were exposed to the demonstration in lecture did better on exams covering this content than did students having it only in lab. As a result,



most biology faculty have implemented the lecture demonstration technique for several concepts. This same FIG discussed and implemented a major laboratory manual revision that was introduced in fall 2014. This revision includes simplified protocols that offer students more hands-on experimentation than was previously included.

The general education assessment dialogue assesses the institutional learning outcome (ILO) for transfer and degree completion. The three ILOs are:

- 1) Students transferring or completing degrees or certificates from Citrus College must demonstrate effectively assessed learning in the six areas of general education competency.
- 2) Participants preparing for employment and/or career advancement demonstrate effectively assessed learning in the six areas of core competency adopted by the College.
- 3) Participants engaged in development of foundational skills for student success demonstrate effectively assessed personal achievement in the six areas of core competency adopted by the College.

Based upon the first two reports, dialogue between the librarians, counselors, and academic program faculty has increased. ([SBS Sept. 2014 division meeting minutes](#)<sup>111</sup>) In career and technical education, the annual all-campus advisory meeting assesses the second institutional learning outcome, which is for workforce training and certificate/skill award completion. An example of an improvement in a career technical education program is the modifications made to the drafting and architecture program, which includes classroom remodeling and new technology to better

support instruction. The administration of justice advisory committee recommended a new certificate and degree pathway, Correctional Science. This new pathway will provide students the opportunity for training in an emerging field with relatively high-wage jobs. The third institutional learning outcome is for basic skills preparation and success and is assessed via the College Success Committee and basic skills program review as appropriate for math, English and English as a second language. [Some improvements](#)<sup>112</sup> include adjustments to placement test cut scores, changes in course sequencing, and alignment for reading and English. In analyzing data from 2010 to 2012, [progression of students](#)<sup>113</sup> from English 099 (precollegiate English) to English 101 (transfer-level English) improved from 55.6 percent in 2010 to 59.2 percent in 2012. Additionally, the transfer-level success rate improved from 73.9 percent in 2010 to 79.1 percent in 2012.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. Faculty are at the center of processes for establishing quality and improving instructional courses and programs.

---

**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.**

### **Evidence of Meeting the Standard**

Citrus College 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 taught online and in-person. Curriculum for courses, degrees, and certificates, including student learning outcomes, are developed by faculty and approved through the curriculum review process as explained in the [Curriculum Handbook](#)<sup>114</sup> and documented in course outlines of record stored on CurricUNET.

Program-level outcomes are developed by faculty and approved through the program review process. Student learning outcome development is supported by the [Student Learning Outcomes Handbook](#)<sup>115</sup> and [FAQ](#)<sup>116</sup> document. Discipline faculty develop competency levels and student learning outcomes based on accepted standards within each discipline supported by the [Curriculum Handbook](#)<sup>117</sup> and [Student Learning Outcomes Handbook](#)<sup>118</sup>. In vocational programs, vocational advisory committees review curriculum including student learning outcomes. Vetting courses and degrees through the [C-ID process](#)<sup>119</sup> verifies that Citrus College courses are of an appropriate rigor and have appropriate outcomes according to faculty evaluators from across the state. Intersegmental committees evaluating such curriculum ensure that there is agreement from both community college and California State University faculty regarding content and rigor. Vocational programs rely on input from advisory committees as well.

Student learning outcomes for degrees, certificates, and programs are based on those developed for the courses within them. Assessment of outcomes at these levels is generally based on outcomes achievement at the course level. All outcomes of any level are categorized into one of six [core competencies](#)<sup>120</sup>: communication; computation; creative, critical, and analytical thinking/information competency; community/global consciousness and responsibility; technology; or discipline/subject area specific content material. This allows for course comparison and discussion of courses with similar learning outcomes within programs, degrees, and certificates.

Faculty develop course student learning outcomes in connection with course objectives and content. Program, degree, and certificate learning outcomes are based on the courses contained within them, so students have a clear path to achieving learning outcomes at all levels. Student learning outcomes are included in all syllabi so students are aware of expectations for each course. Program review is the main mechanism for reporting student learning outcome results. Course learning outcomes are assessed for each major term the courses are offered. Program, degree, and certificate outcomes are assessed on a five-year cycle as part of the Core +1 program review sequence.

The College meets the Standard.

### **Analysis and Evaluation**

Faculty and advisory committees provide expertise in identifying and developing appropriate competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and

degrees. The College evaluates all courses and programs through program review. Faculty reflect on achievement data including success, retention, and achievement of student learning outcomes during program review to make improvements and modifications. All courses, programs, degrees, and certificates have student learning outcomes assessment in place.

---

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

---

**Evidence of Meeting the Standard**

Citrus College's programs provide high quality instruction, are of appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Program review, the curriculum approval process, student learning outcomes assessment, and institutional research and planning provide the mechanisms to assess and improve programs. Additionally, individual instructors are evaluated by peer faculty and administrators with input from students to ensure high quality instruction.

The [curriculum committee review and approval process](#)<sup>121</sup> ensure high quality programs of an appropriate breadth, depth, and rigor. Curriculum revisions or new submissions and precollegiate or collegiate courses, certificates, and degrees go through rigorous discussion at the department, technical review committee, and Curriculum Committee before Board of Trustee and Chancellor's Office approval, including certificates of more than 12 units. Any new degree programs of greater than 18 units are also submitted for approval to the Accrediting Commission

for Community and Junior Colleges for approval. With the C-ID process in place, many transfer degrees and associated courses have been critically evaluated by the Chancellor's Office which ensures quality and appropriate breadth, depth, and rigor of courses and degrees. Additionally, articulation agreements which ensure meeting University of California and California State University requirements, help to demonstrate appropriateness, including breadth, depth, and rigor of courses and programs. As stated previously, all curricula are reviewed at least once every six years. Discipline faculty help to ensure rigor by determining recommended and required requisites for courses which then go to the full Curriculum Committee for approval. Placement testing also supports appropriate entry of students into curricular pathways.

Program review uses course, program, and campus data to evaluate courses, certificates, and degrees taught in all modes of instruction. Faculty analyze course sequencing and patterns. [Program review](#)<sup>122</sup> analysis includes student learning outcomes assessment data that maps course outcomes to program outcomes. This analysis ensures that students are achieving appropriate outcomes and that appropriate resources to support program improvement are requested. Instructional deans, based upon program recommendations from faculty, evaluate course offerings to ensure that all programs including degrees, certificates, and transfers, can be completed in a timely manner. Advisory committees provide feedback and analysis to career and technical education programs, supporting the quality and timeliness of such programs. Many career and technical education programs complete additional reports and analyses to comply with state and federal standards; many report state or

national [standardized licensure exam results](#)<sup>123</sup>. Citrus College program review and planning processes ensure that support of students drives acquisition and distribution of resources. This in turn supports quality instruction and services provided to students.

Citrus College clearly articulates its mission, vision, and values and commits to supporting growth and success in each institutional outcome: degree completion and transfer, career and technical education degree and certificate completion, and completion of basic skills. Success is demonstrated through various achievement data, including but not limited to the [Scorecard/ARCC Report](#)<sup>124</sup>, [Community College Survey of Student Engagement results](#)<sup>125</sup>, [degree and certificate completion numbers](#)<sup>126</sup>, and [number of transfers](#)<sup>127</sup>.

The College consistently ranks with or above its peer group and, each year, has increased the number of degrees and certificates awarded as well as transfers. The College tracks the number of students hired in career and technical education fields, which is included in program review analyses. Citrus College faculty are issued invitations for speaking engagements and write and publish peer-reviewed literature and plays, which further demonstrates the high quality instruction provided by faculty. For example, a political science faculty has been invited to present his studies on United States Presidents at a national conference, and a history faculty member won an international grant and has published two plays on veterans.

Citrus College has set institutional standards that are included in its [2014 and 2015 annual reports](#)<sup>128</sup> to the Accrediting Commission for Community and Junior Colleges; the College has exceeded the standard. The number of degree

completions per year was set at 778, and the number of certificate completions was 429. In 2012-2013, 1,056 students completed degrees and 1,488 students completed certificates. The standard for transfer was set at 905, and 952 students successfully transferred in 2012-2013. The College identified a standard for rate of employment for 46 career and technical education degrees and certificates, and figures are included in the report. The College uses the [2011–2016 Strategic Plan](#)<sup>129</sup> and its [annual implementation plan](#)<sup>130</sup> to strategize ways to continue to achieve or improve upon institution-set standards. The Annual Implementation Plan is updated regularly and drives semester-to-semester institutional plans.

Campus dialogue regarding program quality and level occurs often. The General Education Assessment Dialogue is an annual event where the general education program is assessed and reported to the College. The degree and certificate Core +1 forms that accompany the annual instructional program reviews during years three and four of the five-year program review cycle provide the opportunity for program faculty to discuss and analyze these areas. Career and technical education programs host an all-campus advisory meeting each fall that assesses career and transfer at the College. All approved curricula are discussed at the Curriculum Committee and are placed on Board of Trustees agendas, which are widely publicized. Additionally, any time the College mission is reviewed or revised, wide participation is sought from all constituents and proceeds via the governance process. The [Educational Programs Committee](#)<sup>131</sup> provides an opportunity for program representatives to report on training opportunities, program successes, and requests for collaboration

and support. The Educational Programs Committee reviews and approves shared governance items such as board policies and procedures and program development or modification.

The College meets the Standard.

### **Analysis and Evaluation**

Institutional dialogue and analysis with faculty at the heart ensures that high quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning characterize all programs. All efforts to ensure breadth, depth, and rigor apply to courses and programs offered online. Additional analysis data on students' completion, of coursework in distance education will help to address whether or not distance education courses support students' timely completion of degrees and certificates. [Survey data](#)<sup>132</sup> for students completing distance education courses suggest that distance education offerings shorten time to completion by allowing for a more flexible schedule. Nearly all students in distance education take face-to-face courses simultaneously.

### **Actionable Improvement Plan**

In order to improve beyond the Standard and minimize time to completion, Citrus College will complete student educational plans with all students, thus ensuring compliance with Student Success Support Programs mandates. (II.A.2.c.)

---

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

---

### **Evidence of Meeting the Standard**

Citrus College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. The College provides credit instruction, including general education, transfer, career technical education, precollegiate, distance education and hybrid, fast-track, learning communities, and honors, and schedules course offerings across daytime, evenings, and weekends. Additionally, the College offers noncredit and contract education to meet community needs.

Most courses are offered over 16-week semesters, but several shorter options, primarily six or eight weeks, are included as well. Courses can be lecture and/or laboratory based, technology enhanced, hybrid, or fully online. Teaching methodologies are developed by faculty as part of the curriculum review process and can be found on each course outline of record in CurricUNET. Most faculty who teach online require at least one face-to-face meeting to enhance retention and success in their courses. Citrus College offers courses in winter and summer intersessions that are either six or eight weeks.

The College participates in the [Community College Survey of Student Engagement](#)<sup>133</sup> and the Community College Faculty Survey of Student Engagement every other year and has hosted many faculty development seminars on student learning styles. Citrus College uses the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement to gauge how the College is meeting students' needs. The Office of Institutional Research, Planning, and Effectiveness conducted [focus groups](#)<sup>134</sup> as a follow-up to



the Community College Survey of Student Engagement.

Students provided qualitative data regarding their engagement. Results were published in early 2014 and were also discussed in a breakout session at the spring 2014 Flex Day and at fall 2014 [Academic Senate meetings](#)<sup>135</sup>. The Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement strictly survey face-to-face students and faculty. However, the distance education program is working on including engagement questions based on the Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement for student and faculty surveys administered at the end of each course. Individual faculty members may assess students during their course and make adjustments to instruction based upon collected data. Sample syllabi from [Counseling 160](#)<sup>136</sup> and [Counseling 161](#)<sup>137</sup> demonstrate that Strategies for College Success courses, as well as other counseling courses, include assessment and discussion of learning styles. Difference in learning styles is often a part of the course-level assessment process.

Students who engage in veterans' services and Extended Opportunities Programs and Services often enroll in the Strategies for College Success course. Examples of assessment tools include the Visual Auditory Kinesthetic and the [Multiple Intelligence Quiz by Gardner](#)<sup>138</sup>. Students enrolled in the course have the opportunity to discuss their styles with the class and use this information to enhance their future classroom experiences.

The [Faculty Learning Institute](#)<sup>139</sup>, the faculty development shared governance

committee, has offered workshops about learning styles over the last decade. Additionally, recent new-faculty mentoring programs have focused on different learning styles. The new-faculty mentoring program requires that new faculty meet once a month to discuss best practices and familiarize themselves with the governance process at Citrus College. During hiring of new faculty, interview questions or demonstrations often address differing learning styles.

Faculty in instructional disciplines define student learning assessment individually for each course using means most appropriate for that discipline. These are listed in the course outlines of record, and they are reviewed as part of the program review process. Faculty discuss [delivery modes in program review](#)<sup>140</sup> and the planning process. Instructional deans use success and retention data in planning modality for distance education and hybrid courses. For example, in math, distance education success and retention rates are significantly lower than in traditional courses. The mathematics program decreased the number of sections offered until faculty completed the @One training. As indicated by representative meeting minutes from [November 17, 2014](#)<sup>141</sup>, and [May 20, 2013](#)<sup>142</sup>, and [various workshops](#)<sup>143</sup>, the Distance Education Committee is committed to a quality program and provides training and support to faculty who teach in distance education and hybrid modalities. The distance education program is committed to improving retention and success based upon enhanced engagement strategies.

In the [distance education program review](#)<sup>144</sup>, pages 7 and 16, faculty and staff discuss and analyze program-level success and retention data each year. Additionally,

the distance education program has assessed these data on page 16 in aggregate for all online and hybrid courses. Retention rates for the distance education program were roughly five to eight percent lower than the college wide rates, and success rates were roughly 10 percent lower than the success rates for the College. However, for African American and Hispanic students, both success and retention rates were significantly below the distance education program rates. The dean with oversight of distance education reviews individual faculty Blackboard sites for compliance with federal and program guidelines.

Faculty have developed program guidelines through the governance process. Faculty receive a [completed rubric](#)<sup>145</sup> and meet with the evaluation team chair to discuss the results. Full-time faculty who teach hybrid or online courses must select one online course as a part of their post tenure review every three years. The distance education program staff conduct surveys of faculty and students during primary terms to help guide the program review process.

Overall effectiveness can be demonstrated by the increases in achievement indices over the last several years. More students are [earning degrees and certificates and transferring](#)<sup>146</sup> than ever before. Learning communities and the Honors Transfer Program have assessments in place to determine effectiveness.

The College tracks success rates of [learning communities](#)<sup>147</sup> compared to the traditional offerings, and research continually shows that students in a learning community successfully complete the course at a higher rate than students not in a learning community. Success rates for

students enrolled in [fast track](#)<sup>148</sup> English 099, Math 029, and Math 130 are at least 10 percent higher than the comparable traditional course offered during the same semester. For counseling and business learning community courses, the increase in success is more modest, roughly 5 to 10 percent higher than the same traditional courses. Based on the data, the learning communities are very effective in producing learning.

One measure of the effectiveness of Honors Transfer Program courses as a delivery method in meeting students' needs is the transfer benefits they provide. Citrus College Honors Program is a member of the [Transfer Alliance Program with UCLA](#)<sup>149</sup>. The Transfer Alliance Program provides Citrus College honors students with priority consideration in their transfer applications to UCLA. This includes the ability to select a second choice transfer program. This benefit greatly enhances the likelihood of successful transfer. While unofficial, other competitive transfer universities such as UC Berkeley and UC San Diego give extra weight to a student who has completed an honors program. Also, special consideration is given by transfer institutions to students transferring from the Citrus College Honors Transfer Program to honors programs at other public and private colleges and universities.

Honors students participate in research activities that demonstrate their learning and the effectiveness of their courses. Honors students, along with science, technology, engineering, and math (STEM) students, are more likely than students in the general college population to participate in undergraduate research conferences, such as the Honors Transfer Council of California Undergraduate



Research Conference at the University of California, Irvine; the Bay Honors Symposium in Northern California; and Southern California Conferences for Undergraduate Research. Virtually all of the Citrus College students who participated in these conferences prior to 2012 were students in the institution's Honors Transfer Program. Since 2012, Citrus STEM students from Rocket Owls, Cape Owls, and the GraviTeam have participated in these conferences. The [Rocket Owls](#)<sup>150</sup> are students who build rockets and enter them to compete in intercollegiate aerospace events. The [Cape Owls](#)<sup>151</sup> build ecofriendly vehicles and enter them in intercollegiate sustainability competitions. The [Citrus GraviTeam](#)<sup>152</sup> wrote and submitted a proposal that was accepted by NASA. As a result, the GraviTeam was invited to attend the NASA Reduced Gravity Education Flight Program in Houston, June 16-25, 2011.

Ten Citrus College honors students presented research at the UCI Undergraduate Research Conference in 2013, and a Citrus College honors student presented honors research at California State University, Channel Islands in 2013. Another Citrus College honors student was selected to present research at Stanford University during the spring 2013 semester. Several honors students have research published each year, including three in the [2013 Building Bridges Best Abstracts](#)<sup>153</sup> publication.

[Disabled Students Programs and Services](#)<sup>154</sup> offers support services to enhance the educational experience of students with varying disabilities. Several training courses help students to transition to the College. In compliance with federal regulations, Citrus College provides reasonable accommodations to students

with verified disabilities. Adapted technology includes adapted keyboards, alternate pointing devices, raised line copies, screen readers, screen magnifiers, speech recognition software, and text readers. Adapted services include, but are not limited to, adapted testing services, counseling, deaf and hard-of-hearing services, note-taking supplies, priority registration and tutoring. Faculty and staff in this academic support program complete program reviews and assess student learning outcomes to ensure program effectiveness.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College addresses the diverse learning needs and styles of its students via different options in mode of delivery, teaching methodologies, and support services. Program review and student learning outcomes assessment are the primary methods of assessment of effectiveness and improvement planning and implementation. Faculty and others use success and retention data. When appropriate, supplemental student learning outcomes data, sometimes in the form of survey data, is gathered and analyzed as well.

---

**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.**

---

### **Evidence of Meeting the Standard**

The program review process is the primary way in which courses and programs are reviewed, and all instructional programs, which correspond roughly with academic

disciplines, go through this process. This is divided into an annual "core" section and a sequence of supplemental "+1" sections through which programs cycle over a five-year period. The topics for these supplemental "+1" sections include:

- [Year 1: Mission](#)<sup>155</sup>
- [Year 2: Curriculum](#)<sup>156</sup>

[Year 3: Degrees, Certificates, Transfer, and Employment](#)<sup>157</sup>

[Year 4: Program, Degree, and Certificate SLO Assessment](#)<sup>158</sup>

[Year 5: Program Self-Evaluation and Summary](#)<sup>159</sup>

	Group One	Group Two	Group Three	Group Four
	Kinesiology Health Sciences CTE/Automotive CTE/Noncredit	Fine & Performing Arts Language Arts CTE/Cosmetology	Social & Behav. Sciences CTE/Technology (DRAF, CIS, OFF, etc) Counseling, DSPS	Mathematics & Business Natural & Physical Sciences
<b>2012-13</b>	Process Development/Assessment			
<b>2013-14</b>	Core 5 Review	core 4 review	core 3 review	core 2 review
<b>2014-15</b>	core 1 review	Core 5 Review	core 4 review	core 3 review
<b>2015-16</b>	core 2 review	core 1 review	Core 5 Review	core 4 review
<b>2016-17</b>	core 3 review	core 2 review	core 1 review	Core 5 Review
<b>2017-18</b>	core 4 review	core 3 review	core 2 review	core 1 review
<b>2018-19</b>	Core 5 Review	core 4 review	core 3 review	core 2 review
<b>2019-20</b>	core 1 review	Core 5 Review	core 4 review	core 3 review
<b>2020-21</b>	core 2 review	core 1 review	Core 5 Review	core 4 review
<b>2021-22</b>	core 3 review	core 2 review	core 1 review	Core 5 Review
<b>2022-23</b>	core 4 review	core 3 review	core 2 review	core 1 review
<b>2023-24</b>	Core 5 Review	core 4 review	core 3 review	core 2 review

- Core 1 Review** = Core + Mission
- Core 2 Review** = Core + Curriculum
- Core 3 Review** = Core + Degrees, Certificates, Transfer, and Employment
- Core 4 Review** = Core + Program, Degree, and Certificate SLO Assessment
- Core 5 Review** = Core + Program Self Evaluation and Summary

Program Review Task Force  
February 1, 2013; May 3, 2013

Course outline currency is discussed every year in the [core program review](#)<sup>160</sup>, where faculty discuss the results of course student learning outcomes. All courses have defined student learning outcomes, and at least one outcome for all courses offered is

reviewed annually as part of the student learning outcomes assessment process.

Faculty review course-level student success data as part of the core program review. These data are aggregated by primary course purpose, defined as

degree/certificate core, degree/certificate elective, general education, basic skills, or other. This allows faculty to focus on how the courses relate to the larger college wide population. Faculty review data on degrees and certificates awarded and report their analysis in the annual core program review.

The [core program review](#)<sup>161</sup> includes budgetary and resource recommendations. Faculty prioritize budget requests made in program review first at the division level and then for all of academic affairs through the deans. These recommendations then drive discretionary budget planning and other resource planning activities.

The [Mission supplement](#)<sup>162</sup> deals specifically with questions of program relevancy and appropriateness allowing faculty to review the program's role in the overall curriculum.

The [curriculum section](#)<sup>163</sup> addresses course currency and future curriculum planning.

In the [Degrees, Certificates, Transfer, and Employment supplement](#)<sup>164</sup>, faculty review long-term data on student success in programs. In addition to [degree/certificate completion data](#)<sup>165</sup>, faculty review other relevant data including, where applicable, [student success in licensing exams](#), [employment data](#), and [transfer data](#)<sup>166</sup>.

Faculty review the [program, degree, and certificate student learning outcomes](#)<sup>167</sup> in the +1 supplement for their instructional discipline. All programs, degrees, and certificates have identified [student learning outcomes](#)<sup>168</sup>. These are stored in CurricUNET and published in the College catalog. In this section of program review, faculty assess student performance in these

outcomes, usually through [analysis of related course-level outcomes](#)<sup>169</sup>.

The [fifth-year self-evaluation](#)<sup>170</sup> supplement gives an overall summary of the program status, its role in the College, its long-term trends, and future plans.

Starting in 2014, the [Program Review Committee](#)<sup>171</sup> evaluates program review reports. Toward this end, the committee developed [rubrics for validating program review](#)<sup>172</sup> expectations. In the past, program reviews were examined by the Educational Programs Committee. The Program Review Committee ensures the compiled year 5 self-evaluation supplement reports are sent to the Steering Committee and the Board of Trustees.

Actions to improve programs are documented in the [annual implementation plan](#)<sup>173</sup> of the [2011-2016 Strategic Plan](#)<sup>174</sup>. Examples include development of the Distance Education Handbook, training for faculty, and development of additional Associate Degrees for Transfer in response to newly released C-ID approved curricula. Recommendations from program reviews in the past have included expanding or contracting programs. This may include the development of new Associate Degrees for Transfer and recommendations to discontinue programs that were no longer serving students.

In addition to the instructional program reviews, academic support areas such as distance education, honors program, and the library undergo a separate program review that includes both annual components and comprehensive reviews every fifth year. These reports make recommendations that have an impact on instructional programs such as student and

faculty training for distance education courses.

Faculty ensure that all courses go through curriculum review every six years. This review includes discussion both at the department level as well as by the full curriculum committee.

The College meets the Standard.

### **Analysis and Evaluation**

The program review process allows complete review of all instructional programs to ensure that they are relevant, appropriate to the College and its mission, achieve their stated learning outcomes, are kept current, and plan for future needs. This is accomplished through annual completion of the program review report as well as one of five supplemental “+1” areas. The fifth-year summary supplement serves as a cumulative reflection of the first four supplemental reports and provides an opportunity for a long-range assessment and projected planning. Program review integrates student learning outcomes assessment, curricular review, and resource requests and allocations; it also links programs to the Citrus College mission and major planning documents.

---

**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.**

---

### **Evidence of Meeting the Standard**

The College uses an [integrated planning model](#)<sup>175</sup> that begins with the Strategic Plan and Board of Trustees’ goals. The [2011-2016 Strategic Plan](#)<sup>176</sup> and [Board of Trustees’ goals](#)<sup>177</sup> help to coordinate the College’s master plans. The Office of Institutional Research, Planning, and Effectiveness creates these plans with participation of all constituencies as part of the campus governance process. Citrus College then uses these master plans to determine major institutional goals. All plans are posted on the Citrus College website, and working updates are posted on the intranet as appropriate.

All major planning documents are reviewed annually by the Institutional Effectiveness Committee and the Steering Committee and undergo a full revision every five years.

The [Educational and Facilities Master Plan 2011-2020](#)<sup>178</sup> includes specific areas of planning for all of the instructional programs. These were developed by faculty within each of these programs. Educational and facilities master plan goals are embedded in all [program reviews](#)<sup>179</sup> linking to recommendations and resource requests.

Programs complete reviews at least once annually. In the instructional areas, these program reviews include specific focus on course and program currency. Faculty review course learning outcomes annually, and they review degree and certificate learning outcomes at least every five years. Faculty in vocational areas reviewed their programs for currency at least every two years in accordance with Title 5 requirements. Faculty and staff access program reviews and student learning outcome data on the College intranet; data and reports are posted by program with



access granted to program faculty and staff.

This program review generates resource requests that are linked to institutional goals and master plans.

General education learning outcomes are reviewed annually at the [general education dialogue](#)<sup>180</sup> session. The report is posted on the college website upon completion.

Institutional data are integral to planning, and the Office of Institutional Research, Planning, and Effectiveness plays a central role in developing College master plans. The Office of Institutional Research, Planning, and Effectiveness staff gives presentations to the campus community as well as individual campus groups to explain major data findings.

In addition, staff from the Office of Institutional Research, Planning, and Effectiveness provides [data on enrollment patterns](#)<sup>181</sup>, course scheduling, and program success and retention with distance education disaggregated from face-to-face instruction rates to support individual program reviews.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College employs ongoing, systematic evaluation and integrated planning. This documents currency, achievement of learning outcomes for courses, programs, degrees, certificates, and the institution. Plans begin with the Citrus College Mission and Board of Trustees' goals and are linked to programs. Major plans are revisited regularly and linked to program modifications and resource requests. Evaluation of

effectiveness is collaborative and driven by data.

---

### **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.**

---

**Evidence of Meeting the Standard**  
[Board Policy 4280, Final Examinations](#)<sup>182</sup>, provides that final exams are the standard for course assessment throughout the College, and exceptions must be approved by the Office of Academic Affairs.

Because faculty assess and discuss student learning outcomes for all courses annually, faculty have the opportunity to determine if their exams adequately measure student learning. In many cases the exam is a key part of the student learning outcome assessment.

Where appropriate, faculty use standardized exams across all sections of a course to ensure that all students are being assessed in an unbiased manner. Standardized exams provide a further measure of validation for the effectiveness of measuring student learning.

Also, where applicable, faculty use standardized exams developed at the [state](#)<sup>183</sup> or [national](#)<sup>184</sup> level to assess student learning and assign grades. The large sample size analyzed during development and revision for these exams decreases test bias and increases validation. For example, the Chemistry Department uses a national exam during coursework and for student learning outcomes assessment. Many career and technical educational programs culminate in a standardized state licensure exam.

The College meets the Standard.

### **Analysis and Evaluation**

Standardized exams are used in some programs and courses and are validated using student learning measures; national exams are tested externally for nonbias. Faculty use the student learning outcomes and assessment process to validate exams as well as other assessments, including minimization of test biases.

---

### **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.**

---

#### **Evidence of Meeting the Standard**

The learning outcomes of all Citrus College courses are listed in the course outline of record. Course learning outcomes align with the course objectives so that credit is based on attaining these learning outcomes. Course outlines of record are stored in [CurricUNET](#)<sup>185</sup> and are searchable online by students and the community. Transferrable courses include a section for articulation and equivalent courses at transfer institutions. Advisory committees analyze career and technical education course and program content and student learning outcomes to further ensure quality.

Credit for courses follows the guidelines prescribed by the California Community College Chancellor's Office. All course outlines are reviewed and approved by the Citrus College Curriculum Committee to ensure that these requirements are met, including following a Carnegie unit standard for awarding college credit and a

level of academic rigor appropriate to college-level coursework. This is reflected in the curriculum process, [Curriculum Handbook](#)<sup>186</sup>, and in board policies including [Board Policy 4020, Program, Curriculum, and Course Development](#)<sup>187</sup> and [Administrative Procedure 4020, Instructional Programs and Curriculum](#)<sup>188</sup>. These board policies and administrative procedures spell out how the governance process guides development of programs and curricula to ensure that all programs have appropriate support for human and material resources.

The College meets the Standard.

### **Analysis and Evaluation**

Course credit is based on course learning outcomes. Citrus College credit reflects the norms for California Community Colleges as defined by the Chancellor's Office.

---

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

---

#### **Evidence of Meeting the Standard**

All of Citrus College's degrees and certificates have identified learning outcomes that have been developed by College faculty and approved through the College's curriculum approval process. These outcomes are closely aligned with the program-level outcomes. Degree and certificate learning outcomes are listed beginning on page 89 of the [college catalog](#)<sup>189</sup>.

Degree and certificate outcomes are based on the learning outcomes of the individual courses within each program, certificate, and degree. By completing the coursework

for the degree or certificate, students also complete the program's outcomes.

As part of the development process for all new degrees and certificates, faculty within each discipline discuss the learning requirements and develop learning outcomes as outlined in the [Curriculum Handbook](#)<sup>190</sup>. Because learning outcomes were added to degrees and certificates over the last accreditation cycle, faculty discussed learning expectations and developed outcomes for each existing degree and certificate. All of these were reviewed for approval by the Curriculum Committee.

As part of the program review cycle, faculty review the learning outcomes and student achievement of these outcomes for each of the degrees and certificates within their program.

In addition, students earning associate's degrees are required to meet [general education learning outcomes](#)<sup>191</sup>, which are discussed in the general education portion of this standard. These learning outcomes were developed by the Student Learning Outcomes and Assessment Committee, also known as the HotShots, and approved through the College governance process. They are discussed annually as part of the [general education assessment dialogue](#)<sup>192</sup>.

The College meets the Standard.

### **Analysis and Evaluation**

All students receiving degrees and certificates are required to achieve the published learning outcomes for these awards. These learning outcomes are developed and reviewed by faculty and by the College's curriculum committee.

---

**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.**

---

### **Evidence of Meeting the Standard**

Citrus College requires all students completing an associate's degree to complete one of three possible general education programs. All three of these are listed in the section titled "Graduation Requirement for Associate Degree" (starting on page 70) of the 2014-2015 [college catalog](#)<sup>193</sup>. Two of these are based on courses accepted for transfer as general education by the University of California and California State University systems designated as the Intersegmental General Education Transfer Curriculum and California State University-General Education respectively. The third is a locally developed 22-unit general education pattern. This local general education pattern may not be applied to liberal arts degrees or Associate Degrees for Transfer.

Inclusion of courses in the two transfer-based general education patterns is determined solely by acceptance of these course outlines by the Intersegmental General Education Transfer Curriculum (IGETC) and California State University-General Education (CSU-GE) governing bodies. Discipline faculty, the Curriculum Committee, or the articulation officer can recommend that a course be submitted for approval to one of these bodies. The



articulation officer is responsible for submitting these submissions and communicating the results to the Curriculum Committee and the Office of Academic Affairs.

The philosophy of general education statement is included in the college catalog and in board policy and administrative procedure, [BP 4025](#)<sup>194</sup> and [AP 4025, Philosophy and Criteria for Associate Degree and General Education](#)<sup>195</sup>. These articulate the criteria by which courses are added to the local general education pattern. Faculty who wish to add their classes to the general education list can do so by making a request via the course outline approval process in CurricUNET. The curriculum committee reviews these requests as part of the full course outline, including the student learning outcomes.

The College meets the Standard.

### **Analysis and Evaluation**

All students awarded associate's degrees are required to complete one of three possible general education patterns based on Citrus College's general education philosophy statement. Courses are included in the local general education pattern based on review of the course outline content, rigor, and student learning outcomes while inclusion in the transfer-based patterns is based on review by the Intersegmental General Education Transfer Curriculum and California State University-General Education systems.

---

**General education has comprehensive learning outcomes for the students who complete i.e., 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.**

### **Evidence of Meeting the Standard**

All three of Citrus College's general education patterns include requirements for students to learn content and methodology in the areas of humanities and fine arts, natural sciences, and social sciences, as well as mathematics, English, and critical thinking skills. These patterns follow statewide norms for lower-division general education consistent with the College's [general education philosophy](#)<sup>196</sup>.

All general education courses have learning outcomes developed to fit within broad core competencies that reflect the general education philosophy and goals. The curriculum committee requires collegiate-level critical and creative thinking in all college-level courses, including those that are part of the general education patterns. The General Education Committee chair reviews all general education courses in the curriculum approval process to ensure they are included in the appropriate category.

The content and methodology of the different general education areas are required components of the [course outlines for general education courses](#)<sup>197</sup>. All general education courses in the IGETC and CSU-GE transfer patterns have been reviewed by outside agencies to ensure that they meet these requirements for their areas. The few courses that are in the local pattern but not the transfer patterns have undergone similar review by the Curriculum and General Education Committees.

The general education patterns provide the broad skills required for success in any

endeavor. By focusing on core competencies such as critical thinking, communication, calculation, and global consciousness in general education courses, all students develop an appreciation for the breadth of human understanding and culture rather than simply focusing on their requirements of the specific discipline. At least 20 units, and often more than 30 units, of a student's lower-division units are in the form of general education, so any measure of student success in upper-division classes or employment after students receive a degree is as much a reflection of their general education learning as their major preparation. Citrus College students' success rates at four-year schools are consistently high, and employment statistics when available, show that students who complete the general education program are well prepared to make use of the skills they have learned.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College's general education patterns include requirements in humanities and fine arts, natural sciences, and social sciences. General education course outlines and student learning outcomes reflect the content and methodologies of these areas.

---

**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.**

---

### **Evidence of Meeting the Standard**

Citrus College's general education patterns include specific requirements called core competencies to pass courses in oral and written communication, scientific and quantitative reasoning, and critical analysis and logical thinking. In addition, basic information competency and computer literacy are now sufficiently widespread that they are integral parts of most college-level courses.

All courses are reviewed in the curriculum committee to ensure that they meet collegiate standards. Specific examples of writing assignments are required on course outlines. The curriculum committee requires that all college-level courses have student learning outcomes that address critical thinking skills, and courses that specifically address communication, information competency, technological skills, and calculation skills are expected to have student learning outcomes that address these. All student learning outcomes have assessment methods listed with them in CurricUNET. [Economics 101](#)<sup>198</sup> is an example.

Every year, faculty who teach general education courses gather to [assess and discuss student achievement of general education learning outcomes](#)<sup>199</sup> in each of the broad general education areas. In general, faculty determine that successful students achieve the learning goals of the general education program in the core competencies listed above.

The College meets the Standard.

### **Analysis and Evaluation**

Students completing the general education patterns are required to take courses that develop skills in oral and written communication, information competency,

computer literacy, scientific and quantitative reasoning, critical/logical thinking, and knowledge acquisition from a variety of sources. This is reflected in course student learning outcomes and other components of the course outlines.

---

**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.**

---

#### **Evidence of Meeting the Standard**

The student learning outcomes [core competency](#)<sup>200</sup> area of global consciousness is one of the major categories of student learning outcomes at Citrus College. This area specifically addresses the questions of ethics, cultural diversity, and effective citizenship. While courses in many disciplines across campus include this core competency in their student learning outcomes, courses in the social and behavioral sciences and arts and humanities general education areas have made a particular point of including this competency. Examples include [Ethnic Studies 101](#)<sup>201</sup>, [Sociology 201](#)<sup>202</sup>, [Art 100](#)<sup>203</sup>, [Art 200](#)<sup>204</sup>, and [Humanities 101](#)<sup>205</sup>.

The faculty in each of the disciplines decide which core competencies to focus on in their classes, though this is reviewed by the Curriculum Committee to ensure that major competencies are not overlooked. Any updates to student learning outcomes that occur when a course is not going through full curriculum review are reviewed by the student

learning outcomes and assessment coordinator.

The College meets the Standard.

#### **Analysis and Evaluation**

The College's global consciousness core competency promotes student development of ethics, cultural diversity, and effective citizenship, particularly in the social and behavioral sciences general education areas.

---

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

---

#### **Evidence of Meeting the Standard**

Citrus College's degree programs include focused areas of study in at least one area of inquiry or in an established interdisciplinary core. Faculty submit all new degrees for approval through the Curriculum Committee review process and these degrees include student learning outcomes and assessment as well as specifications for core required courses, which represent an established interdisciplinary core or focused area of study. CurricUNET is the forum in which degrees are discussed, approved, and stored. Degrees are posted in the [college catalog](#)<sup>206</sup> beginning on page 89.

The College meets the Standard.

#### **Analysis and Evaluation**

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

---

**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.**

---

**Evidence of Meeting the Standard**

Citrus College students who complete 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. In addition to completing annual program reviews each year, many occupational programs (e.g. automotive technology, nursing, dental assistant) are regularly reviewed by outside agencies such as the National Automotive Technicians Education Foundation and the Board of Registered Nursing to meet employment competencies.

Faculty and staff in each career and technical program complete a career and

technical education section as applicable in odd numbered years. They analyze licensure and employment data for each pathway. All programs also assess student learning outcomes for each course that maps to the program student learning outcomes. The rate of licensure and employment, in addition to the success in student learning outcomes assessment, ensure that students demonstrate necessary technical and professional competencies and skills.

Citrus College identifies institution-set standards for graduate employment rates (question 21) in the [ACCJC 2015 Annual Report](#)<sup>207</sup>. Many of the programs exceed the institution-set standard; each program has a unique standard.

Career Coach, an online tool on the career and technical education webpage, allows students to inquire about potential employment in different careers. These data are also available for faculty analyzing and planning for their programs. The data below describes wages gained and licensure pass rates.

**Table II.A.5.a. CCCCCO Wage Gain Summary Report**

	Award Year 2000-2001 through 2007-2008 combined		
	Median Wage 3 Years After Award	Total Awards	Award to Wage Match Rate
<b>Administration of Justice-210500</b> AA/AS Degree Recipient	\$41,711	40	93%
Chancellor's Office Approved Certificates Recipient	\$37,599	18	83%
<b>Biological/Physical Sciences/Mathematics-490200</b> AA/AS Degree Recipient	\$27,578	140	73%
<b>Business &amp; Commerce, General-050100</b> AA/AS Degree Recipient	\$36,002	190	71%
<b>Commercial Music-100500</b> Chancellor's Office Approved Certificates Recipient	\$20,068	111	71%

	Award Year 2000-2001 through 2007-2008 combined		
	Median Wage 3 Years After Award	Total Awards	Award to Wage Match Rate
<b>Cosmetology &amp; Barbering-300700</b> AA/AS Degree Recipient	\$21,991	14	79%
Chancellor's Office Approved Certificates Recipient	\$18,471	474	61%
<b>Dental Assistant -124010</b> Chancellor's Office Approved Certificates Recipient	\$21,345	32	84%
<b>Diesel Technology-094700</b> Chancellor's Office Approved Certificates Recipient	\$42,303	43	74%
<b>Fine Arts, General-100100</b> AA/AS Degree Recipient	\$23,762	65	69%
<b>Language Arts-150200</b> AA/AS Degree Recipient	\$28,380	21	67%
<b>Library Science, General-160100</b> Chancellor's Office Approved Certificates Recipient	\$27,260	20	80%
<b>Licensed Vocational Nursing-123020</b> Chancellor's Office Approved Certificates Recipient	\$40,543	173	88%
<b>Registered Nursing-123010</b> AA/AS Degree Recipient	\$75,527	13	92%
<b>Social Sciences, General-220100</b> AA/AS Degree Recipient	\$28,611	274	77%
<b>Transfer Studies-490110</b> AA/AS Degree Recipient	\$33,383	45	67%
<b>Water and Wastewater Technology-095800</b> Chancellor's Office Approved Certificates Recipient	\$71,467	13	100%

**Table II.A.5.b. Licensure Pass Rates**

Exam	2010-2011		2011-2012		2012-2013	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Certified Nursing Assistant (NNAAP) Written Exam	96	100%	92	100%	30	100%
Certified Nursing Assistant (NNAAP) Skills Examination	96	100%	92	92%	30	93%
Emergency Medical Technician	88	93%	92	82%	60	97%
Registered Nursing(NCLEX-RN)	31	95%	29	80%	27	100%
Vocational Nursing (NCLEX)	72	96%	26	85%	42	95%
Cosmetology–Written Exam Board of Barbering/Cosmetology	101	87%	155	87%	180	71%
Cosmetology–Practical Exam Board of Barbering /Cosmetology	118	79%	152	93%	155	94%
Esthetician–Written Exam Board Barbering /Cosmetology	45	73%	58	95%	58	83%

Esthetician–Practical Exam Board of Barbering/Cosmetology	37	95%	57	98%	53	91%
Registered Dental Assistant (Dental Board of CA)	2/2011-8/2011		1/2012-7/2012		8/2012-8/2013	
Practical Exam	24	91%	6	88%	55	92%
Written Exam	21	100%	6	100%	32	82%
Law & Ethics Exam	21	87%	7	86%	35	80%

The College meets the Standard.

### Analysis and Evaluation

Citrus College students who complete 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.

---

**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 outcomes consistent with those in the institution’s officially approved course outline.**

---

### Evidence of Meeting the Standard

Citrus College ensures that students, current and prospective, receive clear and accurate information about educational courses, programs, and transfer policies. Degrees and certificates are described in terms of purpose, content, course requirements, and expected learning outcomes. The primary methods to communicate this information are via the Citrus College Catalog and through course syllabi. All syllabi include student learning

outcomes. Student learning outcomes are stored in the official course outlines of record on CurricUNET. Course outlines are searchable online via the [CurricUNET](#)<sup>208</sup> website, which is linked from the [Curriculum Committee webpage](#)<sup>209</sup> and is available from the [A-Z index](#)<sup>210</sup> on the Citrus College webpage.

The [Citrus College Catalog](#)<sup>211</sup> includes degree and certificate requirements and student learning outcomes as well as brief course descriptions for each active course beginning on page 69. It also includes transfer degree and pattern information. The College catalog is available in limited print copies as well as in the online format which can be located on the main webpage and through the [A-Z index under C](#)<sup>212</sup> for catalog. [Degree and certificate](#)<sup>213</sup> information is cross-linked online from the [counseling department pages](#)<sup>214</sup>, the [distance education program](#)<sup>215</sup> pages, as well as listed independently in the [A-Z index as certificates of achievement](#)<sup>216</sup> or [degrees and certificates](#)<sup>217</sup>. Additional transfer information can be found online via the [transfer center](#)<sup>218</sup> website, searchable in the [A-Z index under T](#)<sup>219</sup>.

Instructional divisions collect current syllabi for every course each term and intersession. Instructional divisions store syllabi in the scheduling and planning software called [LiveOak](#)<sup>220</sup> and can provide previous or current versions to students should the need arise. The faculty provides printed copies of syllabi or post on



Blackboard or TurnItIn.com during the first week of classes.

Faculty evaluation, course student learning outcomes assessment, and program review verify that individual sections of courses adhere to the course objectives and learning outcomes. The curriculum review process ensures that faculty have ongoing dialogue about content and outcomes; pre- and post-tenure peer review evaluation for full-time faculty and adjunct peer review evaluation ensure that the correct content is delivered. All new faculty start their teaching assignments with the course outline of record.

The College meets the Standard.

#### **Analysis and Evaluation**

Citrus College communicates with students in a clear manner the requirements and details associated with courses, student learning outcomes, degrees and certificates, and transfer policies. Community College Survey of Student Engagement supplemental questions show that students are aware of course, program, and institutional outcomes and expectations; the importance of achieving these outcomes; and the value of earning degrees and certificates.

---

**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.**

---

#### **Evidence of Meeting the Standard**

Citrus College posts clearly stated transfer-of-credit policies in the [catalog](#)<sup>221</sup> (pg. 16), schedule of classes, as well as online on the [transfer center](#)<sup>222</sup> and [admissions and records](#)<sup>223</sup> web pages, which are available through the A-Z index. Satisfaction of prerequisite/co-requisite requirements is also discussed in the [college catalog](#)<sup>224</sup> (pg. 23) where it is indicated that transcripts can be used to satisfy such requirements. Transfer of credit is identified in [Administrative Procedure 4100, Graduation Requirements for Degrees and Certificates](#)<sup>225</sup>. The [articulation web pages](#)<sup>226</sup>, searchable in the A-Z indices, communicate practices regarding transfer of community college units to Citrus College as well as transfer of Citrus College units to four-year universities. Also, the Assist.org website is highlighted on the [Articulation webpage](#)<sup>227</sup>.

Articulation policy and practice are delineated in [Administrative Procedure 4050, Articulation](#)<sup>228</sup>. All board policies and administrative procedures are reviewed on a regular basis. Citrus College students can transfer units from an accredited institution to apply toward associate's degree requirements. Official college transcripts are required of new students who previously attended another college or university. The articulation officer assists in establishing and maintaining articulation agreements. Counselors aid in the evaluation of transfer credits by analyzing transcripts, course descriptions, and notations on transcripts. Discipline faculty may also consult on scope and content for this type of evaluation.



Transfer institutions grant articulation agreements based upon units, lecture/lab designations, and course methodologies. Course outlines are compared and evaluated per board policy, [Board Policy 4050](#)<sup>229</sup> and [Administrative Procedure 4050, Articulation](#)<sup>230</sup>. In addition to public universities, some private universities participate in articulation. The steady increase in the number of successful transfers each year demonstrates effective articulation. Faculty participating in the statewide course identification curriculum process evaluate course outlines of record including student learning outcomes to verify that Citrus College courses are equivalent to other accepted statewide norms. This evaluation and approval further supports that articulation agreements between Citrus College and four-year institutions are valid.

The College uses credit by exam to grant course credit, enabling students who can demonstrate proficiency in bodies of subject matter to plan a relevant educational program that excludes courses in which they have previously attained essential levels of mastery of subject matter. The procedure for credit by exam is delineated in board policy, [Board Policy 4235](#)<sup>231</sup> and [Administrative Procedure 4235, Credit by Exam](#)<sup>232</sup>. The examination includes written, oral, and skill tests; portfolio review; or a combination of these as determined appropriate by the department faculty. Students cannot be granted more than 12 units total via this method.

The College meets the Standard.

### **Analysis and Evaluation**

Transfer-of-credit policies are clearly posted in several ways and posted online in several locations. The College develops

appropriate articulation agreements with partner institutions. Student learning outcomes for articulated courses provide an additional means to verify compatibility of articulated courses.

---

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

---

### **Evidence of Meeting the Standard**

Citrus College ensures that students enrolled in programs undergoing significant modifications, including elimination, can complete their education in a timely manner with minimal disruption. [Board Policy 4021](#)<sup>233</sup> and [Administrative Procedure 4021, Program Viability](#)<sup>234</sup>, spell out the College's practice for programs with significant modifications in accordance with Title 5, section 51022. The board policy and administrative procedure include provisions to ensure enrolled students can complete their education. A viability committee can be activated to assess the health of a program. Such a committee would be primarily populated by counseling and instructional faculty who would ensure a timeline for any enrolled students to complete is implemented. Administrators, classified staff, and students would also serve on the committee. Program review functions as the support structure for analyzing data that contribute to healthy programs.

Because program review links to other major planning processes, data from these other documents may be used along with data from the community, such as job

market data. Discontinuance is only considered after a program has undergone an intervention to improve its status. The Academic Senate and Curriculum Committee provide integral support as well as data to help assess the viability of programs.

The College meets the Standard.

### **Analysis and Evaluation**

The College adheres to a clear policy and administrative procedure to analyze program viability, including elimination, which ensures that students can complete their education in a timely manner with minimal disruption.

---

**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 to assure integrity in all representation about its mission, programs and services.**

---

### **Evidence of Meeting the Standard**

Citrus College 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, to ensure integrity in all representation about its mission, programs, and services. College leaders, including the curriculum chair, articulation officer, and vice president of academic affairs, review the catalog to ensure accuracy. An information distribution process ensures the curriculum assistant can inform all relevant parties when changes occur to degrees or certificates. Navigation links to the most important

information from the [College's home page](#)<sup>235</sup> within one or two clicks is a priority. The College mission, vision, and values, as well as accreditation documents and class schedules, are all within one click.

Website information is reviewed at academic team meetings and dean's council, and the College recently formed a Section 508 compliance committee to ensure that all areas strive for accessibility. Board policies and administrative procedures are reviewed at least once every three years via participatory governance. Agendas, including those for meetings of the Board of Trustees, are posted in paper and online in accordance with the Brown Act, the State of California legislation that ensures open meetings by public agencies. Minutes are posted online and circulated via email in a timely fashion for shared governance. Information about the College can be found in many formats and is searchable via the College website's A-Z index, on the [College home page](#)<sup>236</sup>, and from the [Office of Institutional Research, Planning, and Effectiveness](#)<sup>237</sup> webpage. Examples of information that focuses on student achievement include the [Factbook](#)<sup>238</sup>, [Scorecard](#)<sup>239</sup>, [Accountability Reporting for the Community Colleges](#)<sup>240</sup>, [Community College Survey of Student Engagement](#)<sup>241</sup>, [program reviews](#)<sup>242</sup>, and accreditation documents, including [degree and certificate awards](#)<sup>243</sup>.

The College regularly reviews and revises information. The schedule of classes is produced for primary terms and intersessions. The catalog is widely reviewed and revised yearly. Brochures go through a division review and approval process and are then reviewed and approved by external relations and publications. Divisions also have a review

and approval process for discipline and program content in the catalog.

The Office of External Relations and Publications is responsible for producing and distributing news releases to local media.

Citrus College maintains a presence on several social media sites, notably Facebook and Twitter. A social media administrative procedure is in development to ensure responsible use of social media by college representatives. Several College programs distribute information through these sites, including the Office of External Relations and Publications, the Office of Student Life, the Transfer Center, and the Honors Transfer Program.

The College meets the Standard.

#### **Analysis and Evaluation**

Citrus College ensures integrity in all representations about its mission, programs, and services. Its catalogs, statements, and publications, including those in electronic formats, represent the college accurately, clearly, and consistently to prospective and current students, the public, and its personnel.

---

**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 and world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

---

#### **Evidence of Meeting the Standard**

Citrus College relies upon board-adopted policies and administrative procedures on [academic freedom](#)<sup>244</sup> and responsibility, [student academic honesty](#)<sup>245</sup>, and specific institutional beliefs. The policies on academic freedom and student academic honesty are posted not only on the College website on the board policies page, but also on page 277 of the [college catalog](#)<sup>246</sup>.

The College meets the Standard.

#### **Analysis and Evaluation**

The Board of Trustees approves policies on academic freedom and responsibility and student academic honesty that make clear the College's commitment to the free pursuit and dissemination of knowledge.

---

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

---

#### **Evidence of Meeting the Standard**

Citrus College faculty distinguish between personal conviction and professional accepted views in their disciplines and present data and information in a fair and objective manner. The board [policy on academic freedom](#)<sup>247</sup> requires faculty to "honor and respect divergent viewpoints that are grounded in cultures of reason, evidence, and responsible scholarship." [Board Policy 3900](#)<sup>248</sup> and [Administrative Procedure 3900, Speech: Time, Place and Manner](#)<sup>249</sup>, protect free speech for all on campus allowing for speakers to be heard. This policy, along with the policy on academic freedom, demonstrates the College's commitment to the free pursuit and dissemination of knowledge.

The College communicates its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline in the board policy on academic freedom. Additionally, the Academic Senate adopted a [faculty code of ethical conduct](#)<sup>250</sup> in 2006 that describes faculty responsibility to students, colleagues, the discipline, the institution, and the community. All faculty are evaluated ([full-time tenured](#)<sup>251</sup>; [full-time, nontenured](#)<sup>252</sup>; [adjunct](#)<sup>253</sup>) on a regular basis with a primarily peer-reviewed process that includes classroom observations, administrative review, and [student evaluations](#)<sup>254</sup>. The process allows faculty to assess their performance in the areas included in the faculty code of conduct. Additionally, all new full-time faculty participate in a year-long orientation that includes discussion of best practices that adhere to the faculty code of conduct. Program review, curriculum review, and student learning outcomes assessment provide avenues for faculty to engage in dialogue about professionally accepted views in their disciplines.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College faculty distinguish between personal conviction and professional accepted views in their disciplines and present data and information in a fair and objective manner.

---

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

---

### **Evidence of Meeting the Standard**

Citrus College publishes clear expectations concerning student academic honesty and

consequences for dishonesty. The College's academic honesty policy, [Board Policy 5500, Standards of Conduct](#)<sup>255</sup>, gives clear expectations about student behavior including a specific section on academic integrity/honesty. Faculty syllabi reinforce this and provide specific guidance for individual courses; many syllabi include a link to the standards of conduct or include the text of the standards of conduct.

Student disciplinary and grievance procedures exist to enforce academic honesty policies. Consequences for dishonesty are enumerated in the accompanying administrative procedure, [Administrative Procedure 5520, Student Discipline Procedures](#)<sup>256</sup>. All students are provided due process via this procedure. All documents are available in the online board policy section as well as the page titled student conduct. As with all other policies and administrative procedures, they are reviewed at least once every three years using participatory governance processes.

The College meets the Standard.

### **Analysis and Evaluation**

The College publishes clear expectations concerning student academic honesty and consequences for dishonesty.

---

**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 statement in the catalog and/or appropriate faculty or student handbooks.**

---

**Evidence of Meeting the Standard**

Citrus College has student [standards of conduct](#)<sup>257</sup> available to students online in the [college catalog](#)<sup>258</sup> on page 277 and links in course syllabi and the schedule of classes. The Citrus College academic freedom policy gives broad latitude to faculty to “present ideas and convictions they believe to be in accord with available evidence” while having “the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.”

The standards of conduct are consistent with the College’s mission of “fostering a diverse educational community and learning environment by providing an open and welcoming culture that supports successful completion of transfer, career/technical education, and basic skills development.” The College demonstrates a

commitment to participation in governance, and many student learning outcomes are written under the community and global consciousness competency. Citrus College does not seek to instill specific beliefs or worldviews and encourages respect for diversity and various worldviews.

The College meets the Standard.

**Analysis and Evaluation**

Citrus College does not seek to instill specific beliefs or worldviews and encourages respect for diversity and other worldviews.

---

**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.**

---

**Evidence of Meeting the Standard**

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

**Analysis and Evaluation**

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

## Evidence

II-A-1	<a href="#">Program Review Cycle</a>
II-A-2	<a href="#">Citrus College Mission Statement</a>
II-A-3	<a href="#">Citrus College Administrative Procedure AP 4105</a>
II-A-4	<a href="#">Citrus College Curriculum Handbook</a>
II-A-5	<a href="#">Educational and Facilities Master Plan 2011-2020</a>
II-A-6	<a href="#">Student Learning Outcomes and Assessment Handbook</a>
II-A-7	<a href="#">Citrus College Board Policy BP 4100</a>
II-A-8	<a href="#">Citrus College Administrative Procedure AP 4100</a>
II-A-9	<a href="#">Los Angeles, Orange County Regional Consortium</a>
II-A-10	<a href="#">Citrus College Administrative Procedure AP 4102</a>
II-A-11	<a href="#">Citrus College Administrative Procedure AP 4103</a>
II-A-12	<a href="#">College Success – Home</a>
II-A-13	<a href="#">Honors Transfer Program – Home</a>
II-A-14	<a href="#">Learning Communities – Home</a>
II-A-15	<a href="#">Citrus College Administrative Procedure AP 4020</a>
II-A-16	<a href="#">Program Review Committee – Home</a>
II-A-17	<a href="#">Program Level Assessment &gt; Awards</a>
II-A-18	<a href="#">Research &gt; Citrus College Transfer Report</a>
II-A-19	<a href="#">Citrus College Fact Book</a>
II-A-20	<a href="#">Distance Education Data – combined</a>
II-A-21	<a href="#">Research &gt; College Success Data</a>
II-A-22	<a href="#">Research &gt; Flex Day 2014 PowerPoint, CCSSE</a>
II-A-23	<a href="#">Research &gt; CCSSE 2014 Follow-up, Executive Summary</a>
II-A-24	<a href="#">Citrus College Catalog 2014-2015</a>
II-A-25	<a href="#">Continuing Education Schedule of Classes – Home</a>
II-A-26	<a href="#">Learning Communities – Home</a>
II-A-27	<a href="#">Honors Transfer Program – Home</a>
II-A-28	<a href="#">Citrus College Scholar-Baller Program – Home</a>
II-A-29	<a href="#">Enrollment Management Plan 2014-2019</a>
II-A-30	<a href="#">Distance Education Student Surveys – Index</a>
II-A-31	<a href="#">Distance Education Attendance Guidelines</a>
II-A-32	<a href="#">Research &gt; CCSSE Index</a>
II-A-33	<a href="#">Testing Center&gt; New Student Assessment/Orientation</a>
II-A-34	<a href="#">SLOA &gt; Status &gt; Plans</a>
II-A-35	<a href="#">Astronomy Annual Program Review 2014, SLO Reflection</a>
II-A-36	<a href="#">SLOA &gt; GE Assessment Dialogue</a>
II-A-37	<a href="#">Program Review Cycle</a>
II-A-38	<a href="#">Program Level Assessment</a>
II-A-39	<a href="#">LiveOak Home Screen Shot</a>
II-A-40	<a href="#">Citrus College Curriculum – Home</a>
II-A-41	<a href="#">Distance Education Annual Program Review 2013</a>
II-A-42	<a href="#">Distance Education Comprehensive Program Review 2012</a>
II-A-43	<a href="#">CurricUNET Screenshot, HIST 155</a>
II-A-44	<a href="#">Learning Communities – Home</a>
II-A-45	<a href="#">Honors Transfer Program – Home</a>
II-A-46	<a href="#">Honors Program Survey</a>
II-A-47	<a href="#">Distance Education Faculty Survey Results, Fall 2014</a>
II-A-48	<a href="#">Distance Education Student Surveys – Index</a>



II-A-49	<a href="#">Study Abroad Annual Program Reviews 2013 and 2014</a>
II-A-50	<a href="#">Career Tech Ed Advisory Councils Index</a>
II-A-51	<a href="#">Drafting/Architecture Annual Program Review 2012</a>
II-A-52	<a href="#">Early College Information Night PowerPoint</a>
II-A-53	<a href="#">Early College, Duarte High School Program</a>
II-A-54	<a href="#">Citrus College Noncredit Application and Registration</a>
II-A-55	<a href="#">Citrus College Noncredit ESL – Home</a>
II-A-56	<a href="#">SLOA &gt; GE Assessment Dialogue</a>
II-A-57	<a href="#">College Success Data &gt; Learning Communities</a>
II-A-58	<a href="#">Honors Program Survey</a>
II-A-59	<a href="#">Study Abroad Student Survey, Spring 2014</a>
II-A-60	<a href="#">Citrus College-ACCJC Midterm Report on SLO's 2012</a>
II-A-61	<a href="#">SLOA &gt; Status &gt; Plans</a>
II-A-62	<a href="#">SLOA Reporting Form 2014-2015</a>
II-A-63	<a href="#">Institutional Learning Outcomes – Home</a>
II-A-64	<a href="#">General Education Learning Outcomes – Home</a>
II-A-65	<a href="#">Citrus College Catalog – Learning Outcomes extract</a>
II-A-66	<a href="#">HotShots – Home</a>
II-A-67	<a href="#">CurricUNET – Home</a>
II-A-68	<a href="#">Astronomy SLO Reflection 2013</a>
II-A-69	<a href="#">SLOA Campus Resources, FAQ</a>
II-A-70	<a href="#">SLOA Campus Resources, Handbook</a>
II-A-71	<a href="#">HotShots Committee</a>
II-A-72	<a href="#">Instructional Program Review, Year 3 Supplement</a>
II-A-73	<a href="#">Instructional Program Review, Year 4 Supplement</a>
II-A-74	<a href="#">Instructional Program Review, Blank</a>
II-A-75	<a href="#">Instructional Program Review, Year 4 Supplement</a>
II-A-76	<a href="#">Instructional Program Review, Year 3 Supplement</a>
II-A-77	<a href="#">SLOA &gt; GE Assessment Dialogue</a>
II-A-78	<a href="#">College Success – Home</a>
II-A-79	<a href="#">Career Tech Ed Advisory Councils Index</a>
II-A-80	<a href="#">Performance Cloud / Weave</a>
II-A-81	<a href="#">Curriculum Committee Members</a>
II-A-82	<a href="#">Educational Programs Committee &gt; Rubric</a>
II-A-83	<a href="#">Live Oak, Two Page Screenshot</a>
II-A-84	<a href="#">Live Oak, Two Page Screenshot</a>
II-A-85	<a href="#">Program Review Form, CTE pages</a>
II-A-86	<a href="#">Gainful Employment – Home</a>
II-A-87	<a href="#">License Examination Pass Rates</a>
II-A-88	<a href="#">College Success Data &gt; Advisory Committee</a>
II-A-89	<a href="#">Early College, Duarte High School Program</a>
II-A-90	<a href="#">Jikei Group of Colleges</a>
II-A-91	<a href="#">Citrus College Public Works – Home</a>
II-A-92	<a href="#">Study Abroad Student Survey, Spring 2014</a>
II-A-93	<a href="#">Citrus College Board Policy BP 2510</a>
II-A-94	<a href="#">Citrus College Administrative Procedure AP 2510</a>
II-A-95	<a href="#">Citrus College Administrative Procedure AP 4022</a>
II-A-96	<a href="#">Citrus College Board Policy BP 4020</a>
II-A-97	<a href="#">Citrus College Administrative Procedure AP 4020</a>
II-A-98	<a href="#">Citrus College Administrative Procedure AP 4021</a>



II-A-99	<a href="#">Citrus College Curriculum Handbook</a>
II-A-100	<a href="#">Instructional Program Review – Home</a>
II-A-101	<a href="#">Citrus College Curriculum Handbook</a>
II-A-102	<a href="#">Credit Course Outline, ECON 101, custom</a>
II-A-103	<a href="#">Distance Education Training Announcements</a>
II-A-104	<a href="#">Distance Education Faculty Survey Results, Fall 2014</a>
II-A-105	<a href="#">Distance Education Student Survey, Fall 2014, 16-week</a>
II-A-106	<a href="#">Student Learning Outcomes and Assessment Handbook</a>
II-A-107	<a href="#">CurricUNET – Home</a>
II-A-108	<a href="#">Instructional Program Review, Blank</a>
II-A-109	<a href="#">Instructional Program Review, Blank</a>
II-A-110	<a href="#">Curriculum/SLO Map, Physics</a>
II-A-111	<a href="#">Social and Behavioral Sciences Meeting, September 23, 2014</a>
II-A-112	<a href="#">College Success English and Reading Curriculum Redesign</a>
II-A-113	<a href="#">College Success &gt; Data &gt; Progression</a>
II-A-114	<a href="#">Citrus College Curriculum Handbook</a>
II-A-115	<a href="#">Student Learning Outcomes and Assessment Handbook</a>
II-A-116	<a href="#">SLO &gt; Frequently Asked Questions</a>
II-A-117	<a href="#">Citrus College Curriculum Handbook</a>
II-A-118	<a href="#">Student Learning Outcomes and Assessment Handbook</a>
II-A-119	<a href="#">Course Approval emails (AJ 109, AJ 110)</a>
II-A-120	<a href="#">SLOA &gt; Core Competencies</a>
II-A-121	<a href="#">Citrus College Curriculum Handbook</a>
II-A-122	<a href="#">Instructional Program Review, Blank</a>
II-A-123	<a href="#">License Examination Pass Rates</a>
II-A-124	<a href="#">Research Reports &gt; Scorecard</a>
II-A-125	<a href="#">Research Reports &gt; CCSSE Documentation</a>
II-A-126	<a href="#">Program Level Assessment, Three Year Summary</a>
II-A-127	<a href="#">Research &gt; Citrus College Transfer Report</a>
II-A-128	<a href="#">Citrus College Accreditation – Home</a>
II-A-129	<a href="#">Strategic Planning</a>
II-A-130	<a href="#">Strategic Planning</a>
II-A-131	<a href="#">Educational Programs Committee – Home</a>
II-A-132	<a href="#">Distance Education Student Surveys – Index</a>
II-A-133	<a href="#">Research Reports &gt; CCSSE Documentation</a>
II-A-134	<a href="#">Research Reports &gt; CCSSE Documentation</a>
II-A-135	<a href="#">Academic Senate Minutes, September 24, 2014</a>
II-A-136	<a href="#">Syllabus: COUN 160 (McLeod)</a>
II-A-137	<a href="#">Syllabus: COUN 161 (Christianson)</a>
II-A-138	<a href="#">Multiple Intelligence Quiz</a>
II-A-139	<a href="#">Faculty Learning Institute – Home</a>
II-A-140	<a href="#">Program Review: Administration of Justice 2014</a>
II-A-141	<a href="#">Distance Education Committee Minutes, November 17, 2014</a>
II-A-142	<a href="#">Distance Education Committee Minutes, May 20, 2013</a>
II-A-143	<a href="#">Distance Education Training Announcements</a>
II-A-144	<a href="#">Distance Education Comprehensive Program Review 2012</a>
II-A-145	<a href="#">Distance Education Rubric: Course Site Review</a>
II-A-146	<a href="#">Program Review Transfer Data, 2009-2014</a>
II-A-147	<a href="#">Research &gt; IR Projects &gt; Learning Communities Data</a>
II-A-148	<a href="#">Learning Communities, College Success Data</a>

II-A-149	<a href="#">UCLA Transfer Alliance Program</a>
II-A-150	<a href="#">Citrus College Rocket Owls – Home</a>
II-A-151	<a href="#">Citrus College CAPE Owls – Home</a>
II-A-152	<a href="#">Citrus College Microgravity Project</a>
II-A-153	<a href="#">Honors Students Research: Building Bridges</a>
II-A-154	<a href="#">Disabled Students Programs and Services – Home</a>
II-A-155	<a href="#">Instructional Program Review, Year 1 Supplement</a>
II-A-156	<a href="#">Instructional Program Review, Year 2 Supplement</a>
II-A-157	<a href="#">Instructional Program Review, Year 3 Supplement</a>
II-A-158	<a href="#">Instructional Program Review, Year 4 Supplement</a>
II-A-159	<a href="#">Instructional Program Review, Year 5 Supplement</a>
II-A-160	<a href="#">Instructional Program Review, Blank</a>
II-A-161	<a href="#">Instructional Program Review, Blank</a>
II-A-162	<a href="#">Instructional Program Review, Year 1 Supplement</a>
II-A-163	<a href="#">Instructional Program Review, Year 2 Supplement</a>
II-A-164	<a href="#">Instructional Program Review, Year 3 Supplement</a>
II-A-165	<a href="#">Astronomy Program Review 2014</a>
II-A-166	<a href="#">Nursing-RN Program Review 2014</a>
II-A-167	<a href="#">Instructional Program Review, Year 4 Supplement</a>
II-A-168	<a href="#">English Associate Degree for Transfer</a>
II-A-169	<a href="#">Instructional Program Review, Year 4 Supplement</a>
II-A-170	<a href="#">Instructional Program Review, Year 5 Supplement</a>
II-A-171	<a href="#">Program Review Committee – Home</a>
II-A-172	<a href="#">Program Review Rubric: Instruction, Core</a>
II-A-173	<a href="#">Strategic Planning</a>
II-A-174	<a href="#">Citrus College Strategic Plan 2011-2016</a>
II-A-175	<a href="#">Integrated Planning Model Diagram</a>
II-A-176	<a href="#">Strategic Planning</a>
II-A-177	<a href="#">Board of Trustees Goals, Index</a>
II-A-178	<a href="#">Educational and Facilities Master Plan 2011-2020</a>
II-A-179	<a href="#">Instructional Program Review, Blank</a>
II-A-180	<a href="#">SLOA &gt; GE Assessment Dialogue</a>
II-A-181	<a href="#">Program Review Data Pack 2014 – History</a>
II-A-182	<a href="#">Citrus College Board Policy BP 4280</a>
II-A-183	<a href="#">California Board of Barbering and Cosmetology</a>
II-A-184	<a href="#">Automotive Service Excellence (ASE) Certification Tests</a>
II-A-185	<a href="#">CurricUNET – Home</a>
II-A-186	<a href="#">Citrus College Curriculum Handbook</a>
II-A-187	<a href="#">Citrus College Board Policy BP 4020</a>
II-A-188	<a href="#">Citrus College Administrative Procedure AP 4020</a>
II-A-189	<a href="#">Citrus College Catalog 2014-2015</a>
II-A-190	<a href="#">Citrus College Curriculum Handbook</a>
II-A-191	<a href="#">General Education Learning Outcomes – Home</a>
II-A-192	<a href="#">SLOA &gt; GE Assessment Dialogue</a>
II-A-193	<a href="#">Citrus College Catalog 2014-2015</a>
II-A-194	<a href="#">Citrus College Board Policy BP 4025</a>
II-A-195	<a href="#">Citrus College Administrative Procedure AP 4025</a>
II-A-196	<a href="#">Citrus College Board Policy BP 4025</a>
II-A-197	<a href="#">Credit Course Outline, ECON 101, custom Gen Ed</a>
II-A-198	<a href="#">Credit Course Outline, ECON 101, custom SLO</a>

II-A-199	<a href="#">SLOA &gt; GE Assessment Dialogue</a>
II-A-200	<a href="#">SLOA &gt; Core Competencies</a>
II-A-201	<a href="#">Credit Course Outline, ETHN 101</a>
II-A-202	<a href="#">Credit Course Outline, SOC 201</a>
II-A-203	<a href="#">Credit Course Outline, ART 100</a>
II-A-204	<a href="#">Credit Course Outline, ART 200</a>
II-A-205	<a href="#">Credit Course Outline, HUM 201</a>
II-A-206	<a href="#">Citrus College Catalog 2014-2015</a>
II-A-207	<a href="#">Citrus College Annual Report 2015 to ACCJC</a>
II-A-208	<a href="#">CurricUNET</a> – Home
II-A-209	<a href="#">Curriculum Committee</a> – Home
II-A-210	<a href="#">Citrus College A-to-Z Index – “C”</a>
II-A-211	<a href="#">Citrus College Catalog 2014-2015</a>
II-A-212	<a href="#">Citrus College A-to-Z Index – “C”</a>
II-A-213	<a href="#">Citrus College Degrees and Certificates</a>
II-A-214	<a href="#">Citrus College Counseling and Advisement</a> – Home
II-A-215	<a href="#">Citrus College Distance Education</a> – Home
II-A-216	<a href="#">Citrus College A-to-Z Index – “C”</a>
II-A-217	<a href="#">Citrus College A-to-Z Index – “D”</a>
II-A-218	<a href="#">Citrus College Transfer Center</a> – Home
II-A-219	<a href="#">Citrus College A-to-Z Index – “T”</a>
II-A-220	<a href="#">Live Oak Syllabus Snapshot</a>
II-A-221	<a href="#">Citrus College Catalog 2014-2015</a>
II-A-222	<a href="#">Citrus College Transfer Center</a> – Home
II-A-223	<a href="#">Citrus College Admissions and Records</a> – Home
II-A-224	<a href="#">Citrus College Catalog 2014-2015</a>
II-A-225	<a href="#">Citrus College Administrative Procedure AP 4100</a>
II-A-226	<a href="#">Counseling and Advisement &gt; Articulation</a>
II-A-227	<a href="#">Counseling and Advisement &gt; Articulation</a>
II-A-228	<a href="#">Citrus College Administrative Procedure AP 4050</a>
II-A-229	<a href="#">Citrus College Board Policy BP 4050</a>
II-A-230	<a href="#">Citrus College Administrative Procedure AP 4050</a>
II-A-231	<a href="#">Citrus College Board Policy BP 4235</a>
II-A-232	<a href="#">Citrus College Administrative Procedure AP 4235</a>
II-A-233	<a href="#">Citrus College Board Policy BP 4021</a>
II-A-234	<a href="#">Citrus College Administrative Procedure AP 4021</a>
II-A-235	<a href="#">Citrus College Home Web Page</a>
II-A-236	<a href="#">Citrus College Home Web Page</a>
II-A-237	<a href="#">Institutional Research, Planning and Effectiveness</a> – Home
II-A-238	<a href="#">Citrus College Fact Book</a>
II-A-239	<a href="#">Research &gt; ARCC Student Success Scorecard 2014</a>
II-A-240	<a href="#">Research &gt; ARCC History</a>
II-A-241	<a href="#">Research &gt; CCSSE Index</a>
II-A-242	<a href="#">Citrus College Program Review</a> – Home
II-A-243	<a href="#">Citrus College Degrees and Certificates</a>
II-A-244	<a href="#">Citrus College Board Policy BP 4030</a>
II-A-245	<a href="#">Citrus College Board Policy BP 5500</a>
II-A-246	<a href="#">Citrus College Catalog 2014-2015</a>
II-A-247	<a href="#">Citrus College Board Policy BP 4030</a>
II-A-248	<a href="#">Citrus College Board Policy BP 3900</a>

II-A-249	<a href="#"><u>Citrus College Administrative Procedure AP 3900</u></a>
II-A-250	<a href="#"><u>Academic Senate Documents: Faculty Code of Ethical Conduct</u></a>
II-A-251	<a href="#"><u>Faculty Evaluation: Regular, Tenured</u></a>
II-A-252	<a href="#"><u>Faculty Evaluation: Non-Tenured</u></a>
II-A-253	<a href="#"><u>Faculty Evaluation: Adjunct</u></a>
II-A-254	<a href="#"><u>Faculty Evaluation: Student</u></a>
II-A-255	<a href="#"><u>Citrus College Board Policy BP 5500</u></a>
II-A-256	<a href="#"><u>Citrus College Administrative Procedure AP 5520</u></a>
II-A-257	<a href="#"><u>Citrus College Student Affairs &gt; Student Conduct</u></a>
II-A-258	<a href="#"><u>Citrus College Catalog 2014-2015</u></a>

## Standard II: Student Learning Programs and Services

### 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.**

---

**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.**

---

#### Evidence of Meeting the Standard

As a college that focuses on the successful completion of all its students, Citrus College is committed to meeting the challenges of serving its students while holding to the traditional values of access, opportunity, and quality education. Student services, through the entire student pathway, support students and help the College to realize its mission. The College regularly analyzes data in order to understand its students and to provide appropriate student services.

Student outreach involves well-coordinated efforts at the College to support students with core services including orientation, assessment and placement, counseling, advising, and other educational planning services as described in the credit [Student Success and Support Program Plan](#)<sup>1</sup>. These efforts provide students with the support necessary for the completion of their educational goals and course of study. Giving students vital information early in their experiences at

Citrus College enhances their achievement. All California community colleges are now required to implement the Student Success and Support Program and, to that end, Citrus College coordinates efforts with the noncredit student success support program; athletics; Extended Opportunities Programs and Services; Disabled Students Programs and Services; grant programs including a Hispanic Serving Institution grant for preparing future teachers through science, technology, engineering, and math; financial aid; and instruction to provide pre-enrollment services to students on high school campuses. In addition, through efforts to bring students to the campus, the College has met its enrollment goals. These efforts, which are outlined in the [School Relations and Outreach program reviews](#)<sup>2</sup>, include early decision day, parent night, the high school counselor breakfast, and welcome day. As outlined in the Student Success and Support Program plan, orientation is provided using three formats including in-person assessment, orientation, and educational planning; early decision for feeder high schools incorporating assessment, orientation, and educational planning; and [online orientation](#)<sup>3</sup>.

The College provides a rich and meaningful learning environment by

engaging in outreach to and admitting students from diverse backgrounds while providing appropriate support services. The College employs several counselors fluent in other languages. Counselors and staff who exhibit cultural competency in multiple cultures support student achievement by allowing students to quickly establish rapport with someone from their own culture.

The College is continuing its efforts to increase articulation with the University of California, the California State University, and private colleges and universities. As part of its completion efforts, the College offers the following associate's degrees for transfer in collaboration with the California State University system as described on the [Citrus College webpage for associate's degrees for transfer](#)<sup>4</sup>:

- Administration of Justice
- Business
- Communication Studies
- Early Childhood Education
- Elementary Education
- English
- History
- Journalism
- Kinesiology
- Mathematics
- Physics
- Political Science
- Psychology
- Sociology
- Theatre Arts

The College identifies students' academic needs through assessment, orientation, and counseling. The orientation component is part of a block format that includes all required core Student Success and Support Program services (assessment, orientation, student educational plan) designed for nonexempt first-time students and includes

the following information as described in the [Student Success and Support Program Plan, page 1 and 2](#)<sup>5</sup>

- College–A New Frontier (supported by the Learning Center)
  - Importance of test preparation
  - Importance of placement results as it relates to course of study
- Assessment (supported by the Learning Center)
  - English/ESL and math assessments
- College 101 Workshop (supported by the basic skills initiative grant)
  - Citrus College email
  - WingSpan registration system
  - Support services
- Orientation (supported by the Student Success and Support Program)
  - English/ESL and math placement levels
  - Certificate, associate's degree and four-year university transfer pathways
  - Student support resources
  - Education planning services
  - Class schedule, class registration, waitlist
  - College success tips
  - Registration and college fees
  - Academic expectations (progress and probation standards)
  - Registration priority
  - Prerequisite and co-requisite challenge process
  - Maintaining Board of Governors fee waiver (pending further guidelines)
  - Academic calendar and important timelines
- Course planning (supported by the Student Success and Support Program)



- Career planning options
- Course of study pathways
- Abbreviated student educational plan

The College offers [online orientation](#)<sup>6</sup> in three different formats including English, Spanish, and accessible versions for students with disabilities and can be accessed on the Citrus College website. This orientation provides videos, graphics, access to Citrus College webpage links, tutorials on the schedule of classes and WingSpan registration system, interactive tools, and ten quizzes that a student must pass in order to successfully complete the online orientation. The online orientation includes an embedded pre- and post-survey assessing students' confidence levels related to their ability to use the information covered by the orientation. Citrus College plans to extensively update the online orientation in the 2014-2015 year to include the new Student Success and Support Program regulations.

Students complete the computerized Accuplacer English/ESL and math assessments during new student assessment/orientation or early decision sessions for high school students offered at Citrus College in a group setting. The assessment component is part of a block format that includes all required core Student Success and Support Program services consisting of assessment, orientation, and student educational plan, and is designed for nonexempt first-time students. Before students begin the assessment, they are provided with a pre-orientation session, *College—A New Frontier*, which informs them of the importance of the placement results and how they will be applied to their course of study. Next, students proceed with the assessments, followed by College 101,

orientation, and course planning sessions, which include a first semester student educational plan. Although the primary delivery format is in a group setting, the Testing Center accommodates students to complete the assessment on an individual, drop-in basis.

Citrus College identifies student needs through a variety of means. For example, the counseling program administers a [survey to students](#)<sup>7</sup> who have applied for graduation. This survey has regularly revealed that students who graduate see a counselor four to six times during their enrollment at Citrus College. Other offices, such as Student Affairs, participate in this survey also. An important form of assessing student needs is through the [program review process](#)<sup>8</sup>. Citrus College engages in program review throughout the institution to ensure responsiveness to the needs of the college community and to provide students the opportunity to achieve outcomes in areas of institutional core competencies. Toward this end, the following institutional activities occur:

- Program review processes are in place and implemented regularly.
- Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.
- Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes.
- The institution reviews and refines its program review processes to improve institutional effectiveness.
- The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

The Student Success and Support Program Committee oversees matriculation services including assessment, orientation, counseling, and development of a student educational plan. The committee is chaired by the dean of counseling and a faculty member who is also the coordinator of the Student Success and Support Program, as well as faculty members from math, language arts, English as a second language, and counseling appointed by the Academic Senate. The deans from these areas as well as the basic skills coordinator attend monthly meetings. The committee oversees research on assessment cut scores as well as the use of multiple measures for placement and shares ideas on orientation and counseling. During the 2014-2015 academic year, the Student Success and Support Program Committee created the Student Success and Support Program plan through a series of discussions, including subgroups charged with specific aspects of the plan.

Counseling services are available as students work to meet their college completion goals.

- The counseling program sends students who enroll in basic skills courses a letter encouraging them to see a counselor
- The counseling program contacts students who have not declared a course of study.
- Students on probation must complete an intervention through an online workshop or, in some support programs, through an individual appointment before registration privileges are reinstated.
- Students who need online counseling services can contact a counselor.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College engages in a regular cycle of evaluation, planning, and improvement that contributes to a sound mission statement and integrity of programs. The College uses data from the Community College Survey of Student Engagement, student learning outcomes, and program review to make decisions that will enhance the learning environment and the support services it provides and ensure that all students benefit from its programs.

Students report that they are satisfied with the quality of support services they receive. For example, over 90 percent of respondents to the [counseling survey](#)<sup>9</sup> distributed to all graduating students in 2014 agreed that “counselors/advisers help me understand the requirements for graduation, transfer or certificate programs.” Respondents agreed that “counselors/advisors state information clearly and in a manner that I can understand.” Over 80 percent reported that counseling services were helpful in developing a student educational plan and they were satisfied with the outcome of their counseling/advising appointments.

Citrus College aligns student services goals with other institutional 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.

---

**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 Website 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.**

---

**Evidence of Meeting the Standard**

In addition to being posted on the Citrus College website, the [Citrus College catalog](#)<sup>10</sup> is available in print form in the bookstore, and the College distributes free copies to offices upon request. Copies of the catalog are also available in the library and all counseling offices.

The catalog contains general information, requirements, and major policies affecting students. [College policies](#)<sup>11</sup> are also available on the Citrus College website. The catalog includes the academic calendar; a list of college administration and faculty, including their degrees; names of the Board of Trustee members; college history, vision, and mission; descriptions of the admission process, available student services, financial aid, transfer information, degree requirements, associate's degree programs, certificates; and course and program information, including credit and noncredit programs.

Citrus College conducts an annual review of its catalog, which includes providing drafts to administrators, faculty, and classified staff who oversee various sections in order to ensure that the information is accurate and that the print and online versions are current. Updates to the catalog are coordinated by the Office of External Relations, and the production schedule is designed to accommodate the need to review the catalog for clarity, accuracy, and ease of use. The review takes place in several phases. All departments receive a draft to update during the year. In the spring, they are invited to review a proof before the catalog goes to print. The Citrus College Curriculum Committee discusses and approves all curriculum changes which are

then approved by the Board of Trustees prior to appearing in the catalog. This process is described in the [Curriculum Handbook](#)<sup>12</sup>.

The College meets the Standard.

### **Analysis and Evaluation**

The timeline and wide distribution of pages for update shows a commitment to accurate information.

---

### **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.**

---

### **Evidence of Meeting the Standard**

Citrus College uses a variety of measures to determine the needs of students including the application and admissions process, assessment, orientation, counseling, the development of a student educational plan, and surveys developed and administered by the Office of Institutional Research, Planning, and Effectiveness.

The student services building completed in 2011 houses key student support programs in one location. Admissions, most counseling programs, financial aid, and the Health Center are housed in this new facility providing students with easy access to services and program that meet their needs.

Citrus College provides appropriate services and programs for learning support and equitable access for students.

### Admissions and Records

The [Admissions and Records](#)<sup>13</sup> Office is the primary student enrollment service provider and official custodian of student records for Citrus College. The office processes approximately 30,000 applications each year and registers over 16,000 students. The office collects, processes, and maintains student grades, completion records of certificates and degrees. The staff processes residency redeterminations, processes transcript requests, and enforces academic regulations such as course repetition, academic renewal, and enrollment priority. The office works with many offices on campus to serve students, for example, by helping to develop the academic calendar, submit MIS data, and submit the state apportionment report. Because most transactions can be completed online, the program serves traditional and distance education students. Assessment results of student learning outcome surveys from fall 2014 are found on pages two and three of the [annual program review](#)<sup>14</sup>; they explore student feedback regarding the online application, online waitlists, and ordering transcripts online.

### Articulation

Articulation ensures that students have access to appropriate curricula in order to achieve their educational goals. Citrus College's articulation officer has 100 percent release time and coordinates and facilitates faculty review leading to the intersegmental articulation of courses. The articulation

officer monitors each stage of the articulation process, follows up with departments and faculty for timely responses, and initiates highly complex articulation agreements with public and private colleges and universities. The [articulation website](#)<sup>15</sup> provides links to articulation information students may need to be fully informed in order to achieve their educational goals.

### Athletics

Citrus College's [competitive athletics](#)<sup>16</sup> program provides equitable opportunities for students to reach their goals through rigorous academic and athletic preparation. The athletics program is devoted to abiding by the rules and regulations set forth by the California Community College Athletic Association, Western State Athletic Conference, and the Southern California Football Association. Within the athletic department, 15 intercollegiate sports are offered to the Citrus student body: men's and women's soccer, cross country, water polo, golf, men's baseball and football, and women's softball, volleyball, and swimming. Students may interact with the athletics program through social media, such as Facebook, Twitter, and Instagram.

The athletic facilities have been completely renovated in the last eight years and are now in full use, making them some of the best in Southern California. Facilities include a 10,000-seat football/soccer stadium, two softball fields, baseball field, aquatics center, gymnasium, and golf driving range.

Citrus College's competitive athletics program places an emphasis on the athlete's performance in the classroom, and recognizes those athletes who maintain a GPA of 3.0 or above throughout the academic year through the Scholar Baller program. Citrus College's competitive athletics program takes pride in being a model program for student success and transfer.

### Athletic Counseling

Citrus College [athletic counseling](#)<sup>17</sup> is dedicated to developing student-athletes on and off the field by offering an array of academic athletic counseling services to help them reach their full potential. Services include orientations, such as assessment and first-semester educational planning, individual counseling appointments to create and update the student-athletes' student educational plan, academic progress reports to monitor student-athletes' success in the classroom, team study hall, math and English tutoring, and transfer application workshops. The counselor monitors completion of general education requirements, progress toward an A.A./A.S. degree, and transfer to a four-year college while complying with the California Community College Athletic Association, NCAA, and NAIA athletic eligibility and transfer rules. Student-athletes are motivated to maintain a 3.0 GPA with the academic achievement program Scholar-Baller.

### Bookstore

Bookstore services, through the [Owl Bookshop](#)<sup>18</sup>, Art and Coffee Bar, vending, and cosmetology retail services, provide a place for students

to access course materials necessary for learning. Available online services available include textbook purchasing and social media links through Facebook and Twitter.

In 2011, bookstore services, in partnership with Starbucks, opened the Art and Coffee Bar in the new Student Services building located between the fine and performing arts buildings on the western edge of the campus mall. The new art store contains fine art supplies and other educational materials for students. Moving fine art supplies from the Owl Bookshop to a convenient location next to the fine art classrooms and art faculty offices give students quick access to needed art supplies. Bookstore staff have increased interaction with the art faculty in order to provide better selection, supply, and production of affordable art kits created by art faculty for their individual courses.

The bookstore services' fall 2014 [program review](#)<sup>19</sup> discusses access to educational materials the first week of class for Pell grant recipients. Staff distributed a student learning outcome survey and students responded positively to the ability to purchase educational materials during the first week in the term through the bookstore's Pell accounts.

### CalWORKs

The Citrus College California Work Opportunity and Responsibility for Kids ([CalWORKs](#)<sup>20</sup>) program provides eligible students with a variety of comprehensive counseling and supportive services necessary for students to overcome personal barriers

and enable them to transition off of public assistance.

The CalWORKs program fosters a belief that education and training allow welfare recipients to gain economic stability for themselves and their family. In order to achieve these goals, the CalWORKs staff provides a safe, welcoming, and positive environment for students, and ensures students receive the appropriate services from the county, and will serve as an advocate on the student's behalf.

The Citrus College CalWORKs Program works in collaboration with the Department of Public Social Services to assist students with education, training, and job skills. Citrus College provides short-term training programs to help CalWORKs students enhance their skills and/or develop new skills in order to find employment as they transition off of cash aid to become self-sufficient. CalWORKs provides opportunities for students to interact with staff and other participants via social media (Facebook, Twitter, and Instagram). In the fall 2014 [program review](#)<sup>21</sup>, students were surveyed about their understanding of graduation requirements and their county-approved career goals. They completed a pre- and post-questionnaire about these county-approved career goals to ensure that students retain their eligibility for the program.

### Campus Safety

The goal of [Campus Safety](#)<sup>22</sup> is to provide a safe, friendly, accessible environment where all students and community members may optimize



their academic, career, and personal goals. Realizing that college students are at a time of development and transition in their lives, the Campus Safety Department promotes the continued development of responsibility by emphasizing personal accountability via enforcement of Citrus College and campus safety policies and procedures.

Campus Safety maintains an excellent working relationship with local law enforcement agencies. A [memorandum of understanding](#)<sup>23</sup> with the Glendora Police Department is in place. Through the memorandum of understanding, campus safety officers conduct initial investigations and write incident reports for crimes that occur on property owned and operated by Citrus College.

Campus [crime information](#)<sup>24</sup> is available at the campus safety website, in class schedules or catalogs, and at the campus safety office. Additional information is contained in the [annual security report](#)<sup>25</sup> and the daily [crime log](#)<sup>26</sup>; both are available online at the campus safety website or in print at the campus safety office.

Center for Teacher Excellence  
The [Center for Teacher Excellence](#)<sup>27</sup> provides information, resources, and support for students interested in pursuing a career in teaching K-12<sup>th</sup> grade. In 2011, Citrus College received a Title V grant, which formed a partnership with the University of La Verne to prepare the next generation of educators and provide them with classroom technology skills. Resources available include academic counseling, student educational plan updates,

supportive learning environment, appointments with university representatives, and help with transfer applications. The Center for Teacher Excellence helps participating students build an educational plan and ensures students have the resources they need to meet their educational goals. The program offers guidance in choosing a major and credential pathway that best suits students' interests. Additionally, the center provides student orientations, annual summer technology academy, workshops for CBEST test prep, CSET general information, transfer path for K-12<sup>th</sup> grade teaching, iPads in the classroom, ePortfolios, GPA, Blending your Credential, job search, and service learning opportunities. The Center for Teacher Excellence uses social media (Facebook and Twitter) to interact with students online.

College Success Program  
The [College Success Program](#)<sup>28</sup>, through the Basic Skills Initiative, provides students with services designed to support them on their path to completion. Students who are assessed and placed into basic skills courses are supported through the College Success Program. The resources included in the College Success Program are the College Success Center, a college success counselor, the Citrus College Writing Café, and learning communities. The College Success Center provides both face-to-face and [online tutoring](#)<sup>29</sup> to support students' academic assistance needs. The College Success Advisory Committee members are faculty and administrators from both student services and instruction who collaborate to develop long-term goals



for the program and assess its effectiveness. The program conducts student surveys for all of the services provided. For example, for the [spring 2014 program review](#)<sup>30</sup>, program staff surveyed students as to whether the instructional support they receive in the College Success Center connects with the curriculum in their basic skills classes.

Counseling and Advisement Center  
The [Counseling and Advisement Center](#)<sup>31</sup> supports Citrus College's mission to help students realize their full potential. Citrus College provides quality student support services and ensures that regardless of delivery, whether in person or online, learning is enhanced. With the implementation of California's Student Success and Support Program, the center ensures that students participate in assessment, orientation, development of a student educational plan and follow up for at risk students. The Center ensures that students have the tools they need to declare a course of study early in their college career; students are able to explore industries, majors, and the world of work through [online tools](#)<sup>32</sup> including Career Zone, Career Café, O Net, and Salary Surfer. They can meet with a career counselor and participate in [orientations](#)<sup>33</sup> paired with the Accuplacer assessment each week throughout the year. Students have the opportunity to develop a student educational plan through course planning sessions and in individual appointments. The College supports an [online orientation](#)<sup>34</sup>, is piloting a degree audit, and is developing an online workshop to assist students in the development of an educational plan. In addition, students on academic

probation are able to complete a [workshop online](#)<sup>35</sup>. Students are able to access other technology tools including an online appointment scheduler to update student educational plans and [online counseling](#)<sup>36</sup>.

Three Hispanic Serving Institution (HSI) grants support additional counseling in the center: Preparing Tomorrow's Teachers Today Through Technology, [RACE to STEM](#)<sup>37</sup>, and [Strengthening Transfer Education and Matriculation](#)<sup>38</sup> (STEM<sup>2</sup>) with California State University, Fullerton.

Counselors, advisors, and other staff participate in professional development. Citrus College provides a professional development program for classified staff and counselors, and educational advisors attend California State University and University of California conferences each year. In addition, the counseling division provides monthly training to make sure that the team remains up-to-date regarding programs offered at Citrus College. Counselors with disabled programs and services, career, Extended Opportunities Programs and Services, Cooperative Agency Resources for Education and California Work Opportunity and Responsibility for Kids attend conferences each year for their programs.

The counseling division evaluates services through [program reviews](#)<sup>39</sup> and measurement of student learning outcomes. Students have the opportunity to participate in an online [counseling survey](#)<sup>40</sup> conducted each year. Transfer students have the

opportunity to complete a [survey specifically related to transfer](#)<sup>41</sup>. In addition, each program presents goals and discusses learning outcomes at a student services retreat each fall. The fall 2014 [program review](#)<sup>42</sup> measures students' confidence level in making course selections for fall and in understanding how to use associate's degree and transfer patterns. As a result of the Citrus College Orientation, students are ready to consult the patterns and register for classes.

#### Disabled Students Programs and Services

Citrus College's Disabled Students Programs and Services ([DSPS](#)<sup>43</sup>) is committed to providing students with disabilities an accessible educational environment that allows students the opportunity to reach their 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, DSPS provides support services to compensate for the student's disability-related educational limitations. These services are essential as they help students with disabilities realize their educational potential in academic programs. Services and accommodations include adaptive technology, adapted testing services, alternate media, Braille, campus and community referrals, learning disability assessments, deaf and hard-of-hearing services, access to assisted-learning devices, outreach to high schools and community-based organizations, carbonless copy paper for shared notes, priority registration, and telecommunications devices for the deaf.

In the fall 2014 [DSPS Program Review](#)<sup>44</sup> and assessment of student learning outcomes, one goal is to assess student self-efficacy by working with a counselor to formulate realistic goals and select appropriate accommodations.

#### Extended Opportunity Programs and Services

Extended Opportunity Programs and Services ([EOPS](#)<sup>45</sup>) and Cooperative Agencies Resources for Education ([CARE](#)<sup>46</sup>) support students from economically disadvantaged backgrounds in achieving their academic and career goals. The CARE program assists EOPS students who are single parents on public assistance with at least one child under the age of 14. A key goal of EOPS-CARE is student retention. Counselors establish positive rapport with students to enable them to reach their educational goal.

An additional goal of the program is to provide students with clear information on the major preparation for certificate, degree, and transfer. EOPS-CARE promotes student engagement by encouraging participation in student clubs and organizations and on-campus academic resources in order to teach students to become self-sufficient. The support services include information and assistance in enrollment, financial aid, textbook loan and funding support, assessment, counseling, advisement, and selecting a major and/or career. Through CARE, students receive supplemental educational support services specifically designed for low-income, single parents.

EOPS administered a survey to students in fall 2013 and again in spring 2014 pertaining to knowledge about program services and the number of units needed to complete an associate's degree at Citrus College. The results of the survey appear in the EOPS-CARE [program review](#)<sup>47</sup> student learning outcome section. Staff members in the program use the results to improve the quality of information students receive during orientation.

#### Financial Aid

The [financial aid](#)<sup>48</sup> staff are 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. Financial aid programs assist eligible students from all income levels, and specifically those students from low- and middle-income families. The financial aid staff participates in the Title IV federal student financial aid programs such as the Pell Grant and state programs such as the Cal Grant program. The program complies with federal and state program regulations, policies, and procedures. The office administers and delivers over \$23 million in federal and state aid to students attending Citrus College. The financial aid program assists eligible students with their educational expenses while they pursue an educational program that leads to a certificate, degree, or transfer.

Each year, the financial aid program hosts an annual literacy fair, and students complete surveys about awareness of services. As part of the

fall 2014 [financial aid program review](#)<sup>49</sup> and student learning outcomes assessment, students completed a survey and indicated that they increased their awareness of financial aid resources through attending the fair. Attendance at the fair is also increasing; in 2013, 400 students attended, and in 2014, 500 students attended.

#### Foundation

The mission of the [Citrus College Foundation](#)<sup>50</sup> is to nurture relationships that provide resources to support the District's mission of advancing students' educational goals. As a fundraising and grant-making 501(c)(3) organization, the foundation helps meet students' needs by contributing scholarships to incoming, current, and transferring Citrus College students. The foundation website provides students with information about and applications for available scholarships.

#### Food Services

The [Owl Cafe](#)<sup>51</sup> offers a wide range of food selections including many breakfast items; standard grill items for lunch, including fresh pizza, fresh salads tossed to order, deli sandwiches; a taco, burrito, and tostada bar; and entrees of the day. A daily menu is available through the Owl Café's website.

As part of the fall 2014 [food services program review](#)<sup>52</sup> and student learning outcomes assessment, students answered a survey about satisfaction with menu options. Survey respondents suggested lower prices and healthy menu options. As a result,

Food Services offers a new healthy, low-cost menu.

### Health Center

The mission of the [Student Health Center](#)<sup>53</sup> 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. Students pay a 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, various immunizations, tuberculin skin test, over-the-counter medications, condoms, personal hygiene items, blood pressure and weight checks, commonly used prescription medications at a low cost prescribed by campus providers (physicians or nurse practitioners), family planning services/women's health, emergency contraception, and off-campus referrals as needed.

The Health Center's mental health program includes individual and group counseling, including an anxiety support group, bimonthly mental health seminars for students, and various campus wide mental health educational opportunities for faculty and staff. The Health Center's website provides a variety of informational links related to health care concerns.

The Health Center promotes positive health outcomes for students by providing health education forums and

health education materials. As part of fall 2014 [student health center program review](#)<sup>54</sup> and student learning outcome assessment, 100 students answered a survey regarding self-improvement workshops, blood glucose and cholesterol screening, and sexually transmitted infections. The results were positive, and 75 students responded that they gained an awareness of services.

### International Student Center

The [International Student Center](#)<sup>55</sup> maintains communication and compliance with [United States Citizens and Immigration Services](#)<sup>56</sup> and supports the services required to admit and retain international students with F-1 visas. Citrus College international students represent 51 countries, further enhancing the diversity of the campus. The International Student Center assists students through its orientation, information seminar, and support programs, ensuring students' completion of their objectives. The program assists students with many issues, including admission to the intensive English as a second language 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, health insurance, housing referral/home stay information, course registration, and activities and events. Their website provides links to the [international student application](#)<sup>57</sup> and information about [activities and events](#)<sup>58</sup>. Students may interact with the International Student Center [using Facebook](#)<sup>59</sup>.

As part of the fall 2014 [program review](#)<sup>60</sup>, students answered a survey about their understanding of the college application, responsibilities of the F-1 visa and international student services. The international student team revised the orientation and now contacts each applicant by phone or email before they arrive on campus.

#### Noncredit Matriculation and Counseling

The [noncredit student success and support program](#)<sup>61</sup> provides matriculation services to noncredit students who are building basic skills needed for personal and professional growth. The program provides guidance to students in establishing their goals and in effectively planning their educational experience. Students meet with a counselor or attend an orientation session to learn more about academic, personal, and career counseling; developing a student educational plan; transition assistance to credit programs; college and community referrals; and college tours.

#### School Relations and Outreach

The [school relations and outreach](#)<sup>62</sup> staff is responsible for coordinating the College's outreach and recruitment activities at schools within the Citrus Community College District as well as other interested local area schools. Outreach seeks to increase the number of economically, educationally, and physically disadvantaged students entering and graduating from Citrus College. This program provides biweekly visits from outreach staff to local high schools to meet individually with students; make presentations regarding College departments, programs, and general College

information; and offer application workshops to discuss programs and services available at Citrus College. In partnership with counseling programs, the early decision program offers district high school seniors the opportunity to receive priority registration, assessment testing, explanation of scores, and counseling. The outreach website provides information about attending Citrus College, links to instructions on getting started at Citrus College, and the early decision program. Potential students may interact with the school relations and outreach office using Facebook.

The [Student Ambassador Program](#)<sup>63</sup> is part of school relations and outreach and consists of a selective group of students with specialized skills who share firsthand information about the Citrus College experience with prospective students, families, and the community. The student ambassadors help with planning and implementing college outreach activities and special events described in the school relations and outreach program review.

As part of the fall 2014 [program review](#)<sup>64</sup>, the School Relations and Outreach Program surveyed students regarding their ability to navigate the admissions and enrollment process.

#### Student Life and Leadership Development

The [Student Life and Leadership Development](#)<sup>65</sup> Program plans and implements social and cultural activities, as well as other student leadership development opportunities. The program includes the [Associated Students of Citrus College \(ASCC\)](#)<sup>66</sup>,

led by an executive board of 19 student leaders, ten of whom are elected and nine of whom are appointed. The student leaders of the ASCC participate in shared governance committees. The student leaders serve as advocates for students at local and state levels. They administer a budget in excess of \$600,000. The Student Life and Leadership Development Program provides more than 30 [campus clubs](#)<sup>67</sup> and comprehensive [student activities](#)<sup>68</sup> of social, cultural, and professional development experiences. This office also manages the administration of the [Campus Center](#)<sup>69</sup> facility and the student benefits programs. This office provides services to students daily during the day and evening.

A [calendar of activities](#)<sup>70</sup> is planned each year, including cultural diversity presentations, community service opportunities, activities designed to elevate students' political awareness and civic engagement, and social activities. The [Student Life and Leadership website](#)<sup>71</sup> provides opportunities for students to interact through Facebook and Twitter. The fall 2014 [program review for Student Life](#)<sup>72</sup> and Leadership discusses the balance of educational and social activities.

#### Student Employment Services

The student employment service provides a free job referral service for currently enrolled Citrus College students, as well as alumni. Job postings can be found on the [Student Employment website](#)<sup>73</sup>. Students visiting the website find a variety of employment opportunities, full or part time, permanent or temporary, on or

off campus. The service offers assistance with résumés and tips on interviewing.

#### Transfer Center

The [Transfer Center](#)<sup>74</sup> offers many services to help students prepare for transfer to a baccalaureate-granting institution. In fall 2014, the Career/Transfer Center became known as the Transfer Center and career counselors moved to the Counseling and Advisement Center. The fall 2014 [program review](#)<sup>75</sup> addresses this change and also discusses a student survey used to determine how well students understand associate degrees for transfer. The survey yielded positive results and demonstrated that students understand the value of these degrees. The Transfer Center coordinator and staff work with receiving institutions to clarify requirements, identify barriers to transfer, and provide guidance to students through workshops, university representative visits, trips to universities, and individual appointments. The articulation officer assists with transfer by developing pathways with universities in California as well as out of state. Students can obtain information about transfer-related events by accessing the Transfer Center website. They can also interact with the Transfer Center through Facebook.

#### Veterans Success Center

The [Veterans Success Center](#)<sup>76</sup> offers a single location for student veterans to access services including certification of benefits, academic counseling, mental health therapy, vocational rehabilitation counseling, peer-to-peer support, tutoring, and a veterans club.



Established by a grant from the U.S. Department of Education Funds for the Improvement of Postsecondary Education, the Veterans Success Center provides services to student veterans and their family members, such as individual mental health counseling, post traumatic stress disorder group counseling, family support groups, stress management, anger management, communication skills for veterans and their spouses, and peer-to-peer support. The Veterans Success Center also maintains a cooperative relationship with various veterans' resources and programs including Veterans Administration Long Beach combat care unit, VA Los Angeles mental health team, and local nonprofit resources to assist veterans in specific areas of need, such as homelessness. Another partnership with the VA includes the VA work study program; four of the veteran student mentors are paid by the Veterans Administration. Student needs for the program are identified in [program review](#)<sup>77</sup>, and student learning outcomes explore the needs of student veterans, including the needs of female veterans.

Citrus College is approved as a degree-granting institution for veterans and eligible dependents seeking educational and/or vocational training. Veterans attending Citrus College are invited to take advantage of the academic and career training.

The Veterans Success Center offers priority registration as outlined in [Administrative Procedure 5055, Enrollment Priorities](#)<sup>78</sup> for those student veterans who have been honorably discharged and who can

provide a copy of their DD214 or military identification. The Veterans Success Center provides assistance with the certification process for student veterans, survivors, and dependents using their GI educational benefits.

In spring of 2013, the Curriculum Committee approved [Counseling 161, Higher Education Transitional Skills for Student Veterans and their Families](#)<sup>79</sup> to help veterans transition from military life to civilian life. This course focuses on helping the veteran and family members understand transitional issues and access proper referrals to address those issues.

Citrus College partners with the VA and with California State Bureau of Vocational Rehabilitation in helping veterans and their eligible dependents achieve their educational and vocational goals. The Veterans Success Center is recognized by the Bureau of Private Postsecondary and Vocational Education in Department of Consumer Affairs for Education Benefits.

As part of the fall 2014 [program review](#)<sup>80</sup>, the Veterans Success Center staff surveyed student veterans to ensure support for female veterans and to confirm that veterans identify the Veterans Success Center as a place for peer support, counseling support and tutoring support. Student veterans can interact with Veterans Success Center staff and other student veterans through the Veterans Success Center Facebook page. The [Veterans Success Center website](#)<sup>81</sup> also provides links to various support programs and organizations.

The College meets the Standard.

### **Analysis and Evaluation**

Program review conducted by student services programs evidences consistent assessment of student needs and provision of appropriate services and access to those services through a variety of delivery methods.

---

### **II.B.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.**

---

#### **Evidence of Meeting the Standard**

The Associated Students of Citrus College (ASCC) executive board is the elected voice of the student body. ASCC promotes intellectual, aesthetic, and personal development and offers students the opportunity to participate in activities that foster personal and civic responsibility. This organization provides an opportunity for students to participate in many aspects of college life, and maintains an active voice in the governance committees of the College and is included in the decision-making process. ASCC leaders actively participate on college committees that require student representation.

ASCC sponsors a variety of co-curricular opportunities and activities designed to enhance and promote campus life and student engagement. Leadership development is a key component of the ASCC program that includes a required leadership class, workshops, conferences, and seminars. Activities promoting campus life include Welcome Back Week, Fallfest, Springfest, Diversity Week, Sex

101 Week, and various cultural heritage events.

ASCC's [diverse cultural and social clubs](#)<sup>82</sup> provide the opportunity for school involvement and dialogue with other students, faculty, and administrators. Through participation in clubs, students develop leadership skills, learn about teamwork, and develop valuable skills to last a lifetime while developing future career and personal contacts. Students may form new clubs at any time in the school year by contacting the Office of Student Life and Leadership Development.

Study abroad programs, as well as fine and performing arts programs, encourage students to develop an appreciation for intellectual, aesthetic, and personal development opportunities at Citrus College. The College offers opportunities for students to study abroad in London, Florence, and Salamanca. Students have the opportunity to participate in a home stay or live in student apartments, learn to use travel passes, participate in cultural activities, and take classes that teach them about the life and culture of the city and country. The Haugh Performing Arts Center offers opportunities for students to observe or participate in productions, including a dance company from South Korea, Christmas concerts, dance, and band performances. Students provide assistance with all aspects of these productions including set building, lighting, make-up, singing, dancing, and acting.

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](#)<sup>83</sup>, and guarantee to the student(s) involved the due process rights assured them by board policy. These procedures ensure compliance with [Board Policy 5500, Standards of Conduct](#)<sup>84</sup> and [Administrative Procedure 5520, Student Discipline Procedures](#)<sup>85</sup>, which state, “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.”

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students, including participation in ASCC, the study abroad program, and the Performing Arts Center. Citrus College’s discipline procedures provide opportunities for student growth through clearly stated standards of conduct.

---

**II.B.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.**

---

### **Evidence of Meeting the Standard**

Counseling programs at Citrus College provide core services described in the [Student Success and Support Program plan](#)<sup>86</sup> including orientation, assessment and placement, counseling, advising, and other educational planning services needed to help students reach their educational goals and achieve their course of study. These services are available in person or online in order to assist all students, including those enrolled in distance education. Online services include [orientation workshops](#)<sup>87</sup>, [probation workshops](#)<sup>88</sup>, and [online counseling \(E-advise\)](#)<sup>89</sup>. In fall 2015, the College plans to launch an electronic student educational plan and a student educational plan tutorial.

Specialized counseling and advising services include: Extended Opportunity Programs and Services, Disabled Students Programs and Services, CalWORKs, career, transfer, international students, the Center for Teacher Excellence, veterans, college success/basic skills, honors, early alert, articulation, noncredit, STEM, and nursing. Counselors in the health center also provide limited sessions for students in crisis.

The entire counseling services team meets on a monthly basis. Special program staff meet monthly and counseling staff participate in regular training. Topics for meetings include priority registration, recording information needed for the Chancellor’s Office, and the new degree-audit system. Training is a high priority in the division, and topics include information about UC and CSU transfer, CSU information, and updates for STEM. Each year, counselors and advisors are invited to attend CSU and UC conferences to stay current with transfer requirements.

The counseling program faculty measure student learning outcomes on a regular basis and participate in program review. Counseling and DSPS instructional programs also participate in program review. As a result of the fall 2014 [counseling and advisement annual program review](#)<sup>90</sup>, more workshops and open forums were added to address student need for counseling and advising. The [Transfer Center's fall 2014 annual program review](#)<sup>91</sup> discusses student surveys that indicated students needed more help understanding associate degrees for transfer. As a result, the Transfer Center staff adjusted content in the open forums to ensure that students understand the benefits of an associate degree for transfer.

The College meets the Standard.

#### **Analysis and Evaluation**

Each counseling program prepares annual program reviews in the spring, and student services holds an annual meeting each fall where the department discusses goals and findings.

Page 4 of the [Key Findings](#)<sup>92</sup> from the Community College Survey of Student Engagement 2014 indicates that students feel supported in their learning, especially in the area of career counseling. Frequency

of use and satisfaction are noted as above the mean.

---

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

---

#### **Evidence of Meeting the Standard**

Citrus College has multiple resources available to support student understanding and appreciation of diversity. Faculty and staff demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college staff and students. The College has a highly diverse population and is located in a community that is also very diverse.

The table and notes below show the ethnicity distribution within the service area and at the College. Citrus College is recognized as a Hispanic Serving Institution and attracts Hispanic students from outside of its service area. Currently Hispanic students represent 59 percent of all Citrus College students compared to 41 percent of Hispanic representation in the service area.

Ethnicity	Citrus College Service Area Residents	Citrus College Students Fall 2013
African-American	4%	4%
Asian	10%	11%
Hispanic	41%	59%
Other	<1%	<1%
Two or More Races	2%	3%
Unknown	-	1%
White, Non-Hispanic	42%	21%
<b>Total</b>	<b>100%</b>	<b>100%</b>

Note: *Service area* refers to the five primary cities within the District boundary: Azusa, Claremont, Duarte, Glendora, and Monrovia. *Other* includes American Indian/Alaskan Native, Native Hawaiian/Pacific Islanders, and other races. Source: Service area resident data are from Census 2010. Citrus College student data are from Chancellor's Office data mart, including credit and noncredit students. Percentages may not total 100 percent due to rounding.

Citrus College promotes diversity awareness and appreciation through the many clubs on campus. [Active clubs](#)<sup>93</sup> on campus for fall 2014 include Gay-Straight Alliance, HOPE (creates a safe place for undocumented students), International Friendship Club, Latinos Unidos Student Association Friendship Club, Les Hiboux (French language and culture), Latina Leadership Network, Native American Student Association, Students of Light, and the Veterans Network. [Student Life and Leadership](#)<sup>94</sup> sponsors events each fall such as Hispanic Heritage Month, Dia de los Muertos, the Real History of Thanksgiving, St. Patrick's Day music and dancers, lectures on homophobia and racism, and Fifty Shades of Gay. The International Students Center also sponsors an international film week.

Counseling courses contain information about diversity. One example is [Counseling 160, Strategies for College Success](#)<sup>95</sup>. In addition, the EOPS-CARE and CalWORKs programs sponsor an annual recognition ceremony to acknowledge student accomplishments.

The EOPS summer bridge program also covers topics of diversity. These events promote diversity awareness.

The College recently completed the Community College Survey of Student Engagement 2014. The [survey revealed](#)<sup>96</sup> 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?" 24.2 percent of students responded "very much," 29.4 percent responded "quite a bit," and 30 percent responded "some."

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

- The Center for Teacher Excellence Program is part of a Hispanic Serving Institution grant and offers outreach brochures and activities in Spanish, a full-time bilingual counselor, and scholarships.
- Disabled Students Programs and Services teach students with a wide

array of abilities adaptive ways to succeed in higher education, including appointments focused on assisting students with adaptive technology and courses that cover the importance of understanding and appreciating diverse learning styles.

- Noncredit matriculation/counseling offers support for students seeking to learn English and transition to the credit program and bilingual counseling (Spanish).

The College meets the Standard.

### **Analysis and Evaluation**

The College provides diverse club activities, counseling courses, counseling support programs, Hispanic Serving Institution grant activities with a diversity component and the information from the Community College Survey of Student Engagement.

---

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

---

#### **Evidence of Meeting the Standard**

Citrus College evaluates its assessment/placement instruments on a regular basis in compliance with the California Community College Chancellor's Office guidelines. Citrus College, through the Student Success and Support Programs Committee, works with a consultant familiar with statewide assessments to complete the project. The College conducted a disproportionate impact study at the time it adopted Accuplacer. The last study to validate cut scores was completed in 2012. The results

of this most recent validation and disproportionate impact studies and the resulting discussions are available in the [Cut Score Report](#)<sup>97</sup> and the Student Success and Support Programs Committee minutes. The College does not use an assessment for admissions.

Following the completion of the most recent validation of the assessment/placement instrument, the Student Success and Support Programs committee discussed the results in several meetings. These discussions included reviewing and revising the multiple-measure questions that students answer before the assessment. The committee meets monthly and includes deans and faculty in language arts, mathematics, and counseling.

The College assesses approximately 6,000 students each year and uses Accuplacer for recommending placement of students in the appropriate level in English, math, and ESL. While many students take the assessment on a drop-in basis at the Testing Center, the College also invites high school seniors to participate in orientation and assessment in the spring semester with a group of their peers. Each student answers additional questions used as multiple measures to determine placement before beginning the formal assessment. These questions provide opportunities for students to prepare to take the assessment and place at a level commensurate with the courses they have passed in high school or other institutions. Students may review their placement with a counselor who reviews high school transcripts and other information relevant to student placement.



The College relies on Accuplacer for students who do not have a high school diploma and attended prior to 2012 and were enrolled or completed at least six degree-applicable units to determine ability-to-benefit scores for financial aid. The College uses an additional assessment, the California Chemistry Diagnostic Exam, for chemistry course placement.

The Testing Center has 38 computers available for students to complete their assessment. An additional 55 computers are available in the computer lab if needed for assessment purposes. Additionally, there is one computer in ED 216C and one in ED 258B (distraction-reduced rooms designated for Disabled Students Programs and Services) that students can use with additional software support. There are also two stations within the Testing Center with raised desktops to accommodate students in wheelchairs.

The College uses CCC-Apply for its application process, which is also available in Spanish. Most students complete the application online. In-person, phone or email assistance by college staff is available, including staff fluent in other languages who are available during all office hours. The applications submitted to CCC-Apply are uploaded daily.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College regularly assesses and validates admissions and placement instruments in order to ensure their effectiveness and to minimize biases.

Citrus College's use of an online application provides students access at any time. In addition, computers located in the

admissions area allow students to receive assistance from staff as needed during the application process.

---

**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.**

---

### **Evidence of Meeting the Standard**

The Admissions and Records Office is responsible for the maintenance of student records and abides by Title 5 regulations in regard to the type of records retained. The College currently uses an enterprise resource system, known as Banner, to maintain its current records and scanned copies of records prior to Banner's implementation. The College stores permanent record cards from prior to spring 2004 in a secure facility. The aforementioned documents are also available in Banner. All electronic student records are secured on the College's protected network server each night. Records are also secured offsite on a weekly basis.

The Admissions and Records Office maintains high school transcripts in a locked storage facility, and transcripts are also scanned into a document imaging system in accordance with [BP 3310](#)<sup>98</sup> and [AP 3310, Records Retention and Destruction](#)<sup>99</sup>. Staff and faculty are informed about and follow the Family Educational Rights and Privacy Act employees are issued a personal identification number through Banner and must sign a statement of agreement to adhere to confidentiality policies.

The Admissions and Records Office maintains students' academic history and backs up these records each evening on the College's protected network server in cooperation with Technology and Computer Services. Although most information is available electronically, some petitions are still available only in a paper format, which is stored in a locked storage facility in compliance with [BP 3310](#)<sup>100</sup> and [AP 3310, Records Retention and Destruction](#)<sup>101</sup>.

Students must provide a written authorization to release the information before student information is given to a third party. 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 Clearinghouse.

The College meets the Standard.

#### **Analysis and Evaluation**

The College has policies and practices in place to ensure that all records are permanently and securely maintained.

---

**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.**

---

#### **Evidence of Meeting the Standard**

Citrus College regularly assesses student support services to ensure that they are meeting identified student needs. Student services participate in the five-year

program review cycle. In addition, each program regularly completes the student learning outcome assessment (SLO) cycle as part of the program review process. For example, according to the [Admissions and Records fall 2014 program review](#)<sup>102</sup>, one SLO measured students' ability to successfully use the online transcript request process. Assessment of that SLO indicates that 83 percent of the students surveyed agreed or strongly agreed that they were successful in ordering their transcripts using this process. According to the fall 2014 [School Relations and Outreach program review](#)<sup>103</sup>, one SLO measured the ability of high school students who participated in early decision to identify support services that will contribute to their timely registration. Assessment of the SLO indicates that 94 percent of the students surveyed felt that they were able to identify support services. Finally, each program discusses the results of their assessment of student learning outcomes before beginning the next cycle.

The College meets the Standard.

#### **Analysis and Evaluation**

Student services programs participate in [annual program reviews](#)<sup>104</sup>, and each program completes a comprehensive program review based on a five-year cycle. Each program initiates its annual program review each spring, and the program staff discusses annual program reviews at a fall retreat. These discussions include reviewing SLO assessments and previous program review recommendations and requests for resources.

The College follows a comprehensive timeline for the assessment of student learning outcomes in instructional support programs, student services programs and

institutional support services in areas including admissions and records, bookstore services, CalWORKs, campus safety, counseling and advisement, Disabled Students Programs and Services, Educational Opportunities Program and Services–Cooperative Agencies Resources for Education, financial aid, food services, International Student Center, School Relations and Outreach, Student Health

Center, Student Life and Leadership, Transfer Center, and Veterans Success Center. Each student services program consistently works to refine the process of assessing and responding to SLOs. Student services faculty participate in discussions on the development and assessment of course and program SLOs through their involvement in [HotShots](#)<sup>105</sup>.

## Evidence

- II-B-1 [Student Success and Support Program](#)
- II-B-2 [Program Review: School Relations and Outreach](#)
- II-B-3 [Counseling and Advisement > Mandatory Orientation](#)
- II-B-4 [Articulation > Associate Degrees for Transfer](#)
- II-B-5 [Student Success and Support Program](#)
- II-B-6 [Citrus College Online Orientation – Home](#)
- II-B-7 [Research Projects > Counseling Survey](#)
- II-B-8 [Program Review – Home](#)
- II-B-9 [Research Projects > Counseling Survey](#)
- II-B-10 [Citrus College Catalog – Index](#)
- II-B-11 [Board Policies and Administrative Procedures – Index](#)
- II-B-12 [Citrus College Curriculum Handbook](#)
- II-B-13 [Citrus College Admissions and Records – Home](#)
- II-B-14 [Program Review: Admissions and Records](#)
- II-B-15 [Citrus College Articulation – Home](#)
- II-B-16 [Citrus College Athletics – Home](#)
- II-B-17 [Athletics > Academics > Counselor](#)
- II-B-18 [Citrus College Bookstore – Home](#)
- II-B-19 [Program Review: Bookstore](#)
- II-B-20 [Citrus College CalWORKS – Home](#)
- II-B-21 [Program Review: CalWORKS](#)
- II-B-22 [Citrus College Campus Safety – Home](#)
- II-B-23 [Campus Safety > Memo of Understanding](#)
- II-B-24 [Campus Safety > Crime Statistics](#)
- II-B-25 [Campus Safety > Annual Security Report](#)
- II-B-26 [Campus Safety > Crime Statistics](#)
- II-B-27 [Citrus College Center for Teacher Excellence – Home](#)
- II-B-28 [College Success Program – Home](#)
- II-B-29 [Learning Center > Tutoring > Online](#)
- II-B-30 [Program Review: College Success](#)
- II-B-31 [Citrus College Counseling and Advisement – Home](#)
- II-B-32 [Citrus College Career Services – Home](#)
- II-B-33 [Counseling and Advisement > Orientation Services](#)
- II-B-34 [Citrus College Online Orientation – Home](#)
- II-B-35 [Counseling and Advisement > Probation Workshop](#)
- II-B-36 [Citrus College Online Counseling – Home](#)
- II-B-37 [Citrus College STEM – Home](#)
- II-B-38 [Citrus College STEM > STEM2](#)
- II-B-39 [Program Review: Counseling](#)

- II-B-40 [Research Projects > Counseling Survey](#)
- II-B-41 [Transfer Center Online Survey](#)
- II-B-42 [Program Review: Counseling](#)
- II-B-43 [Citrus College Disabled Students Programs and Services – Home](#)
- II-B-44 [Program Review: Disabled Students Programs and Services](#)
- II-B-45 [Citrus College EOP&S/CARE – Home](#)
- II-B-46 [Citrus College EOP&S/CARE – Home](#)
- II-B-47 [Program Review: EOP&S/CARE](#)
- II-B-48 [Citrus College Financial Aid – Home](#)
- II-B-49 [Program Review: Financial Aid](#)
- II-B-50 [Citrus College Foundation – Home](#)
- II-B-51 [Citrus College Cafeteria – Home](#)
- II-B-52 [Program Review: Food Services](#)
- II-B-53 [Citrus College Student Health Center – Home](#)
- II-B-54 [Program Review: Student Health Center](#)
- II-B-55 [Citrus College International Student Center – Home](#)
- II-B-56 [U.S. Citizenship and Immigration Services](#)
- II-B-57 [International Student Center > Application](#)
- II-B-58 [International Students – Facebook Page](#)
- II-B-59 [International Students – Facebook Page](#)
- II-B-60 [Program Review: International Student Center](#)
- II-B-61 [Noncredit Counseling – Home](#)
- II-B-62 [Citrus College School Relations and Outreach – Home](#)
- II-B-63 [School Relations > Student Ambassador Program](#)
- II-B-64 [Program Review: School Relations and Outreach](#)
- II-B-65 [Citrus College Student Life – Home](#)
- II-B-66 [Student Affairs > ASCC, Student Government](#)
- II-B-67 [Associated Students > Student Clubs](#)
- II-B-68 [Citrus College Student Life – Home](#)
- II-B-69 [Citrus College Campus Center – Home](#)
- II-B-70 [Student Life > Campus Center and Club Calendar](#)
- II-B-71 [Citrus College Student Life – Home](#)
- II-B-72 [Program Review: Student Life and Leadership](#)
- II-B-73 [Human Resources > Student Employment Services](#)
- II-B-74 [Citrus College Transfer Center – Home](#)
- II-B-75 [Program Review: Transfer Center](#)
- II-B-76 [Citrus College Veterans Success Center – Home](#)
- II-B-77 [Program Review: Veterans Success Center](#)
- II-B-78 [Citrus College Administrative Procedure AP 5055](#)
- II-B-79 [CurricUNET > Course Outline: Counseling 161](#)

- II-B-80 [Program Review: Veterans Success Center](#)
- II-B-81 [Citrus College Veterans Success Center – Home](#)
- II-B-82 [Inter-Club Council > Active Clubs and Organizations](#)
- II-B-83 [Student Affairs > Student Conduct](#)
- II-B-84 [Citrus College Board Policy BP 5500](#)
- II-B-85 [Citrus College Administrative Procedure AP 5520](#)
- II-B-86 [Student Success and Support Program](#)
- II-B-87 [Citrus College Online Orientation – Home](#)
- II-B-88 [Counseling and Advisement > Probation Workshop](#)
- II-B-89 [Online Counseling – Log In](#)
- II-B-90 [Program Review: Counseling](#)
- II-B-91 [Program Review: Transfer Center](#)
- II-B-92 [Research > CCSSE 2014, Key Findings-Executive Summary](#)
- II-B-93 [Inter-Club Council > Active Clubs and Organizations](#)
- II-B-94 [Citrus College Student Life – Home](#)
- II-B-95 [CurricUNET > Course Outline: Counseling 160](#)
- II-B-96 [CCSSE 2014 Survey Results](#)
- II-B-97 [Cut Score Validation Review 2012](#)
- II-B-98 [Citrus College Board Policy BP 3310](#)
- II-B-99 [Citrus College Administrative Procedure AP 3310](#)
- II-B-100 [Citrus College Board Policy BP 3310](#)
- II-B-101 [Citrus College Administrative Procedure AP 3310](#)
- II-B-102 [Program Review: Admissions and Records](#)
- II-B-103 [Program Review: School Relations and Outreach](#)
- II-B-104 [Program Review: Student Services Index](#)
- II-B-105 [HotShots Team Members 2014-2015](#)





## Standard II: Student Learning Programs and Services

### II.C. Library and Learning Support Services

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 services.

---

**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.**

---

#### **Evidence of Meeting the Standard**

The College provides sufficient library and other learning support services for students to support instructional programs and intellectual, aesthetic, and cultural activities. These include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. Library and Learning Center support services are provided to all students regardless of location or means of delivery.

The Hayden Memorial Library meets student learning needs based on information provided to librarians through several mechanisms. Instructional faculty inform librarians about student learning needs prior to library instruction sessions, through current course assignments, via syllabi, through the [recommend a purchase](#)<sup>1</sup> link on the library website, as well as in person. Between 2012 and 2014, 49 faculty members and 15 students made [recommendations of items](#)<sup>2</sup> that were purchased and added to the library collection. Librarians obtain feedback from faculty regarding student learning needs through program review and division meetings. Librarians attend division and program meetings and gather survey data from faculty when key decisions are being made regarding library resources in that area. For example, in December 2013, librarians attended a Language Arts Division meeting to introduce a [survey](#)<sup>3</sup> regarding the possible removal of literature-related print periodicals. Faculty feedback from the meeting resulted in the [removal of items](#)<sup>4</sup> from the periodical collection. These items were replaced with new materials deemed necessary for student success. As a result, library staff members were able to make more space for additional quiet study areas, one of [the main reasons](#)<sup>5</sup> students visit the library. In

September, 2013, librarians attended [another division meeting](#)<sup>6</sup> to promote the use of new library resources and gather feedback about collection development in that area. Library staff regularly [convey to faculty](#)<sup>7</sup> information about updates to learning resources for students.

Faculty who schedule library instruction sessions communicate information about student needs to the library staff through email, phone, face-to-face conversations, or the online [request library instruction](#)<sup>8</sup> form. During the 2013-2014 academic year, librarians provided 269 class [instruction sessions](#)<sup>9</sup> to students. This information includes sharing of syllabi, specific assignments, and lists of recommended or required readings outside of textbooks. Faculty and staff communicate with library staff about textbook adoptions for recurring and new courses for [the reserve textbook collection](#)<sup>10</sup>. In addition, all full-time and adjunct librarians are assigned to collection development activities based upon their formal education, training, work experiences, or personal knowledge and interests. As [library liaisons](#)<sup>11</sup> to designated academic programs, librarians work with faculty to suggest resources and lists of materials for purchase. Additionally, a librarian serves on the [Program Review Committee](#)<sup>12</sup>, thus ensuring the library is involved with the program review process, which communicates academic needs to the library staff.

Librarians are assigned to specific program areas to function as liaisons in developing areas of the library collection needed for individual disciplines. Additionally, a librarian is assigned as a representative to the Curriculum Committee, allowing a direct link between the curriculum process and the services provided by the Hayden Memorial Library. Members are listed on

page four of the [Curriculum Handbook 2014-2015](#)<sup>13</sup>. The library representative has the opportunity to comment on courses, degrees, certificates, new proposals, and course modifications [via CurricUNET](#)<sup>14</sup> and makes recommendations regarding the inclusion of library and learning resources, including those for distance education courses.

The institution assesses the effectiveness of the library collection in terms of quantity, quality, depth, and variety on a regular basis. The Title 5 [Tables for Minimum Standards for Libraries and Media Centers](#)<sup>15</sup> (§ 58724) provides information originating from the American Library Association and the Association of College and Research Libraries regarding the minimum number of faculty librarians and support staff as well as the quantity of material that should be contained within library collections. Annually, librarians compare the College's collection with that of the table, and the Hayden Memorial Library generally exceeds the recommended number of volumes (60,000 on shelf). As of [June 2013](#)<sup>16</sup> the library collection included 79,089 volumes.

Additional evaluation of the College collection originates from the [Year Five Self Evaluation Summary](#)<sup>17</sup> in the [program review cycle](#)<sup>18</sup>. This document provides the opportunity for the librarians to review the resources provided by the Hayden Memorial Library and compare them to current needs. Additionally, librarians create individual reports for program reviews. This allows them to assess whether or not the library is meeting the needs of students within individual programs. For example, the [Vocational Nursing Program Review Library Report](#)<sup>19</sup> illustrates the format and age of the collection in nursing-related areas. In

March 2013, the library acquired the online edition of [Resources for College Libraries](#)<sup>20</sup>, which provides librarians the opportunity to locate and evaluate the core list of recommended print and electronic titles. Additionally, the librarians use the Hayden Memorial Library [collection development policy](#)<sup>21</sup>, which provides information regarding the breadth, depth, and quality of the library collection. This policy is an internal library document designed using guidelines from the [American Library Association Workbook for Selection Policy Writing](#)<sup>22</sup> that is developed and reviewed regularly by librarians and library staff. Additionally, the librarians use the [Association of College and Research Libraries Standards for Libraries and Higher Education](#)<sup>23</sup> as a tool to determine the level of quality of the Hayden Memorial Library collection.

Faculty and student surveys, originating from both traditional and distance education courses, as well as interlibrary loan requests, provide feedback regarding the quality, depth, variety, and assessment of library resources. Library staff administer [surveys](#)<sup>24</sup> biannually in October and April. In general, students and faculty report a high level of satisfaction with the library collection and information resources. In [2013 and 2014](#)<sup>25</sup>, on average, 73 percent were very satisfied, and 26 percent were somewhat satisfied. Survey responses in 2013 indicate that library materials meet student learning needs. Survey results from the [Community College Survey of Student Engagement](#)<sup>26</sup> (questions 13 and 14) indicate students agree that the library provides adequate online resources that students can use to help with their coursework. During the 2012-2013 school year, library staff members filled 121 [interlibrary loan requests](#)<sup>27</sup> received from other libraries or

providers for Citrus College students, staff, and faculty. Librarians are quick to add items recommended by faculty supporting study of specialized topics. As an example, the library recently added new resources on authors Flannery O'Connor and Dorothy Parker in response to faculty syllabi for sections of [English 103](#)<sup>28</sup>.

The [collection development policy](#)<sup>29</sup> provides guidelines (page four) for material selection and functions to evaluate the quality of the collection. During program reviews and accreditation evaluation, the library staff members construct a report to evaluate the depth and variety of formats of library resources. One example of this report is the [vocational nursing program review](#)<sup>30</sup> library report from spring 2013. In order to assess achievement of student learning outcomes, the library uses [annual usage statistics](#)<sup>31</sup> from database vendors, feedback from biannual student and staff surveys, and informal student feedback after research assignments. For example, as of [June 2013](#)<sup>32</sup>, the number of full-text article requests from online databases reached 189,619, and the number of regular searches was 1,180,353. The desirable [level of collecting](#)<sup>33</sup> for each subject area is established during the [program review](#)<sup>34</sup> process, which is also used to meet student needs through equipment requests and the budget and planning cycle. To ensure comparable services to distance education students and students at off-site locations, the library provides access to electronic resources from both on and off campus, and library instruction is available and coordinated with instructional faculty. As of [June 2013](#)<sup>35</sup>, of the 79,089 volumes the library owns, 29 percent of those volumes are in an electronic eBook format that can be accessed through the EBSCO eBook Collection. Additional support for both traditional and distance education faculty

and students is provided by the streaming video collection, which includes over 19,000 closed-captioned titles and has been available from the library's website since 2012. All of the Hayden Memorial Library's electronic collections are purchased as annual subscriptions and are regularly evaluated by the librarians who solicit faculty input.

Additional evaluation of the resources and services provided by the Hayden Memorial Library stem from an assessment of its [student learning outcomes](#)<sup>36</sup>, which are based on the ACRL information literacy competency standards for higher education. The library gathers data from users annually to assess how students use the library's virtual and physical resources and whether or not the resources are adequate for their learning needs. Library instruction sessions provide an opportunity for librarians to teach information competency skills to students. Other statistics regarding usage and instruction are reported to ACRL in the annual report.

According to daily statistics through June 2013, 320,006 patrons used the library that year, which amounted to 1,306 per day. For one week each fall and spring, statistics are gathered hourly to track facility usage and reference questions. This information assists in scheduling decisions aimed at meeting student needs. Librarians administer [online surveys](#)<sup>37</sup> that allow students to provide feedback about library services and resources including library instruction. During library instruction sessions, librarians teach students how to evaluate information and its sources critically and effectively incorporate it into their research assignments. Librarians instruct students about plagiarism and using information ethically and legally. The online surveys ask students to assess how

effective the library instruction sessions are in helping them to reach the library's student learning outcomes. [In 2013](#)<sup>38</sup>, more than 83 percent of students felt that the sessions were "somewhat effective" or "very effective" in enhancing student achievement.

The library provides data for the [ACRL's annual report](#)<sup>39</sup>. These data provide a snapshot of usage including how many books circulated, how many searches were conducted from electronic databases, how many students attended library instruction sessions and how many reference transactions occurred. Since 2009, overall book circulation, excluding reserve textbooks, decreased by 7 percent, whereas the [electronic database](#)<sup>40</sup> full-text retrievals increased by 21 percent. These data demonstrate the growing reliance students have on online resources. The [surveys from 2013 and 2014](#)<sup>41</sup> reflect the same trend; students state that accessing journal and encyclopedia articles through online databases is "very helpful" and has the highest potential value in helping them complete coursework.

Reference staff assist students in determining the nature and extent of needed information and answer approximately 9,000 reference questions per year. [Library reference transactions](#)<sup>42</sup> fluctuate over the years based on enrollment, but have increased overall, especially with the addition of [virtual reference services](#)<sup>43</sup> like online chat, text messaging, and the library's social media presence. These online services also allow the library to provide enhanced services for both traditional and distance education students.

Additional learning support services originate from the [Learning Center](#)<sup>44</sup>, which offers [tutoring services](#)<sup>45</sup> to all enrolled

students and includes a specialized writing support center called [The Writing Café](#)<sup>46</sup>. The Learning Center ensures quality of services and regularly assesses student learning outcomes as well as the quantity, currency, depth, and variety of its services through the [program review](#)<sup>47</sup> process. Examples of assessments include analysis of Writing Café usage by English 103 students. These analyses provide the Learning Center the opportunity to evaluate its effectiveness in enhancing student success. English 103 students using the Writing Café in spring 2013 experienced a [success rate](#)<sup>48</sup> of 79 percent; those who did not use these services experienced a lower success rate of 70 percent ([Bridges to Success and College Success Video](#)<sup>49</sup>). Learning Center staff members regularly consult with program-specific faculty and staff as well as student services regarding purchase of new materials, including testing software, hardware and software that enhance adaptability, or materials used for placement. Learning Center staff work closely with other campus departments, specifically Technology and Computer Services (TeCS) and purchasing to ensure that new materials selected are a good value, high quality, and will be maintained to ensure their long-term use.

The supervisor of the Learning Center serves on participatory governance committees, such as the [Student Success and Support Program](#)<sup>50</sup> Committee and the [College Success](#)<sup>51</sup> Advisory Committee. The supervisor also attends [College Information and Technology Committee](#)<sup>52</sup> and department meetings with Disabled Students Programs and Services, distance education, language arts, and English as a second language as needed. These committees are made up of faculty, managers, and staff and provide opportunities for dialogue about potential

equipment and service purchases. Faculty and staff from Disabled Students Programs and Services meet with Learning Center staff to discuss potential software and equipment purchases focused on the support of students with disabilities. The Learning Center staff work closely with the dean of social and behavioral sciences, the distance education faculty, and the distance education coordinator to ensure that all services Citrus College provides to the face-to-face population are also provided to online students.

Citrus College provides comparable services to both traditional and distance education students. The institution provides information for all distance education students on the [distance education website](#)<sup>53</sup>. Both traditional and distance education students have access to the library homepage, online databases, and research guides. [Popular research guides](#)<sup>54</sup> are listed on the library website and receive thousands of visits per year. One of the most popular guides for the English 101 course has been accessed over 19,000 times this year alone. Librarians have developed many online [course-specific research guides](#)<sup>55</sup> that can be posted to instructor Blackboard courses and the [chat and text messaging feature](#)<sup>56</sup> of the Hayden Memorial Library. Off-site students with specific questions often use the website. Since 2010, reference desk staff members have answered over 700 questions via online chat. Since 2012, [70 text messages](#)<sup>57</sup> have answered student reference questions. Additionally, the librarians offer [library instruction sessions](#)<sup>58</sup> to distance education [students](#)<sup>59</sup> using CCC Confer, and the library maintains social media presence via [Facebook](#)<sup>60</sup>, providing library and campus-related information to traditional and online students as well as members of the public. Additional services for distance education



students include [online tutoring in the STEM Center](#)<sup>61</sup>. Online tutoring is also available for math, biology, and English in the [Learning Center](#)<sup>62</sup>.

[Testing Center protocols](#)<sup>63</sup> allow distance education students to take proctored exams in the Testing Center, and the College provides multiple open computer laboratories, with [adaptive technology](#)<sup>64</sup> for both traditional and distance education students. Links to the Hayden Memorial Library and other student support services are included on the template shell for all courses on Blackboard.

The [Learning Center](#)<sup>65</sup> has several computer labs to support students including the main computer lab in IS 107 with 61 computers, three printers, and a scanner, and the [Testing Center](#)<sup>66</sup> with 38 dedicated computer stations and three additional rooms each equipped with testing stations to meet the accommodations of Disabled Students Program and Services (DSPS) students. The [College Success Center](#)<sup>67</sup> features 17 computer stations to serve English 098 and ESL students who need to complete their required lab hours. These computers also assist students using the [Writing Café](#)<sup>68</sup> and students attending workshops. In addition, [Tutorial Services](#)<sup>69</sup> provides ten computer stations to assist students. The Learning Center supervisor and staff members continually communicate with instructional and counseling faculty regarding software needs to support these practices through participation in governance committees, such as the Student Success and Support Program Committee, the College Success Advisory Committee, the College Information and Technology Committee, as well as department meetings with DSPS, distance education, language arts, and English as a second language.

The College hosts two open [computer labs](#)<sup>70</sup> for student use, including one large lab in the Information Systems building, room 107 that is open to all enrolled students. The lab includes 61 computers, including two workstations for students with disabilities. An additional 39-station computer lab is available in the Library Orientation Room (LI 118), which is open to students when not in use for library instruction. An additional 60 virtual computer workstations are available for student use during hours the library is open. All virtual computers have specific adaptive software programs allowing students with disabilities to meet their educational goals. The library has three additional disabled-access-specific computer workstations, and DSPS has 12. [Library accessibility and adaptive technology](#)<sup>71</sup> information is available on the library website.

The computing environment in the Citrus College library is built using virtual computing technology. This technology allows the TeCS staff to maintain software security and currency without working on each individual computer. The infrastructure for the technology uses VMWare ESX software to provide a flexible environment where the end user terminals can run up-to-date operating systems and software. Currently, the library uses Windows 7 operating system with Microsoft Office 2010 along with other programs that are used throughout the College. The desktop operating systems will be upgraded to Windows 8 with Microsoft Office 2013 in the near future. Additionally, faculty may reserve an instructional computer lab housing 24 workstations in the Center for Innovation Building on an as-needed basis. Faculty

members use this lab primarily for technology training.

The College meets the Standard.

### **Analysis and Evaluation**

The College provides sufficient library and other learning support services for students to support instructional programs and intellectual, aesthetic, and cultural activities. Library and other learning support activities are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

---

### **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.**

---

#### **Evidence of Meeting the Standard**

Citrus College has established information competency as one of its [core competencies](#)<sup>72</sup> and provides ongoing instruction for users of the library and other learning support services so that students are able to develop skills in information competency. The librarians [provide information to faculty](#)<sup>73</sup> regarding the role librarians play in helping students develop these skills. Information competency skills are also included as student learning outcomes in the library's annual [program review](#)<sup>74</sup>. Librarians adhere to delivering the following [information competencies](#)<sup>75</sup> during library instruction sessions and during interactions with students at the reference desk. These competencies are directly aligned with [ACRL's information literacy competency standards for higher education](#)<sup>76</sup>.

The information competent student:

- a. determines the nature and extent of the information needed;
- b. accesses needed information effectively and efficiently;
- c. evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system;
- d. individually or as a member of a group, uses information effectively to accomplish a specific purpose; and
- e. understands many of the economic, legal, and social issues surrounding the use of information; and accesses and uses information ethically and legally.

During the 2013-2014 academic year, librarians provided 269 class instruction sessions to students. Over the [past five years](#)<sup>77</sup>, an average of over 6,100 students per year attended these. Library personnel assess this formation of competencies through informal learning exercises during instruction sessions. Students have hands-on opportunities to demonstrate that they clearly understand database retrieval techniques. These instruction sessions provide students with skills in retrieving and evaluating information and applying the information in support of assigned topics of study. Librarians engage students individually to make sure each student has successfully navigated the database and retrieved pertinent information. The last three library surveys showed more than 87 percent of students felt that the library instruction sessions were effective in enhancing student achievement. Over 90 [online research guides](#)<sup>78</sup> are accessible to all students, including those in distance education, from the library website and are used as tools to assist students in developing these skills. The [English 101](#)<sup>79</sup> research guide is one of the most popular and [received over 20,000 views in 2014](#)<sup>80</sup>.

Librarians use these guides during class instruction sessions to assist distance education students and via online reference transactions like [text and chat](#)<sup>81</sup>.

Librarians also teach these competencies at the reference desk while conducting reference interviews with students to determine the nature of the information needed. At the reference desk, librarians and other library staff consider each question an opportunity to improve the student's information competency skills. Librarians assist students in identifying appropriate sources, provide instruction in the use of databases, help students evaluate resources, and instruct students in correct source citation using the [Guidelines for Behavioral Performance of Reference and Information Service Providers](#)<sup>82</sup> provided by the Reference and User Services Association. These guidelines help librarians to provide in-person and remote services for distance education or other off-campus students. [Between 2010 and 2013](#)<sup>83</sup>, reference staff answered an average of about 9,000 questions per year.

Several mechanisms are in place to help support distance education students. Librarians record lecture capture library instruction sessions that can be posted to Blackboard or online. Lecture capture is a method in which a live lecture or presentation is captured in a video format. This footage often includes digital content from a computer presentation used by the instructor during the lecture. Lecture captures include closed captioned text and are accessed by students digitally.

Lecture capture sessions are recorded in the Center for Innovation computer lab. Some distance education students come to the library for on-site library instruction, while others participate using [CCC Confer](#)<sup>84</sup>, a

project provided by the California Community Colleges Chancellor's Office. [Archived session recordings](#)<sup>85</sup> are available via the CCC Confer website.

Some distance education students come to the library for on-site library instruction, while others participate using [CCC Confer](#)<sup>86</sup>, a project provided by the California Community College's Chancellor's Office. For example, a librarian began conducting online instruction sessions using CCC Confer in spring 2014, and they were well received by students and faculty. Students attending were able to ask questions and those not attending were able to view the recording afterwards. Online [research guides](#)<sup>87</sup> are available from on or offsite. These include instruction for information competency skills. Online reference services are provided during business hours via [online chat and text messaging](#)<sup>88</sup> with librarians and library staff. All distance education students have access to library staff via email and phone during business hours. [Online tutorials](#)<sup>89</sup> are available on the library website for any students needing guidance regarding how to navigate the library's subscription databases.

In addition, instructors assess information-competency-related student learning outcomes that are included in their course outlines, and faculty reflect on learning outcomes assessment in their professional development reports. Faculty evaluation processes assess effectiveness in teaching information competency. They also specifically address their own performance when completing their professional growth form. In these forms for [full-time faculty](#)<sup>90</sup> and [adjunct instructors](#)<sup>91</sup>, faculty have an opportunity to reflect on and discuss areas of improvement.

The Learning Center staff members are qualified and trained to support students with instruction on basic computing practices including using the internet effectively and using testing hardware and software. Senior staff, the Disabled Students Programs and Services alternative media specialist, and staff from Technology and Computer Services provide training when needed. Computers with Job Access with Speech (JAWS) screen reader text-to-speech software for visually impaired students are located in both the library and the main computer labs. Mandatory orientation enables students to learn about the various services provided by the Hayden Memorial Library and the learning center. Both the [library](#)<sup>92</sup> and [learning center](#)<sup>93</sup> maintain accurate websites with instructions about what services are provided and how to take advantage of them.

The College meets the Standard.

### **Analysis and Evaluation**

Based upon program review, student learning outcomes assessment, and faculty and student surveys, the College provides ongoing instruction for users of the library and other learning support services so that students are able to develop skills in information competency.

---

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

---

### **Evidence of Meeting the Standard**

Citrus College provides students and personnel adequate access to the library and other learning support services, regardless

of location or means of delivery. The library is generally open a total of 56 hours per week during the fall and spring semesters. [Library hours](#)<sup>94</sup> for primary terms are Monday-Thursday, 7:30 a.m. to 7:30 p.m., and Fridays 8 a.m. to 4 p.m. The library remains open until 9 p.m. the week before finals in response to student requests on the [2014 surveys](#)<sup>95</sup>, where 56 percent of students stated they would rather have the library open longer hours during the week than on Saturdays. For primary terms, hours of operation for the computer lab in IS 107 are Monday-Thursday, 9 a.m. to 3 p.m., and the Testing Center is open from 9 a.m. to 6 p.m. on Monday and Wednesday, and from 9 a.m. to 8 p.m. on Tuesday and Thursday. An additional open hour from 8 a.m. to 9 a.m. Monday through Thursday provides access and service for instructors as well as for students taking adapted exams. Hours for tutorial services include Monday and Wednesday from 9 a.m. to 6 p.m., Tuesday and Thursday from 9 a.m. to 7 p.m., and Friday from 9 a.m. to 2 p.m. Hours of operation for the Writing Café are Monday through Thursday from 9 a.m. to 6 p.m. and Friday from 10 a.m. to 2 p.m.

Electronic resources are available 24 hours a day, seven days a week through the library webpage for both credit and noncredit students. These resources include the main website, online catalog, research guides, subject links, [access to over 22,000 eBooks](#)<sup>96</sup>, and password-protected electronic databases including Films on Demand, a collection including over 19,000 closed-captioned streaming videos. All the [databases](#)<sup>97</sup> to which the library subscribes are accessible to users with disabilities as required by state and federal law. Patrons can electronically [check their library record](#)<sup>98</sup>, [access databases](#)<sup>99</sup>, [obtain online live reference assistance](#)<sup>100</sup> (during open hours), [request](#)

[items](#)<sup>101</sup>, and [search the library catalog](#)<sup>102</sup> and other resources for information. In fall 2014, Citrus College launched new software called EZProzy/Shibboleth, which allows students to use one common login to access online resources from off campus.

In order to support instructional programs equally, the Hayden Memorial Library provides a variety of print, electronic, audio, and video resources, including a variety of methods to contact reference staff such as phone, email, instant messaging, and texting. In spring 2014, the library added three adjustable computer workstations on the first floor, two of which are equipped with scanners compatible with Kurzweil 3000, as well as a wheelchair-accessible online catalog workstation and copy machine. Additionally, the library offers a [videophone](#)<sup>103</sup> on the first floor for use by hearing-impaired students. Special borrowers, including community members, [Inland Empire Academic Library Cooperative members](#)<sup>104</sup>, Citrus College alumni, and high school students may [apply for a library card](#)<sup>105</sup> and can use the services provided by the Hayden Memorial Library.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College provides students and personnel adequate access to the library and other learning support services, regardless of location or means of delivery. On-campus access to resources is available Monday through Friday, while electronic access to databases and services available on the Hayden Memorial Library is available 24 hours per day, seven days a week.

### **Actionable Improvement Plan**

In order to ensure excellence in library services and access to these services, the Hayden Memorial Library will continue to identify and address the changing demand for services. (II.C.1.c)

---

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

---

#### **Evidence of Meeting the Standard**

Citrus College provides effective maintenance and security for its library and other learning support services. New library security gates, a sensitizer/desensitizer unit, and a digital video surveillance system were installed in spring 2013. The library has one single, secure entrance that is safeguarded with locks and a fully functional alarm system. Additionally, the institution provides 24-hour security service for all campus buildings and employs a designated administrator on duty from 4:30 p.m. to 10 p.m. on weekdays, and from 8:30 a.m. to 4:30 p.m. on Saturdays.

The library has appointed an [emergency information officer](#)<sup>106</sup> who ensure the safety, health, and condition of students, faculty, staff, and visitors in and around the Hayden Memorial Library. Library personnel participated in a [safety workshop](#)<sup>107</sup> offered by Campus Safety staff in April 2014, and a mental health first aid [two-day course](#)<sup>108</sup> offered by the Los Angeles County Department of Mental Health in August 2014.

To ensure computer security, procedures are in place for secure computer usage throughout the College. Students must use unique login codes to access all computers



on campus. Regular password resets are required for both students and staff. The TeCS department maintains the software on all campus computers. Unique secure login codes are required for all open computer lab and student email use, and the Distance Education Program requires students to use a password-protected Citrus College email account. Distance education students must use password-protected logins when accessing any library electronic database. Blackboard, the College's online course management system, requires students to use their unique student ID and password to access course information. Students using the Testing Center must sign in and show Citrus College photo identification.

The library maintains materials in a secure fashion through use of several electronic and personal identification security measures. Sensitized magnetic security "tattle tape" is secured to all library items, which activates the electronic security gate at the entrance/exit if not deactivated through the check-out process. A valid Citrus College photo identification card is required to check out material from the library. All outside emergency exits to the library have alarms installed to alert staff should anyone try to exit through any door other than the main entrance. The library collects lost and found items and delivers unclaimed items to Campus Safety at the end of each semester.

The Hayden Memorial Library and Learning Center buildings and resources are maintained through an online work request system termed "[FIXit](#)"<sup>109</sup>, where staff members notify the facilities department as repairs are needed. Two library staff members are designated to submit these requests electronically to the facilities department via the campus intranet. Once they receive a request, they

send staff a follow-up email indicating how and when the work request has been completed. Examples of requests from the Hayden Memorial Library include light bulb replacements, carpet cleaning or repair, and emergency exit door alarm battery replacements. Staff members submit requests for computer or network repairs online using a "[Footprints](#)" [work request form](#)"<sup>110</sup> to the Technology and Computer Services (TeCS) department. Examples of requests include student computer network issues and errors, touch screen scanner connectivity, and software updates for faculty and staff computers. TeCS sends follow up emails with details about the status of the request to staff once the request has been received and assigned to a TeCS staff member.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College provides effective maintenance and security for its library and other learning support services.

---

**II.C.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 these 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 arrangements.**

---



## Evidence of Meeting the Standard

Citrus College is a member of [Inland Empire Academic Library Cooperative \(IEALC\)](#)<sup>111</sup>, which allows all students, including distance education students, access to 17 academic libraries in addition to the Hayden Memorial Library. A Citrus College library representative attends biannual meetings of this organization, where the members discuss the adequacy of the services [member libraries](#)<sup>112</sup> provide.

Interlibrary loan services provide all students, including distance education, with materials not available through Citrus College sources regardless of location or means of delivery. Annual surveys provide an evaluation of service performance. In an [interlibrary loan survey](#)<sup>113</sup> conducted in spring 2014, over 80 percent of faculty, staff, and students who made requests for materials were “very satisfied” with the quality, speed, and ease of service, and 97 percent would use it again in the future.

Citrus College is a member of the Community College Library Consortium. The [Community College League of California](#)<sup>114</sup>, in partnership with the [Council of Chief Librarians \(CCL\)](#)<sup>115</sup>, conducts this consortium program of cooperative buying of online resources. This includes community college libraries around the country and benefits Citrus College through reduced prices. Students use these electronic resources heavily both on and off campus. The library evaluates the usefulness of these resources through usage statistics, biannual student surveys, and [annual ACRL reports](#)<sup>116</sup>. Since 2009, [electronic database full text retrievals](#)<sup>117</sup> have increased by 21 percent, and students state that [accessing journal and encyclopedia articles](#)<sup>118</sup> through online databases is “very helpful” and has the

highest potential value in helping them complete coursework.

Librarians and library staff use [Resources for College Libraries](#)<sup>119</sup> as a tool to evaluate and develop the print and electronic collections. This tool includes core print and electronic resources for academic libraries, featuring over 85,000 titles in 117 subjects, and allows librarians to compare titles being considered for purchase or removal. As print items are added to the collection, library personnel mark them with “RCL” inside to alert staff of their core title status.

In June 2014, library faculty completed the transition from Innovative Interfaces’ Millennium integrated library system to [Online Computer Library Center’s WorldShare Management Services \(WMS\)](#)<sup>120</sup> integrated library system. Library staff members use WMS to manage, circulate, and locate resources and report statistical data about the collection and usage.

[3M security gates](#)<sup>121</sup> installed at the library entryway alert staff to possible theft of library items, and the [McMurray/Stern](#)<sup>122</sup> compact shelving system provides a secure place to store audiovisual materials on the second floor of the library. In addition, library faculty and staff members consult local libraries, academic library listservs, vendor literature, and Council of Chief Librarians-Electronic Access Resources Committee before making decisions regarding contracted services. Finally, annual [usage statistics](#)<sup>123</sup> for database vendors provide information regarding student use of library resources and services. [Data trends](#)<sup>124</sup> show an increase in use that helps to justify cost.

The Testing Center, a service offered within the Learning Center, uses

[Accuplacer](#)<sup>125</sup>, an online placement instrument that is approved by the Board of Trustees and used extensively by students in determining their placement into math and English course sequences. Student services and TeCS manage the contract agreement with this tool. The Testing Center provides this service to students during [specific times](#)<sup>126</sup>. In 2013, the Testing Center administered over 6,000 [placement tests](#)<sup>127</sup>, an increase from the 5,979 that were administered the year prior.

Citrus College holds contracts with several online services including Blackboard; Turnitin.com; I-Cubed, which supports online music courses; MyMathLab; and Dragon Naturally Speaking, a voice dictation for students with disabilities. The Distance Education Committee investigated three learning management systems—Edmodo, Desire 2 Learn, and Blackboard—and voted to remain with the Blackboard platform. The College evaluates all contracts prior to renewal.

As explained on the TeCS webpage, the College is a member of the [Foundation for Community Colleges](#)<sup>128</sup> Microsoft® campus agreement. Under this agreement, students, faculty, and staff are able to [purchase](#)<sup>129</sup> discounted Microsoft Office products including Microsoft Office and Windows.

The College meets the Standard.

### **Analysis and Evaluation**

During collaborations with other institutions or other sources for library and other learning support services for instructional programs, Citrus College documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and used. The performance of these services is

evaluated on a regular basis. The College takes responsibility for and ensures the reliability of all services provided either directly or through contractual arrangements.

---

**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.**

---

### **Evidence of Meeting the Standard**

Citrus College evaluates library and other support services through the annual program review process and analysis of student learning outcomes. Annual program review is a valuable way for the College to evaluate library and other support services.

Program review for library services includes feedback from [biannual student and staff surveys](#)<sup>130</sup> as well as week-at-a-glance statistics. Librarians share this information and allow [the evaluation of data](#)<sup>131</sup> such as computer use, study room use, material checkouts, and electronic full-text retrieval. Librarians provide additional information regarding annual usage by various database vendors. This information allows the library staff to evaluate online library usage by students and other patrons. The [Learning Center](#)<sup>132</sup> administers similar surveys to evaluate student usage of the Learning Center, Tutorial Services, Writing Café, College Success Center, and the ESL.

The Hayden Memorial Library and Learning Center staff analyze student learning outcomes to assess and evaluate

the services provided to students and faculty. The assessment occurs annually as a component and data element of program review. Most often, the outcomes are assessed through analysis of usage data or through surveys. Personnel use survey results during program review to suggest program improvements as well as to highlight practices that are working well.

The Learning Center develops and assesses learning outcomes as a component of program review. Outcomes are assessed through [evaluation of surveys](#)<sup>133</sup>, completion of testing data, and staff feedback. Faculty and students provide feedback regarding computer labs by survey, and faculty may also provide feedback during governance meetings. The student satisfaction survey for the computer lab focuses on experience with staff and

services. Faculty satisfaction surveys ask similar questions from the instructor perspective. Students who take advantage of tutoring services are asked about experiences with the services, including tutors. Learning Center staff use [data](#)<sup>134</sup> to make recommendations for program improvement or to support best practices.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College evaluates library and other support services to ensure that student needs are met. The Hayden Memorial Library and Learning Center both have student learning outcomes that are assessed regularly, and personnel use results during program review to contribute to program improvement.

## Evidence

II-C-1	<a href="#">Library &gt; Recommend a Purchase</a>
II-C-2	<a href="#">Library Recommendations 2012-2014</a>
II-C-3	<a href="#">Periodicals Survey: Spring 2014</a>
II-C-4	<a href="#">Items Withdrawn from Library Collection 2009-2014</a>
II-C-5	<a href="#">Index of Library Surveys 2010-2014</a>
II-C-6	<a href="#">Social and Behavioral Sciences Division Meeting Agenda</a>
II-C-7	<a href="#">Natural and Physical Sciences Division Meeting Agenda</a>
II-C-8	<a href="#">Request for Library Instruction</a>
II-C-9	<a href="#">Library Orientation Statistics</a>
II-C-10	<a href="#">Reserve Textbook Collection Spring 2014</a>
II-C-11	<a href="#">Library Liaisons to designated academic programs</a>
II-C-12	<a href="#">Program Review Committee meeting notes</a>
II-C-13	<a href="#">Citrus College Curriculum Handbook</a>
II-C-14	<a href="#">Credit Course Outline, Counseling 160</a>
II-C-15	<a href="#">Minimum Standards for Libraries</a>
II-C-16	<a href="#">Association of College and Research Libraries (ACRL) Report 2013</a>
II-C-17	<a href="#">Instructional Program Review – Home</a>
II-C-18	<a href="#">Program Review Core and “Plus 1” Cycle</a>
II-C-19	<a href="#">Library Report Vocational Nursing Program Review</a>
II-C-20	<a href="#">Resources for College Libraries</a>
II-C-21	<a href="#">Citrus College Library Collection Development Policy</a>
II-C-22	<a href="#">American Library Association: Banned Books Article</a>
II-C-23	<a href="#">American Library Association: Standards for Libraries</a>
II-C-24	<a href="#">Index of Library Surveys 2010-2014</a>
II-C-25	<a href="#">Index of Library Surveys 2010-2014</a>
II-C-26	<a href="#">CCSSE Survey Results 2014</a>
II-C-27	<a href="#">Citrus College Library ACRL Report 2013</a>
II-C-28	<a href="#">Writing Assignment: English 103</a>
II-C-29	<a href="#">Citrus College Library Collection Development Policy</a>
II-C-30	<a href="#">Library Report Vocational Nursing Program Review</a>
II-C-31	<a href="#">Citrus College Library: Annual Usage 2013</a>
II-C-32	<a href="#">Association of College and Research Libraries (ACRL) Report 2013</a>
II-C-33	<a href="#">Citrus College Library Collection Development Policy</a>
II-C-34	<a href="#">Program Review Core and “Plus 1” Cycle</a>
II-C-35	<a href="#">Association of College and Research Libraries (ACRL) Report 2013</a>
II-C-36	<a href="#">Citrus College Library Student Learning Outcomes</a>
II-C-37	<a href="#">Index of Library Surveys 2010-2014</a>
II-C-38	<a href="#">Index of Library Surveys 2010-2014</a>
II-C-39	<a href="#">Index of Reports to Association of College and Research Libraries (ACRL)</a>
II-C-40	<a href="#">Citrus College Library Trends in Resources</a>
II-C-41	<a href="#">Index of Library Surveys 2010-2014</a>
II-C-42	<a href="#">Index of Reports to Association of College and Research Libraries (ACRL)</a>
II-C-43	<a href="#">Citrus College Library Contacts</a>
II-C-44	<a href="#">Citrus College Learning Center Data 2010-2014</a>
II-C-45	<a href="#">Learning Center &gt; Tutorial Services – Home</a>
II-C-46	<a href="#">Citrus College Writing Center – Home</a>
II-C-47	<a href="#">Program Review: Learning Center 2014</a>
II-C-48	<a href="#">Citrus College Learning Center Data 2010-2014</a>

- II-C-49 [Bridges to Success and College Success Video](#)
- II-C-50 [Citrus College Student Success and Support Program](#) – Home
- II-C-51 [College Success Program](#) – Home
- II-C-52 [College Information and Technology Committee](#) - Home
- II-C-53 [Citrus College Distance Education](#) – Home
- II-C-54 [Citrus College Library > Research Guides by Subject](#)
- II-C-55 [Citrus College Library > Research Guides by Subject](#)
- II-C-56 [Citrus College Library Contacts](#)
- II-C-57 [Library Reference Requests Log](#)
- II-C-58 [English 099 Instructional Video Directory](#)
- II-C-59 [English 099 Instructional Video Directory](#)
- II-C-60 [Citrus College Library Facebook](#)
- II-C-61 [STEM Center Online Tutoring](#)
- II-C-62 [Learning Center Online Tutoring Flyer](#)
- II-C-63 [Testing Center > Protocols for Faculty](#)
- II-C-64 [Library Accessibility and Adaptive Technology](#)
- II-C-65 [Citrus College Learning Center](#) – Home
- II-C-66 [Citrus College Testing Center](#) – Home
- II-C-67 [College Success Center](#) – Home
- II-C-68 [Citrus College Writing Center](#) – Home
- II-C-69 [Learning Center > Tutorial Services](#) – Home
- II-C-70 [Citrus College Computer Labs](#) – Home
- II-C-71 [Library Accessibility and Adaptive Technology](#)
- II-C-72 [SLOA > Core Competencies](#)
- II-C-73 [Library Collaboration](#)
- II-C-74 [Program Review: Library Services 2014](#)
- II-C-75 [Library – Student Learning Outcomes](#)
- II-C-76 [American Library Association: Information Literacy Standards](#)
- II-C-77 [Index of Reports to Association of College and Research Libraries \(ACRL\)](#)
- II-C-78 [Citrus College Library > Research Guides by Subject](#)
- II-C-79 [Research Guide: English 101](#)
- II-C-80 [Popular Research Guide Report](#)
- II-C-81 [Library Contact Information](#)
- II-C-82 [American Library Association: Behavioral Performance](#)
- II-C-83 [Index of Reports to Association of College and Research Libraries \(ACRL\)](#)
- II-C-84 [CCC Confer](#) – Home
- II-C-85 [CCC Confer Screen Snapshot](#)
- II-C-86 [CCC Confer](#) – Home
- II-C-87 [Citrus College Library > Research Guides by Subject](#)
- II-C-88 [Library Contact Information](#)
- II-C-89 [Library > EBSCO Online Tutorials](#)
- II-C-90 [Full-Time Faculty Evaluation, Professional Growth Report](#)
- II-C-91 [Adjunct Faculty, Professional Growth Report](#)
- II-C-92 [Citrus College Library](#) – Home
- II-C-93 [Citrus College Learning Center](#) – Home
- II-C-94 [Citrus College Library](#) – Home
- II-C-95 [Index of Library Surveys 2010-2014](#)
- II-C-96 [Association of College and Research Libraries \(ACRL\) Report 2013](#)
- II-C-97 [Library > A-to-Z Database List](#)
- II-C-98 [Library > Renew Your Books](#)

II-C-99	<a href="#">Library &gt; A-to-Z Database List</a>
II-C-100	<a href="#">Citrus College Library – Home</a>
II-C-101	<a href="#">Library &gt; Inter-Library Loan Request</a>
II-C-102	<a href="#">Citrus College Library – Home</a>
II-C-103	<a href="#">Library Accessibility and Adaptive Technology</a>
II-C-104	<a href="#">Inland Empire Academic Library Cooperative members</a>
II-C-105	<a href="#">Citrus College Library Policies</a>
II-C-106	<a href="#">Emergency Information Officers, eMemo &gt; 2-21-2013</a>
II-C-107	<a href="#">Library Staff Safety and Emergency Workshop</a>
II-C-108	<a href="#">Library Staff Mental Health First Aid Training</a>
II-C-109	<a href="#">Facilities &gt; FIXit Screenshot</a>
II-C-110	<a href="#">Technology Footprints Work Request Screenshot</a>
II-C-111	<a href="#">Inland Empire Academic Library Cooperative (IEALC)</a>
II-C-112	<a href="#">Inland Empire Libraries Coop Membership</a>
II-C-113	<a href="#">Survey Results: Interlibrary Loan User 2014</a>
II-C-114	<a href="#">Community College League of California - Home</a>
II-C-115	<a href="#">Council of Chief Librarians (CCL) – Home</a>
II-C-116	<a href="#">Index of Reports to Association of College and Research Libraries (ACRL)</a>
II-C-117	<a href="#">Citrus College Library Trends in Resources</a>
II-C-118	<a href="#">Index of Library Surveys 2010-2014</a>
II-C-119	<a href="#">Resources for College Libraries</a>
II-C-120	<a href="#">OCLC Worldshare Management Services Contract</a>
II-C-121	<a href="#">3M Library Systems Renewal</a>
II-C-122	<a href="#">McMurray Stern Shelving System Agreement</a>
II-C-123	<a href="#">Citrus College Library: Annual Usage 2013</a>
II-C-124	<a href="#">Citrus College Library Trends in Resources</a>
II-C-125	<a href="#">Testing Center &gt; Accuplacer</a>
II-C-126	<a href="#">New Student Assessment and Orientation</a>
II-C-127	<a href="#">Assessment and Placement Results 2013</a>
II-C-128	<a href="#">Citrus College Technology Services – Home</a>
II-C-129	<a href="#">College Buys – Home</a>
II-C-130	<a href="#">Prezi: Library Survey Results 2013</a>
II-C-131	<a href="#">Program Review: Library Services 2014</a>
II-C-132	<a href="#">Program Review: Learning Center 2014</a>
II-C-133	<a href="#">Learning Center Survey Report</a>
II-C-134	<a href="#">Citrus College Learning Center Data 2010-2014</a>







# Standard III Resources



Standard III

## 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.

---

**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.**

---

#### **Evidence of Meeting the Standard**

The Office of Human Resources is responsible for overseeing the process for hiring personnel who are qualified by appropriate education, training, and experience. Citrus College employs individuals in several general employment categories. Each category has distinct regulations and procedures governing their recruitment and selection. Citrus College employs individuals in faculty positions, both full time and part time. These positions include classroom assignments and the employment of individuals into nonclassroom assignments, such as counselors and librarians. Citrus College also employs individuals as academic administrators. Classified positions include all staff positions. Citrus College also employs classified managers and supervisors.

#### Full-time Faculty Recruitment and Selection

The California Community Colleges Chancellor's Office establishes the criteria and minimum qualifications for all academic positions. Specifically, the California Code of Regulations, Title 5, Sections 53400 through 53430 set forth

the [minimum qualifications](#)<sup>1</sup> for specific faculty disciplines, including academic administrators (see also, [Education Code sections 87357, 87358, and 87359](#))<sup>2</sup>. For those individuals seeking employment with Citrus College in a faculty or academic administrator position who do not meet the prescribed minimum qualification for the position, Citrus College, consistent with Title 5 regulations, employs an equivalency process with guidelines to determine whether an applicant possesses qualifications equivalent to the statewide minimum qualifications for the specific discipline.

In addition to the [minimum qualifications as established by the California Community Colleges Chancellor's Office](#)<sup>3</sup>, the Office of Human Resources, with advice from the division relevant to the particular hiring, establishes preferred qualifications. These preferred qualifications serve to establish institutional skill sets relevant to the particular assignment that are critical for a successful candidate to possess and relate to the institutional mission and goals. See [job postings](#)<sup>4</sup> in the Applicant Tracking System.

In order to be employed in a faculty position, applicants 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 Policy](#)<sup>5</sup> and [Administrative Procedure 7201 Recruitment and](#)

[Selection: Full-Time Faculty](#)<sup>6</sup>. Faculty play a key role in the selection of new faculty from the initial identification of the need for new positions that they document in program review reports.

Each fall semester, the Faculty Needs Identification Committee 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. The Faculty Needs Identification Committee is composed of the vice president of academic affairs, the vice president of student services, one instructional administrator, and three faculty members appointed by the Academic Senate.

Each academic division submits requests for new faculty positions to the Faculty Needs Identification Committee. By December, the committee 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, Citrus College relies on the number of additional full-time faculty it must hire to comply with its full-time faculty obligation number. This full-time faculty number is provided to the College each fall from the Chancellor's Office and is based on a statutory formula linked in part to full-time student growth.

Once a new faculty position has been approved, the Office of Human Resources works with the respective division and vice president to finalize the job announcement and determine the best recruitment strategy. The job announcement, developed with input from the faculty of the particular division,

identifies the criteria for selection, which includes knowledge of the subject matter to be taught and potential to contribute to Citrus College. This includes the minimum qualifications as established by the Chancellor's Office and set forth in the [Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook](#)<sup>7</sup>. Citrus College advertises full-time faculty positions in order to attract a large and diverse candidate pool. Human resources staff list all job announcements on the College's website, marquees, and job hotline; moreover, they submit the list to the [California Community College Registry](#)<sup>8</sup> for posting. Citrus College maintains an [online application process](#)<sup>9</sup> where interested candidates can see information relevant to the job position and apply for the position.

At the close of the recruitment period, the Office of Human Resources screens all applicants to determine if the applicants possess the minimum qualifications. After all applicants are screened for minimum qualifications, the Office of Human Resources convenes the selection committee for the particular position. The [selection committee](#)<sup>10</sup> consists of three faculty members selected by the respective program, two administrators, and a nonvoting equal employment representative. A program may decide to include faculty members from other programs on the selection committee. Each member of the selection committee receives training on diversity and sensitivity.

As set forth in [Administrative Procedure 7201, Section 3](#)<sup>11</sup>, "The recruitment and selection process shall focus on ensuring that Citrus College selects instructors who can teach and who are experts in the

subject matter of their curriculum; and counselors, librarians, and other instructional and student services faculty who can foster community college effectiveness and who are experts in the subject matter of their specialty."

The selection committee determines which candidates are invited for an interview based on a consideration of various factors, including knowledge of subject matter, effective teaching, and the established preferred qualifications for the position. The same selection committee conducts the initial interviews. The interview process for faculty interviews includes the traditional question-and-answer portion, as well as a writing sample and a presentation. Recently, many selection committees for faculty positions have structured the presentation portion of the interview to be a short class presentation to an actual group of students. After the committee conducts the interviews, they submit a nonranked list of finalists to be considered for final selection.

The superintendent/president and the chair of the selection committee interview the finalists in the presence of the equal employment representative. After the superintendent/president makes a selection, the individual's name is submitted to the Board of Trustees for approval to hire.

While Citrus College does not recruit and hire faculty to teach exclusively distance education classes, all faculty have the opportunity to teach distance education classes as part of her/his teaching assignment.

### Adjunct Faculty Hiring

All adjunct faculty must meet the minimum qualifications for the discipline they will be teaching or establish an equivalency. The process for establishing an equivalency is identical to the process used for full-time faculty as described above.

In accordance with [Article 5, Section 5.11.9 of the full-time faculty collective bargaining agreement](#)<sup>12</sup> and [Article 6 of the adjunct faculty collective bargaining agreement](#)<sup>13</sup>, all classes are first offered to full-time faculty to meet the faculty member's required teaching load. The remaining available class sections are then offered to full-time faculty as overload. Once class sections have been offered to full-time faculty, all remaining class sections may be offered to adjunct faculty.

New adjunct faculty are hired pursuant to [Board Policy](#)<sup>14</sup> and [Administrative Procedure 7202, Recruitment and Selection: Adjunct Faculty](#)<sup>15</sup>. The College may continue to assign classes to existing adjunct faculty without again going through the formal hiring process as set forth in Administrative Procedure 7202.

All applications for adjunct assignments are submitted through the online applicant tracking system. The Office of Human Resources screens all applicants for adjunct assignments based on the minimum qualifications established for the discipline of the assignment. Preferred qualifications may be established for an adjunct assignment.

Once the applicants are screened to ensure that they meet the minimum qualifications for the particular assignment, the respective dean is advised that the applicant pool may be reviewed for

potential interviews. The Office of Human Resources maintains the adjunct pool based on the assignment, e.g. math, and makes it available at all times for hiring. In the event that the pool has an insufficient number of applicants based on a need for applicants expressed by a division, the Office of Human Resources will implement recruitment.

In the event that a department determines to interview applicants from the adjunct pool, a committee, comprised of the dean of the respective division and at least one full-time faculty member from the department, interviews available candidates. This committee makes the final selection and forwards the name to the appropriate vice president for approval. The Office of Human Resources then verifies all transcript information and processes the hiring of the adjunct faculty including sending the candidate forward for approval by the Board of Trustees.

The same selection process described above is used for any adjunct faculty who may be hired and assigned to teach a distance education class.

### Academic Administrators, Managers, and Supervisors

Citrus College employs individuals in the categories of academic administrator and classified managers and supervisors. A separate [board policy](#)<sup>16</sup> and [administrative procedure](#)<sup>17</sup> (7401) is maintained for the recruitment and selection of academic administrators. Hiring of classified managers and supervisors is governed by [Board Policy](#)<sup>18</sup> and [Administrative Procedure 7501, Recruitment and Selection Classified Administrator / Manager](#)<sup>19</sup>.



Academic administrators must meet the [minimum qualifications](#)<sup>20</sup> as established by the Community Colleges Chancellor's Office.

In addition to the minimum qualifications, all academic administrator positions include preferred qualifications as established by the Office of Human Resources in cooperation with the appropriate vice president.

All requests to fill an academic administrator position or a classified management position are reviewed by the superintendent/president's cabinet. The cabinet vets the request with respect to the need for the position as well as the financial resources available to support it. In the event it approves the position request, 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.

The selection committee for an academic administrator is comprised of at least seven individuals including four managers, two faculty members appointed by the Academic Senate, and one classified employee appointed by the classified staff union, the California School Employees Association. The selection committee is responsible for reviewing all applicants meeting the minimum qualifications based on criteria established by the selection committee and the preferred qualifications for a particular position. The selection committee conducts interviews and forwards a nonranked list of final candidates for further review by the superintendent/president. All interviews consist of questions, a writing sample, and a presentation by the applicant.

The superintendent/president conducts the final interview. The superintendent / president determines who will be present during the final interview, but must include the chair of the selection committee, the appropriate vice president, and an equal employment representative. The Office of Human Resources conducts an extensive background check on any finalist under consideration for employment. Once the superintendent/president makes a selection, the Office of Human Resources forwards the candidate's name to the Board of Trustees for approval to hire.

The process for the recruitment and selection of classified managers and supervisors is identical to the process as described above for academic administrators except for the composition of the selection committee. The selection committee for classified manager and supervisor positions consists of seven individuals and includes three managers, two supervisor/confidential employees, one faculty member appointed by the Academic Senate, and one classified employee appointed by the CSEA president.

#### Classified Staff Hiring Process

The recruitment and selection process for hiring classified employees is set forth in [Board Policy](#)<sup>21</sup> and [Administrative Procedure 7301, Recruitment and Selection: Classified Staff](#)<sup>22</sup>.

A division or department may submit a request for an additional classified position within an existing classification, or to fill an existing vacancy. Requests to create a new job classification or fill an additional position within an existing classification must be supported by a statement of need connected to a program review or in some

way linked to Citrus College's mission, vision, and values statement.

All requests for new classified positions and to fill existing vacant positions are reviewed by the superintendent/president's cabinet. The cabinet ensures that there are sufficient funds for the position and determines whether the position meets the needs of Citrus College.

Once a classified position is approved, the Office of Human Resources develops, in cooperation with the hiring manager, a recruitment schedule. All applications are submitted through the online applicant tracking system. Once the application period has ended, the Office of Human Resources screens all applicants for minimum qualifications as set forth in the posted job description and further screens applicants based on any preferred qualifications established for the particular recruitment. A selection committee composed of at least five individuals conducts the interviews. The committee includes one manager, one supervisor, and three classified employees. At least one classified employee from the hiring department is included, and the California School Employees Association Chapter 101 appoints one member to the selection committee. The Office of Human Resources then provides the selection committee applicants to be interviewed based on the number of applicants the committee determines to interview. The selection committee, except as described below, makes the final selection as to who will be offered the position.

In cases where the position directly reports to the superintendent/president, a vice president or manager, a second-level interview conducted by the appropriate manager may be arranged. In such cases,

the selection committee forwards at least two applicants for consideration at the second-level interview. The appropriate manager makes the final determination as to who will be offered the position.

As of January 2012, the collective bargaining agreement between the classified bargaining unit, California School Employees Association Chapter 101, and Citrus College provides that all current employees are guaranteed an interview, providing they meet the minimum qualifications, for any classified recruitment that may be a promotion.

In all selection committee interviews, an equal opportunity representative is present.

The College meets the Standard.

#### **Analysis and Evaluation**

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.

Job descriptions for new full-time faculty positions are developed for each recruitment process taking into consideration the minimum and preferred qualifications. The specific job duties for a full-time faculty member are set forth in the [job posting](#)<sup>23</sup> for each faculty position, and the general responsibilities for faculty are stated in Article 5 of the [collective bargaining agreement](#)<sup>24</sup> between Citrus College and the Citrus College Faculty Association/California Teachers Association.

Faculty are actively involved in the hiring of full-time and part-time faculty including determining relevant criteria for the evaluation of applicants, the determination

as to who is interviewed and the development of the interview process.

The selection process for all academic administrators, classified managers, and supervisors includes the participation of the campus community. Citrus College maintains posted job descriptions for all academic administrator, classified manager, and supervisor positions.

The selection process for classified positions involves participation from the classified staff and is based upon established duties and minimum qualifications as set forth in posted job descriptions. The College encourages all classified employees to seek promotional opportunities and, per [Article 10.21 of their contract](#)<sup>25</sup>, (page 24) are guaranteed an interview for promotional positions for which they meet the minimum qualifications.

Compliance with the board policies and administrative procedures for the various position types ensures fairness and integrity of this hiring process for all positions through active engagement with the Academic Senate and the Human Resources Advisory Committee.

---

**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.**

### **Evidence of Meeting the Standard**

Every regular Citrus College 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. The evaluation processes for full-time faculty, academic administrators and classified managers/supervisors/confidential employees are set forth in separate board policies and administrative procedures.

- [7203 Evaluation, Full-Time Faculty](#)<sup>26</sup>
- [7204 Evaluation, Adjunct Faculty](#)<sup>27</sup>
- [7402 Evaluation, Academic Administrators](#)<sup>28</sup>
- [7502 Evaluation, Classified Administrator/Manager](#)<sup>29</sup>
- [7510 Evaluation, Supervisor/Confidential Employees](#)<sup>30</sup>

[Article 6 of the classified contract](#)<sup>31</sup> sets forth the evaluation processes for classified staff.

In addition to the board policy and administrative procedure above, [Article 8](#)<sup>32</sup> of the adjunct faculty bargaining agreement provides a further description of their process.

#### Full-Time Faculty

The evaluation process for full-time faculty is set forth in [Board Policy](#)<sup>33</sup> and [Administrative Procedure 7203, Evaluation: Full-Time Faculty](#)<sup>34</sup>. The administrative procedure provides for a comprehensive evaluation process setting forth the principles of the evaluation process, evaluation criteria, and the timeliness and process for evaluations. The administrative procedure describes the

evaluation process for contract full-time faculty and regular full-time faculty. For all full-time faculty, “the principle purposes of the evaluation process are to recognize and acknowledge good performance, to enhance satisfactory performance, to help employees who are performing satisfactorily further their own growth, to identify weak performance, to assist employees in achieving needed improvement and to document unsatisfactory performance.”

#### Probationary Faculty (Contract)

The probationary faculty evaluation process follows a four-year cycle which begins the first fall semester of the faculty member’s employment and occurs every fall semester for the first four years of employment. Faculty members are evaluated by an evaluation committee comprised of the division dean and two tenured faculty members, preferably from the division of the faculty member being evaluated. One faculty member is selected by the faculty member being evaluated and the other faculty member is selected by the dean. To maintain consistency, the composition of this team does not change from year-to-year unless extenuating circumstances arise.

The evaluation of a probationary faculty member must include: 1) a professional growth/self- evaluation report; 2) student evaluation; 3) classroom or other appropriate observation; 4) committee member review; 5) an instructor portfolio consisting of course syllabi, examples of tests, and class handouts for each preparation; and 6) any other component mutually agreed upon by the faculty member and the evaluation committee.

#### Tenured Faculty

Tenured full-time faculty are evaluated every third year unless a faculty member has received a recommendation for further evaluation as a result of a previous unsatisfactory evaluation. The evaluation process for full-time faculty begins in the fall semester and is completed by the end of the spring semester. The evaluation must include: 1) a professional growth/self-evaluation report; 2) student evaluation; 3) classroom or other appropriate observation; 4) committee member review; 5) an instructor portfolio consisting of course syllabi, examples of tests and class handouts for each preparation; and 6) any other component mutually agreed upon by the faculty member and the evaluation committee.

#### Faculty Teaching Distance Education Classes

In addition to the evaluation process set forth in [Administrative Procedure 7203, Evaluation: Full-Time Faculty](#)<sup>35</sup> for full-time faculty teaching a distance education class, the evaluation of such a faculty member must include at least one observation of a distance education class by one of the members of the evaluation committee. The distance education faculty coordinator facilitates a committee member’s observation and observes a class as well.

#### Adjunct Faculty

The evaluation process for adjunct faculty is set forth in the collective bargaining agreement between Citrus College and the Citrus College Adjunct Faculty Federation, Local 6352 of the American Federation of Teachers as set forth in [Article 8, Citrus College Adjunct Faculty Federation Agreement](#)<sup>36</sup>.

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 either a full-time or part-time faculty member from within the adjunct faculty member's division. 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.

In the event that an adjunct faculty member receives an unsatisfactory evaluation, he/she receives a follow-up evaluation the next semester.

#### Academic Administrators, Classified Administrators and Managers, and Supervisor/Confidential Employees

The performance evaluation for all administrators, managers and supervisor/confidential employees is structured to provide for an annual process of establishing goals and objectives and then a review of the established goal and objectives.

The elements and process of the evaluation of academic administrators is set forth in [AP 7402, Evaluation: Academic Administrators](#)<sup>37</sup>.

The elements and process of the evaluation of classified administrators is set forth in [AP 7502, Evaluation: Classified Administrator/Manager](#)<sup>38</sup>.

The elements and process of the evaluation of supervisors and confidential employees is set forth in [AP 7510, Evaluation: Supervisor/Confidential Employees](#)<sup>39</sup>.

The process for each of these management categories is identical. The evaluation process includes the development and review of short-term and long-term objectives, a review of the management employee's performance and leadership skills, a self-evaluation and every three years, a survey of selected faculty and staff is included as part of the evaluation process.

In the event that a management employee receives a rating of less than *meets expectations*, the manager is required to submit a written plan for improvement.

#### Classified Staff

The evaluation procedure for classified staff is set forth in [Article 6](#)<sup>40</sup> of the current collective bargaining agreement between the California School Employees Association (CSEA), Chapter 101 and Citrus College. Each new classified employee is considered to be probationary and 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 the Office of Human Resources and placed in the employee's personnel file. In the event that a classified employee receives a less-than-satisfactory evaluation, the responsible manager/supervisor may conduct additional periodic evaluation.

The College meets the Standard.

### **Analysis and Evaluation**

In 2011, Citrus College and the faculty association reached an agreement to overhaul the evaluation process for the evaluation of full-time faculty. This agreement culminated in the establishment of [Administrative Procedure 7203, Evaluation: Full-Time Faculty](#)<sup>41</sup>. This evaluation process brought needed clarity and understanding of the peer evaluation process.

The evaluation process for full-time faculty is clearly stated and provides for a peer review process based on established principles and detailed elements of the evaluation process. The evaluation process sets forth additional review for faculty teaching distance education classes.

The evaluation process for adjunct faculty is clearly stated in the collective bargaining agreement and provides for a meaningful peer evaluation.

Student evaluation is a component of all faculty evaluations.

The evaluation process for each category of management-level positions provides for an annual evaluation process, clearly set forth in administrative procedures based on goals and objectives established by the manager and his/her evaluator. The evaluation process requires a written performance plan in the event of a rating below *meets expectations*.

Classified employees are regularly evaluated during the probationary period and annually thereafter. The evaluation process provides for clear direction and follow-up in the event a classified employee receives a less-than-satisfactory evaluation.

The 2014 Citrus College all-employee survey shows that 60.2 percent of the respondents agree that the evaluation process is effective. This rating includes the evaluation process for all employee categories.

---

### **III.A.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.**

---

#### **Evidence of Meeting the Standard**

All full-time faculty are required to assess student learning outcomes as part of the [faculty member's self-evaluation](#)<sup>42</sup> component of the required evaluation portfolio. Specifically, faculty address use of assessment of learning outcomes in their teaching as part of the Professional Growth and Self-Evaluation Report of the evaluation process.



The evaluation process for adjunct faculty includes myriad effective points of evaluation, including a self-evaluation based on professional growth and a review of student learning outcomes.

The College meets the Standard.

### **Analysis and Evaluation**

The evaluation process effectively requires and encourages full-time faculty to assess student learning outcomes as part of the self-evaluation component of the evaluation process.

In the spring 2015 semester, the Adjunct Federation approved a new collective bargaining agreement. Under the provisions of this new agreement, all adjunct faculty, as part of the evaluation process and their professional growth report, are required to include a narrative describing, “how you have incorporated and assessed district approved learning outcomes in your courses or interaction with students.”

---

### **III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

---

#### **Evidence of Meeting the Standard**

Citrus College has in place code of ethics statements for all categories of employees and the Board of Trustees. [Board Policy](#)<sup>43</sup> and [Administrative Procedure 2715, Code of Ethics-Standards of Practice](#)<sup>44</sup>, set forth a comprehensive statement of ethics for the Board of Trustees. [Board Policy 3050, Institutional Code of Ethics](#)<sup>45</sup> describes a comprehensive code of ethics for all nonfaculty employees. The faculty code of ethics as developed and approved by the Academic Senate is set forth in the Citrus

College Academic Senate [Faculty Code of Ethical Conduct](#)<sup>46</sup>.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College maintains codes of ethics which clearly set forth the expectation for all employees and the Board of Trustees.

---

### **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.**

---

#### **Evidence of Meeting the Standard**

In fall 2014, Citrus College employed 156 full-time faculty, 289 adjunct faculty, 25 administrators and managers, 35 supervisors/confidentials, and 243 full- and part-time classified staff.

Each fall semester, the California Community College Chancellor’s Office requires Citrus College 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 number. Citrus College uses this requirement as its measure of a sufficient number of qualified full-time faculty. Each year since 2004, Citrus College has met or exceeded its full-time faculty hiring obligation number. For fall 2014 semester, the College’s required faculty obligation number was 161. Citrus College met this faculty obligation

number. For the fall 2015 semester, the College anticipates hiring approximately ten full-time faculty.

All of Citrus College's faculty meet or exceed the minimum qualifications established for the discipline in which they are teaching. Approximately 15 percent of Citrus College's full-time faculty have doctoral degrees.

As of the 2014-2015 academic year, almost 55 percent of Citrus College's employees are female and 45 percent are male. The College's regular workforce consists of 42 percent employees from traditionally underrepresented groups. In the 2002-2003 academic year, 9.7 percent of the faculty were Hispanic. This percentage grew to 14.2 percent as in the 2007-2008 academic year. As of the 2014-2015 academic year, Citrus College's regular and contract faculty are 21.9 percent Hispanic.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College is committed to maintaining a strong full-time faculty and has committed available financial resources to support the filling of classified and administrative/management positions.

---

**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.**

---

### **Evidence of Meeting the Standard**

Citrus College maintains board policies and administrative procedures that ensure fairness 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 observed. The [Human Resources Advisory/Staff Diversity Committee](#)<sup>47</sup>, one of the standing committees of the institution's Steering Committee is the shared governance committee that participates in and contributes to this process. This committee reviews and recommends policies and procedures related to district personnel and recommends policies and procedures related to the District's equal employment opportunity and diversity plan. The committee forwards recommendations to all college constituent groups and to the Steering Committee for review and adoption.

All human resources-related board policies and administrative procedures are reviewed by all of the governance groups and collective bargaining representatives.

The College meets the Standard.

### **Analysis and Evaluation**

The human resources board policies and administrative procedures cover a wide range of topics. Some topics, such as the discipline process for classified employees and the evaluation procedure for adjunct faculty are set forth in the appropriate collective bargaining agreement and, thus, are not included in board policy or administrative procedure.

The human resources board policies and administrative procedures are routinely reviewed and updated at least every three

years or as necessary. When a human resources-related policy or procedure is newly written or revised, the board policy and/or administrative procedure is presented to the Human Resources Advisory/Staff Diversity Committee for discussion and approval. Once approved by the committee, the board policy and/or administrative procedure is sent out to all of the constituent groups for review or approval if it relates to a subject of bargaining or related to a shared governance topic.

---

**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.**

---

**Evidence of Meeting the Standard**

From June 2011 until June 2014, the Office of Human Resources was located in a temporary facility in the Educational Development Building. While housed in this building, all personnel files were stored in file cabinets in a room with a separate locking door. Thus, the personnel files were maintained in lockable file cabinets in a room that was separately secured from the main Office of Human Resources.

As of June 2014, the Office of Human Resources returned to the newly renovated Administration Building. The office includes a state of the art filing system in which all active personnel files are kept. At the end of business each day, this filing system is locked using an electronic code. All nonactive personnel files are kept in locked file cabinets within a partitioned fenced and locked area of the Administration Building basement.

Each of the collective bargaining agreements contains provisions ensuring employees access to their personnel files. The Office of Human Resources maintains a log within each personnel file that indicates the date and time an employee or his/her representative has accessed the file.

The College meets the Standard.

**Analysis and Evaluation**

All personnel files are adequately secured and employees are provided easy access to their own personnel file.

---

**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.**

---

**Evidence of Meeting the Standard**

Citrus College 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.

All selection committees include an equal employment representative. The equal employment 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 Office of Human Resources provides [ongoing awareness training](#)<sup>48</sup> on sexual harassment and discrimination prevention.

Citrus College states its policy and practice on non-discrimination where job announcements are posted on the [Human Resources webpage](#)<sup>49</sup>, and the [employment site webpage](#)<sup>50</sup>. The College gives careful consideration in advertising all open positions to facilitate a broad representation of applicants.

Citrus College's board policies and administrative procedures and collective bargaining agreements provide for a general framework to ensure that administration, faculty, staff, and students are treated fairly and with respect. The College, through its Office of Human Resources, prides itself on maintaining an environment in which employees feel comfortable in addressing their needs through direct discussions with their supervisors.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College's recruitment and selection processes are designed to encourage a broad representation of applicants and ensure the selection process is free of discrimination.

The Office of Human Resources and the Staff Diversity Committee regularly review diversity data from selection committees to ensure that no discriminatory barriers prohibit applicants

from historically underrepresented groups from moving forward in the selection process.

The Office of Human Resources is currently working with the Human Resources Advisory/Staff Diversity Committee to explore ways in which Citrus College may further its number of faculty and staff from underrepresented groups.

---

**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.**

---

### **Evidence of Meeting the Standard**

The Staff Development Advisory Committee operates on a \$25,000 budget allotted by Citrus College each academic year. These funds are divided among the four subcommittees using a formula of 65 percent for faculty, 25 percent for classified employees, 5 percent for managers, and 5 percent for supervisor/confidential employees, as documented in the [September 3, 2014 meeting minutes](#)<sup>51</sup>.

The Staff Development Advisory Committee, consisting of representatives from supervisor/confidential, management, faculty, and classified staff, coordinates and monitors the progress of staff development opportunities, completes state reports, and determines the budget. Each constituent group meets to plan development activities.

The Faculty Learning Institute has faculty members appointed by the Academic Senate as well as support from the Office of Human Resources and a dean. Posted minutes reflect that the committee meets monthly to plan opportunities that support student learning and Citrus College's strategic goals. The Faculty Learning Institute holds a retreat in May to plan the theme of the following year's professional growth opportunities. The committee plans a workshop for fall and spring semesters and may offer more as funds allow. They sponsor literary events, the monthly [Featured Faculty](#)<sup>52</sup>, and once-a-year [Distinguished Faculty](#)<sup>53</sup> award.

The committee grants funds for travel to conferences, including some themed to distance education. Travel includes visits to campuses to confer about distance education programs as presented in the [Educational Programs Committee minutes](#)<sup>54</sup>.

The Faculty Learning Institute designates a Flex Day subcommittee to plan the noninstructional flexible calendar day held before the start of the spring term. Flex Day is a [combined activity](#)<sup>55</sup> offering typically two to three workshops that will benefit classified employees and five to six workshops geared toward faculty.

Under [Administrative Procedure 7210 Sabbatical Leave](#)<sup>56</sup>, the Sabbatical Leave Committee, appointed by the Academic Senate, selects and recommends to the Board of Trustees Citrus College-funded sabbatical leaves. Full-time faculty are eligible after working at Citrus College full-time for six consecutive years, and the selection is made by a Sabbatical Leave Committee, which meets to determine the merit of submitted proposals. Faculty awarded sabbaticals present their project at

a [college wide forum](#)<sup>57</sup> attended by fellow faculty, managers, board members, and the community.

Grants provide additional professional growth activities. For example, Science, Technology, Engineering, and Mathematics (STEM) grants fund Faculty Inquiry Groups (FIGS). FIGS final reports for each semester reveal ideas to improve student engagement such as making the purpose of lab experiments clearer to students as described in a [spring 2013 report](#)<sup>58</sup>.

With funds from the Basic Skills Initiative, the College Success Program offers faculty workshops to develop strategies to help underprepared students such as the [reading apprenticeship](#)<sup>59</sup>, which trained faculty to help underprepared students with reading strategies, and the [faculty leads summer retreat](#)<sup>60</sup>, which gave faculty a forum in which to share successful instructional techniques.

Furthermore, the College Success Program funds travel to conferences. Funds for the Improvement of Post-Secondary Education provided training for working with the veteran student population, such as the [Vet Net Ally](#)<sup>61</sup> offered to train faculty and staff to create a welcoming environment for military service members and veterans who attend Citrus College.

The [Center for Teacher Excellence](#)<sup>62</sup> has offered faculty opportunities to learn new pedagogy that includes the latest uses of technology in the classroom through the Preparing Tomorrow's Teachers Today Through Technology grant, as presented in their program review. The third cohort, for example, is exploring how to offer quizzes and gather student feedback through Word Cloud.



The Distance Education Committee sponsors professional growth opportunities in their “[Friday Faculty Workshops](#)<sup>63</sup>” as announced in the Academic Senate minutes.

Finally, faculty are encouraged to participate in the American Institute for Foreign Study, which coordinates study abroad in Italy, London, and Spain. Citrus College sends the lead faculty member to coordinate the semester abroad and typically sends an additional faculty member to teach courses.

The Classified Staff Committee is comprised of ten members appointed by the president of the Classified School Employees Association. The committee plans workshops, one-day intensives, and others offered weekly during the semester. The committee promotes use of tuition reimbursement available for classified staff and selects recipients to receive tuition reimbursement to earn a bachelor’s, master’s, or doctoral degree. They approve money for travel and select quarterly Above and Beyond Classified Development Award recipients.

Additionally, in collaboration with the [Classified Staff Development Committee](#)<sup>64</sup>, the College offers an annual [classified enrichment program](#)<sup>65</sup> to all interested classified employees. This program is designed to provide three learning modules offered throughout the academic year. For example, during the 2014-2015 academic year, the classified enrichment program covered leadership development ([StrengthsQuest](#)<sup>66</sup>), resolving conflicts at work, and a further exploration of leadership skills through advanced StrengthsQuest training. This program is partially funded by a mini-grant from the College Foundation.

Managers and the supervisor/confidential staff coordinate a workshop or book club once a year, such as *Encouraging the Heart: A Leader’s Guide to Recognizing and Rewarding Others* by Jim Kouzes and Barry Posner in spring 2012.

Effective with 2014-2015 academic year, supervisors started a program similar to the Classified Enrichment Program that is designed to provide ongoing professional development opportunities for professional development. More specifically, during the 2014-2015 academic year, staff development provided all supervisors with a book on resolving conflict at work and engaged in a facilitated discussion of the book.

Also, throughout the year, the Office of Human Resources provides managers and supervisors with training in key areas such as sexual harassment, Title IX, the Affordable Care Act, and other personnel related topics.

Citrus College funds [workshops](#)<sup>67</sup> available to faculty and staff on health and safety, sexual harassment prevention, and diversity sensitivity. The Citrus College Technical and computer Services Department offers software training to division or department groups or one-on-one instruction as needed, and the Distance Education Program offers workshops on using Blackboard and other online teaching resources. The HotShots Committee minutes reflect sponsored workshops to train faculty in student learning outcomes assessment and program review.

The College meets the Standard.



### **Analysis and Evaluation**

The constituent committees productively use allocated funds to offer opportunities that meet faculty and staff needs for professional growth. According to the [2014 Employee Survey Report, Page 10](#)<sup>68</sup>, 76 percent agree that “Citrus College offers opportunity for professional development.” Members of the Faculty Learning Institute reviewed faculty responses to the employee survey and revised the program accordingly as shown in their [March 12, 2014 minutes](#)<sup>69</sup>. Spring 2015 Flex Day plans accommodate faculty and staff requests to add afternoon workshops and alternative Flex Day activities throughout the spring semester. In addition, when the Institutional Effectiveness Committee surveyed faculty in 2012, they reviewed [the results](#)<sup>70</sup> and concluded that faculty could better understand how data, student learning outcomes, and program review lead to institutional planning. Thus, the [2014 Roadshow](#)<sup>71</sup> was created and has been successfully informing faculty about how Citrus College planning and resource allocation are driven by data.

Sabbatical leave is covered in [Administrative Procedure 7210, Sabbatical Leave](#)<sup>72</sup> which states that five full-time faculty shall be granted a sabbatical each academic year unless finances require Citrus College to limit the number.

In lean years, the Board of Trustees reduced the number to two or three faculty per year and suspended sabbaticals in the 2012-2013 academic year. The board quickly reinstated sabbaticals, awarding three in the 2014-2015 and 2015-2016 academic years evidencing support of professional growth.

Reflection after the previous accreditation evaluation provided insight on the shortcomings of classified staff development, which have been addressed by the aforementioned programs. Success in these actions is evidenced by the Shining Star Award for collaboration given to the classified development subcommittee at Convocation 2014.

The number of grant-funded professional development activities illustrates the interest the College and its staff have in keeping current with best practices for instruction.

---

**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.**

---

### **Evidence of Meeting the Standard**

Citrus College relies on evaluation data collected from participants in professional development programs and activities. All participants in any District-funded staff development activity are asked to complete evaluations of the activity, which are reviewed by the appropriate staff development committee. Evaluation forms for professional development activities held on 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. Professional development committees review all evaluations and surveys and consider them in future planning. Survey Monkey Results are retained by staff development committees.

The College meets the Standard.

### **Analysis and Evaluation**

The feedback on professional development activities has been positive. The faculty learning institute, in particular collects, evaluates and considers survey results as a basis for improving programs and in planning its future activities. The institute members discuss [survey results](#)<sup>73</sup> at their regular meetings. Each spring, the faculty learning institute members hold a planning retreat, and the primary task is to review evaluation data and use it in developing the next year's theme, resources, and activities. These data influence the planning for flexible calendar days as well.

---

### **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.**

---

#### **Evidence of Meeting the Standard**

The planning for new full-time faculty positions is directly linked to the process engaged in between Citrus College 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 full-time faculty obligation. Further, no positions are considered if they are not listed as a recommendation in the current year program review.

The staffing of classified employees flows from program reviews and the managers and supervisors. If a need for additional classified staff is identified, the request for a new position is forwarded to the superintendent/president's cabinet for approval.

A [Human Resources Plan](#)<sup>74</sup> is included in the 2011-2020 Educational and Facilities Master Plan as called for in the Citrus College [Integrated Planning Manual](#)<sup>75</sup>, page 15.

The College meets the Standard.

#### **Analysis and Evaluation**

The Human Resources Plan sets forth five key areas: recruitment and selection, workforce excellence, work environment, employer-employee relations, and Office of Human Resources. Within each of these five key areas, specific goals and yearly objectives are established. The goals and objectives relate to provisions of the Strategic Plan pertinent to the key areas and to the Office of Human Resources comprehensive and annual program review.

## Evidence

III-A-1	<a href="#"><u>California Code of Regulations, Minimum Qualifications</u></a>
III-A-2	<a href="#"><u>Education Code sections 87357, 87358, and 87359</u></a>
III-A-3	<a href="#"><u>Chancellor's Office, Minimum Qualifications Handbook</u></a>
III-A-4	<a href="#"><u>Citrus College Job Postings</u></a>
III-A-5	<a href="#"><u>Citrus College Board Policy BP 7201</u></a>
III-A-6	<a href="#"><u>Citrus College Administrative Procedure AP 7201</u></a>
III-A-7	<a href="#"><u>Chancellor's Office, Minimum Qualifications Handbook</u></a>
III-A-8	<a href="#"><u>California Community College Registry</u></a>
III-A-9	<a href="#"><u>Citrus College Online Application Process</u></a>
III-A-10	<a href="#"><u>Citrus College Administrative Procedure AP 7201</u></a>
III-A-11	<a href="#"><u>Citrus College Administrative Procedure AP 7201</u></a>
III-A-12	<a href="#"><u>Full-Time Faculty Contract 2012-2014</u></a>
III-A-13	<a href="#"><u>Adjunct Faculty Contract 2013-2015</u></a>
III-A-14	<a href="#"><u>Citrus College Board Policy BP 7202</u></a>
III-A-15	<a href="#"><u>Citrus College Administrative Procedure AP 7202</u></a>
III-A-16	<a href="#"><u>Citrus College Board Policy BP 7401</u></a>
III-A-17	<a href="#"><u>Citrus College Administrative Procedure AP 7401</u></a>
III-A-18	<a href="#"><u>Citrus College Board Policy BP 7501</u></a>
III-A-19	<a href="#"><u>Citrus College Administrative Procedure AP 7501</u></a>
III-A-20	<a href="#"><u>Chancellor's Office, Minimum Qualifications Handbook</u></a>
III-A-21	<a href="#"><u>Citrus College Board Policy BP 7301</u></a>
III-A-22	<a href="#"><u>Citrus College Administrative Procedure AP 7301</u></a>
III-A-23	<a href="#"><u>Citrus College Job Postings</u></a>
III-A-24	<a href="#"><u>Collective Bargaining: Full-Time Faculty</u></a>
III-A-25	<a href="#"><u>Collective Bargaining: Classified Employees</u></a>
III-A-26	<a href="#"><u>Board Policies and Administrative Procedures – Index</u></a>
III-A-27	<a href="#"><u>Board Policies and Administrative Procedures – Index</u></a>
III-A-28	<a href="#"><u>Board Policies and Administrative Procedures – Index</u></a>
III-A-29	<a href="#"><u>Board Policies and Administrative Procedures – Index</u></a>
III-A-30	<a href="#"><u>Board Policies and Administrative Procedures – Index</u></a>
III-A-31	<a href="#"><u>Collective Bargaining: Classified Employees</u></a>
III-A-32	<a href="#"><u>Collective Bargaining: Adjunct Faculty</u></a>
III-A-33	<a href="#"><u>Citrus College Board Policy BP 7203</u></a>
III-A-34	<a href="#"><u>Citrus College Administrative Procedure AP 7203</u></a>
III-A-35	<a href="#"><u>Citrus College Administrative Procedure AP 7203</u></a>
III-A-36	<a href="#"><u>Collective Bargaining: Adjunct Faculty</u></a>
III-A-37	<a href="#"><u>Citrus College Administrative Procedure AP 7402</u></a>
III-A-38	<a href="#"><u>Citrus College Administrative Procedure AP 7502</u></a>
III-A-39	<a href="#"><u>Citrus College Administrative Procedure AP 7510</u></a>
III-A-40	<a href="#"><u>Collective Bargaining: Classified Employees</u></a>
III-A-41	<a href="#"><u>Citrus College Administrative Procedure AP 7203</u></a>
III-A-42	<a href="#"><u>Citrus College Administrative Procedure AP 7203</u></a>
III-A-43	<a href="#"><u>Citrus College Board Policy BP 2715</u></a>
III-A-44	<a href="#"><u>Citrus College Administrative Procedure AP 2715</u></a>
III-A-45	<a href="#"><u>Citrus College Board Policy BP 3050</u></a>
III-A-46	<a href="#"><u>Academic Senate Faculty Code of Ethical Conduct</u></a>
III-A-47	<a href="#"><u>Human Resources Advisory/Staff Diversity Committee</u></a>

- III-A-48 [Management Training Workshops Schedule 2014-2015](#)
- III-A-49 [Citrus College Human Resources - Home](#)
- III-A-50 [Citrus College Job Postings](#)
- III-A-51 [Faculty Learning Institute Committee Minutes, September 3, 2014](#)
- III-A-52 [Faculty Learning Institute: Featured Faculty](#)
- III-A-53 [Faculty Learning Institute: Distinguished Faculty](#)
- III-A-54 [Educational Programs Committee Minutes, December 2, 2013](#)
- III-A-55 [Flex Day Workshops, February 18, 2014](#)
- III-A-56 [Citrus College Administrative Procedure AP 7210](#)
- III-A-57 [Sabbatical Forum Announcement, April 2, 2014](#)
- III-A-58 [Faculty Inquiry Group Report, Science](#)
- III-A-59 [College Success Advisory Committee Minutes, March 21, 2013](#)
- III-A-60 [Faculty Leads Summer Retreat, August 16, 2013](#)
- III-A-61 [Staff Development: Vet Net Ally Seminar](#)
- III-A-62 [Program Review: Center for Teacher Excellence 2014](#)
- III-A-63 [Academic Senate Minutes, September 10, 2014](#)
- III-A-64 [Classified Staff Development Committee](#)
- III-A-65 [Classified Employee Enrichment Program Brochure](#)
- III-A-66 [StrengthsQuest/Gallup Education](#)
- III-A-67 [Faculty Training Workshops](#)
- III-A-68 [Citrus College All-Employee Survey Report, Spring 2014](#)
- III-A-69 [Faculty Learning Institute Committee Minutes, March 12, 2014](#)
- III-A-70 [Flex Day Survey Results, February 17, 2015](#)
- III-A-71 [SLO-Program Review Roadshow Survey Results, Spring 2014](#)
- III-A-72 [Citrus College Administrative Procedure AP 7210](#)
- III-A-73 [Faculty Learning Institute Committee Minutes, March 11, 2015](#)
- III-A-74 [Human Resources > H R Plan 2013-2018](#)
- III-A-75 [Citrus College Integrated Planning Manual 2014-2015](#)

## Standard III: Resources

### 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.**

---

**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.**

---

#### **Evidence of Meeting the Standard**

Citrus College plans, constructs, maintains, and replaces its physical resources to provide a quality learning environment that is safe, secure, comfortable, and attractive and that supports student learning programs and services. The [Physical Resources Committee](#)<sup>1</sup> is the shared governance body that ensures physical resource planning is integrated with institutional planning. The primary planning document that guides the College through this process is the [2011-2020 Educational and Facilities Master Plan](#)<sup>2</sup> (EFMP). This all-inclusive plan reflects and revises the previously separate Facilities Master Plan and Educational Master Plan, both developed in 2001. The Board of Trustees approved the initial plans in April 2001 and the updated all-inclusive EFMP in June 2011. An architectural firm specializing in higher education facilities master planning assisted in the development of both plans

in conjunction with a committee representative of the College constituent groups including management, supervisors, faculty, staff, and students. An educational planning consultant and a landscape architect also assisted in the development of the plan.

To ensure effective use of College facilities, Citrus College has a proven culture of supporting infrastructure and allocating resources for the continued maintenance, renovation, and replacement of its facilities. With the development of the Educational Master Plan of 2001 and the Facilities Master Plan of 2001, it became evident that Citrus College would require additional resources in the form of a general obligation bond to complete identified projects that would support growth and educational programs proposed by the institution. In response to this need, the Board of Trustees approved a local general obligation bond to be placed on the ballot in March 2004. Bond Measure G, which voters passed pursuant with Proposition 39 guidelines, provided Citrus College with \$121 million for modernization and new construction. Protocols established by Proposition 39 include the creation of a [Citizen's Bond Oversight Committee](#)<sup>3</sup> and the inclusion of an independent third party for performance and financial auditing, all of which are intended as accountability safeguards. Prior to the approval of Measure G, the College had applied for and received California state funds for construction and renovation of facilities.

With funding from the Kindergarten-University Public Education Facilities Bond Act of 2006, Citrus College was able to build the Technology Engineering and Development (TE and TD) building in its entirety and partially fund the Student Services building. The TE and TD building was completed in October 2010, and the Student Services building was completed in October 2011.

Upon the passage of Bond Measure G, a committee of college administrators, supervisors, faculty, classified staff, and students developed the [Implementation Plan](#)<sup>4</sup> directly derived from the Educational and Facilities Master Plan. Completed in 2004 and updated in 2006 and 2008, the Implementation Plan remains the blueprint that links the building program to the EFMP.

The Implementation Plan is the nexus of information for every project at Citrus College in terms of scope of work, estimated cost, use of space and classification, and how the project relates to the EFMP. The Implementation Plan also assists in identifying other projects that support campus expansion and the effects of major construction and program relocation.

In 2010, the College acquired land adjacent to the northwest corner of the campus property. The Implementation Plan aided this purchase because the plan identified the need for possible expansion of student parking. In 2008, the College completed construction of a new central plant and a campus safety building, which were both needs identified in the Implementation Plan. As a result of the original Educational Master Plan of 2001 and the Facilities Master Plan of 2001, the College constructed a host of new facilities,

including the Math-Science building, the Center for Innovation, the softball field complex, the Technology Engineering and Development buildings, the Field House and concession buildings, and the Student Services building.

In addition to these successes, Citrus College completed secondary projects that complement its facilities. These projects include the nursing laboratory, the Main Gym and locker rooms modernization, air conditioning upgrades in the Video Technology and Physical Science buildings, Lecture Hall and Educational Development Center air handlers, Liberal Arts/Business building remodeling, Adaptive Physical Education restrooms construction, and the remodeling of the esthetician program area. The Administration building modernization project was completed in June 2014.

Construction of the new 37,000 sq. ft. Visual Arts complex began in July 2014 with an anticipated completion date of July 2016. The California Department of Finance approved funding for the Hayden Hall modernization project, and Citrus College is working to procure construction drawings by the architectural team. Future projects include the Campus Center modernization and the Educational Development Center modernization.

Citrus College is committed to ensuring effective use of resources for continued support of all campus programs, regardless of modality, with the highest level of quality. The College updates the [space inventory](#)<sup>5</sup> annually pursuant to the California Community Colleges Chancellor's Office requirements. Space inventory is housed within the FUSION database. FUSION is the repository for all space inventory throughout the community



college system, and for Citrus College, it includes all buildings, offices, instructional spaces, and noninstructional spaces.

The report includes data comprised of dimensions, room capacity, room use, and use of space for every building. Because space inventory is the basis and justification for the [five-year construction plan](#)<sup>6</sup>, which provides an outline of designated future projects, it is imperative that the College updates the space inventory continually. The State of California uses these data in addition to enrollment projections for the development of capacity and load ratios, which are tools used for prioritization of projects. Along with all community colleges in California, Citrus College uses the Facility Utilization Space Inventory Option Net to report space inventory and construction plans to the Chancellor's Office.

Technology integration is extremely important to Citrus College, and as advancements are made, the College carefully evaluates the use of technology in order to determine which are most effective and appropriate for classroom implementation and instruction for all modalities. Citrus College pursues effective and practical technology assertively, and does not merely use technology for technology's sake. Over the last six years, the College has added multiple access points of Wi-Fi in approximately 110 locations and upgraded the College website to the SharePoint platform. In 2013, Citrus College upgraded the campus-wide telephone system to a voice-over-internet-protocol system, which greatly enhances the communications system and provides better management and archiving of voice data. In addition to these technological advancements, Citrus College is in the

process of upgrading the Banner Enterprise Resource Planning system to include the finance portion of the platform. To provide enhanced services to students, over 20 servers and 200 networked workstations allow tasks to be stored, accessed, or carried out online across the campus, thereby increasing access speed and efficiency and decreasing energy usage and equipment obsolescence.

The evaluation of facilities is predicated upon program review. The process of facilities evaluation is attained through staff involvement and through the use of outside resources such as vendors or professionals that provide a specific expertise. Staff involvement is done by physical examination of equipment, which for some equipment is done on a daily, weekly, monthly, or annual basis. Professional expertise is procured on an annual basis or when a specific need arises.

The College meets the Standard.

### **Analysis and Evaluation**

The Citrus College Implementation Plan is the blueprint for all educational and facilities master planning as it links directly to the EFMP. By adhering to the Implementation Plan, construction projects are built-out systematically as a direct response to the planned and integrated educational needs of the College. The catalyst for advancing the College in respect to the major capital building program has been the Bond Measure G. In addition to Measure G, the College has secured state funding for capital projects and incentive funding relating to energy efficiency projects through the California Community College Investor-Owned Utility Partnership. The Citrus College Facilities and Construction Department, with the cooperation and support of the

academic divisions, continues to implement the grand plan and provide for continued success.

---

**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.**

---

**Evidence of Meeting the Standard**

Citrus College constructs and maintains all facilities to ensure access, safety, security, and a healthful learning and working environment to support learning and services, regardless of modality, while meeting instructional and institutional goals. Buildings at Citrus College are constructed in accordance with state and federal laws. The Americans with Disabilities Act enacted by Congress in 1990 and the Field Act of 1933 form the basis for which all K-14 public school buildings are designed. While the Americans with Disabilities Act addresses accessibility issues for persons with disabilities, the Field Act addresses seismic and structural safety issues prompted by the 1933 Long Beach earthquake. The statute established state building department oversight, and school buildings must be built to stringent seismic standards. Currently, this oversight responsibility is under the purview of the Division of the State Architect (DSA). The DSA reviews and approves all Citrus College buildings in accordance with the California Building Code, and DSA imparts specific attention to access compliance, fire and life safety, and structural safety. Additionally, Citrus College retains the services of a project inspector to inspect all of the construction

operations on site in accordance with Title 24, California Building Code and California Administrative Code requirements.

Citrus College ensures that all new and remodeled facilities meet or exceed the Americans with Disabilities Act standards and that all applicable building code requirements are observed. Persons with disabilities who attend or visit the College find the campus to be free of architectural barriers, providing straightforward and clear paths of travel. Additionally, Citrus College maintains a proactive [Physical Resources Committee](#)<sup>7</sup> that has representation from college constituent groups. This committee oversees issues that impact accessibility, safety, and facility related items. The Campus Safety department provides 24-hour patrol of the campus, monitors fire attenuation devices, provides opening and closing of premises, and ensures that the site is safe and secure for all occupants and the protection of assets.

Citrus College uses a master planning calendar for [scheduled and planned maintenance](#)<sup>8</sup>, as well as for planning large capital improvement projects. There are many factors that drive maintenance efforts, including the planned lifecycle of equipment, California Occupational Safety and Health Administration guidelines, California Building Code compliance, South Coast Air Quality Management District requirements, California Air Resources Board, State Fire Marshall, [Los Angeles County Fire Department](#)<sup>9</sup>, [risk management observations](#)<sup>10</sup>, self-evaluations, Chancellor's Office site evaluations, and even recommendations from third party consultants such as architects or engineers. Data collected from each of these entities inform assessment,

prioritization and scheduling of routine and nonroutine maintenance and repairs.

In addition to the physical facilities, the College oversees its fleet of vehicles for safety, routine maintenance, and compliance with the law. Individual users follow standard practice and evaluate all mechanical equipment prior to each use, including vehicles, tools, and other equipment. In addition, the College inventories all equipment within its work order system and schedules programmed maintenance per manufacturer's recommendations. The institution follows these standard practices in order to receive the highest possible return on its capital investments.

College personnel routinely perform risk assessments and inspections to ensure safe use and operation and to ascertain the remaining useful life of equipment. In addition, inspectors from the [California Highway Patrol](#)<sup>11</sup>, the U.S. Department of Transportation, and the [Statewide Association of Community Colleges](#)<sup>12</sup> Joint Powers Agreement also inspect College highway and off-highway vehicles, grounds vehicles, and instructional and noninstructional vehicles. This ensures safe use and operation and ascertains the remaining useful life of equipment.

Citrus College is always interested in improving the facilities, even those in compliance with established industry standards or guidelines. Currently, the College is in the process of retrofitting all exterior parking lot lighting and pedestrian thoroughfare lighting, providing better illumination and a safer atmosphere. Although current illumination is within the Illuminating Engineering Society of America guidelines for deliverable foot-

candles, in response to concerns revealed at the Physical Resources Committee meetings, Citrus College has proceeded with retrofitting all parking lot lighting and pedestrian thoroughfare lighting from High Intensity Discharge-luminaries to Light Emitting Diode luminaries. These new lighting fixtures provide superb illumination with decreased electrical usage and are a management best practice for safety and sustainability. The District plans over the next three years to retrofit all other exterior walkway lighting and exterior building façade lighting as well. Parking lot lighting retrofits were completed in summer of 2014, and the remaining exterior retrofits are scheduled for completion in 2015 and 2016. This process will greatly improve campus safety regarding potential hazards such as trip and fall issues.

Employee safety guidelines are well established, and new employees are provided with an [Employee Safety Guidelines Handbook](#)<sup>13</sup> that illustrates all campus safety protocols. All of the occupancy spaces on campus are provided with interior room signage depicting the room number. This additional signage was undertaken to ensure that in the event of an emergency, occupants of any specific room would know where they are. This is especially beneficial for individuals visiting a space that they are not necessarily accustomed to. Also, Citrus College distributes [Emergency Response Procedures Flip Charts](#)<sup>14</sup> to all employees and posts them in all classrooms, laboratories, and offices. These charts include phone number listings, information on emergency response procedures, basic first aid, and information regarding building evacuation procedures. On a regular basis, Citrus College conducts [Emergency Operations Center](#)<sup>15</sup>

engagement with active [table-top exercises and simulated emergencies](#)<sup>16</sup> that Emergency Operations Center members role play to gain experience in case of a real emergency. Each semester, Citrus College conducts active [fire drills and building evacuations](#)<sup>17</sup> to prepare students and employees for emergencies. The Campus Safety Department, in conjunction with the Facilities Department, conducts this exercise, and a [self-evaluation](#)<sup>18</sup> measures effective use, implementation, and response of all parties involved. During these exercises, all of the campus [Emergency Information Officers](#)<sup>19</sup> report to central command and evacuate their respective locations. These exercises familiarize staff and faculty with proper emergency preparedness as outlined in the [Emergency Operations Plan](#)<sup>20</sup>. Facilities staff participates in disaster response preparedness as an additional function, and all facilities staff are assigned a building that they would respond to in a time of emergency such as seismic events, fires, etc.

The Facilities and Construction Department is under the purview of the vice president of finance and administrative services. The vice president holds monthly [Physical Resources Committee](#)<sup>21</sup> meetings at which representatives from administration, faculty, students, supervisors, and confidential and classified groups review all construction projects. Communication is core to the College. The director of facilities and construction regularly attends construction meetings and coordinates with other facilities personnel to formally review construction projects and any potential impact to other College service sectors. Custodial staff are assigned to buildings and routes that encompass a specific area of the College for greater

responsibility and accountability. The custodial supervisor meets with custodial staff nightly to discuss upcoming issues and inspects facilities to ensure that cleaning policies and standards are maintained. The College manages regular maintenance requests through a computerized database, the [FIXit Line](#)<sup>22</sup>. All work requests proceed through this system for [tracking and management](#)<sup>23</sup>. Staff members use the system daily as a resource for managing time, efficiency, and status of work. Requestors have easy access to the system and may view the status of their respective request.

Citrus College applies regularly for California state scheduled maintenance funds through the California Community College Chancellor's Office. The availability of these funds varies from year to year, and the allocation of the funds typically requires a match of funding by the College. As guidelines determine the type of projects that qualify, Citrus College updates the list of scheduled maintenance projects annually. Additionally, Proposition 39, The California Clean Energy Jobs Act, approved by the voters in 2012, provides for further funding to college districts statewide. The College used this funding in 2013-2014, the first year it was available, to upgrade campus wide lighting and to replace mechanical equipment.

Citrus College has no off-campus educational facility. While the institution does own a property adjacent to the northwest corner of the campus, the property houses a church building and a parking area. This off-campus property is leased to a private organization and continues to operate as a church.

The College meets the Standard.

## **Analysis and Evaluation**

The College has in place numerous safeguards that ensure adequate access to facilities, safety, and security as well as a healthful academic, learning, and working environment for all. In summer 2014, the [All-Employee Survey](#)<sup>24</sup> revealed that 80.6 percent of faculty, staff, and students agreed that the campus facilities are maintained adequately. Page 12 of the report further showed that 83 percent of respondents confirmed that the college facilities adequately support program and student needs. Regarding assigned workspace, 86.5 percent of respondents stated that their workspace supports their job functions. Respondents to the survey positively confirm that the campus as a whole meets their needs.

Maintaining safety on campus is a top priority. As shown in the same survey, constituents across campus concluded that Citrus College is a safe place for education. Overwhelmingly, 90.2 percent of respondents feel safe on campus, and 87.8 percent state that Campus Safety Officers provide answers to their questions regarding safety and security. Having access to information regarding safety and security is critically important to the College. Respondents to the survey indicate that 88.9 percent believe they have adequate access to information about accident prevention. Continually providing safety enhancements across campus, the College is committed to safety and security. Not only does the College have campus safety on patrol, but additionally, safety is enhanced by the presence of the Owl Patrol, a student-based workforce that patrols the site for added safety presence.

Adding new features for enhancement of safety, buildings, and grounds is always a

top priority. Between summer 2013 and summer 2014, the College installed all new lighting luminaries throughout the campus parking lots. These luminaries are more efficient while delivering better lighting for students and College patrons. Additional new lighting features are planned for 2015 and 2016.

---

**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.**

---

### **Evidence of Meeting the Standard**

Citrus College, in keeping with its long-range capital planning program, strives to plan facilities and to accommodate future enrollment growth, including distance education, in a proactive manner. The components of the planning program include the 2011-2020 Educational and Facilities Master Plan (EFMP), the Implementation Plan, the Five-Year Construction Plan, and the Scheduled Maintenance Plan. The EFMP reflects the most updated information regarding enrollment trends and labor demands by program. This information drives the facilities component of the plan, ensuring adequate facilities to keep pace with enrollment and labor market demands. The Implementation Plan, in support of the [2011-2020 Educational and Facilities Master Plan](#)<sup>25</sup>, is descriptive in nature and includes existing building analyses and



their relationship to the EFMP. Citrus College submits the [Five-Year Construction Plan](#)<sup>26</sup> to the Chancellor's Office on an annual basis and lists construction projects that are planned for future development. Additionally, this plan uses current and projected enrollment data in conjunction with the College's current facility space inventory to plan facilities that will accommodate future enrollment trends. The [Scheduled Maintenance Plan](#)<sup>27</sup> identifies major maintenance project needs.

California community colleges are owned by the State of California. As a result, funding for routine and scheduled maintenance is administered by the State of California. While community college buildings are typically built for a life span of 50 years, the total cost of ownership includes the original cost of the building and all operating costs over 50 years. Operating costs include all parts, labor, and ongoing expenses such as utilities. Considering the total cost of ownership, Citrus College exerts great effort in obtaining the most sustainable and viable economic benefit for all of the campus' physical resources.

Citrus College has been very successful in implementing its construction and bond program and has used state and local bonds as funding mechanisms. Since the passage of Measure G, the College has invested over \$113 million in college facilities via modernization projects, upgrading infrastructure, and construction of new buildings.

The College meets the Standard.

### **Analysis and Evaluation**

Through monthly meetings of the [Physical Resources Committee](#)<sup>28</sup> and quarterly

meetings of the Measure G [Citizens' Oversight Committee](#)<sup>29</sup>, the College provides detailed updates on current facility issues, construction and modernization projects, and upcoming facility issues that impact the College. An outcome of these meetings is the expectation that faculty, staff, students, and committee members are charged with disseminating this information to their respective constituents across the campus and throughout the community at large. Additionally, the staff archives the [Citizens' Oversight Committee](#)<sup>30</sup> communications and information on the College website at [www.citruscollege.edu](http://www.citruscollege.edu)<sup>31</sup>. All parties interested in viewing the information may do so easily. The committee's [annual report](#)<sup>32</sup> is a primary example of pertinent information of the bond program that the College makes available to the community.

The [Implementation Plan](#)<sup>33</sup> that was produced in 2004, and updated July 2006 and July 2008, continues to guide the Citrus College in long-range institutional planning.

---

**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.**

---

### **Evidence of Meeting the Standard**

Physical resource planning is fully integrated with institutional planning. The earlier Citrus College Facilities Master Plan Committee, which was convened in 2000 and included representatives of all constituent groups, assisted in the development of the Facilities Master Plan. The Facilities Master Plan was integrated



with the Educational Master Plan and thus became the [Educational and Facilities Master Plan of 2001](#)<sup>34</sup>. For professional development of the plan, the College retained tBP Architecture for data gathering, assessment, and tabulation of perceived needs for facilities. This process involved interviewing administrators, faculty, staff, and the general community at large. The Educational and Facilities Master Plan of 2001 was the nexus for the College's current [2011-2020 Educational and Facilities Master Plan](#)<sup>35</sup> (EFMP). Re-evaluated and updated in 2011 by HMC Architects and overseen by a campus wide committee, the EFMP provides navigation for Citrus College through 2020. The facilities planning component, analyzed by the consultant, reviewed college census data and projections from the California Community College Chancellor's Office database. In consideration of this, the EFMP positions the College to meet the projected future needs of the College at 17,760 students including its educational programs and services, its modes of delivering instruction and services, its physical aesthetics and campus climate, and the influence and integration of technology on all of these components through the year 2020.

Submitted on an annual basis to the Chancellor's Office, the Citrus College [Five-Year Construction Plan](#)<sup>36</sup> further guides the College in planning and preparing for future enrollment growth and physical needs. This detailed report includes a systematic assessment of the effective use of physical resources. As

such, the results and their analysis serve as a benchmark for growth. As a result, the Technology Engineering and Development building, the Student Services building, the Administration building, and the east restrooms projects have all been completed within the last five years.

The College meets the Standard.

### **Analysis and Evaluation**

The [Implementation Plan](#)<sup>37</sup> is the College's yearly plan of action and implementation for educational and facilities master planning. Construction implementation across the campus is organized in a systematic manner that is a direct response to the educational needs of the College, as identified by program review. This implementation of construction projects occurs via collaborative and cooperative relationships with academic affairs, student services, and the facilities and construction department. The funding provided by Measure G, supplemented with state matching funding, scheduled maintenance funding, Proposition 39 funding, California Community College Investor-Owned Utility Partnership incentives and other funding sources have allowed Citrus College to implement the [projections](#)<sup>38</sup> outlined in the EFMP. The majority of facility projects have been completed since the passage of Measure G, and many more will be completed within the next five years. Future building projects include completing the Fine Arts complex, modernization of Hayden Hall, and modernization of the Campus Center and Educational Development Center.

## Evidence

III-B-1	<a href="#">Steering &gt; Physical Resources – Home</a>
III-B-2	<a href="#">Educational and Facilities Master Plan 2011-2020</a>
III-B-3	<a href="#">Finance &gt; Bond Oversight Committee – Home</a>
III-B-4	<a href="#">2004 Implementation Plan</a>
III-B-5	<a href="#">Index of Annual Certification of Inventory Reports</a>
III-B-6	<a href="#">Index of Five-Year Construction Plans</a>
III-B-7	<a href="#">Steering &gt; Physical Resources – Home</a>
III-B-8	<a href="#">Facilities Preventative Maintenance Schedule 2015-2016</a>
III-B-9	<a href="#">L.A. County Fire Department Inspection Report</a>
III-B-10	<a href="#">Keenan &amp; Associates Liability Audit (SWACC) 2009-2012</a>
III-B-11	<a href="#">California Highway Patrol Vehicle Inspection Report</a>
III-B-12	<a href="#">Keenan &amp; Associates Liability Audit (SWACC) 2014</a>
III-B-13	<a href="#">HR &gt; New Hire &gt; Employee Safety Guidelines Handbook</a>
III-B-14	<a href="#">Emergency Response Procedures Flip Chart</a>
III-B-15	<a href="#">Emergency Operations Organizational Chart</a>
III-B-16	<a href="#">Emergency Drill Logs and Memos</a>
III-B-17	<a href="#">Emergency Drill Logs and Memos</a>
III-B-18	<a href="#">Fire Drill Evaluation Memo, Spring 2014</a>
III-B-19	<a href="#">Emergency Information Officer pages (EOC Manual)</a>
III-B-20	<a href="#">Emergency Operations Plan Manual</a>
III-B-21	<a href="#">Steering &gt; Physical Resources – Home</a>
III-B-22	<a href="#">FIXit Screenshot</a>
III-B-23	<a href="#">FIXit Workorder Log 2014</a>
III-B-24	<a href="#">Research &gt; All-Employee Survey 2014</a>
III-B-25	<a href="#">Educational and Facilities Master Plan 2011-2020</a>
III-B-26	<a href="#">Index of Five-Year Construction Plans</a>
III-B-27	<a href="#">Facilities Preventative Maintenance Schedule 2015-2016</a>
III-B-28	<a href="#">Steering &gt; Physical Resources – Home</a>
III-B-29	<a href="#">Finance &gt; Bond Oversight Committee – Home</a>
III-B-30	<a href="#">Finance &gt; Bond Oversight Committee – Home</a>
III-B-31	<a href="#">Citrus College Home Page</a>
III-B-32	<a href="#">Finance &gt; Bond Oversight Committee &gt; Document Library</a>
III-B-33	<a href="#">2004 Implementation Plan</a>
III-B-34	<a href="#">Information to the Community &gt; 2001 Educational and Facilities Master Plan</a>
III-B-35	<a href="#">Educational and Facilities Master Plan 2011-2020</a>
III-B-36	<a href="#">Index of Five-Year Construction Plans</a>
III-B-37	<a href="#">2004 Implementation Plan</a>
III-B-38	<a href="#">Master Plan Assessment Table 2014</a>

## Standard III: Resources

### 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.**

---

**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.**

---

#### **Evidence of Meeting the Standard**

Citrus College provides technology that enables the College to, as stated in the [mission statement](#)<sup>1</sup>, “deliver high quality instruction to students both within and beyond traditional geographic boundaries.” To this end, technology supports multiple aspects of learning, teaching, and student support as well as provides the foundation and infrastructure for administrative and business processing.

The Citrus College Technology and Computer Services (TeCS) department focuses its resources on the implementation of available [technology applications](#)<sup>2</sup> that support the College mission, enabling it to expand technology resources in support of student learning and services. In addition, the department is a service organization providing a technology environment to support the mission via central network resources and desktop environments.

The foundation for technology applications and data processing at Citrus College is the Banner Enterprise Resource Planning (ERP) system, known at the College as WingSpan. The initial implementation of WingSpan included the

student, financial aid and human resources modules. The College added the module for degree audits and student education planning, Degree Works, in fall 2012. TeCS integrates many instructional and student support services applications with WingSpan including the chancellor’s office application process, Open CCCApply; a document scanning application, Xtender; a student parking application, iParq; scholarship application processing, Wizehive; orientation and probation workshops, Cynosure; counseling support applications, SARS-SUITE; and transcript processing, Credentials. In support of College business processing, finance and administrative services and human resources, worked with TeCS to add the financial module to WingSpan, going live with the application on July 1, 2015 to begin the 2015-2016 fiscal year.

To maximize technology applications and support with limited staff, Citrus College has implemented several systems that are fully hosted by the application provider. The Blackboard application provides a learning management system used by faculty for both distance education courses and traditional classroom courses. To provide current enrollment information to Blackboard, the College implemented an interface between the Banner Wingspan system and the hosted Blackboard environment. Faculty use the CurricUNET application for curriculum

development and maintenance. The College uses CollegeBoard's Accuplacer testing system to support assessment testing. Students access the Accuplacer testing services from the Testing Center on campus, and, when testing is complete, admissions and records staff upload their scores to the Wingspan system.

Community education has a fully hosted third-party support environment, Lumens, to manage course advertisement, student records, and faculty assignments. Currently, the Los Angeles County Office of Education accounting, payroll, and human resource functions fully support the Citrus College financial systems. However, the Banner financial module will replace much of this processing beginning July 1, 2015. The human resources department uses PeopleAdmin for job postings and applicant tracking.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College integrates technology planning into the overall planning process as described in the [Integrated Planning Manual](#)<sup>3</sup>. The College Information Technology Committee (CITC) develops the [Technology Master Plan](#)<sup>4</sup> and reviews and updates the plan annually as indicated in [minutes from the College Information Technology Committee](#)<sup>5</sup>. The Information Technology Committee ensures that the technology master plan responds to both the 2011-2016 Strategic Plan and the 2011-2020 Educational and Facilities Master Plan. The technology master plan includes planning objectives from the

institutional plans. In addition to considering the College planning objectives, CITC completes a strengths, weaknesses, opportunities, and threats analysis to ensure that new opportunities provided by technology advancement are appropriately included in technology planning.

To ensure that technology is represented in college wide planning, the chief information services officer, who chairs CITC and heads the TeCS department, is a member of the Institutional Effectiveness Committee. This committee monitors and reviews the [Integrated Planning Manual](#)<sup>6</sup> and [model](#)<sup>7</sup>. In addition to the structured planning process, the TeCS department works closely with academic affairs, student services, and administrative support departments to assist in the implementation of area-specific technologies. These inclusive and cooperative methods allow the College to use funding from the general budget, categorical, construction, and bond sources to meet technology needs.

Governance at Citrus College incorporates many aspects of technology. The technology governance committee, CITC, develops policies and procedures related to technology and creates the technology plan for the College. The administrative procedures define standards for technology use including networks, desktop computers, data, passwords, and electronic communications.

<a href="#">BP 3720</a> Computer and Network Use <sup>8</sup>	<a href="#">AP 3720</a> Acceptable Computer and Network Use <sup>9</sup>
	<a href="#">AP 3721</a> Computer and Network Account and Password Management <sup>10</sup>
	<a href="#">AP 3722</a> Computer and Network Connectivity and Access <sup>11</sup>
	<a href="#">AP 3723</a> Electronic Mail and Bulk Electronic Distribution <sup>12</sup>
	<a href="#">AP 3724</a> Data and Information Protection <sup>13</sup>
	<a href="#">AP 3725</a> Electronic Equipment Disposition <sup>14</sup>
	<a href="#">AP 3726</a> Telephone Services <sup>15</sup>
	<a href="#">AP 3750</a> Use of Copyrighted Material <sup>16</sup>

The chief information services officer initiated the instructional technology leadership team in 2012 to review technology needs specifically for instruction and make recommendations to CITC. Currently the instructional technology leadership team is reviewing alternatives for capturing lectures and delivering these lectures to students. TeCS has representation on many governance committees including physical resources, fiscal resources, institutional research, institutional effectiveness, program review, educational programs, student learning outcomes and assessment, and steering. Representation on the physical resources and fiscal resources committees ensures that both facilities and budget planning consider technology needs. This representation also guarantees that facility designs for new construction as well as remodeling projects incorporate technology infrastructure. Participation on the Institutional Effectiveness Committees facilitates the inclusion of technology planning for the College. Technology representatives provide guidance on data usage and techniques to incorporate technology into College processes through participation on

the institutional research, program review, educational programs, and the student learning outcomes and assessment committees. The chief information services officer is the technology representative to the Steering Committee, reporting for the Technology and Computer Services department as well as for the College Information Technology Committee.

---

**III.C.1.a. Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.**

---

**Evidence of Meeting the Standard**

All areas of Citrus College use technology to support student learning, student services, instructional programs, and administrative support functions. Students use technology to apply to the College, complete steps for matriculation, register for classes, and complete coursework. Faculty members use technology to develop curriculum, obtain class rosters, input course grades and provide a distance-learning environment.

The College administration uses technology for daily operations such as processing new employees, creating purchasing requisitions, and creating state and federal reports. Staff members 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.

### **Learning and Teaching**

Citrus College provides teaching and learning technology resources in many areas. During the last three years of this reporting period, the College refocused many of its student computer classrooms and labs, moving from an open-lab concept with multiple course applications available in several labs to classrooms and labs that are discipline specific with computer work integrated as part of the classroom experience. In support of this effort, Citrus College currently has 117 [technology-enhanced classrooms](#)<sup>17</sup> that include podium systems with computers and projection equipment. Faculty teach courses in these computer lab classes providing over 1,000 workstations for instruction. The Technology and Computer Services department [loads course-specific applications](#)<sup>18</sup> to these workstations as requested by faculty.

Specialized instructional technology is available in several departments. The recording technology program maintains a state-of-the-art recording studio. Theatre arts has recently installed new equipment and applications that provide students experience with production lightening. The nursing program's human simulation systems provide nursing students real-life situations for training. A video recording

system captures the students' responses enabling them to review their work as instructors provide feedback and instruction. The dental assisting facility upgraded its labs in 2014 to include the latest in dental technology. The automotive technology program has a fully computerized Toyota training environment. The technology and engineering program equipped several classrooms with computer-aided design and computer-aided manufacturing software for students to gain experience with applications found in industry.

The [Distance Education Program](#)<sup>19</sup> supports and manages the Blackboard course management system. Faculty use Blackboard to teach distance education classes as well as hybrid classes, which combine classroom and distance education meetings. Additionally, faculty use Blackboard to support traditional classes, providing information, assignments, discussion boards, labs, quizzes/tests, analytics, and additional programs such as [Turnitin](#)<sup>20</sup> within Blackboard.

Student services programs and offices use technology to support teaching and learning including support for several components of matriculation. The Learning Center uses the Accuplacer system for [student assessment](#)<sup>21</sup>. Students can complete [orientation online](#)<sup>22</sup> with the application developed by the counseling department using the Cynosure New Media application. Since 2013, a cross-functional team including counseling, admissions and records, academic affairs and the technology and computer services department implemented the Degree Works degree audit and student education planning application. Working with students, both



one-on-one and in workshops, counselors assist students to develop student education plans.

The counseling department uses the SAR-Suite of applications to support counselors during their individual appointments with students, and to provide an [early alert](#)<sup>23</sup> notification system where faculty can direct students who need assistance to support services provided by the counseling department. The counseling department also uses technology to assist students who are on probation with an online probation workshop.

Disabled Students Programs and Services provide a laboratory where students use adaptive keyboards, screen readers, speech recognition software, and multimedia accessibility support to [enhance student learning](#)<sup>24</sup>. The Financial Aid Department, along with the Citrus College Foundation, provides an online scholarship application with the Wizehive system. The Wizehive system enables students to complete one scholarship application, which is matched to multiple potential scholarships. Additionally, the Banner financial application enables the Financial Aid Department to award and distribute student financial aid including Pell grants, board of Governors' fee waivers, and student loans.

### **Student Learning Outcomes**

Citrus College continues to expand technology support for [student learning outcomes](#)<sup>25</sup>. Academic departments define student learning outcomes in course outlines of record in the CurricUNET curriculum management system enabling review of course-level student learning outcomes, as courses and programs are developed and updated. Many instructors use the

Blackboard course management system to assess student learning outcomes either on a section-by-section or course wide basis.

The Office of Institutional Research, Planning, and Effectiveness provides timely data to programs and individual courses including demographic data that give a complete and meaningful picture of student learning outcome assessment information. The student learning outcomes coordinator, program review coordinator, institutional research staff, and technology and computer services staff provide an [online environment](#)<sup>26</sup> on the College intranet with the SharePoint application for instructors to report student learning outcome assessment in coordination with their program reviews. Beginning with the 2012 reporting period, faculty record course student learning outcomes in this online intranet data repository.

Beginning in fall 2014, the governance committee for student learning outcomes, the HotShots, began reviewing technology options for managing both course and program student learning outcomes. The committee chose the PerformanceCloud application from [Weave](#)<sup>®27</sup>, and implementation of this application began in spring 2015.

### **College Wide Communication**

Citrus College uses both its Internet and intranet websites to create an extensive platform for communication. The College website is a content management system, and each office, department, and program designs and updates its detailed Web content. With this capability, offices, departments, and programs are able to communicate with constituent groups and provide accurate and timely information.

The overall structure of each webpage provides consistent format navigation throughout both the intra- and Internet websites. In addition, the [A-Z index](#)<sup>28</sup> provides easy access to information from multiple viewpoints using several terms to reference a single page. In fall 2014, TeCS updated the Web platform to provide dynamic resizing for mobile devices, making it easier to access the website from mobile phones and tablets.

Since its website is maintained offsite, the College can employ it for communications when servers on the campus are disrupted and for timely updates during emergencies. In addition, the College uses the Blackboard Connect alert system, known as [Citrus Alert](#)<sup>29</sup>, to provide emergency phone, email, and text alerts. The staff compose, store, and send emergency messages from the Blackboard Connect system. Students, faculty, and staff contact information is stored on this system, allowing the College to communicate with these groups even when College resources are not available.

TeCS utilizes the SharePoint intranet application to provide a collaborative environment for departments, offices, programs, and committees and to provide information to the College community, and to work together to create products in an online environment. Most governance committees, including the [Steering Committee](#)<sup>30</sup>, [College Information Technology Committee](#)<sup>31</sup>, [HotShots](#)<sup>32</sup>, and the [Institutional Effectiveness Committee](#)<sup>33</sup> provide resource and reading materials to their members via SharePoint. The academic programs and divisions work collaboratively on the intranet to write their [program reviews](#)<sup>34</sup>. The College accreditation team uses the intranet to

provide resources and a collaborative writing environment for accreditation reporting.

Faculty members use Blackboard not only to create an online learning environment, but also to communicate with students through emails and chatrooms and to post learning resources and grades. Students can access course materials and communicate with each other and the instructor. Faculty members use Blackboard communication in courses taught either fully in a classroom environment, as distance education and classroom hybrid courses, or fully online courses. Faculty can use Turnitin through Blackboard. Turnitin reviews a student's assignment for plagiarism providing the student with originality indices, predefined comments, rubrics, and Quick Comments developed by the faculty members. The [Blackboard LMS](#)<sup>35</sup> provides analytics for online faculty to determine student online time, activities reviewed, content covered, and achievements.

For outreach purposes, academic affairs began using the Blackboard Connect system in spring 2013 in support of the registration process to send targeted messages to specific student groups. The outreach office, working with the technology and computer services staff, uses this system to send phone, email, and text messages to students who are at risk of being removed from registration due to nonpayment of fees. Academic programs send messages to students on waitlists, informing them of alternative open sections. Distance education faculty also use the system to contact students on the waitlist, informing them of upcoming course orientations.

Faculty, staff, and students [have access to email](#)<sup>36</sup> from both on and off campus. The Technology and Computer Services department maintains email boxes on a central server. Staff and faculty have the option to archive emails either to a local desktop drive or to a centrally provided server. The College provides email accounts to students via the Microsoft Office 365 application, which is maintained offsite.

Citrus College employs email to communicate with large distribution groups such as all students or all staff and faculty, or with targeted audiences such as student groups including science, technology, engineering, and math; Extended Opportunity Programs and Services; financial aid; and Disabled Students Programs and Services. The College uses emails to communicate with community groups such as the Citizens' Oversight Committee for Bond Measure G. Admissions and Records and Financial Aid create targeted email messages via the Banner application for groups such as students completing their applications to Citrus College, students applying for financial aid, and students completing their applications for graduation.

Prior to spring 2015, the College used the native Banner student portal to provide student access to the Banner WingSpan system as well as to communicate with students. Starting in summer 2015, the College will begin implementation of a new Banner SharePoint Portal. This portal will link directly to student data and provide students with a single point of access to all online materials and information. The portal will provide a platform for programs

and divisions to communicate to the entire student body or to groups of students.

Many departments, programs, divisions, and offices, especially in student services and student activities, have begun to use or expand their social media, such as [Facebook](#), [Twitter](#)<sup>37</sup>, and Instagram, for communications. The College [external relations](#)<sup>38</sup> department uses [Twitter](#)<sup>39</sup> to communicate with the public and maintains the official College [Facebook page](#)<sup>40</sup>. Other departments using Twitter include the [Citrus College Owls](#)<sup>41</sup>, who have been on Twitter since 2009 providing updates of important athletic events, and the [Hayden Memorial Library](#)<sup>42</sup>, on Twitter since 2010.

### **Research**

The Office of Institutional Research, Planning, and Effectiveness and staff from TeCS work collaboratively to meet the research and reporting needs of the College. For transactional and longitudinal studies, institutional research staff members use the operational data storage database of the Banner WingSpan system to extract data. The technology and computer services staff assist institutional research personnel with the development of the data extractions programs. In addition to using the WingSpan operational data storage database, the institutional research staff uses the California Community College Chancellor Office's [databases](#)<sup>43</sup> for research and reporting.

The personnel from institutional research and the TeCS meet periodically to review data structures and usage to ensure both departments have a consistent understanding of the institution's data resources and use the data consistently for reporting and research. The technology and

computer services department has provided training to institutional research staff on the use of the operational data storage database.

### **Operational Systems**

The Technology and Computer Services (TeCS) department manages the College network and related infrastructure; the [central server room](#)<sup>44</sup>, the telephone system and related infrastructure; [desktop computers and related peripherals](#)<sup>45</sup> for faculty, staff, classrooms, and laboratories; and administrative applications including the Banner WingSpan system and related support applications. In addition to TeCS, several offices and programs provide technology support and facilities. The Hayden Memorial Library provides an extensive online research environment, open computer labs, and computer classrooms. The audiovisual department of the library provides audiovisual equipment upon request and assists in the maintenance of classroom projection equipment. Distance education staff also provide support for the Blackboard course management system including training for faculty, support for students, and management of the remote Blackboard system. Academic divisions, in partnership with TeCS, provide [technology for classrooms and laboratories](#)<sup>46</sup>. The reprographics center manages all technology support for publications and printing. The purchasing and warehouse offices manage the College purchasing application known as Escape. The facilities department manages the environmental systems with the environmental management system that controls heating and cooling across the campus. Finally, the College uses systems that are fully hosted and maintained off site by third-party vendors.

### **Technology Environment**

The Citrus College technology environment is network-based with a [central server](#)<sup>47</sup> room that includes large data storage capacity. TeCS provides a secure, file-sharing environment for staff and faculty to create information and data resources for use by all members of a program, department, or office. The majority of College applications are located in this server environment. With the addition of new applications and the growth of stored data, the College reached server and storage capacity in 2013-2014. TeCS completed a major upgrade to the server room in January 2015 to accommodate additional applications and expanding data storage needs.

Faculty and staff receive [desktop computers](#)<sup>48</sup> including Intel-based PCs as well as Apple computers. Departments deploy tablets, where appropriate, to meet mobile computing needs. All computer users have access to word processing, presentation, spreadsheet, database, and communication software.

TeCS developed a virtualized component for the College network in 2009. The library staff worked with them to implement a pilot program that virtualized 150 student computers in the library. TeCS now provides applications for all library student computers via a virtualized environment and continues to expand the virtual environment where appropriate. During spring 2015, TeCS deployed virtualized computers in the main open computer lab, IS 107, and in a technology classroom, IS 108.

The College's central technology environment has grown slowly due to fiscal challenges faced by the California community college system. Despite fiscal challenges, the department, in partnership with various departments and offices, implemented tools and applications supporting the needs of the College including the new CCCApply application, the new SharePoint Web environment and related intranet environment that supports group work and document sharing, and the initial phases of the Banner Degree Works application for degree audit and student educational planning.

TeCS has an [eight-year technology replacement plan](#)<sup>49</sup>. Beginning in 2014-2015, they worked with the fiscal services department to develop funding sources to support this plan. The new Student Success and Support Program provides additional resources for technology specifically supporting the functions of the program. The department upgraded the server room during winter 2015 that increased server processing and storage capacity.

### **Applications**

Banner WingSpan is the core administrative application system and includes the student, financial aid, and human resource modules. Citrus College is [implementing the financial module](#)<sup>50</sup>, including updates to the human resources module, in 2014-2015 to begin processing with this module for the 2015-2016 fiscal year. TeCS has integrated multiple applications with the WingSpan system, including [Xtender](#)<sup>51</sup> for document processing and [Crystal Reports](#)<sup>52</sup>, which are used by admissions and records, counseling, financial aid, extended opportunity programs and services, and fiscal resources.

Citrus College uses several additional applications that are not directly integrated with the WingSpan system to support processing needs. The SARS-SUITE provides counselors with appointment tracking, early alert functions, reminder calls, and reporting support. The purchasing department uses the Escape application to support paperless purchasing and asset tracking. The online purchasing function will move to the new Banner finance module in July 2015, but the Escape application will continue to support asset tracking. Collegenet's Resource 25 provides a room scheduling application for the academic schedule and event management.

Academic affairs implemented an enrollment management application that allows deans to manage enrollment data, plan scheduling options, and project the cost of the planned schedule. The CI Tracker application records student attendance in computer, music, science, and dance labs. These records include which course a student worked on while in the lab and the time spent on the assignment. A specialized system for the nursing program tracks the medical data for nursing students that is required by the California Board of Registered Nursing.

To maximize the College's technology applications and support with limited staff, TeCS collaborates with various departments across campus to implement systems that are fully hosted off site. The College uses [Blackboard](#)<sup>53</sup> for course management; CurricUNET for curriculum management; [Accuplacer](#)<sup>54</sup> for assessment testing; [PeopleAdmin](#)<sup>55</sup> for employment applications; [Lumens](#)<sup>56</sup> for community education course management, student



records, and faculty assignments; and the Los Angeles County Office of Education PeopleSoft system for financial processing, including accounting, payroll, and some human resources functions. Citrus College has added [Open CCCApply](#)<sup>57</sup>, provided by the California Community College Chancellor's Office for college applications; iParq for staff and student parking permits and ticket processing; and Wizhive for scholarship applications. The Citrus College Foundation implemented the new Raisers Edge application for tracking donations and donors. TeCS works with various departments on campus to ensure that all third-party hosted applications meet security-processing needs and that they have the ability to interface with the Banner WingSpan system as needed. TeCS reviews all contracts to ensure security and data processing requirements are met.

Citrus College provides student services support for distance education in several ways. Distance education students can apply online via [CCCApply](#)<sup>58</sup>. Students complete assessment online using the Accuplacer Application, complete an [online orientation workshop](#)<sup>59</sup> with the Cynosure system, and register online with the Banner WingSpan system. Using the Blackboard system, the instructor can configure the course so that students can access grades on assignments as well as their overall grades including course percentage, letter grade, and hours online. All students can view their final 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. The counseling department provides several services online for distance education students. Students can complete a [probation workshop online](#)<sup>60</sup> via an

application by Cynosure. Students can receive online counseling support and make appointments using components of the SARS-SUITE.

### **Technology and Computer Services Department**

The chief information services officer reports directly to the superintendent/president, is a member of the president's cabinet, and leads the technology and computer services department (TeCS). This 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. TeCS has a [staff](#)<sup>61</sup> of 16 including the chief information services officer, two supervisors, and 13 classified staff. Student workers provide help desk service and support for the open computer lab. One administrative assistant, reporting directly to the chief information services officer, supports the department.

The department has three functional groups to support each of three key technology areas. The network, central computing, and telecommunications group, led by the network computing supervisor, has responsibility for all networks, the College website, email, central hardware with associated software, security, telephones, and construction support. The technology operations and support services group, led by the technology operations and support supervisor, is responsible for instructional computer labs, classroom and staff desktop support, instructional software and



hardware in classrooms and labs, helpdesk support, and training. The instructional and administrative systems group, reporting directly to the chief information services officer, implements, and maintains all administrative software applications and is responsible for supporting state and federal reporting requirements. In support of the Banner WingSpan system, an enterprise resources planning coordinator leads the continuing implementation and upgrading of the Banner WingSpan system and chairs working groups, such as the current Degree Works implementation team.

In addition to the Technology and Computer Services 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 audiovisual department in the library provides audiovisual equipment upon request and assists in the maintenance of classroom projection equipment. The distance education office supports the Blackboard course management system including training for faculty, support for students and management of the remote Blackboard system. The bookstore manages book supplies with the Sequoia system. The reprographics center manages all technology support for publications and printing. The purchasing and warehouse office manages the college purchasing system, Escape. Finally, the College uses several systems that are fully hosted and maintained off site by third-party vendors.

The College meets the standard.

### **Analysis and Evaluation**

The College uses technology to meet its processing needs for instruction, student support, and administrative operations thus ensuring that it meets the College mission objective to “offer technological services and support for students, faculty, and staff.”

Technology and applications support faculty in classrooms and labs providing tools for teaching as well as for communicating with students. Student services offices use technology to enhance processes such as matriculation, financial aid, educational planning, degree audits and transfers, thereby helping students achieve their education goals.

The College uses technology to enhance communication among all constituents including students, staff, and faculty. Communication options enable offices and departments to target specific groups with detailed messages and to send communications to the entire Citrus College community.

Working cooperatively, TeCS and the Office of Institutional Research, Planning, and Effectiveness make data available for student learning outcomes assessment and provide data to enhance program reviews.

Continuing the philosophy to implement available technology applications and tools along with promoting partnerships between the technology and computer services department and offices and departments throughout the College allows wide array of technology support and applications with a core technology staff of only 16.

---

### **III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.**

---

#### **Evidence of Meeting the Standard**

Citrus College provides technology training through a variety of resources. Students receive training in courses via support organizations and online forums and from TeCS personnel. Staff and faculty receive training in multiple formats including one-on-one help for focused tasks, workshops for specific tools or applications, and working groups for new applications or upgrades to existing applications. The Faculty Learning Institute provides professional development activities and workshops for faculty that include technology training.

#### **Student Training**

##### Classrooms and Labs

Many instructors incorporate technology training tools and applications into their courses and work with the technology and computer services department to have these specialized applications provided on computers in classrooms and [labs](#)<sup>62</sup>. Examples of these applications include Quickbook's accounting software and applications for general ledger and finance accounting; publishing software applications by Adobe, such as ImageReady, Illustrator, and Photoshop; animation software, Maya; design software, Chief Architect; and video software, Sonic Foundry. Vocational programs offering technology-based trainings include the Emerging Theatre Technology program, which recently installed technology-based

lighting and sound equipment for design; the Recording Arts Program, which provides students with a state-of-the-art recording studio; the Automotive Technology Program, where students use up-to-date analytical tools from Toyota; and the Engineering Technology program, which offers student networking and computer-aided drafting and design training. The computer information systems, information technology, office technology and computer applications, and computer sciences programs offer courses in computer programming and application development.

##### Hayden Memorial Library

Library staff members offer workshops on how to use library reference technology and introduce students to the variety of resources available in the library. Faculty members complete [online forms to schedule](#)<sup>63</sup> these sessions for their classes. The library offers [online resources](#)<sup>64</sup> to help students use the [online materials](#)<sup>65</sup> for research.

##### Distance Education

The distance education program created an [online orientation](#)<sup>66</sup> to provide distance education students with information on their readiness for success in online courses. Citrus College obtained permission to link to the Sierra College site, which provides students with immediate feedback on their readiness for online classes. To access the Blackboard learning management system, the distance education program includes a [link to Blackboard](#)<sup>67</sup> that provides basic information. Students receive instruction on the Blackboard system when faculty use it to support traditional classroom instruction.

### Student Services Offices

Disabled Students Programs and Services (DSPS) provides training for students who need specialized technology for both course work and student services tasks such as registration. The DSPS technology lab has specialized technology to support this effort. Admissions and records staff members, as well as student workers, provide training for students on admissions and registration processing via phone support and at the bank of kiosks in the Student Services building.

Students receive one-on-one training and support via the technology and computer services helpdesk for items such as network logon and password maintenance. Staff members from TeCS and Admissions and Records provide phone support and training for students who need help with registration. In addition, student services offices, such as counseling and financial aid, provide individualized training in person or by phone to students who require assistance with the matriculation or financial aid processes.

### **Personnel Training**

Citrus College provides technology training for staff and faculty via one-on-one training, schedules workshops, and application-specific trainings associated with the rollout of new applications. Additionally, staff and faculty receive training via webinars such as those provided by the California Community College Chancellor's Office.

The technology and computer services department provides scheduled one-on-one training sessions for a variety of applications, including desktop training in Microsoft Word and Excel and the SharePoint application for webpage

development. These individualized work sessions focus on the detailed needs of the trainee and meet the specific needs of one office or department. Staff and faculty can receive one-on-one help without a scheduled meeting by calling the technology and computer services helpline. Technology and computer services staff members also offer workshops during faculty spring Flex Day sessions.

TeCS coordinates training for staff members when new applications are introduced and brings in application specialists to provide the training. For example, TeCS collaborated with the foundation and the financial aid office to coordinate training sessions on the new scholarship application, WizeHive.

A Degree Works consultant provided training sessions for counselors throughout the implementation of the application. Since the financial aid module in WingSpan requires annual updates due to regulation changes, personnel from technology and computer services and financial aid provide training to staff during each consulting engagement for module upgrades. To learn the new skills to implement and maintain the degree audit functions of Degree Works, staff from TeCS and Admissions and Records received small group training from Degree Works experts. In addition to group training, the TeCS held three one-on-one sessions regarding student services processing when the College hired a new registrar in spring 2012. The Financial Aid Office receives annual training associated with the updates to the Banner financial aid module.

Staff members participate in technology webinars sponsored by the California Community College Chancellor's Office primarily for reporting needs. Technology and computer services staff participates in the annual webinars for training on MIS reporting requirements and processes. Financial aid and technology and computer services staff attend webinars on financial processing updates and changes to gainful employment reporting requirements. During the implementation of the Open CCCApply applications, technology and computer services and admissions and records staff members took part in the training webinars to understand the application setup and operations.

Staff and faculty receive application-specific training from several departments and groups. The Curriculum Committee provides training for staff and faculty using CurricUNET at the start of each academic year. The program review and student learning outcomes coordinators conduct train-the-trainer workshop for faculty in preparation for fall Flex Day program review working sessions. The Center for Teacher Excellence provides iPad training for Citrus College faculty with monthly training meetings during fall and spring semesters. Faculty who successfully complete this training become peer mentors. The faculty learning institute coordinates training workshops including those presented on faculty Flex Days.

### **Faculty Distance Education Training**

The Distance Education Program offers one-on-one support for faculty developing courses in Blackboard. Additionally, distance education staff members are available to work with faculty, staff, and students, either in person or via phone

support. In September 2014, the distance education coordinator, in collaboration with the dean responsible for distance education and the distance education staff, developed four training [workshops](#)<sup>68</sup> including What's New in Blackboard 9.1.14, Turnitin, Accessibility and 508 Issues, and Use of Gradebook. Distance Education Committee members completed a survey to determine workshops for spring. These workshops include Online Behaviors/Excuses; Online Cheating, Tests, Surveys and Polls; and Captioned Videos Using YouTube. The workshop evaluation created determines the efficacy of each presentation/experience.

Citrus College offered @ONE four-week training "Online Teaching and Learning" March 9 through April 4, 2015. This @ONE course will provide Citrus College free use of shared resources for future faculty development while training an @ONE facilitator on campus. Plans include @ONE training in Assessment during fall 2015.

In the Distance Education Committee, faculty share techniques and applications and demonstrate how they apply Blackboard to their courses. Citrus College joined the California Community College Open Educational Resources consortium that provides shared resources for distance education faculty including open textbooks that are available online for student and faculty use. Citrus College uses the Creative Commons license to secure online training modules for faculty.

Additionally, faculty use YouTube training videos:

- [CCCConfer](#)<sup>69</sup>
- [Accessible PowerPoints](#)<sup>70</sup>
- [BlackBoard and Turnitin](#)<sup>71</sup>
- [Developing a WIKI](#)<sup>72</sup>
- [Gamification](#)<sup>73</sup>

There are also [BlackBoard-designed training videos](#)<sup>74</sup> available for instructors and available on both BlackBoard faculty sites such as *DE Program: Distance Education Committee* and BlackBoard: *Citrus BlackBoard 9.1.14 [all faculty]*.

The College meets the standard.

### Analysis and Evaluation

The College provides technology training to students, staff, and faculty via multiple venues including training incorporated into academic coursework, as well as workshops, one-on-one sessions, and online support.

Students receive technology training in courses that help them use learning tools such as Blackboard and gain experience in technologies they will apply in their careers such as nursing, automotive technology, electronics and design, and recording arts. The library provides training in technologies that support research. The distance education office provides training for students taking distance education courses. Student services offices, such as Disabled Students Programs and Services, admissions and records, counseling, and financial aid, provide training in tools and applications that help students navigate matriculation, stay on track for degree completion, and move on to the next step in their educational journey.

Faculty and staff receive training through a variety of methods from multiple offices and departments on campus as well as webinars and online training resources. The Distance Education Program provides faculty training for all aspects of distance education from using Blackboard to enhance traditional education courses to the tools and skills needed to teach full distance education courses. Faculty and staff receive technology training for tools ranging from Microsoft Office tools to the complex modules in the Banner WingSpan system.

---

### III.C.1.c. The institution systematically plans, acquires, maintains, upgrades and replaces technology infrastructure and equipment to meet institutional needs.

---

#### Evidence of Meeting the Standard

The Technology and Computer Services (TeCS) department manages the technology infrastructure and equipment for Citrus College. The infrastructure includes the central server room, network, desktop computers and related peripheral equipment, and a voice-over-IP telephone system. To coordinate and manage equipment replacement and to respond to fiscal constraints, the department has created an [eight-year replacement cycle for all equipment](#)<sup>75</sup> starting with the 2014-2015 academic year. To ensure that the central computing systems can support the addition of new applications, planning for implementation of new applications includes hardware requirements. Whenever possible, applications share server and data storage equipment to reduce cost and maintenance.

## Network and Infrastructure

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 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. TeCS maintains the storage area network for the Banner WingSpan system on a multi-tiered cluster. The College has a contract for same-day replacement for severe server failures and can replace disk drives without loss of service.

TeCS extensively expanded the [wireless networking](#)<sup>76</sup> for individual laptop and PDA users. Wireless access is now available in multiple locations across campus. To ensure a secure environment, wireless access is limited to staff, faculty, and registered students. Wireless infrastructure support is included in infrastructure replacement planning as part of the eight-year replacement cycle.

TeCS maintains computer servers in a secure room with environmental controls and uninterrupted power supply. The Facilities Department installed an external generator in spring 2014 to support the server room. In the break between the fall semester 2014 and the winter term 2015, the College completed a major upgrade to the server room, adding additional servers and data storage capacity and upgrading the airflow to address the problem of heat buildup in the room.

## Backups

TeCS has implemented a three-level backup strategy. Incremental backups take place daily on all servers in the central server room, and the tapes are stored in the department vault in the Information Systems Building. Full backups occur on weekends with the backup tapes stored locally in the cashier's vault in the Administration Building. TeCS sends backups off site for storage on a regular basis. TeCS encourages staff and faculty to use central server disk storage for all data to ensure the data are backed up daily and provides server space for data backup. The department has developed a [disaster recovery plan](#)<sup>77</sup> to respond to the loss of the central server room as well as a major campus failure.

## Security

Providing a secure technology infrastructure is a high priority. The [College Information Technology Committee](#)<sup>78</sup> developed administrative procedures [AP 3720](#), Acceptable Computer and Network Use<sup>79</sup>; [AP 3721](#), Computer and Network Account and Password Management<sup>80</sup>; and [AP 3722](#) Computer and Network Connectivity and Access<sup>81</sup> that define acceptable computer and network use and include security and privacy provisions. These administrative procedures define [federal and state laws](#)<sup>82</sup> and practices that govern computer use at Citrus College including correct password usage, acceptable use of College networks and resources, data protection and usage, and correct usage and distribution of email. The information technology committee worked during the 2014-2015 academic year to develop new administrative procedures that define acceptable webpage development and content and the use of



social media tools such as Facebook and Twitter.

TeCS limits central server room access to network and system administration personnel who are assigned secure key cards. The department patches the server systems regularly with current operating system spyware and antivirus software maintained from a central server. A perimeter firewall protects the College network. To provide additional security, TeCS 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.

All user access, whether for applications supported on site or for those hosted off site, requires approved user logons and passwords. The department grants access on an “as needed” basis as requested by the application manager using the [approval form for access](#)<sup>83</sup>. Only students currently enrolled in courses have access to college network resources and applications. The technology and computer services department grants limited system access to students applying to the College and, in recognition that students may skip a term, to those recently enrolled.

### **Desktop Environments**

TeCS manages the desktop equipment for classrooms, labs, faculty, and staff including over 1,500 computers. The [eight-year replacement cycle](#)<sup>84</sup> defines the order of replacement. Since replacement is not always feasible due to funding constraints within any given budget year, technology and computer services replaces the oldest computers first as defined in the eight-year replacement cycle and extends the lifecycle

of computers wherever possible by adding memory. Exceptions occur when additional funding becomes available from grant or categorical sources, or when planned construction and remodeling projects include funding for technology equipment. These exceptions instances allow TeCS to place new equipment off schedule.

The College purchases the majority of its [desktop licenses](#)<sup>85</sup> from the [Foundation for California Community Colleges](#)<sup>86</sup>. The TeCS manages licenses for desktop and general use software. Twice a year, the department upgrades and replaces instructional software in classrooms and labs according to the [lab load schedules](#)<sup>87</sup>.

Citrus College provides computer [podiums and projection equipment](#)<sup>88</sup> in 155 classrooms as part of the eight-year replacement plan. The podiums are equipped with computers and DVD players connected to ceiling-mounted projectors. Technology and computer services works with academic affairs to manage the maintenance and replacement of this equipment.

In addition to instructional classrooms, several labs in the Student Services building, including the Transfer Center and the Career Center, have work areas with desktops. The Financial Aid Department has a laptop cart with 15 computers to support student-training workshops. Departments and offices in Student Services work with technology and computer services to manage this equipment.

The operations and technology support group within TeCS provides general maintenance and support for all desktops. Staff and faculty place and track services

requests via the [Footprints work order system](#)<sup>89</sup>. Additional support comes from several departments across campus. For example, staff members from the Fine and Performing Arts division support technology in the recording arts program, the Haugh Performing Arts Center, and the music program. Staff from Library Services and from Natural and Physical Sciences provide support for several library systems and science programs. The library's audiovisual services supply audiovisual equipment to classrooms, meetings, and campus events as well as training on the use of multimedia classroom equipment.

The College meets the standard.

### **Analysis and Evaluation**

TeCS supports a network and technology infrastructure designed to meet the processing needs of the College. The department developed an eight-year replacement plan to support the infrastructure replacement and maintenance. TeCS and fiscal services work together to implement the plan.

TeCS ensures that the technology infrastructures and supported applications are secure. The department has implemented data backup procedures and has developed a disaster recovery plan.

The College provides desktop environments for classrooms and labs as well as for staff and faculty. TeCS provides support for desktop and peripheral equipment. Replacement and maintenance planning for the desktops are included in the eight-year replacement plan, which began in 2014-2015.

### **Actionable Improvement Plan**

In order to further advance the College technology plan, Citrus College will make resources available in a timely manner to address critical training, manage personnel and financial resources, and procure, replace, sustain, and expand services. (III.C.1.c.)

---

### **III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its program and services.**

---

### **Evidence of Meeting the Standard**

#### **Technology Distribution**

Citrus College integrates decisions regarding technology distribution into the program review, governance, and planning processes. The planning process defines and prioritizes program technology needs, and TeCS coordinates the implementation of these resources in collaboration with the programs receiving the new technology. This inclusive method allows the College flexibility to apply funding sources, such as general budget, instructional equipment, matriculation, construction, and bonds and grants effectively and to meet technology needs comprehensively.

#### Academic Affairs

The vice president of academic affairs and the instructional deans prioritize academic technology needs from the program reviews submitted by academic programs. Faculty make requests to their respective deans for software upgrades in classrooms and labs to support course needs. Academic affairs deans and faculty make requests for new software through the program review

process. The vice president of academic affairs and the academic affairs deans review and prioritize these requests and determine which to support. These requests are then coordinated with TeCS via the instructional status meetings.

Throughout the year, the dean responsible for library services meets with the technology and computer services network and operations support supervisors to review classroom and laboratory instructional technology needs and requests for new software applications. These needs range from requests to upgrade software loads in classrooms and laboratories for new semesters and terms to requests to upgrade classroom hardware.

Short-term needs, such as the classroom and laboratory software upgrades, are included in TeCS' operational planning for [classroom and laboratory load sets](#)<sup>90</sup>. The department incorporates replacement and upgrade hardware requests into [the eight-year technology replacement cycle](#)<sup>91</sup>. The department works with each academic dean to define the equipment needs and cost for implementation. As instructional equipment funds become available through yearly allocations from the Chancellor's Office or grant funds. The Office of Academic Affairs determines how to distribute the funds to best support instructional programs.

### Student Services

The student services deans work with the chief information services officer to prioritize implementation of their technology resources. In addition, staff members from technology and computer services work with the student success and support program coordinator to define

specific technology needs for this initiative. The dean of admissions and records works with technology and computer services to manage implementation of new tools and processes for application and transcript processing. The director of financial aid prioritizes and coordinates annual updates to the WingSpan financial aid module, the processing for gainful employment reporting, and the scholarship application process with the Wizehive application.

The Degree Works implementation team oversees this application, which includes student education planning and degree audit tools integrated in the Banner system. The Degree Works implementation team includes membership from counseling, admissions and records, academic affairs, and the technology and computer services department. This application requires coordination of processes including curriculum development, CCCApply application processing, and degree evaluation.

### Administrative Support Departments

TeCS collaborates with leads from the various administrative support departments to define, prioritize, and implement technology applications. These applications are often stand-alone applications such as PeopleAdmin for employment applications, the Escape application for processing purchases, and the energy management system for monitoring building environmental controls. In addition, TeCS works with members from fiscal services and human resources to support testing and validation of WingSpan upgrades. In fall 2014, fiscal services, purchasing, human resources, and technology and computer services began the implementation of the Banner financial module.

TeCS dedicates a portion of its budget to keeping the desktops and peripheral equipment up to date. Construction projects that include funds for new desktop computers, categorical funds, and grants help support the replacement cycle. The department redeploys desktop computers whenever possible. Planning for implementation of a new application includes hardware requirements. The 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.

#### Distance Education Program

The Distance Education Program supports distance education needs. When the Blackboard license was due for renewal in 2014, the distance education coordinator led a review of three course management system options. The distance education program developed a rubric prior to vendor presentations and provided the rubric to the vendors as well as the College staff who were reviewing the product. Afterwards, the Distance Education Program surveyed faculty about the systems, and the faculty voted. Based on these reviews, the College chose to retain Blackboard and update the system from the current Blackboard version, 9.1, to the newest version, 14.

#### **Governance**

The chief information services officer chairs the College Information Technology Committee (CITC), the primary technology governance committee for the College. The committee members represent all constituent groups including academic

affairs, student services, human resources, fiscal resources, and student government. In addition, area experts from technology and computer services, including the network central computing and telecommunications supervisor, the operational support supervisor, and the external and government relations director, participate in the CITC. This committee is responsible for the Technology Master Plan. In addition, this committee reviews and proposes changes to board policies and administrative procedures that guide the use of technology at Citrus College.

The Instructional Technology Leadership Committee evaluates instructional technology needs. TeCS' network supervisor and the dean from curriculum, career/technical, and continuing education co-chair this committee. Faculty comprise the majority of the membership of this committee along with a representative from student government and a TeCS programmer. The charter for this committee is to review technology recommendations based on instructional needs and make recommendations to the CITC that will then include the recommendations in technology planning. During 2014-2015, this committee reviewed alternatives for applying lecture capture technology.

In addition to the committees listed above, several additional governance committees contribute to the decisions regarding technology use at Citrus College. To incorporate technology planning into new construction projects and facility upgrades and remodeling projects, the technology and computer services network supervisor represents the technology and computer services at the [Physical Resources](#)

[Committee](#)<sup>92</sup>. This representation ensures the committee discusses and includes technology plans in the planning and funding stages of these projects.

TeCS has representation on additional governance committees, as defined in the Citrus College [Organization and Governance Handbook](#)<sup>93</sup>, including financial resources, institutional research and planning, program review, HotShots, enrollment management, and steering. Membership in these committees ensures that, when committees address technology needs, the needs will be reviewed in context of the existing College technology infrastructure and applications.

The College meets the standard.

### **Analysis and Evaluation**

Departments and programs define and prioritize initial requests and prioritization for technology in the program review and technology planning processes. To implement technology needs, TeCS works with offices and departments to ensure that technology is available to support programs and services. CITC has representation from throughout the College so that all areas are involved in technology planning. To ensure that technology needs are represented in other areas of planning, the TECS has representation on several governance committees including institutional effectiveness, physical and fiscal resources, and program review. TeCS department works closely with offices and departments in academic affairs and student services to coordinate technology support for these areas.

---

**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.**

---

### **Evidence of Meeting the Standard**

#### **Technology Planning**

The College Information Technology Committee (CITC) develops and monitors the [Technology Master Plan](#)<sup>94</sup>. This plan, which guides the implementation of technology, is part of the College [Integrated Planning Manual](#)<sup>95</sup> and is incorporated into the [integrated planning model](#)<sup>96</sup>. The Technology Master Plan guides the development of technology infrastructure, administrative information systems, operations support, and management of web resources.

During the development of the Technology Master Plan, CITC conducts a strengths, weaknesses, opportunities, and threats analysis to understand the current technology environment. In preparation for the analysis, members of the [information technology committee](#)<sup>97</sup> review the Strategic Plan, the 2011-2020 Educational and Facilities Master Plan, program review input, and results of surveys, such as the Community College Survey of Student Engagement to gather data. The committee then integrates data from these documents into the analysis to create the Technology Master Plan. The committee defines goals for each area and annual implementation objectives for each goal.

When designing the technology planning process, CITC factored in the dynamic nature of information technology. During the initial development of the plan, the committee defines high-level technology goals for the duration of the plan in five technology areas: administrative information systems; education technology, network, infrastructure, and telecommunications; operations and support; and Web environment. The committee then develops planning objectives for each technology goal that the committee [reviews and updates annually](#)<sup>98</sup>. During the annual technology and computer services program review, the committee evaluates the prior year's planning

objectives, recording the results of each objective in the Technology Master Plan. Those objectives that require more time to complete are included in the next set of planning objectives.

To support the planning and budgeting processes in TeCS, CITC organized the Technology Master Plan's goals and objectives to match the operational areas of technology and computer services. This alignment, shown in the table below, helps the department link the planning goals and annual objectives to operational planning and budgeting, ensuring that the department responds to the Technology Master Plan.

<b>Technology Master Plan Technology Planning Areas</b>	<b>Functional Organization of the Technology and Computer Services Department</b>
- Administrative Information Systems - Educational Technology	Instructional and Administrative Applications Systems
- Network, Infrastructure and Telecommunications - Web Environment and Social Media	Network, Central Computing, and Telecommunications
- Operations and Support Services	Technology Operations and Support

CITC wrote the first edition of the Technology Master Plan to cover a five-year period from 2009 to 2014. This edition was created prior to the development cycle for the College's current 2011-2016 Strategic Plan and the 2011-2020 Educational and Facilities Master Plan. Since the committee designs the master plan to be responsive to both the Strategic Plan and the Educational and Facilities Master Plan, they shortened the planning period of the first edition of the Technology Master Plan to four years. The committee undertook the development of a second Technology Master Plan in 2012 and created the plan to cover a second four-year period, 2013-

2017. The 2011 edition of the strategic plan and the educational and facilities plan guide the technology plan. The College begins development of the next edition of the strategic plan in spring 2015 for implementation beginning in 2016-2017. CITC will begin the development of the next edition of the Technology Master Plan in fall 2016 to respond to the new edition of the strategic plan.

### **Evaluation of Technology Effectiveness**

Citrus College assesses the use and effectiveness of its technology through several methods, including program reviews, surveys, committee reviews, and implementation team analysis.



Program reviews, both annual and comprehensive, include evaluations of technology effectiveness and requests for changes and updates. The academic affairs deans coordinate academic program reviews, prioritizing needs in their respective divisions. The vice president of academic affairs and the deans from the academic divisions then review and prioritize the requests and determine which to bring forward. Student services and administrative support units also provide technology requests in their programs reviews. Prior to 2014-2015, the fiscal services department consolidated these program review requests and either met the requests when possible within the fiscal resources available or passed the requests to the Technology and Computer Services department, which met the requests as funding allowed. When feasible, CITC incorporates these technology needs into the next set of annual objectives in the Technology Master Plan. Starting in fall 2014, the [Financial Resources Committee](#)<sup>99</sup> began the development of a new a process for reviewing and consolidating program review requests that includes the review of technology requests generated in program reviews.

To gather input from the overall student population, Citrus College conducted the [Community College Survey of Student Engagement](#)<sup>100</sup> in 2010, 2012, and 2014. Each survey includes technology specific questions for students. CITC included these survey results in the strengths, weaknesses, opportunities, and threats analysis during development of the Technology Master Plan. To supplement this data, the library staff conducted [student technology surveys](#)<sup>101</sup> in fall 2012,

spring 2013, fall 2013, and spring 2014. The library brings the identified needs to both the technology and computer services and to the College Information Technology Committee planning process. These surveys from library users demonstrate a common need for more computer access, enhanced wireless access, and printer access. In fall 2014, the library faculty and dean met with the chief information services officer. As a result, staff from Technology and Computer Services are working to address concerns identified in the student surveys.

Citrus College conducts specific surveys to evaluate how well individual processes meet student technology needs. The respective implementation groups review the results of these surveys and use the results to improve the processes. An example of these is the [Pell/EOPS/Bookstore survey](#)<sup>102</sup> of use of financial aid funds. While the results indicate that students appreciated having the funds available at the bookstore to purchase their textbooks and supplies, many students were not aware of the process. The implementation group worked to improve communication to students regarding the availability of funds, and the number of students using their funds at the bookstore has increased each year since 2012.

During each spring semester, a work group including staff from technology and computer services, institutional research, and the program review coordinator meet to review and improve the online support for instructional program review. At the end of each cycle, this group reviews the feedback from the program review

committee and, based on this feedback, the staff update the online work environment and data structures to improve data access and understanding. Implementation groups provide evaluation and feedback for technology improvement. The program review coordinator shares feedback on technology-related concerns from surveys on program review conducted by the institutional effectiveness committee once the Program Review Committee reviews them. Feedback from the [2012](#)<sup>103</sup> and [2014](#)<sup>104</sup> surveys indicate the need for improvement in the online work environment. In response, staff from technology and computer services serve on the program review committee, and participate in the process of adopting a new online resource in fall 2015.

The Degree Works implementation team included workshops for counselors as part of the implementation process. These workshops provide training for counselors as well as a platform for the Degree Works implementation team to hear the counselors' suggestions for application configuration. Whenever possible, the Degree Works implementation team incorporates the counselor suggestions into the Degree Works.

The distance education coordinator and the dean for distance education use the [distance education site review rubric](#)<sup>105</sup> to conduct annual site reviews. The rubric assists the distance education coordinator and members of the evaluation team in reviewing distance education course sites.

The Distance Education Program conducts annual [student surveys](#)<sup>106</sup> to evaluate the Blackboard learning management system including access, communication, usability, and relevance of online materials.

The College meets the standard.

### **Analysis and Evaluation**

The College's integrated planning process includes technology planning. The information technology committee produces and monitors the Technology Master Plan that is responsive to the Strategic Plan and the Educational and Facilities Master Plan and incorporates input from program reviews and surveys. The committee reviews and updates its multi-year plan annually resulting in a dynamic strategy that can take advantage of new technologies and opportunities.

Citrus College evaluates technology throughout the institution in multiple ways. Various offices and programs including institutional research, planning, library, and distance education conduct student surveys to gather input on technology. Distance education staff members annually review faculty course sites in Blackboard. Program reviews provide evaluations of technology in programs, departments, and divisions. Work groups and implementation teams provide feedback to the Technology and Computer Services department on technology applications and tools.

## Evidence

III-C-1	<a href="#">Citrus College Mission Statement</a>
III-C-2	<a href="#">Citrus College Software Applications</a>
III-C-3	<a href="#">Citrus College Integrated Planning Manual 2014-2015</a>
III-C-4	<a href="#">Citrus College Technology Master Plan 2014</a>
III-C-5	<a href="#">College Information Technology Committee – Home</a>
III-C-6	<a href="#">Citrus College Integrated Planning Manual 2014-2015</a>
III-C-7	<a href="#">Integrated Planning Model Diagram</a>
III-C-8	<a href="#">Citrus College Board Policy BP 3720</a>
III-C-9	<a href="#">Citrus College Administrative Procedure AP 3720</a>
III-C-10	<a href="#">Citrus College Administrative Procedure AP 3721</a>
III-C-11	<a href="#">Citrus College Administrative Procedure AP 3722</a>
III-C-12	<a href="#">Citrus College Administrative Procedure AP 3723</a>
III-C-13	<a href="#">Citrus College Administrative Procedure AP 3724</a>
III-C-14	<a href="#">Citrus College Administrative Procedure AP 3725</a>
III-C-15	<a href="#">Citrus College Administrative Procedure AP 3726</a>
III-C-16	<a href="#">Citrus College Administrative Procedure AP 3750</a>
III-C-17	<a href="#">Computer Podium Chart</a>
III-C-18	<a href="#">Software Lab Loads 2015</a>
III-C-19	<a href="#">Citrus College Distance Education – Home</a>
III-C-20	<a href="#">Turnitin.com</a>
III-C-21	<a href="#">Testing Center &gt; Accuplacer</a>
III-C-22	<a href="#">Citrus College Online Orientation – Home</a>
III-C-23	<a href="#">Counseling &gt; Early Alert – Home</a>
III-C-24	<a href="#">DSP&amp;S &gt; Adaptive Technology</a>
III-C-25	<a href="#">Citrus College Student Learning Outcomes and Assessment – Home</a>
III-C-26	<a href="#">HotShots Meeting Notes, October 17, 2014</a>
III-C-27	<a href="#">Weave® - Academic Effect™</a>
III-C-28	<a href="#">Citrus College A to Z Index - "A"</a>
III-C-29	<a href="#">Citrus Alert – Home</a>
III-C-30	<a href="#">Citrus College Steering Committee – Home</a>
III-C-31	<a href="#">College Information Technology Committee – Home</a>
III-C-32	<a href="#">Citrus College Student Learning Outcomes and Assessment – Home</a>
III-C-33	<a href="#">Institutional Effectiveness Committee</a>
III-C-34	<a href="#">Program Review Committee Meeting Notes, September 5, 2014</a>
III-C-35	<a href="#">Blackboard Learn</a>
III-C-36	<a href="#">Citrus College Webmail</a>
III-C-37	<a href="#">Student Life and Leadership – Home</a>

III-C-38	<a href="#"><u>Citrus College External Relations – Home</u></a>
III-C-39	<a href="#"><u>Citrus College Twitter Page</u></a>
III-C-40	<a href="#"><u>Citrus College Facebook Page</u></a>
III-C-41	<a href="#"><u>Citrus College Athletics – Home</u></a>
III-C-42	<a href="#"><u>Citrus College Library – Home</u></a>
III-C-43	<a href="#"><u>Chancellor’s Office MIS Data Mart</u></a>
III-C-44	<a href="#"><u>Citrus College Network Diagram</u></a>
III-C-45	<a href="#"><u>Computer Inventory</u></a>
III-C-46	<a href="#"><u>Software Lab Loads 2015</u></a>
III-C-47	<a href="#"><u>Citrus College Network Diagram</u></a>
III-C-48	<a href="#"><u>Computer Inventory</u></a>
III-C-49	<a href="#"><u>Technology Replacement Plan</u></a>
III-C-50	<a href="#"><u>Citrus College Board of Trustees Minutes, January 20, 2015</u></a>
III-C-51	<a href="#"><u>Educational Master Plan 2009 (page 3)</u></a>
III-C-52	<a href="#"><u>Institutional Research &gt; Sample Reports</u></a>
III-C-53	<a href="#"><u>Blackboard Login Page</u></a>
III-C-54	<a href="#"><u>Testing Center &gt; Accuplacer</u></a>
III-C-55	<a href="#"><u>Citrus College Employment Site</u></a>
III-C-56	<a href="#"><u>Continuing Education &gt; Online Registration</u></a>
III-C-57	<a href="#"><u>Admissions and Records &gt; Checklist for Applying, Registering</u></a>
III-C-58	<a href="#"><u>CCCApply – Home</u></a>
III-C-59	<a href="#"><u>Citrus College Online Orientation – Home</u></a>
III-C-60	<a href="#"><u>Counseling and Advisement &gt; Probation Workshop</u></a>
III-C-61	<a href="#"><u>Citrus College Organizational Chart &gt; Technology</u></a>
III-C-62	<a href="#"><u>Software Lab Loads 2015</u></a>
III-C-63	<a href="#"><u>Library Instruction Session Request Form</u></a>
III-C-64	<a href="#"><u>Library &gt; A-to-Z Database List</u></a>
III-C-65	<a href="#"><u>Library &gt; Citations</u></a>
III-C-66	<a href="#"><u>Distance Education &gt; Online Orientation</u></a>
III-C-67	<a href="#"><u>Distance Education &gt; Online Orientation</u></a>
III-C-68	<a href="#"><u>Distance Education Friday Faculty Workshops</u></a>
III-C-69	<a href="#"><u>YouTube &gt; CCCConfer &gt; Bev Van Citters</u></a>
III-C-70	<a href="#"><u>YouTube &gt; Accessible Power Points &gt; Bev Van Citters</u></a>
III-C-71	<a href="#"><u>YouTube &gt; BlackBoard and Turnitin Grading &gt; Bev Van Citters</u></a>
III-C-72	<a href="#"><u>YouTube &gt; Developing a WIKI &gt; Bev Van Citters</u></a>
III-C-73	<a href="#"><u>YouTube &gt; Gamification Presentation &gt; Bev Van Citters</u></a>
III-C-74	<a href="#"><u>YouTube &gt; BlackBoard Learn for Instructors</u></a>
III-C-75	<a href="#"><u>Technology Replacement Plan</u></a>
III-C-76	<a href="#"><u>Wireless Coverage Chart</u></a>

III-C-77	<a href="#"><u>Technology Disaster Recovery Plan</u></a>
III-C-78	<a href="#"><u>College Information Technology Committee – Home</u></a>
III-C-79	<a href="#"><u>Citrus College Administrative Procedure AP 3720</u></a>
III-C-80	<a href="#"><u>Citrus College Administrative Procedure AP 3721</u></a>
III-C-81	<a href="#"><u>Citrus College Administrative Procedure AP 3722</u></a>
III-C-82	<a href="#"><u>Citrus College Board Policy BP 3720</u></a>
III-C-83	<a href="#"><u>System Login Request</u></a>
III-C-84	<a href="#"><u>Technology Replacement Plan</u></a>
III-C-85	<a href="#"><u>Software Lab Loads 2015</u></a>
III-C-86	<a href="#"><u>Foundation for California Community Colleges</u></a>
III-C-87	<a href="#"><u>Instructional Lab Preparation Schedules 2014-2016</u></a>
III-C-88	<a href="#"><u>Computer Podium Chart</u></a>
III-C-89	<a href="#"><u>Footprints Work Order Screenshot</u></a>
III-C-90	<a href="#"><u>Software Lab Loads 2015</u></a>
III-C-91	<a href="#"><u>Technology Replacement Plan</u></a>
III-C-92	<a href="#"><u>Steering &gt; Physical Resources Committee – Home</u></a>
III-C-93	<a href="#"><u>Organization and Governance Handbook</u></a>
III-C-94	<a href="#"><u>Citrus College Technology Master Plan 2014</u></a>
III-C-95	<a href="#"><u>Citrus College Integrated Planning Manual 2014-2015</u></a>
III-C-96	<a href="#"><u>Integrated Planning Model Diagram</u></a>
III-C-97	<a href="#"><u>College Information Technology Committee – Home</u></a>
III-C-98	<a href="#"><u>College Information Technology Committee – Home</u></a>
III-C-99	<a href="#"><u>Financial Resources Committee Minutes, October 1, 2014</u></a>
III-C-100	<a href="#"><u>Research &gt; CCSSE Report Index</u></a>
III-C-101	<a href="#"><u>Library Survey Results: Technology</u></a>
III-C-102	<a href="#"><u>Survey Results: Pell Funds use at the Bookstore</u></a>
III-C-103	<a href="#"><u>Program Review Committee Survey Results 2012</u></a>
III-C-104	<a href="#"><u>Program Review Committee Survey Results 2014</u></a>
III-C-105	<a href="#"><u>Distance Education Site Review Rubric</u></a>
III-C-106	<a href="#"><u>Distance Education Student Surveys – Index</u></a>





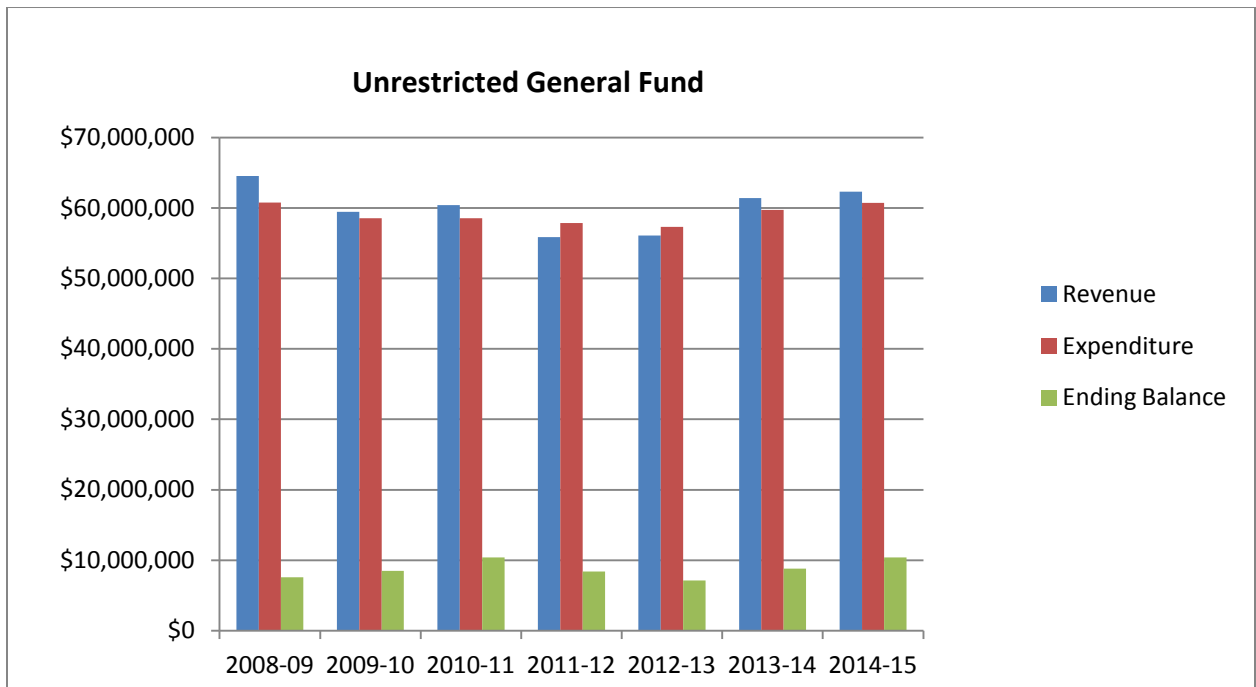
## Standard III: Resources

### 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.**

---

The [adopted budget](#)<sup>1</sup> for the unrestricted general fund for the 2014-2015 fiscal year is \$60.7 million in total expenditures. The chart below shows the actual revenues, expenditures, and ending fund balances for the past six years and the 2014-2015 adopted budget:



As evidenced in the unrestricted general fund chart, the District experienced a decline in revenues since 2008-2009 as a result of the State of California's economic downturn. However, through prudent financial management and the passage of Proposition 30 in November 2012, the budget continued to have sufficient resources to support its operations. While the economic condition has begun to improve, revenues have not

yet been fully restored to the 2008-2009 level. The 2014-2015 adopted budget upholds a commitment to Citrus College's mission and planning priorities and ensures short- and long-term financial stability. The [resource allocation process](#)<sup>2</sup> described on page 18 of the Integrated Planning Manual provides a means for setting priorities for funding institutional improvements. The [2014-2015 budget priorities](#)<sup>3</sup> include honoring institutional

planning priorities, ensuring student access and completion in conjunction with established FTES targets, maintaining commitment to regular and permanent employee positions, supporting critical new hires and replacement of vacant positions, compliance with state and federal regulations, maintaining minimum required five percent budget reserve, completion of construction projects, and maintaining a long-term planning perspective. Citrus College resources are sufficient to ensure financial solvency.

---

### **III.D.1. The institution's mission and goals are the foundation for financial planning.**

#### **III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

---

##### **Evidence of Meeting the Standard**

Citrus College integrates and supports financial planning with institutional planning. All college planning is part of a functional system unified by a common set of [assumptions and well-defined procedures](#)<sup>4</sup> and is dedicated to the improvement of institutional effectiveness.

Planning begins with a review of the College's mission, vision, and values. This sets the stage for the development of the [Strategic Plan](#)<sup>5</sup>, which identifies critical focus areas. The focus areas direct the College's energies and resources. From these focus areas, the College identifies institutional goals and strategic objectives. Responsibility for the achievement of these goals and objectives is assigned to the appropriate college divisions that, in turn, incorporate the goals and objectives in their short- and long-term plans. The [Annual Implementation Plan and](#)

[subsequent progress reports](#)<sup>6</sup> provide updates to the five-year Strategic Plan. The [2011-2020 Educational and Facilities Master Plan](#)<sup>7</sup> is the College's long-term plan for academic affairs, student services, and facilities. The [Human Resources Plan](#)<sup>8</sup> and [Technology Master Plan](#)<sup>9</sup> are developed to meet the other aligned goals and objectives from the Strategic Plan.

As depicted in the [Integrated Planning Manual](#)<sup>10</sup> on the planning model flow chart (page 8), dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation. Assessment plans focus on the Strategic Plan, which provides institutional goals and strategic objectives and guides the development of unit plans to achieve those goals and objectives. These are linked to the resource allocation process, connecting college resources to the institutional goals and strategic objectives. The Strategic Plan further guides development of implementation plans, which lead to assessment. Assessment results then inform program improvement plans, and the next cycle of planning begins.

The resource allocation processes link program reviews and strategic planning to the resources needed to accomplish the College's institutional goals. For example, these processes are used to apply the allocation of additional discretionary funds for one-time purposes identified through the program review process. This process incorporates the [Financial Resources Committee](#)<sup>11</sup> as a recommending body to the Steering Committee, to ensure a transparent process. Ongoing resource allocations are linked with the program review and strategic planning process. An example of this is the Faculty Needs Identification Committee process, as

outlined in [Board Policy](#)<sup>12</sup> and [Administrative Procedure 7201](#), Recruitment and Selection: Full-Time Faculty<sup>13</sup> for allocating full-time faculty positions approved for hiring. As reported in the 2014-2015 [budget forum](#)<sup>14</sup>, 87 percent of the budget is dedicated to fixed and ongoing costs for salaries and benefits.

The Financial Resources Committee, comprised of representatives from all college constituency groups including management, supervisors, faculty, classified, and associated students of Citrus College, 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. The Financial Resources Committee discussions focus on state and local funding and the noncollective bargaining parts of the expenditure budget. Institutional needs are identified, and budget assumptions are generated and discussed with responsibility for ensuring that priorities and decisions meet the College mission and goals.

The College meets the Standard.

### **Analysis and Evaluation**

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 through the program review process, the College's financial planning supports institutional goals and student learning outcomes.

Citrus College reviews its mission and goals as part of the annual fiscal planning process as evidenced in the [Integrated](#)

[Planning Manual](#)<sup>15</sup>. The annual budget is sufficient to meet the College's fixed costs and allocate funds to one-time initiatives through the program review process.

Focus area three, college resources, and focus area five, institutional effectiveness, are two of the six focus areas in the [Strategic Plan 2011-2016](#)<sup>16</sup>. Institutional goal 3.1 within college resources is to maximize the use of existing fiscal, physical, personnel, and technical resources via effective planning and resource management by developing a clearer communication process to promote program review and equipment procurement funding priorities, resulting in improved allocation of physical resources and by seeking input from various constituencies on how to use current resources more efficiently. The director of fiscal services, as a representative of the Financial Resources Committee, introduced a new [reporting instrument](#)<sup>17</sup> to the College's standing committees and other constituencies for their use in providing suggestions on how to use current resources more effectively and efficiently.

To promote institutional effectiveness, the College focuses on integrating and institutionalizing planning and budget development through ongoing and systematic review and evaluation by developing strategies to enhance communication, discussion, and understanding of the budget across all levels of divisions and departments and by automating the process of budget development and submission. An integral part of this focus is the development of a [budget calendar flowchart](#)<sup>18</sup> that details the process and decisions from inception to completion of the annual adopted budget. The flowchart is published on page 14 of

the [Organization and Governance Handbook](#)<sup>19</sup>. In addition, the instructional deans developed a software environment known as [Live Oak](#)<sup>20</sup> to improve reliability of lecture-hour equivalency data extraction to provide a more effective link between instructional planning and resource allocation.

---

### **III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

---

#### **Evidence of Meeting the Standard**

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 California Chancellor's Office to determine the number of full-time faculty required for the next budget cycle. This information is shared with the superintendent/president's cabinet by the director of human resources. The vice president of academic affairs then reports this to the Faculty Needs Identification Committee, which ranks desired new faculty positions and sends a recommendation to the Board of Trustees to determine and approve of the number of positions to fill. While monitoring the current year's budget, the College relies on information from the governor's proposed annual budget for the upcoming year, which is released in January. The proposed budget is used to begin making projections and assumptions regarding revenues and expenditures for the upcoming fiscal 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. Cost center managers receive detailed financial reports via the intranet including account string detailed budgets, actual costs, encumbrances, and balances remaining.

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 benefit cost increases. The Financial Resources Committee, with recommendations from the superintendent/president's cabinet and feedback received through the budget forums, considers division and program budget proposals to make budget allocations based on priorities set by goals, funding, and the 2011-2020 Educational and Facilities Master Plan. Citrus College demonstrates its ability to respond to additional instructional needs as evidenced by the [fulfillment of program review](#)<sup>21</sup> funding recommendations.

After the state budget is finalized by the legislature and signed by the governor, Citrus College reviews the state budget with the College through a budget forum and the Financial Resources Committee. In 2014-2015, the adopted budget for Citrus College totaled \$130 million. Institutional planning includes acquisition of external funding through grants, contracts, and partnerships with external groups. In 2014-2015, the total amount of categorical grants is \$7.8 million, which includes the Rise Above Challenges Exponentially to Science, Technology,

Engineering, and Mathematics (RACE to STEM) grant; Hispanic Serving Institution Title V Grant (HSI-Bridge to Success); Hispanic Serving Institution Title V Grant (HSI Preparing Tomorrow's Teachers Today Through Technology); Career Technical Education Perkins Title 1-C Grant; Career Technical Education Transitions; Science, Technology, Engineering, Math (STEM) collaboration grant through California State University, Fullerton; Enrollment Growth and Retention funds for nursing; career technical education community collaboratives; basic skills; student financial aid program; Extended Opportunity Programs and Services; Cooperative Agencies Resources for Education Program; Disabled Students Programs and Services; California Work Opportunity and Responsibility to Kids; Partnership for Safety and Permanence-Model Approach to Partnership in Parenting Training Services; Student Success and Support Program; Foster Kinship Care Education; and staff diversity dollars.

The College meets the Standard.

### **Analysis and Evaluation**

The College plans and acts conservatively with regard to budget assumptions for revenues and expenditures, using sources from general and categorical funds. The superintendent/president's cabinet makes decisions after much college wide dialogue and input at all levels, aligning district planning priorities and realistic needs analyses. Fundamental planning assumptions indicate that instructional salaries and benefits will be supported and class schedules will be 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 the starting point for future projections, and all new requests must be justified.

---

**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, plans, and allocates resources for payment of liabilities and future obligations.**

---

### **Evidence of Meeting the Standard**

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 ensure 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 5 percent unrestricted general fund reserve. The District has maintained a reserve of between 12 percent and 15 percent for the last six years and is committed to maintaining adequate general fund reserves throughout the fiscal year. The District's [financial planning priorities](#)<sup>22</sup> reflect a commitment to provide open access to programs and services for the community. The PowerPoint presentations developed and presented annually as part of the [tentative and adopted budget forums](#)<sup>23</sup> reflect 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 outstanding budget concerns affecting future years' budgets.



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 personnel incorporated into the adopted budget. The College evaluates each classified position as it is vacated to determine affordability and feasibility of replacing that employee. For the 2014-2015 budget year, the College has made one-time commitments to initiatives like program review, staff development, and technology upgrades.

Financial planning is conservative when projecting liabilities and obligations covered by the general fund in order to cover under-projected costs. The budget office produces and maintains cost estimates for equipment replacement to realize the expenditure as baseline budget data when appropriate. The District's [projection of revenues](#)<sup>24</sup> includes only those amounts and items for which there is a high degree of certainty.

Payments of [long-term liabilities and obligations](#)<sup>25</sup> are included in both short-term and long-term planning. Governmental Accounting Standards Board (GASB) Statements 43 and 45 require the College to identify long-term liabilities. [Actuarial studies](#)<sup>26</sup> provide the College with estimates of future liabilities for post-employment retirement benefit obligations. Citrus College gives consideration to current and potential long-term costs of property and liability and workers' compensation insurance.

The College meets the Standard.

### **Analysis and Evaluation**

Current procedures provide a sensible approach to 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 ensure 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 2014-2015, the Citrus Community College District set aside an [unallocated carryover balance](#)<sup>27</sup> of \$4.2 million dollars.

---

### **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.**

---

#### **Evidence of Meeting the Standard**

Citrus College has a clearly defined budget process involving open dialogue and discussion through the [Financial Resources Committee](#)<sup>28</sup>. This committee, with its campus wide representation, is charged with maintaining effective communication concerning District financial resources and business operations, including reviewing expenditures and income, addressing academic and facility needs, making recommendations, and informing various constituent groups of the status of funding, expenditures, and any modifications made to the budget throughout the year in response to funding changes. [Adopted budget](#)<sup>29</sup> documents include description of funds, glossary of commonly used financial and budgetary terms, budget calendar, budget development assumptions, budget flowchart, and the budget forum presentation. The committee meets on a monthly basis, and all of these



documents are vetted along with all Chancellors' Office communications affecting funding.

Each year, the fiscal services staff provides to departments/divisions and cost center managers a preliminary budget based on the budget from the previous year. These preliminary budgets sheets are distributed twice during the budget-building process. Fiscal services staff provide careful consideration to position control for all areas along with faculty overload and adjunct faculty schedules for the upcoming year. Programs and departments prioritize items requested beyond the previous year's base based on one of the planning documents, such as the [Strategic Plan](#)<sup>30</sup>, [2011-2020 Educational and Facilities Master Plan](#)<sup>31</sup>, program reviews, and college goals and priorities. Deans disseminate budget information to program and division members. Stakeholders discuss and prioritize personnel, equipment, facilities, and other needs as identified in program reviews. Deans and directors then submit requests to their appropriate vice president for review.

Increases in liabilities and obligations covered by the general fund, such as the rising State Teachers' Retirement System employer contribution, escalating construction costs, the full-time faculty obligation number, salary negotiations, right-sizing cost center allocations, and rising categorical match requirements have great impact on financial planning. Nondiscretionary funds are spent according to college wide needs.

Departments and programs submit requests for instructional equipment to the vice president of academic affairs who, through the dean's meetings, 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 academic affairs reviews and prioritizes the requests based on the potential effect on student learning outcomes and the Educational and Facilities Master Plan objectives. Available funds are distributed across programs and divisions to meet as many prioritized requests as possible.

There is widespread dissemination of the College budget with the distribution of over 100 copies. Minutes for all Financial Resources Committee meetings are available along with [minutes from all board meetings](#)<sup>32</sup>. [Expenditure](#)<sup>33</sup> and [revenue](#)<sup>34</sup> reports are updated monthly by fiscal services staff on the intranet for review by anyone with a District account, and cost center managers have access to detailed reports to assist with monitoring of day-to-day fiscal operations. The superintendent/president's office regularly distributes updates from the Community College League of California and the Chancellor's Office on legislation and current state budget information. The vice president of finance and administrative services presents [budget forums](#)<sup>35</sup> to inform faculty and staff prior to adoption of the budget.

All constituents are invited to attend the budget forums. In addition, the vice president of finance and administrative services makes regular presentations about fiscal matters to the Academic Senate, the deans and directors, the associated students, and the Board of Trustees.

The College meets the Standard.

### **Analysis and Evaluation**

The College has 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 there are opportunities for participation in the process by all constituencies.

The finance and administrative services staff broadly disseminates state budget information that affects the College budget including forums, Academic Senate, deans and directors meetings, and associated students.

Online reports, email 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.

---

**III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure 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, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

---

### **Evidence of Meeting the Standard**

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 by the

vice president of finance and administrative services staff to ongoing expenses, 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. Addressing these goals becomes another component in the complex task of establishing a budget to meet deadlines set forth by the [budget calendar](#)<sup>36</sup> and by statutory deadlines established in Title 5, Section 58305.

The College [annual independent audits](#)<sup>37</sup> have earned unmodified (formerly called unqualified) opinions for the last six years. The audits reflect 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 Financial software for Education and Government System and the reporting requirements set forth by the California Community College Budget and Accounting Manual.

Each year, following adoption by the Board of Trustees, Citrus College submits the budget to the state Chancellor's Office and to the Los Angeles County Office of Education. The business office provides [quarterly financial status reports](#)<sup>38</sup> to the Board of Trustees. Citrus College budget and allocation decisions follow the [mission, goals, and objectives](#)<sup>39</sup> of the College.

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.

The College meets the Standard.

### **Analysis and Evaluation**

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 unmodified opinion for the past six years. In the opinion of Vicenti, Lloyd, Stutzman, LLP, the audit firm, the financial statements present fairly, in all material respects, the financial position of the College. The budget building process documents the appropriate use of financial resources, and successful student outcomes reflect this.

---

### **III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

---

#### **Evidence of Meeting the Standard**

Citrus College leadership has responded to external audit findings in a comprehensive and timely manner. For the audit report ending on June 30, 2014, there are no audit findings.

[Audit reports](#)<sup>40</sup> are presented to the Board of Trustees on the first Tuesday of December. The external auditors review the contents of the audit report and are available to address board member concerns or questions. The report is then made available to the public via the

District Internet. The report contains basic financial statements, management’s discussion and analysis, the schedule of postemployment health care benefits funding progress, and the schedule of employer contribution. Taken as a whole, the audit report gives the reader an appropriate operational, economic, and historical context. The audit report also provides schedules of expenditures of federal awards, state financial assistance, workload measures for state general apportionment, and reconciliations of the 50 percent law calculation, Proposition 30 education protection account expenditure report, and a financial trends and analysis for the unrestricted general fund. The information contained in the audit report is sufficient in content and timing to support institutional and financial planning and financial management.

The College meets the Standard.

### **Analysis and Evaluation**

The College leadership responds in a timely manner to any findings and recommendations made in the annual audit report. College audits have identified no material weaknesses, no significant deficiencies, and no noncompliance material to financial statements.

---

### **III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner.**

---

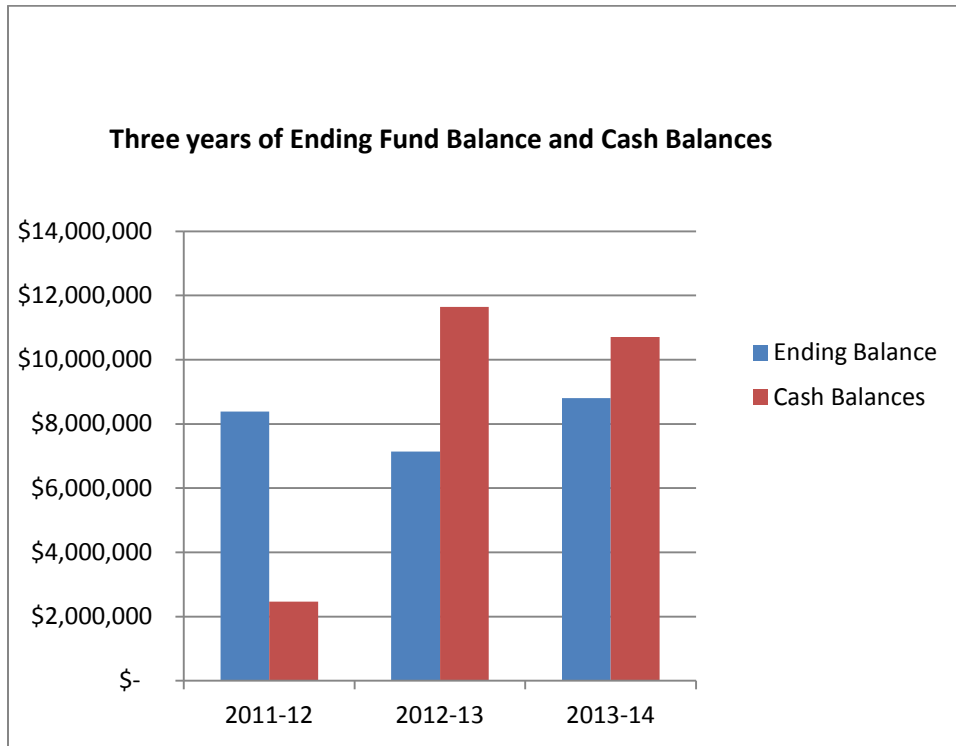
#### **Evidence of Meeting the Standard**

Citrus College provides financial information throughout the institution in a timely manner. Monthly expenditure and revenue summary reports are made available on the District intranet on the first working day following the close of a period. The quarterly financial status

report goes to the Board of Trustees for approval prior to submission to the California Community Colleges Chancellor's Office. In addition, the annual financial and budget report goes to the Board of Trustees for approval prior to submission to the Chancellor's Office.

The ending fund balance of general unrestricted funds for 2011-2012, 2012-

2013, and 2013-2014 years has been 14 percent, 12 percent, and 15 percent respectively. Cash balances for those same years have been \$2.5 million, \$11.6 million, and \$10.7 million respectively. Because of the low cash flow balances in 2011-2012, the College found it necessary to borrow cash in the form of a tax and revenue anticipation note in the 2012-2013 fiscal year.



The College has temporary access to cash reserves held in the general restricted fund, capital outlay fund, and in the associated student trust fund. The vice president of finance and administrative services annually requests from the Board of Trustees approval to allow temporary cash loans between funds. Also in place is the ability to temporarily borrow from the Los Angeles County Office of Education.

Citrus College receives the majority of its revenue through the state apportionment

process. The Chancellor's Office transfers funds to the Los Angeles County treasurer, who then deposits these funds into the District account held by the Los Angeles County Office of Education. As noted above, on April 9, 2013, when the College faced a sharp economic downturn, it was necessary to negotiate a nine-month, \$10 million tax and revenue anticipation note in order to meet payroll and vendor commitments. It has not been necessary to do so since.

Citrus College participates in three joint-powers agreement entities—the Statewide Association of Community Colleges (SWACC), the Southern California Community College District's Self-Funded Insurance Agency (SCCCD), and the Protected Insurance Program for Schools (PIPS). SWACC provides liability and property insurance for approximately 19 community colleges. SWACC is governed by a board comprised of a member of each of the participating districts. The SWACC board controls the operations of SWACC, including selection of management and approval of members beyond their representation on the board. Each member shares surpluses and deficits proportionately to its participation in SWACC. SCCCDD provides workers' compensation coverage for its seven member districts for workers' compensation self-insured run-off claims dated prior to 1995. SCCCDD has self-funded member workers' compensation coverage since inception as a joint-banking pool, and accordingly, does not transfer risk between member colleges. District administrators believe that the procedures for accumulating and maintaining reserves are sufficient to cover future contingencies under potential workers' compensation claims. PIPS provides workers' compensation reinsurance protection to its membership of public schools and community colleges throughout California. This is a finite risk-sharing pool that transfers risk away from the members. Premiums are determined based on payroll expense, and additional premiums may be required in subsequent years. The College has sufficient reserves to handle financial emergencies.

The College meets the Standard.

### **Analysis and Evaluation**

Even with a high ending balance in the general unrestricted fund, the College found it necessary to borrow cash to meet fiscal responsibilities. Management acted decisively and minimized expenditures by only borrowing funds on the short-term.

By participating in joint-powers agreements, the College spreads its risk and has sufficient property and liability insurance and workers' compensation coverage to meet its needs.

---

**III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the intended purpose of the funding source.**

---

### **Evidence of Meeting the Standard**

Citrus College ensures that all funds are managed with integrity and for their intended purpose by maintaining effective oversight of all financial resources. There are a number of processes and procedures in place that provide for layers of review over financial resources.

Purchases are generally originated through a purchase requisition entered into the ESCAPE software system. The requisition is then electronically routed through the approval channels for the appropriate cost center review and sign off. This typically includes approval by area managers, the appropriate superintendent/president's cabinet representative, and the budget/fiscal office. Each approver is responsible for ensuring that the proposed expenditure complies with all applicable laws and

regulations such as grant requirements for purchases charged to grant funds, Proposition 39 General Obligation Bond requirements for all expenditures charged to the Bond Measure G fund, and state guidelines for all state categorical purchases. The budget/fiscal office approval is the last approval before review by the purchasing staff, and this step is intended to ensure budget availability, compliance with the budget and accounting manual, and financial integrity. After a requisition clears each of these areas, it is routed to the Purchasing Office where it is verified to ensure that the purchase complies with [purchasing guidelines](#)<sup>41</sup> and any applicable bid requirements or public contract code requirements. Once a purchase is approved, a purchase order is then issued. The Board of Trustees reviews and ratifies all purchase orders.

In addition to the processes described above, there are additional approval layers for the use of Bond Measure G funds. These include approvals by the director of facilities and construction, the inspector of record, and the architect of record. In addition, all bond expenditures fall under the purview of the independent [Citizen's Oversight Committee](#)<sup>42</sup> and are subject to two [independent external audits](#)<sup>43</sup> (financial and performance), as required by Proposition 39.

Another means of ensuring that all financial resources are used with integrity and in a manner that is consistent with the intended purpose of the funding source, is through an internal audit process prior to issuance of any disbursement, and through annual independent external audits over all funds and accounts of the District. Since Citrus College contracts with the Los Angeles County Office of Education for

all payroll and commercial warrant issuances, the College undergoes an additional layer of auditing prior to the processing of any payment vouchers.

Auxiliary organizations follow a similar purchase requisition, approval, and disbursement process although the oversight to ensure auxiliary funds are used in a manner consistent with their intended purpose is coordinated between the Student Affairs Office and Fiscal Services. All Associated Students of Citrus College (ASCC) expenditures require ASCC approval prior to approval by Fiscal Services. Other than the additional layer of approval requiring ASCC approval, auxiliary funds follow the same general processes and procedures as all other funds of the institution.

Fundraising efforts are either accounted for within trust accounts of the Associated Student Organization Fund or the Citrus College Foundation. The foundation is a community-based 501(c)(3) organization that was formed to provide support to the College and its students.

Fiscal Services provides oversight of the Foundation accounts over all financial reports of the District. The responsible manager prepares these reports, and the fiscal staff reviews them to ensure that they agree with the district's financial records. Fiscal Services uses this review process for all grants, whereby each grant has an assigned grant or program manager. Fiscal and grant/program staff work closely with one another to ensure accurate reporting over grant objectives and the use of grant funds.

The vice president of finance and administrative services presents [quarterly financial reports](#)<sup>44</sup> to the Board of Trustees



and provides regular budgetary reports to the [Financial Resources Committee](#)<sup>45</sup> Also, the firm of Vincenti, Lloyd, and Stutzman conducts the [annual independent external audit](#)<sup>46</sup> of the District's financial statements, including short- and long-term debt, auxiliary activities, internal controls, and compliance with federal and state regulations. The fiscal services staff distributes to and discusses with the appropriate area managers any findings or recommendations resulting from the audit with the intention that items will be resolved prior to the end of the next fiscal year.

The College meets the Standard.

#### **Analysis and Evaluation**

All financial resources, including short- and long-term debt instruments, auxiliary activities, fundraising efforts and grants are used by fiscal services staff with integrity in a manner consistent with the intended purpose of the funding source. Historically, annual independent audit reports reveal minimal findings, which are corrected in a timely manner.

For more than six years, the District has received unqualified opinions on its external financial and compliance audits, including its Measure G financial and performance audits. This is the highest level audit opinion possible, indicating that sound fiscal practices are in place and that financial resources are used in accordance with applicable laws and regulations, including the California Community College Chancellor's Office Budget and Accounting Manual and all applicable Governmental Accounting Standards Board (GASB) statements.

---

### **III. D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

---

#### **Evidence of Meeting the Standard**

The layered approval process over financial transactions, described above, provides a number of opportunities for Citrus College to evaluate its internal control systems. Each approval point allows for assessment of the existing internal control structure's effectiveness. The results of these assessments are used by the vice president of finance and administrative services for improvement.

In addition, an independent third party periodically evaluates the effectiveness of the institution's internal control systems as part of the District's annual external audit. Internal controls over categorically funded programs are subject to periodic review and evaluation by funding agencies.

The College meets the Standard.

#### **Analysis and Evaluation**

[Audit opinions](#)<sup>47</sup> by the District's external auditors have included favorable opinions of the District's internal control systems. This indicates that the institution's evaluation and assessment of its internal control systems are effective and are used as a continual basis for improvement. In addition, the College addresses any audit findings or recommendations to ensure that matters of concern are corrected prior to the conclusion of the next fiscal year.

---

**III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.**

**III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

---

**Evidence of Meeting the Standard**

Citrus College has sufficient cash flow and financial stability; reserves are available to meet both anticipated and unanticipated needs. In 2013-2014, the Citrus Community College District had a fund reserve of 14.75 percent of its prior year's actual expenditures from unrestricted general funds. The vice president of finance and administrative services conducts ongoing [cash flow analyses](#)<sup>48</sup> for discussion with the superintendent / president's cabinet and presentation to the Board of Trustees. Special attention to cash flow has been a high priority in 2013-2014 due to continued inter-year deferrals totaling \$592 million, down \$209 million from the previous year, and in 2014-2015 inter-year deferrals totaled \$94 million, down \$498 million. 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](#)<sup>49</sup> as needed. This option has not been exercised. Staff pay close attention to payroll costs with analysis of cash flow amounts to ensure payroll is not affected.

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 46

community college districts for property and liability insurance. The College also belongs to the Protected Insurance Program for Schools (PIPS) with 400 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 College's environmental health and safety programs supervisor is responsible for safety practices, site inspections, and preparation of state-, county-, and district-required disaster preparedness plans. The environmental supervisor is responsible for monitoring and ensuring that Citrus College meets federal and state mandated compliances (i.e., 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 College has had no unforeseen emergencies to address in the last several years that could not be financially afforded. Both physical and financial emergencies have been addressed due in large part to the bond program. This program has allowed the College to maintain and repair facilities on an ongoing basis, thus averting the unexpected repair. Ample reserves ensure the ability to meet financial reductions or unexpected expenditures.

Citrus College maintains an ending balance that is carried over to the next fiscal year to ensure fiscal stability. The 2013-2014 fiscal year showed significant

increases in ending balances due to reduction in hiring of open or new classified and management positions and reduction of expenditures for nonsalary items. Weekly monitoring instruments are in place to maintain fiscal responsibility.

The College meets the Standard.

### **Analysis and Evaluation**

The College meets the Standard through its practices, site inspections, and preparation of state-, county-, and district-required disaster preparedness plans. The College has established campus committees for emergency preparedness. The vice president of finance and administrative services ensures that adequate insurance against risks are taken, and that plans are in place to meet financial emergencies and unforeseen occurrences. The College maintains a reasonable cash balance and monitors its cash flow to ensure adequate cash for payroll and payment of expenditures. The business office pays particular attention to cash flow analysis and communication with the Board of Trustees and superintendent/president to ensure that they are informed regarding the College's financial status. The 5 percent reserve required by the Board of Trustees ensures Citrus College's viability in the event of appropriation adjustments or a decline in enrollment.

---

**III.D.3.b. 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.**

---

### **Evidence of Meeting the Standard**

The vice president of finance and administrative services is responsible for effective oversight of all District finances. Financial services staff assess financial resources for adequacy on a college wide level as well as on an individual fund level in the case of auxiliary organizations, grants, and other externally funded programs. 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 certified public accounting firm conducts [audits](#)<sup>50</sup> of all financial records and internal controls annually. This firm renders an opinion as to the financial position of various funds of the College, as well as the adequacy of accounting procedures, safeguards, and internal controls.

In addition, informal self-audits are conducted regularly by fiscal services staff and by programs and departments through the review of monthly fiscal and budgetary reports. In the management and accounting of the District's financial resources, the fiscal and administrative services offices ensure that all funds of the College, including auxiliary organizations, adhere, as applicable, to the California Community College's Budget and Accounting Manual, the California Education Code, any established guidelines and requirements for grants and other externally funded programs, and Generally Accepted Accounting Principles (GAAP).

Oversight of the financial aid process is managed jointly. The dean of admissions and records oversees the awarding of financial aid and reporting and compliance processes. The director of fiscal services

oversees the cash management process of financial aid, including drawdowns and payment of aid to students. The financial aid office processes thousands of applications for financial aid each 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](#)<sup>51</sup>. The business office requests funds for federal financial aid from the United States Department of Education, ensuring compliance with the three-day federal cash requirement.

All contractual relationships undergo a thorough review process before the College executes a contractual agreement. Contracts are first reviewed by the initiating department personnel such as vice president, dean, director, manager, or supervisor. If approved through this initial review, contracts are then forwarded by the manager's staff to the vice president of finance and administrative services for final review and authorization. If the contractual agreement necessitates a more thorough analysis, the vice president of finance and administrative services may involve the District's legal counsel. In general, contracts are reviewed by the vice president of finance and administrative services to ensure fairness, allowing each party to function at its highest level of honesty and integrity. Contracts contain language regarding mutual indemnification and hold harmless agreement clauses, insurance requirements, and appropriate termination clauses, for cause or for convenience. All authorized contracts, in accordance with the above procedures, are then submitted to the Board of Trustees for ratification, per [Board Policy 6340, Contracts](#)<sup>52</sup>.

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 athletics, fine and performing arts, and student organizations. Each of these groups reflects the institution's mission and goals. The various groups work with the student business office to ensure they understand and comply with all requirements related to financial accounting standards.

The Citrus Community College Foundation is a separate legal entity with 501(c)(3) status and has its own Board of Directors. The foundation's board is responsible for overseeing the management of foundation investments and distributing the income in accordance with donor wishes. 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, student success and completion, and funding capital improvements. The foundation prepares an [annual report](#)<sup>53</sup>. The foundation board meets quarterly and is subject to an annual audit independent of the annual College audit.

The majority of the District's cash is invested with the Los Angeles County Treasurer, as part of the educational investment pool. This is in accordance with [Administrative Procedure 6320, Investments](#)<sup>54</sup>. The District maintains some investments in Futuris for its irrevocable trust for retiree health benefits. The District monitors these [investments](#)<sup>55</sup> on a quarterly basis and reevaluates the funds' performance regularly to ensure that the investments continue to meet the District's needs.

The final fiscal responsibility for the College rests with the vice president of finance and administrative service, the superintendent/president and the Citrus Community College District Board of Trustees, which reviews budget reports, as well as reports on financial aid, auxiliary services and the foundation. All grants and externally funded programs and contractual relationships must be approved by the Board of Trustees. Creating budgets for grants and other externally funded projects, issuing purchase orders, and payments to contractors and vendors depend upon board approval and are evidence that the College's established fiscal procedures have been followed.

The College meets the Standard.

**Analysis and Evaluation**

Citrus College practices effective oversight of its finances through regular review and reporting. The College has adequate internal controls in place to assess the use of financial resources. Results of the annual external audits have consistently yielded unqualified (or unmodified as of 2012-2013) opinions, the highest level opinion possible, in all areas including compliance with state and federal awards. The College ensures that all financial resources, including auxiliary

and grant funds, are used with integrity and in a manner consistent with the institutional mission and goals. In addition, Citrus College has appropriate review and approval processes in place to ensure that all grant activities and fundraising efforts support the programs and services of the institution. Evidence of this is found in the favorable results of the annual external audits, which are approved by the Board of Trustees.

---

**III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

---

**Evidence of Meeting the Standard**

Citrus College allocates appropriate current resources for all current liabilities and reports these amounts within its annual financial statements. In addition, the College carefully monitors any long-term liabilities to ensure adequate resources are appropriated for when those amounts become due. The College's long-term liabilities, as of June 30, 2014, are as follows:

	<b>Balance as of June 30, 2014</b>
Measure G General Obligation Bonds	\$ 99,973,926
Compensated Absences	\$ 1,165,026
<b>Total</b>	<b>\$ 101,138,952</b>



The Measure G General Obligation Bond liabilities are liquidated through the collection of property taxes as administered by the Los Angeles County Assessor's Office.

Compensated absence liabilities are accumulated unpaid employee vacations. This ongoing liability is increased as employees earn vacation hours and is reduced as employees use vacation hours. Cash payouts are only made when hours remain on balance when an employee separates from the College. Annual budget and cash flow monitoring ensures sufficient resources are available to make these vacation payouts whenever necessary. In addition, the College limits its liability for vacation payouts by limiting the total number of vacation hours allowed to be carried forward from one year to the next to 44 days. This limitation is delineated in [Administrative Procedure 7504, Vacation: Classified Administrator/Manager, and Supervisor/Confidential](#)<sup>56</sup>.

The College meets the Standard.

### **Analysis and Evaluation**

The Measure G General Obligation Bond liabilities are repaid from property tax collections through the Los Angeles County Assessor's Office. Citrus College monitors the assessed valuations of property within its service area as an indication of future property tax revenues. The College works with bond underwriters for any bond issuances, ensuring the use of conservative assessed valuation projections. The College ensures every effort is made to mitigate the tax burden on district property tax payers while ensuring a successful capital construction program in accordance with the locally supported bond measure. In April 2013,

the College issued a refunding bond to refund the remaining portion of its Measure G Series A bonds to save taxpayers a portion of future bond repayment costs.

Citrus College does not have a liability obligation for Other Post-Employment Benefits (OPEB) per Governmental Accounting Standards Board (GASB) provisions because the College has contributed in excess of its [Annual Required Contribution](#)<sup>57</sup> and thus has an OPEB asset rather than an OPEB liability. As of June 30, 2014, the College's OPEB asset was \$1.9 million. In addition, the College has been contributing to an OPEB irrevocable trust, Futuris. As of September 30, 2014, the College has made cumulative contributions into the Futuris Benefit Trust totaling \$4.7 million and has an accumulated portfolio investment value of \$5.5 million.

---

### **III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

---

#### **Evidence of Meeting the Standard**

In accordance with Governmental Accounting Standards Board (GASB) Statements 43 and 45, Citrus College retains the services of an independent actuarial firm, Total Compensation Systems, Inc., to perform an actuarial valuation of its post-employment benefit plan every two years. The College's most recent [actuarial study](#)<sup>58</sup> was prepared in 2014 and previous studies, since the effective date of GASB 43 and 45, were conducted in 2012 and 2010.

The College meets the Standard.



### Analysis and Evaluation

As of May 1, 2014, the most recent actuarial valuation date, the College's annual OPEB cost was \$1,470,533 and the College contributed a total of \$2,663,854. Thus, as of June 30, 2014, the College had

a net OPEB asset of \$1,903,157. The College has made significant strides in funding its OPEB liability, exceeding its Annual Required Contribution (ARC) in each of the last three fiscal years, as summarized in the following table.

Fiscal Year Ended	Annual OPEB Cost	Percentage of Annual OPEB Cost Contributed	Net OPEB Asset
6/30/2012	\$ 1,451,104	68.9%	\$ 729,801
6/30/2013	\$ 1,338,523	98.5%	\$ 709,836
6/30/2014	\$ 1,470,533	181.1%	\$ 1,903,157

---

**III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

### Evidence of Meeting the Standard

Per the District's most recent [external audit report](#)<sup>59</sup>, the total value of all locally incurred debt instruments, as of June 30, 2014, is \$101.1 million, of which the current portion (amount due within one year) is \$2.8 million. The breakdown of this total by debt instrument type is as follows:

	Balance as of June 30, 2014	Amount Due Within One Year
Measure G General Obligation Bonds	\$ 99,973,926	\$ 2,110,000
Compensated Absences	\$ 1,165,026	\$ 678,780
<b>Total</b>	<b>\$ 101,138,952</b>	<b>\$ 2,788,780</b>

---

The District considers its overall financial condition on a regular basis and operates under a conservative, fiscally sound management philosophy. As such, the District has not historically entered into debt instruments or incurred debt at a level that would have a significant effect on the overall financial condition of the institution.

The College meets the Standard.

### Analysis and Evaluation

The Measure G General Obligation Bond liability does not have a direct effect on the financial condition of the institution as it is an obligation to be repaid from property tax collections through the Los

Angeles County Assessor’s Office. The county assesses and handles the collection of property taxes for annual bond payments related to the District’s Bond Measure G. The county handles the bond repayments through the Bond Interest and Redemption Fund, having no financial impact on the District’s general fund.

The current portion of the District’s liability for compensated absences represents a minimal amount of the overall annual, ongoing, unrestricted general fund budget: approximately one percent. At such a small percentage, this debt does not have a significant effect on the overall financial condition of the institution.

---

**III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

---

**Evidence of Meeting the Standard**

Citrus College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The College practice is to be diligent in following up with student loan applicants who are selected for verification. The College uses the services of Parker, Pierson & Associates, a consulting firm that analyzes data received from the College to report on any potential defaults. The College informs students that they should seek all other available financial aid resources before applying for a loan.

The College meets the Standard.

**Analysis and Evaluation**

Citrus College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

The Citrus College student loan default rate for the past three years is as follows:

	Cohort Year 2008-09	Cohort Year 2009-10	Cohort Year 2010-11
Loan default rate	15.9%	17.5%	10.5%

These rates are well below the maximum default rate of 30 percent.

---

**III.D.3.g. 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.**

---

**Evidence of Meeting the Standard**

Contracts with external agencies are consistent with the mission and goals of

Citrus College. The College has a variety of contractual agreements, ranging from purchase orders to construction contracts and including 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 prior to board approval or ratification. 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 a few senior administrators.

The [Purchasing Handbook](#)<sup>60</sup> defines bidding and expenditure limits of purchasing activities. The 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 or if it falls above or below the state-mandated threshold requiring competitive bidding.

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, in turn, checks whether funds are available and that the purchase is coded correctly. The purchasing department then reviews all requests for expenditures and ensures the best price possible. The Purchasing Department sends purchase orders to the Accounts Payable Department to process invoices upon confirmation of receipt of the purchased items. All purchase orders are ratified by the Board of Trustees and recorded in the [board minutes](#)<sup>61</sup> for public review.

The 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 including indemnification, termination, and hold-harmless clauses. After review, the contract documents are prepared by the director of purchasing and warehouse 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.

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 the College solicits. This process affects planning to the extent that extra time must be built in for any purchase or project requiring a bid process.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College ensures that all contractual agreements with external entities are consistent with the mission and goals of the institution. The College follows specified processes when it enters into and monitors contractual agreements. The Business Office ensures that contractual agreements with external entities are carried out properly.

---

**III.D.3.h. The institution regularly evaluates its financial management practices, and the results of the evaluation are used to improve internal control structures.**

---

**Evidence of Meeting the Standard**

Citrus College regularly evaluates its financial management processes. Annual audits are the primary external sources for evaluating financial management processes. The College uses feedback and findings from the [audit](#)<sup>62</sup> to improve financial management. 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, the Financial Resources Committee, and college wide climate surveys. Finally, on an as-needed basis, management in the financial area of business services identifies certain topics to be examined and reviewed.

The Board of Trustees approves both a [tentative budget](#)<sup>63</sup> and an [adopted budget](#)<sup>64</sup> each fiscal year. The vice president of finance and administrative services provides [quarterly fiscal reports](#)<sup>65</sup> to the board.

Once the annual budgets are loaded into the accounting systems, budget printouts can 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.

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. The purchasing and fiscal services departments communicate regularly regarding the status of purchase orders and to evaluate and improve the district's procurement process.

The College meets the Standard.

**Analysis and Evaluation**

The College completes an annual evaluation and [audit](#)<sup>66</sup> of the financial management processes. The College then uses the results of audits to improve its financial management systems. The Business Office, cost center managers, and the College at large, have reliable, timely, responsive, and comprehensive data on which to make prudent budgetary decisions. All staff members have the ability to compare budget to actual expenditures on a regular basis. All payroll posting and subsequent reporting is processed through Los Angeles County's human resource system.

---

**III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

---

**Evidence of Meeting the Standard**

Financial resource planning at Citrus College is integrated with institutional planning, and the College systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution. Linking financial planning to institutional planning is important in the decision-making process. 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 [2011-2020 Educational and Facilities Master Plan](#)<sup>67</sup>, [Educational Master Plan 2009-2014](#)<sup>68</sup>, [Technology Master Plan 2009-2014](#)<sup>69</sup>, [Strategic Plan](#)<sup>70</sup>, and [Adopted Budget](#)<sup>71</sup>.

Academic and facility needs are linked to and drive the budget process. In order to ensure that the 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.

The Educational and Facilities Master Plan documents and projects campus facilities requirements to reach the enrollment forecast of 17,760 students by 2020. Since its adoption in 2011, the Educational and Facilities Master Plan list of projects has driven resource allocation at the Citrus College. The Administration Building renovation was completed in 2014, the Fine Arts Building is underway, and the Hayden Hall renovation project is in the design phase. The 2004, Bond Measure G for \$121 million in capital improvement projects increased the ability of Citrus College to implement projects listed in the Educational and Facilities Master Plan 2001. New buildings include campus safety, vocational technology, student services, and east campus public restrooms.

The [Financial Resources Committee](#)<sup>72</sup>, comprised of representatives from all College constituency groups including management, supervisors, faculty, classified, and associated students of Citrus College, is responsible for reviewing expenditures and income, making recommendations, and informing the various 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 noncollective bargaining parts of the expenditure budget. The committee identifies institutional needs and discusses and generates budget assumptions in order to ensure that priorities and decisions meet the College mission and goals.

The College meets the Standard.

## **Analysis and Evaluation**

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 program review, the College's financial planning supports institutional goals and student learning outcomes.

The annual budget is sufficient to meet expenditure requirements and has been enough to enhance programs, add new programs, and increase student and faculty support for the past five years.

In terms of involvement in the budget process, only 19.6 percent of the respondents in the [2014 All-Employee Survey](#)<sup>73</sup> disagreed that they have sufficient opportunities to participate in the development of College financial plans and budgets and 27.6 percent of respondents cited “don't know” or “not

applicable.” When compared to the 2007 All Employee Survey, these results indicate that communication is improving in regards to the budget processes through such mechanisms as shared governance committees and open forums.

Transparency is one of the six focus areas in the Strategic Plan 2011-2016, and it has been the role of the financial resources committee to address these concerns through the years. An integral part of this focus is within the development tab of the [Annual Adopted Budget](#)<sup>74</sup> book, which includes various documents implemented during the budget process. Included in the budget book are the budget calendar, budget assumptions, and a budget calendar flowchart that details the process and decisions from inception to completion of the Annual Adopted Budget. The budget calendar [flowchart](#)<sup>75</sup> is published in the Organizational and Governance Handbook.



## Evidence

- III-D-1 [Citrus College Adopted Budget 2014-2015](#)
- III-D-2 [Integrated Planning Manual 2014-2015](#)
- III-D-3 [Finance > Budget Forum September 2, 2014](#)
- III-D-4 [Budget Development Assumptions 2014-2015](#)
- III-D-5 [Strategic Plan 2011-2016](#)
- III-D-6 [Strategic Planning > Annual Implementation Plan](#)
- III-D-7 [Educational and Facilities Master Plan 2011-2020](#)
- III-D-8 [Human Resources > H R Plan 2013-2018](#)
- III-D-9 [Technology and Computer Services Master Plan Index](#)
- III-D-10 [Integrated Planning Manual 2014-2015](#)
- III-D-11 [Organization and Governance Handbook](#)
- III-D-12 [Citrus College Board Policy BP 7201](#)
- III-D-13 [Citrus College Administrative Procedure AP 7201](#)
- III-D-14 [Finance > Budget Forum September 2, 2014](#)
- III-D-15 [Integrated Planning Manual 2014-2015](#)
- III-D-16 [Strategic Plan 2011-2016](#)
- III-D-17 [Program Review Recommendations](#)
- III-D-18 [Budget Calendar Flowchart 2014-2015](#)
- III-D-19 [Organization and Governance Handbook](#)
- III-D-20 [LiveOak Two-Page Screenshot](#)
- III-D-21 [Program Review Recommendations, Composite](#)
- III-D-22 [Finance > Budget Forum September 2, 2014](#)
- III-D-23 [Finance > Budget Forum Index](#)
- III-D-24 [Citrus College Adopted Budget 2014-2015](#)
- III-D-25 [Finance > Audit Report 2014](#)
- III-D-26 [Actuarial Study, Retiree Health Liabilities – Index](#)
- III-D-27 [Finance > Budget Forum September 2, 2014](#)
- III-D-28 [Organization and Governance Handbook](#)
- III-D-29 [Citrus College Adopted Budget 2014-2015](#)
- III-D-30 [Strategic Plan 2011-2016](#)
- III-D-31 [Educational and Facilities Master Plan 2011-2020](#)
- III-D-32 [Citrus College Board of Trustees: Directory of Minutes](#)
- III-D-33 [Expense List by Fund, March 31, 2015](#)
- III-D-34 [Revenue List by Fund, March 31, 2015](#)
- III-D-35 [Finance > Budget Forum Index](#)
- III-D-36 [Budget Calendar 2014-2015](#)
- III-D-37 [Finance > Independent Audit Report Index](#)
- III-D-38 [Financial Resources Committee Quarterly Reports – Index](#)
- III-D-39 [Citrus College Mission, Vision, Values](#)
- III-D-40 [Finance > Independent Audit Report Index](#)
- III-D-41 [Purchasing Services Manual](#)
- III-D-42 [Finance > Bond Oversight Committee – Home](#)
- III-D-43 [Finance > Bond Oversight Committee > Document Library](#)
- III-D-44 [Financial Resources Committee Quarterly Reports – Index](#)
- III-D-45 [Organization and Governance Handbook](#)
- III-D-46 [Finance > Independent Audit Report Index](#)
- III-D-47 [Finance > Independent Audit Report Index](#)
- III-D-48 [Cash Flow Report, Fund 01](#)

- III-D-49 [Citrus College Board of Trustees Agenda, June 17, 2014](#)
- III-D-50 [Finance > Independent Audit Report Index](#)
- III-D-51 [Finance > Independent Audit Report Index](#)
- III-D-52 [Citrus College Board Policy BP 6340](#)
- III-D-53 [Foundation > Reports to the Community](#)
- III-D-54 [Citrus College Administrative Procedure AP 6320](#)
- III-D-55 [Futuris, Directory of Quarterly Reports](#)
- III-D-56 [Citrus College Administrative Procedure AP 7504](#)
- III-D-57 [Actuarial Study of Retiree Health Liabilities, July 15, 2014](#)
- III-D-58 [Actuarial Study, Retiree Health Liabilities – Index](#)
- III-D-59 [Finance > Bond Oversight Committee > Document Library](#)
- III-D-60 [Purchasing Services Manual](#)
- III-D-61 [Citrus College Board of Trustees: Directory of Minutes](#)
- III-D-62 [Finance > Independent Audit Report Index](#)
- III-D-63 [Citrus College Board of Trustees Agenda, June 17, 2014](#)
- III-D-64 [Citrus College Board of Trustees Agenda, September 9, 2014](#)
- III-D-65 [Financial Resources Committee Quarterly Reports – Index](#)
- III-D-66 [Finance > Independent Audit Report Index](#)
- III-D-67 [Educational and Facilities Master Plan 2011-2020](#)
- III-D-68 [Educational Master Plan 2009](#)
- III-D-69 [Technology and Computer Services, Master Plan Index](#)
- III-D-70 [Strategic Plan 2011-2016](#)
- III-D-71 [Citrus College Adopted Budget 2014-2015](#)
- III-D-72 [Organization and Governance Handbook](#)
- III-D-73 [Citrus College All-Employee Survey 2014](#)
- III-D-74 [Citrus College Adopted Budget 2014-2015](#)
- III-D-75 [Budget Calendar Flowchart 2014-2015](#)



# 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 institution to identify institutional values, set and achieve goals, learn, and improve.

---

**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.**

---

#### Evidence of Meeting the Standard

Citrus College creates an environment for empowerment, innovation, and institutional excellence. The College encourages its constituents to actively participate in effective discussion, decision making, planning, and the implementation of practices, programs, and services leading to institutional excellence and ultimately, student success. Citrus College continually encourages shared governance as a conduit to active and collaborative decision making throughout the institution. The College takes pride in providing an environment that lends itself to sharing diverse perspectives via multiple forums and across divisions and constituent

groups. A significant and common theme in all College dialogue stems from support of the institutional [mission, vision, values](#)<sup>1</sup>, and goals. These themes ignite the birth of new ideas in an environment that is collegial and readily acknowledges College constituents regardless of an individual's official role or title at the College. At the forefront of these discussions is the opportunity to identify core values that lead to the realization of sustainable continuous quality improvement in teaching and learning. The College's mission and goals reveal a high degree of commitment to student success and educational excellence.

Citrus College's goals and values are officially stated and can be easily accessed electronically on the College's [website](#)<sup>2</sup> as well as through various regular publications such as [Board Policy 1200](#), [Mission](#)<sup>3</sup>, Citrus College [Integrated Planning Manual, 2014-2015](#)<sup>4</sup>, and the [Organization and Governance Handbook](#)<sup>5</sup>. Faculty, staff, administrators, and students who elect to participate in governance at the College understand and are able to articulate the institution's goals and values, or are able to reference the various forums to locate them as evidenced in the [Citrus College All- Employee Survey: Results of the Citrus College All-Employee Survey](#)

[Spring 2014](#)<sup>6</sup>, page 3 and the [Community College Survey on Student Engagement CCSSE 2014 Frequency Distributions - Custom Survey Item](#)<sup>7</sup>, page 1.

Faculty, staff, administrators, and students who elect to participate in governance can do so through the various venues available at the College. However, the major participatory governance body charged with overseeing decision making is the Steering Committee. This committee formally recommends action to the Board of Trustees via the superintendent/president. Citrus College's shared and participatory governance process seeks to include in its Institutional decision making process all campus constituencies through actively seeking input, feedback, consultation, clarification, and collaboration among standing committees.

The Steering Committee's purpose, as stated in its [constitution](#)<sup>8</sup>, is to deliberate on a wide range of topics, and where formal approval is necessary, recommend changes in College policies or practices.

A major role of the Steering Committee is to guide and assess major institutional planning initiatives and make recommendations based on the actions of the standing committees. The Steering Committee also makes recommendations on the formulation and revision of board policy, and it is the final recommending body to the Board of Trustees through the superintendent/president. Steering Committee membership is comprised of representatives from all College constituency groups and includes the superintendent/president, the chairs of standing committees (educational programs, financial resources, college information technology, institutional

research and planning, human resources, physical resources, student services, program review, and HotShots), and representatives from the classified staff, supervisors/confidential group, management, faculty, and the student body. The Steering Committee constitution provides that a majority of committee members shall be Academic Senate representatives, which is consistent with the College's commitment to empowering faculty with a leadership and participatory governance role in the institution.

College committees and focus groups such as the CCSSE focus groups explore and develop proposals in order to make recommendations for new policies. These are formally reviewed by each of the four primary constituencies and ultimately, pass through the Steering Committee for comment, discussion, and approval prior to implementation and formal review or approval by the Board of Trustees. It is common practice for the Steering Committee to solicit additional feedback from the Academic Senate, management team, classified staff, and student leadership prior to action. The Steering Committee meeting minutes are distributed to the committee membership and are made available on the College's website. Additionally, the [Steering Committee Highlights](#)<sup>9</sup>, created in September 2013, are posted as an online publication to showcase current activities, actions, and formal recommended actions to the Board of Trustees via the superintendent/president. Though some respondents during the process of interviews for the preparation of this self evaluation document could not list the institution's goals and values verbatim, most felt confident that they would be able to readily find them via the institution's

website. Other constructive feedback from interviews include: reiterating and publicizing the goals and values in different formats such as in printed material, incorporating goals and values into annual retreats and program meetings, and encouraging more proactive involvement of all staff across the institution.

Citrus College is sustained by a community of individuals working in a wide variety of academic and nonacademic positions developed to assist the institution achieve its goals. Job descriptions are developed by human resources and implemented by employees as they relate to the mission of the institution. Each staff member's contributions are vital to preserve an environment that supports teaching, encourages learning, and upholds excellent student services—all for the purpose of promoting student success. Additionally, with the implementation of the annual program review process in 2009, every unit completes a review of its program area. The program review process considers all components of a program including personnel. Leaders welcome and encourage participation from all staff in the program review process. As a result, staff becomes intimately aware of and able to describe how their specific roles assist the institution in achieving its goals. Moreover, the [Organization and Governance Handbook](#)<sup>10</sup> is a resource to ensure that staff clearly understand their roles within the context of the bigger picture and how each contribution assists the institution in achieving the College mission and strategic goals.

Information about institutional performance is circulated and available to staff and students through many external

and internal reports such as the [California Community College Annual Student Success Scorecard](#)<sup>11</sup> (formerly the ARCC Report); [CCSSE Survey Results](#)<sup>12</sup>; [2011-2016 Strategic Plan](#)<sup>13</sup> and [Annual Implementation Plan](#)<sup>14</sup>; [program review reports](#)<sup>15</sup>, which include the “+1 form” for academic affairs.

The scorecard is published each spring on the California Community College Chancellor's Office website. Citrus College makes the report available to the College community via Steering Committee meetings, and Board of Trustee minutes and Board of Trustee highlights. Additionally, the scorecard is available to the public via the [Office of Institutional Research's website](#)<sup>16</sup>.

The College publishes results of the Community College Survey of Student Engagement (CCSSE) every two years and the Office of Institutional Research, Planning, and Effectiveness makes formal presentations of data highlights to both the Board of Trustees and the Academic Senate. The Office of Institutional Research, Planning, and Effectiveness also conducts student focus groups as a follow-up to the quantitative results for a deeper understanding of student engagement. Data from the CCSSE and focus groups are used throughout the shared governance process. Both qualitative and quantitative results are published and made available by staff on the Office of Institutional Research, Planning, and Effectiveness website.

The [2011-2016 Strategic Plan](#)<sup>17</sup> provides a comprehensive pathway leading the College through a five-year span and has served as a blueprint for supporting the College's mission. The Strategic Plan focuses on six areas: academic success,



student support services, college resources, learning environment, institutional effectiveness, and community/college relations. Within the six focal areas, there are 13 institutional goals and 65 strategic objectives. An [Annual Implementation Plan](#)<sup>18</sup> is presented by the director of institutional research, planning, and effectiveness to the Board of Trustees and the college community. The first presentation occurs at the beginning of the academic year to provide an overview of the objectives for the year, followed by a mid-year progress report on the objectives, and concluding with the goal accomplishments in July. The annual implementation plan information is kept current through office of Institutional Research, Planning, and Effectiveness.

Units throughout Citrus College complete program reviews on an annual basis. For instructional reviews, deans and department faculty analyze and discuss results of all outcomes and objectives of the program for the year. Noninstructional program review data are presented during the annual student services retreat. Review results are made available by the Office of Institutional Research, Planning, and Effectiveness staff to each department in the program review data packets, presented at Program Review Committee, Steering Committee, the Board of Trustees meetings, and posted on the College's internal site, the intranet. The Program Review Committee was institutionalized in fall 2013. Additionally, the Program Review Committee approved and distributed a rubric to all departments to provide a set of expectations and corresponding guidelines, as well as a template to provide uniform structure to format all program reviews. The Program Review Committee uses these rubrics to

provide feedback and ensure program reviews are satisfactory and consistent.

The director of institutional research, planning, and effectiveness, makes regular presentations to the Steering Committee and the Board of Trustees on the progress of the Strategic Plan objectives and Annual Implementation Plan. Data from these sources are regularly presented in shared governance meetings and factored into all institutional dialogue, which in turn results in well-informed decision making. Institutional performance data are available on the Citrus College webpage via the [Office of Institutional Research, Planning, and Effectiveness](#)<sup>19</sup>.

The Office of Institutional Research, Planning, and Effectiveness regularly updates information and provides resources and supportive data for faculty and staff to use during all institutional dialogue and decision making sessions. Information and data are accessible and available via the Citrus College webpage and the link for the Office of Institutional Research, Planning, and Effectiveness. Those documents include the [Citrus College Fact Book](#)<sup>20</sup>, key performance indicators for instructional program reviews, [2011-2016 Strategic Plan](#)<sup>21</sup>, [Educational and Facilities Master Plan](#)<sup>22</sup>, [scorecard](#)<sup>23</sup>, and the [CCSSE](#)<sup>24</sup>.

Shared governance committees regularly discuss institutional data regarding college completion and retention rates. For example, an informative dialogue occurred during the [Student Services Committee meeting of February, 2014](#)<sup>25</sup>, regarding enrollment data, and the [Institutional Effectiveness Committee](#)<sup>26</sup> discussed student equity data over the course of three meetings beginning in [September, 2014](#)<sup>27</sup>. The 2011-2016 Strategic Plan goals and

objectives are discussed by administrators, faculty, staff, and students at various constituency committees such as Steering, Educational Programs, and Student Services. The College's [2011-2020 Educational and Facilities Master Plan](#)<sup>28</sup> (EFMP) is integrated with the College's 2011-2016 Strategic Plan and responds to the focal areas identified in the Strategic Plan. These responses include goals for student success for the next ten years. The plan is included in dialogue and discussions regarding recommendations for long-range planning. The master plan contains the CCSSE data, an internal plan, and instructional and program goals. Initiatives at the College originate from the EFMP to support the mission of the College.

Data and information are updated on an annual basis by deans, program faculty, and staff. Every program and department on campus participates in the program review process. The EFMP and Strategic Plan are primary sources of discussion when developing annual goals and objectives for the program reviews. Students participate in shared governance committees and are aware of this information, because the College offers open forums that students are encouraged to attend. Moreover, the Office of External Relations is charged with disseminating information to the various constituent groups. The Institutional Effectiveness Committee is tasked with ensuring that all objectives and campus initiatives have a clear pathway and ultimately loop back to the goals and mission of the College. Students, faculty, staff, and the College community consistently use these data to make informed decisions. One example includes a discussion during the [October 8, 2014 Academic Senate meeting](#)<sup>29</sup> regarding CCSSE focus group results.

Faculty discussed opportunities to improve student engagement in the classroom leading to increased student success. Another significant example of CCSSE results and institutional data dialogue focusing on student engagement strategies occurred at a presentation by the director of institutional research, planning, and effectiveness to the [Associated Students of Citrus College executive board at their November 13, 2012](#)<sup>30</sup> meeting regarding survey results and data. The Office of Institutional Research, Planning, and Effectiveness posts [reports](#)<sup>31</sup> and results of data collection regularly.

The aforementioned institutional documents are made available to faculty, staff, and students through both the intranet and Internet. The documents are available via links to constituent groups so that data are easily available and usable for the purposes of informing all relevant dialogue and throughout the decision making process. Information is continuously presented and discussed to the associated students executive board, Steering Committee, and superintendent/president's cabinet meetings. For example, the associated students discussed and approved funding for the Veterans Success Center based on data regarding the increase in student veteran population and the need for resources as approved in their [January 17, 2014](#)<sup>32</sup> and [July 11, 2014 minutes](#)<sup>33</sup>. The director of institutional research, planning, and effectiveness facilitated updates on the Strategic Plan 2014-2015 Progress Report to the Steering Committee that included the status of strategic objectives noted by representatives of areas such as the academic affairs and student affairs, physical resources and financial services, human resources, TeCS, external relations, development,

Superintendent/President's Office, and institutional research, planning, and effectiveness as reflected on the [minutes of June 9, 2014](#)<sup>34</sup>.

Prior to the formation of the Program Review Committee, program reviews follow an approval process that starts at the division level before moving to their respective committees such as the Student Services Committee and Educational Programs Committee. The process would then proceed to the Steering Committee and conclude with an informational presentation to the Board of Trustees. Recommendations made through the [program review](#)<sup>35</sup> process were shared through the previously mentioned groups and made public by posting the final documents on the College website. The Citrus College program review process is the unit-level forum open to faculty and staff for the purposes of institutional evaluation and planning. Program reviews are made available to staff through a variety of venues. For example, program reviews are developed and discussed during division and staff meetings. The discussion addresses Strategic Plan and EFMP goals and activities, as well as student learning outcomes assessment. Faculty and others within a program analyze and evaluate results of student learning outcome assessment on an annual basis. Data from student learning outcome assessment inform the potential changes needed to improve programs leading to program efficiency. The program reviews are submitted to the Program Review Committee. The Program Review Committee originated as a task force and, since fall 2013, is an institutionalized standing committee of the Steering Committee.

The Institutional Effectiveness Committee has conducted survey evaluations of the College's program review process, inclusive of all four types of program reviews: academic/instructional programs, academic support programs, institutional support programs, and student services programs. The Institutional Effectiveness Committee has reviewed and discussed survey results, which are published on the Citrus College website.

The [Citrus College Integrated Planning Manual](#)<sup>36</sup> is a resource available to faculty, staff, and students that guides integrated institutional planning by describing ways in which the constituent groups of Citrus College participate in and contribute to planning and decision making. The document is located on the College website and contains an easy-to-follow [integrated planning model](#)<sup>37</sup> that shows each major planning document and its relationship to the mission of the College. The manual explains the College's processes for systematic institutional evaluation and review and all plans for any improvement. Additionally, a diagram is included to provide a visual flowchart on staff involvement in the participatory process.

The institutional five-year [Strategic Plan 2011-2016](#)<sup>38</sup> provides detailed guidelines for the College, supporting the College's mission, vision, and values, that ensure the success of students. The Strategic Plan was the result of 18 months of thoughtful and collaborative deliberations from all College constituent groups. The plan is informed by external data resulting from the Accountability Reporting for Community Colleges, the CCSSE, and the California Community Colleges System Strategic Plan. The plan incorporates internal data from the 2009 accreditation

self-study report, the EFMP, employee survey, and program reviews.

These documents lay the foundation for the six key focal areas of the plan: academic excellence, student support and success, college resources, learning environment, institutional effectiveness, and community and college relations. Thirteen institutional goals and 65 strategic objectives are implemented through the Annual Implementation Plan. The Annual Implementation Plan provides the Board of Trustees and the Citrus College community annual updates on the Strategic Plan, and it is publicly available via the Citrus College website. Additionally, the College has developed a host of resources through intranet links that make this content available for relevant staff and committee members to review. The links lead to all relevant sites, including the Institutional Effectiveness Committee, Institutional Research and Planning Committee, Strategic Planning Committee, Program Review Committee, and fiscal services financial reports. With the exception of fiscal services financial reports, which are only available to cost center managers, each of these links/sites provides meeting minutes, reference files, survey results, and other data documents once they are reviewed and approved by respective committees.

All institutional planning documents are reviewed and updated by appropriate committees, each of which includes participation from the various constituent groups. The College's [integrated planning manual, page 4](#),<sup>39</sup> describes the way constituent groups participate in and contribute to College planning. For each component of the integrated planning process, this document identifies the specific purpose, processes by which

recommendations are developed, timelines, individuals or groups responsible for initiating and completing the tasks, and individuals or groups who will receive the recommendations and render final decisions.

Institutional planning efforts such as strategic planning and program review offer opportunities for input from all constituents. Other venues such as campus forums, division meetings, Flex Day meetings, College committees, and industry advisory councils provide faculty, classified staff, and students the opportunity to participate in decision making discussions.

Individuals have the opportunity to bring forward ideas for institutional improvement via multiple forums. These opportunities for input and involvement include program review, advisory board meetings, associated students participation through the shared governance process and requests, division and area meetings, board meetings, oversight committees, and subcommittees such as steering and planning committee. Review of minutes from the various shared governance committees demonstrates the ongoing dialogue regarding institutional improvement and addressing strategic objectives via the [Annual Implementation Plan](#)<sup>40</sup>, page 13. The conversation that occurred during the [Physical Resources Committee meeting of June 2014](#)<sup>41</sup> is a good example of this process. That discussion addressed the need to enhance student learning by improving safety standards in classrooms and offices on campus based on strategic objective 4.1.4. An ad hoc working group comprised of faculty, staff, and others including the director

of facilities were formed. During the following meeting, the working group demonstrated the Alertus System emergency beacon and presented a plan to test the system in various buildings on campus.

Institutionalizing the Program Review Committee during the 2013-2014 academic year was a significant step toward ensuring an official capacity for individual voices and concerns to be heard in the context of department and area needs. The results from a program review survey conducted by the Office of Institutional Research, Planning, and Effectiveness, championed through the Institutional Effectiveness Committee, demonstrated that not all classified staff understood or felt as though they had a voice in the program review process. The new Program Review Committee made great strides during its spring and summer 2014 Roadshow individual area trainings and presentations to encourage all staff to participate in and become aware of the institutionalized cyclical review process.

Additionally, ideas for improvement can originate from any standing committee that reports to the Steering Committee. The various subcommittees of the Steering Committee provide direct access for a variety of students and staff to share all manner of ideas. A good example includes the dialogue that occurred at the [September 24, 2014 Academic Senate](#)<sup>42</sup> representative council meeting, with a special presentation by the director of institutional research, planning, and effectiveness. The senate representative council was divided into three discussion groups, each focusing on an area pertaining to the following outcomes identified in the CCSSE follow-up study:

active and collaborative learning, student effort, and student-faculty interaction. At the [following meeting](#)<sup>43</sup>, representative council members shared ideas from the discussions, and members noted that while there were many innovative strategies currently used to increase student effort, faculty-student interactions, and collaborative strategies, there is a continued need for professional development opportunities related to student engagement strategies.

Suggestions for improvement are also generated through the supervisory channel, wherein staff are encouraged to present ideas directly to their immediate supervisors. Furthermore, staff can present ideas through the public forum during every Academic Senate, Steering Committee, student government, and Board of Trustees meeting. For instance, at the October 8, 2014 [Academic Senate meeting](#)<sup>44</sup>, a Citrus College Foundation representative described how to participate in and support the Centennial Celebration. One discussion held at the associated students executive board meeting on August 27, 2013 is an example of a student-led initiative. The [minutes](#)<sup>45</sup> reflect dialogue and a request for recommendations for the Annual Implementation Plan regarding fiscal, personnel, and technical resources. Other forums through which employees can present ideas for institutional improvement are bargaining units, the management team, and the supervisor/confidential group.

Citrus College articulates individuals' responsibilities to develop ideas for improvement in their areas through the following means: the program review process, the Strategic Plan, shared governance committee structures, Annual



Implementation Plan, Educational and Facilities Master Plan, College Information Technology Committee, the budget development process as described in the budget book, job descriptions, and the constitution and bylaws of ASCC.

[Administrative Procedure 2510, Participation in Local Decision Making](#)<sup>46</sup>, establishes the shared and participatory governance principles that guide the College's decision making in support of its mission and strategic goals. The procedure outlines and defines the campus constituent groups as participants and delineates their responsibilities in matters related to shared governance:

- a. The Academic Senate is the body that represents the faculty in academic and professional matters.
- b. The faculty association is the body that represents faculty on issues within the scope of collective bargaining.
- c. The associated students of Citrus College represent the students.
- d. The California School Employees Association is the representative body for classified staff, excluding managers, supervisors, and confidential employees.
- e. The management team represents the managers.
- f. The supervisor/confidential team represents the supervisors and confidential employees who are not part of a bargaining unit.

The [Integrated Planning Manual](#)<sup>47</sup>, is another resource available to faculty, staff, and students, clearly articulates the responsibilities of individuals within each constituent group, the role each group plays, and the process to follow. The annual goals in the Strategic Plan outline the responsibility of the institution and are

widely and consistently communicated to college constituents. The expectations for individuals are articulated when recruiting and evaluating prospective employees.

The foundation of participatory governance is consultation and collegiality. Based on these principles, institutional decision making at Citrus College brings together all constituent groups faculty, students, classified staff, supervisory and confidential employees, and managers. The Steering Committee is the forum through which decisions are ultimately vetted and subsequently presented to the Board of Trustees. The Steering Committee serves as a liaison for all College constituents by coordinating the functions of the standing committees and ensures ample representation and contribution from each of these constituencies.

The Steering Committee is the major participatory College governance body charged with overseeing the activities of institutional decision making, and this committee formally recommends action to the Board of Trustees via the superintendent/president. Citrus College's shared and participatory governance seeks to include in its institutional decision-making process all College constituencies through actively sought input, feedback, consultation, clarification, and collaboration among standing committees. The Steering Committee's purpose, as stated on page one of its [constitution](#)<sup>48</sup>, is to advance the mission, vision, and values of Citrus College, focus on the Strategic Plan, address annual goals, and promote the educational advancement of students.

Individuals and groups use the governance process to enhance student learning through student learning outcomes. The



assessment of student learning outcomes is the foundation of program review. The program review process provides an opportunity for all constituents to influence student learning and identify weaknesses. This means for ongoing improvement consisting of a continuous commitment to quality student learning and educational effectiveness. The program review process evaluates not only the individual programs but also addresses the goals and objectives of the Strategic Plan and the Educational and Facilities Master Plan. The Strategic Plan guides the development of program plans to achieve institutional goals and strategic objectives. Strategic planning is linked to the mission of the College with the emphasis on providing higher quality education.

The College meets the Standard.

### **Analysis of Evaluation**

Citrus College values and recognizes the contributions of its constituents for continuous quality improvement of the institution. Governance roles are designed to facilitate decisions that support the mission and goals of the institution with the primary objective of delivering educational excellence leading to student success. Committee dialogue is guided by the institution's commitment to providing student learning programs and services and improving institutional effectiveness. Committees select members with the goal of diverse membership and representation from all constituent groups, a variety of ideas represented, and mutual respect from all who participate in the decision making process. As prescribed on page two of [Administrative Procedure 2510, Participation in Local Decision Making](#)<sup>49</sup>, all six constituencies are represented in shared governance committees. For instance, in the Steering Committee,

faculty (appointed by the Academic Senate and including a faculty association representative), students, supervisor/confidential, classified staff, and management are all guaranteed one or more seats on the committee each academic year. As is the case with the Steering Committee, most shared governance committees identify the makeup of their committees within their constitution/bylaws or purpose statements, ensuring fair representation across the College community.

The College's thoughtful governance process creates a rich, productive culture of shared vision, engagement, mutual respect, and information sharing. Documents such as policies and procedures, program reviews, Strategic Plan, Educational and Facilities Master Plan, Integrated Planning Manual, Organization and Governance Handbook, as well as board highlights, steering highlights, and the [2014 All-Employee Survey](#)<sup>50</sup> results demonstrate the important role each member of the institution has in the decision making process. [Question 3-10, page 7 of the Citrus College All-Employee Survey](#)<sup>51</sup> asked employees to rate their level of agreement with the statement that "Citrus College encourages employees' participation in the decision making process." Sixty-two percent of employees responding strongly agree or agree. The voice of management, faculty, classified staff, and students is documented throughout the official minutes and reports from all of the various committees. The Steering Committee is charged with advising and recommending action to the superintendent/president and finally, the Board of Trustees.

One significant piece of evidence demonstrating that the institution creates

an environment for empowerment, innovation, and institutional excellence is the introduction of the [Organization and Governance Handbook](#)<sup>52</sup>, which serves as documentation of the participatory decision making structures in place at the College. Persons interested in learning more about governance at Citrus College are invited to review the handbook. The handbook was the result of a collaborative effort with the purpose of ensuring a high level of participation and input from the entire campus community. The handbook invites all constituent members to participate in the governance process and safeguards a high level of participation and input from the campus community. The handbook, which is updated on an annual basis, provides an overview of Citrus College's governance structure, including organizational flow charts and an explanation of the purpose and responsibility of the Steering Committee and its standing committees.

Throughout the institution, there is evidence of diverse committee membership, collegial dialogue, recommendations for improvement and decisions consistent with the College mission within the various committees. For example, Steering Committee membership includes, eight managers, two classified staff, one supervisor / confidential, two students, and 12 faculty members. A glance at the [Academic Senate Council minutes of October 8, 2014](#)<sup>53</sup> reveals a list of membership, expressive and informative dialogue regarding student engagement, and possible solutions and needs to improve student success. Each committee maintains and regularly reassesses its purpose statement that is aligned with improving the practices, programs, and services in which they are involved. Ultimately,

institutional excellence and student success is the outcome. Faculty, staff, and students are empowered to discuss innovative ideas and identify ways to enhance student learning leading to academic excellence. Although there are multiple examples throughout the campus community, one noteworthy example is the development and adoption of the [Citrus College 2011-2016 Strategic Plan](#)<sup>54</sup>. Development of the Strategic Plan began with the formation of a 14-member College committee and a comprehensive strengths, weaknesses, opportunities, and threats (SWOT) analysis of the College. In an effort to encourage staff, faculty, administrators, and students, regardless of their official titles, to participate, Citrus College held a college wide strategic planning session at the 2010 convocation. Over 174 attended the session that focused on six areas: academic excellence, student support and success, college resources, learning environment, institutional effectiveness, and community college relations. Throughout the brainstorming session led by members of the Strategic Planning Committee, no idea was dismissed, and the session was filled with energy and enthusiasm. In 2010, initiated by "C4", the Citrus College Completion Corps, and in response to President Barack Obama's challenge to increase graduation rates by 2020, Citrus College officially established its College wide initiative "A College of Completion." In so doing, the College provided resources to increase student engagement, achievement, and completion.

During this current accreditation self evaluation process, the accreditation co-chairs and writing team co-leads explored and analyzed interview content to provide data-driven evidence for this report. Interviewees cited the strategic planning

activity in 2010 as an ideal model to consider for future planning and praised the level of involvement from the campus community. The next strategic planning session will occur during spring 2015. The 2010 planning activity generated many creative ideas, and the data collected assisted the Office of Institutional Research, Planning, and Effectiveness to develop an online survey listing activities that would support the six Strategic Plan focus areas. The survey was sent to the College community for their input and all members were encouraged to participate. The results of the planning session and subsequent survey yielded the conception of a comprehensive Strategic Plan with the support and commitment by the College community. As part of the process, Citrus College developed a five-year timeline for the implementation of the 65 objectives of the Strategic Plan. Implementation of the six focus areas, 13 goals, and 65 objectives would not have been possible without the buy-in and cooperation of an entire college community that takes pride in its efforts, a high caliber work ethic, and sincere support of the College mission, vision, and values to ensure the success of students. In the spring of 2015, Citrus College embarks on the new Strategic Plan and intends to use a similar approach.

Citrus College uses participative processes to ensure effective discussion, planning, and implementation as noted the recent work of the Institutional Effectiveness Committee on program reviews. This committee reviews and makes recommendations on matters regarding the review and assessment of the integrated planning process and the means by which it is linked to the budget and allocation processes. The committee is charged with advancing the College mission by promoting an ongoing, collegial, self-

reflective dialogue based on a culture of evidence and data-driven decision making. The committee engages in the design and implementation of assessment tools that evaluate institutional effectiveness. For example, the Institutional Effectiveness Committee took a proactive line and surveyed employees from the various constituency groups in the four major program review areas of academic/instructional programs, academic support, institutional support, and student services. Their purpose was to determine each area's understanding and role within the program review process and to establish a baseline for future surveys. Results were positive, as most people reported they found the program review process "effective and worthy of the effort" as noted on question 9 of the [Assessing Annual Program Reviews- Academic Affairs 2012](#)<sup>55</sup> and [Annual Program Review Survey-Student Services 2013](#)<sup>56</sup>. These documents are available on the College intranet.

Respondents indicated that the program review process works well and that necessary data were readily available. Also, the survey presented areas for improvement, such as staff members from various support areas reporting that they were not involved in the program review process. As a result of the findings, in summer and fall 2014, the co-chairs, along with the student learning outcomes coordinator, conducted various trainings and presentations dubbed the Roadshow at division and staff meetings to provide an overview of the program review process, student learning outcomes, and the Integrated Planning Manual. The efforts yielded positive results as indicated by follow-up assessment surveys. The roadshows were very well received by all

of the instructional, student services, and institutional support programs.

As the post-roadshow assessment results show:

- 95 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of why the College is conducting and documenting student learning outcomes.
- 94 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of the program review process.
- 93 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of how student learning outcomes assessment and program review work together.
- 91 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of how to access resources available relating to SLOA and program review.
- 87 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of the College planning model.

This additional activity gave faculty, staff, and management a forum for engaging in effective discussions regarding planning and implementation. Additionally, the roadshows indicate that the College listens, responds, and conducts ongoing evaluations of faculty, staff, and student involvement.

Initiative and innovation are common themes at Citrus College. As colleges and universities are tasked to increase their graduation rates by 2020 in response to reports that less than half of American students finished college and the United States' ranking for the number of college

graduates produces has declined, Citrus College rose to the challenge by establishing a college wide initiative. The [Citrus College: A College of Completion](#)<sup>57</sup> initiative is designed to encourage and support students as they endeavor to complete their college education, transfer to baccalaureate degree programs, and enter the career fields of their choice. The College of Completion initiative originated with a group of students from the honors society Phi Theta Kappa, who met with the superintendent/president to introduce the idea of a College wide challenge. The initiative was embraced and was commemorated by students, faculty, and staff signing a pledge to support the College of Completion initiative. The Citrus College community rallied to support the College of Completion initiative by offering a variety of academic programs and student services that facilitate student success. In addition, faculty and staff continue to research and implement strategies that lead to higher student engagement, achievement, and ultimately, degree completion. The Completion Pledge–Call to Action in Support of Students can be found on page three of the [Integrated Planning Manual](#)<sup>58</sup>. The College of Completion pledge drives the theme for all campus initiatives. Owing to initiatives and ideas such as these, with the ultimate goal of academic excellence and student success, Citrus College was invited to apply for the prestigious Aspen award. The College's competitive application, one of 50 finalists, provided many examples of successful academic programs.

These innovations and initiatives would not be possible without the contributions and support from students, faculty, and staff. Successful projects such as the completion pledge are evidence that the

staff feels empowered and encouraged to participate in improving practices, programs, and services regardless of their role or official title. This sense of empowerment is validated by the results of data gathered by committee members responsible for the preparation of the Standard IVA section of this self-evaluation report. Students interviewed spoke about their role and participation in various committees on campus. The president of the associated students indicated that “students in the Associated Students of Citrus College truly value their role and involvement in shared governance, specifically after learning from their student government peers across the state that not every college is as welcoming and inclusive of the student voice.” Similarly, the sentiment from Citrus College faculty leadership in both the Academic Senate and the faculty association consistently commented and relayed appreciation for a supportive and encouraging environment, especially with regard to all faculty-driven professional and academic processes. One Citrus College Academic Senate executive board member stated, “the ‘primarily rely’ relationship between faculty and administration is not just a catch-phrase at Citrus College. It is genuinely the relationship that is practiced.”

Data gathered during the self-evaluation process indicate that students, faculty, and staff work in an empowering environment with the goal of academic excellence and student success. Evidence supporting this statement can be found in the results of the spring [2014 All-Employee Survey](#)<sup>59</sup> conducted by the Office of Institutional Research, Planning, and Effectiveness. The survey questions relate to institutional commitment and probed employees for their level of agreement. Survey results

indicate that 94.2 percent feel they understand and support the College’s mission, and Citrus College seeks to provide excellent service to students and the College community. These results are a slight increase from the [2007 All-Employee Survey](#)<sup>60</sup> and further demonstrate that the college environment is progressive as a culture of empowerment and encourages institutional excellence. Additionally, 91.4 percent of the respondents believe that Citrus College provides quality learning experiences for students, and 83.4 percent agree that the College provides the necessary services that support the College’s mission.

Results of the 2014 All-Employee Survey further validate data gathered during interviews with various members of the college community during the self-evaluation process. However, survey results also indicate that there is some level of dissatisfaction from respondents. For example, 78 percent of the responding employees indicate that they have adequate opportunities to participate on important college committees, and 78.9 percent strongly agree or agree with the statement “I am respected as a professional at Citrus College.” However, 34.4 percent of responders disagreed or strongly disagreed that the opinion of employees are given appropriate weight in matters of institutional importance. Discussions and ideas for improving this perception are already underway. For instance, the Program Review Committee chair and student learning outcomes coordinator roadshow in the spring 2014 semester emphasized that processes such as program review should always include representation from all constituencies. Managers from each area were encouraged to think of ways to ensure wide



dissemination of information and inclusive conversations on these matters.

Citrus College continues to encourage and nurture a shared governance environment. Citrus College accomplished its strategic goals and objectives from the 2007-2010 Annual Implementation Plan and is in the fourth year of the 2011-2016 Strategic Plan. Simultaneously, the Office of Institutional Research, Planning, and Effectiveness updated the [2011-2020 Educational and Facilities Master Plan \(EFMP\)](#)<sup>61</sup> adopted in 2011. The EFMP positions the College for the 21<sup>st</sup> century and furthers its reputation for academic excellence and community service. The plan guides collective efforts of the College community for the next six years. The EFMP is driven by data with the College's mission and strategic planning goals as its primary considerations and ultimately addresses critical future instructional, student services, facilities, and equipment needs of the College.

---

**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.**

---

#### **Evidence of Meeting the Standard**

The role of faculty, administration, classified staff, and students in the planning process, is found in [Administrative Procedure 3250, Institutional Planning](#)<sup>62</sup> and indicates that the established committees of the College will review and recommend planning decisions related to financial, physical, technology, and human resources. Furthermore, in accordance with [Board Policy 3250, Institutional Planning](#)<sup>63</sup>, the [Organization and Governance Handbook](#)<sup>64</sup> states:

The superintendent/president shall ensure that the College has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research. The planning system shall include plans required by law, including, but not limited to,

- Educational and Facilities Master Plan
- Five-Year Construction Plan
- Equal Employment Opportunity Plan
- Student Equity Plan
- Student Services and Support Programs
- Transfer Center Plan
- Cooperative Work Experience Plan
- Extended Opportunity Programs and Services Plan



The superintendent/president shall submit to the Board of Trustees those plans for which board approval is required per Title 5.

The shared governance and participatory structures at Citrus College are in compliance with The Accrediting Commission for Junior and Community Colleges (ACCJC) accreditation requirements, California Title 5 and Education Code as evidenced by [Board Policy 2510, Participation in Local Decision Making](#)<sup>65</sup>. This culture at Citrus College values input, collegiality, and the pursuit of academic excellence. The board policy and administrative procedures provide a detailed outline and description of the shared governance process for the College's constituents.

Board Policy 2510, Participation in Local Decision-Making was approved by the Board of Trustees on June 16, 2009, and was reviewed by all constituent groups on March 19, 2013. The document is the College's written policy providing for faculty, staff, administrators, and student participation in the decision-making process and describes the roles for each group in governance:

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 the ultimate authority.

Administrative Procedure 2510, Participation in Local Decision Making, adopted May 19, 2009, and formally reviewed March 19, 2013, provides faculty, staff, administrators, and students a detailed description of the shared governance process and encourages decision making bodies to operate in a culture of shared vision, engagement, mutual respect, and information sharing. The administrative procedure formally recognizes the following campus constituent groups as participants in matters related to shared governance and planning:

- a. The Academic Senate as the body that represents the faculty in academic and professional matters (dubbed the "10+1 areas") and the Citrus College Faculty Association as the body that represents faculty on issues within the scope of collective bargaining
- b. The Associated Students of Citrus College, which represents the students
- c. The California School Employees Association as the representative body for classified staff, excluding managers, supervisors and confidential employees
- d. The Management Team, which represents the managers
- e. The Supervisor/Confidential Team, which represents the supervisors and confidential employees who are not part of the bargaining unit

Along with providing a description of the constituent group representation, Administrative Procedure 2510,

Participation in Local Decision Making, continues with a description of the organizational structure that supports the College's shared and participatory governance policy, as well as defines roles and responsibilities of the College's planning and advisory committees such as the Citrus College Steering Committee and its standing committees, President's Council, and the Academic Senate.

A major component of College planning is the role of the Steering Committee, which serves as a liaison group among all campus constituents by coordinating the functions of its standing committees that support the College's shared and participatory governance policy. The Steering Committee reviews and recommends policies and procedures to the Board of Trustees through the superintendent/president in accordance with [Administrative Procedure 3250, Institutional Planning](#)<sup>66</sup>.

The [Constitution of the Steering Committee](#)<sup>67</sup> can be found in the [Citrus College Organization and Governance Handbook](#)<sup>68</sup>, page 24, and the College's website. According to the Steering Committee webpage,

The purpose of the Steering Committee is to promote the welfare and the educational advancement of students; serve as liaison group to provide closer communication between the campus' represented groups, guide and coordinate the functioning of the campus standing committees, recommend actions and/or policies, make recommendations to the Board of Trustees, and oversee preparation of Accreditation Self-Study.

Furthermore, the constitution of the Steering Committee, under Article 1 states:

The Steering Committee, as established by the superintendent/president, 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.

The [Constitution of the Steering Committee](#)<sup>69</sup> is comprised of eight articles, one of which describes the shared governance structure. In accordance with

the constitution, membership includes “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.” The document further describes the selection process for membership and specifies that “the number of Academic Senate representatives shall constitute a majority of the Steering Committee membership.”

Established Board of Trustees’ policies provide faculty, administrators, staff, and students with clear and substantive roles in institutional governance and decision making processes. Anecdotal and documentary evidence demonstrate that the College’s policies and administrative procedures are functioning effectively. This evidence can be found throughout the institution. Faculty leadership representing both the association and the Academic Senate, as well as student representatives from Associated Students of Citrus College (ASCC), expressed appreciation several times during the 2013-2014 academic year for the consistent invitation to “sit at the table” and the assertion that feedback from each constituency on every administrative procedure and board policy under review would be given genuine attention before moving forward.

Furthermore, the vice president of the associated students stated “student suggestions, when appropriate, are taken into account in the writing and approvals of policies and procedures. All constituency groups participate in board policy and administrative procedure reviews. Additionally and whenever necessary, ad hoc working groups are formed to develop or revise board policies and administrative procedures.”

The fact that a shared and participatory process is robust and functioning in a productive manner is evident by the members of the constituent groups who attend Steering Committee or standing committees and as exhibited in meeting minutes and attendance rosters. Such documents are available on the College website and are regularly distributed to committee members and visitors. Additionally, interviews conducted during data gathering for this report and results from the [2014 All-Employee Survey](#)<sup>70</sup> reveal that most staff believe they were provided with opportunities to participate in the decision making process. In fact, respondents to question 3.5 indicated that “65 percent strongly agree or agree that employees and/or their constituent group representatives have the opportunity to participate in College wide planning,” and 62 percent of employees surveyed indicated they strongly agree or agree that Citrus College encourages employees to participate in the decision making process, question 3.10.

Citrus College is strongly committed to the principles of participatory governance founded on consultation and collegiality. These principles encourage institutional participation in College decision making and guide the institution in achieving its mission and strategic goals. Citrus College created the [Organization and Governance Handbook](#)<sup>71</sup> in 2009 to ensure the faculty, administrators, students, and staff have a clear understanding of their substantive and clearly defined role in institutional governance and exercise a considerable voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise, and to ensure a high level of participation and input from the entire college

community. This handbook was revised in 2014.

The handbook serves as an informational resource and provides an overview of the participatory decision-making structures at Citrus College, including organizational charts and flowcharts to provide the reader with a systematic snapshot of the governance and planning process. The handbook provides detailed information on the institution's shared governance committees including each committee's purpose and responsibilities. The goal of the handbook is to assist the community in identifying areas of interest within the College governance structure while matching individual strengths and knowledge base.

The College meets the Standard.

### **Analysis of Evaluation**

Citrus College is fully committed to shared and participatory governance, and the commitment is rooted throughout the College's culture. The College's leadership solicits and encourages participation by all constituent groups, thus empowering them to exercise their shared governance roles. Results of the [2014 All-Employee Survey](#) support this theme and demonstrate that employees agree that they are included in the planning and decision-making process. Furthermore, 83.4 percent of respondents strongly agree or agree that College policies support the effective oversight of programs and services, ([2014 All-Employee Survey, page 3, question 1.3](#))<sup>72</sup>, and 65.1 percent reported they believe employees and or their constituent group representatives have the opportunity to participate in college wide planning, ([question 3.5 on page 9](#))<sup>73</sup>.

Survey data show that although there is a high degree of satisfaction with the shared governance and planning process, responses regarding budget planning and transparency are not as positive. Based on similar data from the [2007 All-Employee Survey](#)<sup>74</sup>, the College made a concerted effort to improve the communication and budget development process. For example, in 2009, the College began a series of regular college wide budget forums to address a planning agenda recommendation. During the last three years, there were budget forums twice a year, first in June for a review of the tentative budget and then in September for the final budget. Participants are surveyed at the end of each forum to evaluate the effectiveness of the presentations. Though announced and publicized well in advance of the actual meetings, only a small percentage of the campus community attends these forums. Subsequently, the College posts [budget forum presentations](#)<sup>75</sup> on the College's website, as well as the intranet for employees to review as they wish. Budget requests are prompted by program review guidelines and are clearly linked to program review data and resource requests. Resource requests are considered through the program review process based on the vice president of finance and administrative services working closely with the vice president of academic affairs and student services. To further improve the process, in 2014, the Financial Resources Committee collaborated with the Program Review Committee to rework best practices and the flow of information between the two committees. As a result, the Financial Resources Committee developed a rubric to recommend funding for program review requests. The rubric provides a clear picture of resources requested via the program review process and those

approved for budget allocation. The [program review request rubric](#)<sup>76</sup> was discussed and approved by the Financial Resources Committee as indicated in the [October 1, 2014 minutes](#)<sup>77</sup>. As this is the first year using the rubric, the Financial Resources Committee plans to reevaluate it after implementation and make necessary adjustments. The College continually strives to respond to and improve the provision of transparent information regarding budget development and planning.

---

**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.**

---

**Evidence of Meeting the Standard**

Citrus College relies upon faculty, the Academic Senate and Curriculum Committee, and academic administrators for recommendations about student learning programs and services. The Citrus Community College District Board of Trustees, in accordance with the provisions of California Title 5, Section 53200-53204, relies primarily upon the advice and judgment of the Academic Senate for recommendations regarding areas of academic and professional matters, referred to as “10+1” areas, and as outlined in [Administrative Procedure 2510, Participation in Local Decision Making](#)<sup>78</sup>, and page 30 of the Citrus College [Organization and Governance Handbook](#)<sup>79</sup>. The Academic Senate is the vehicle by which the faculty may exercise their role in the formulation and regular review of board policies and administrative procedures, as well as other

academic and professional matters as agreed upon and outlined in the “10+1” areas. The Academic Senate extends two seats to the associated students to actively participate in the Academic Senate Council.

As stated in Board Policy and Administrative Procedure 2510, Participation in Local Decision Making, “The Board of Trustees recognizes the Academic Senate as the body that represents the faculty in collegial governance relating to academic and professional matters... (and) the Board of Trustees honors the provisions of Title 5, Sections 53200-53204, in consulting collegially with the Citrus College Academic Senate.”

As noted in the Academic Senate constitution, article II Membership, “The Academic Senate is established for the purpose of participation in the formation of educational and professional policy. The Senate Council (the governing body of the Senate) shall be the executive group and serve as the official representative body of the Senate on all noncontract matters. The Senate Council is empowered to make recommendations to the administration, Board of Trustees, and all campus committees. 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.”

Furthermore, in article VII Empowerment, “the Academic Senate shall be represented on, and make recommendations to all appropriate College committees. It shall also make recommendations and have direct access to the College President and the Board of Trustees. It shall be further



empowered to develop its own internal organization, to initiate studies, to discuss problems, and propose policies for administrative considerations. As established by Board Policy and Administrative Procedure 2510, Participation in Local Decision Making, “the Board will rely primarily upon the advice of the Academic Senate” in the following academic and professional matters and as noted in the Academic Senate constitution:

1. Educational program development
2. Standards or policies regarding student preparation and success
3. District and college governance structures, as related to faculty roles
4. Faculty roles and involvement in accreditation, including the self-study and annual reports
5. Policies for faculty professional development activities
6. Processes for instructional and student services program review
7. Degree and certificate requirements
8. Grading policies
9. Curriculum, including establishing prerequisites and placing courses within disciplines
10. Processes for institutional planning and budget development

Evidence of reliance on faculty leadership can be found in the formal [minutes](#)<sup>80</sup> of the bimonthly Academic Senate meetings that are distributed to the committee membership and are made publicly available on the College’s website, as well as physically posted for community access.

Aside from the Academic Senate, the faculty actively participate in and have a strong presence on various committees responsible for curricular and other

educational matters such as: Steering Committee, Curriculum Committee, Educational Programs Committee, Student Services Committee, Academic Calendar Committee, Institutional Effectiveness Committee, Program Review Committee, Student Learning Outcomes and Assessment, and the Faculty Learning Institute, to name a few.

Faculty are active participants at the division level and lead the program review process including assessment of student learning outcomes at both the program and course levels. Faculty are also involved in programs and services offered to students as evidenced by the volunteer mentorship as club advisors. Citrus College supports the work of its Academic Senate, as demonstrated by the assignment of a 50 percent administrative secretary who provides clerical support. Further, the College provides 110 percent reassigned time, the distribution of which is determined by the Academic Senate to support its leadership roles.

Moreover, the Academic Senate president makes a report regarding academic and professional matters as a standing agenda item at the Board of Trustees meetings. Lastly, the superintendent/president meets twice a month with the vice president of academic affairs, vice president of student services, and president and vice president of the Academic Senate in a meeting referred to as the “Big Five.” The intent of the meeting is to promote and encourage timely, frank, and open communication.

The College meets the Standard.

### **Analysis of Evaluation**

The Academic Senate is a strong and active participant in the shared and participatory governance process,



especially with regard to academic and professional matters. The faculty leadership works collegially and collaboratively with the College administration toward student success outcomes. The College respects the role of the Academic Senate as a collegial partner in the success and implementation of the mission of the College and strategic goals.

---

**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. The processes facilitate discussion of ideas and effective communication among the institution’s constituencies.**

---

**Evidence of Meeting the Standard**

Citrus College fosters effective communication through its established structures, processes, and practices all with the intention of enhancing its academic programs and services for the good of the students. The College takes pride in providing a collegial learning environment and is committed to shared and participatory governance principles designed to promote frank discussion among all College constituencies and to encourage open dialogue and wise decision making supportive of the College’s mission and strategic plans. The fundamentals that guide the College’s decision making culture are shared vision, engagement, mutual respect, and information sharing as stated on the [Citrus College governance](#)<sup>81</sup> webpage. The College embraces the concept of participatory governance to ensure that informed decisions are based on input from members of the college community and furthermore, as noted on one of the objectives of the College’s [mission](#)

[statement](#)<sup>82</sup>, to “furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance.” The College takes great pride in the inclusion of the associated students in the participatory and shared governance process as evidenced by inclusion of students on governance committees that provide forums for frequent and systematic reports, discussion and an avenue to voice concerns.

The College’s participatory and shared governance practices are grounded in Board Policy 2510, Participation in Local Decision Making. This policy delineates the roles for staff and students in the decision making process. The policy denotes the academic roles of faculty in areas of student educational programs and services as well as in academic and student services planning.

The Citrus College Organization and Governance Handbook outlines and explains the role of each constituency group in the governance process while maintaining the institutional principles of participatory and shared governance. The handbook serves as a resource for information and provides an overview of the participatory decision making structures in place at the College. 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. The officially recognized constituency groups are the Academic Senate, the associated students, the supervisor/confidential group, the management team, and the California School Employees Association.

In accordance with Administrative Procedure 2510, Participation in Local Decision Making and as explained in the Organization and Governance Handbook, the College's planning and advisory committees' organizational structure supports participatory governance. The Steering Committee coordinates the functions of its standing committees and is the liaison for all campus constituents. The Steering Committee, composed of representatives from each constituency group, "is charged with advancing the mission and objectives of the institution through broad-based participation in the decision making process." The committee, responsible for guiding and assessing the major institutional planning initiatives and policies, makes recommendations to the Board of Trustees via the superintendent/president based on the research and actions of the standing committees. The Steering Committee is chaired by the superintendent/president. The committee cultivates participatory governance by reviewing and making recommendations on matters of institutional effectiveness and academic excellence. These matters may include such areas as academic programs, budget and financial resources, institutional research, physical resources, diversity and student equity, program review, student support services, and accreditation. Each standing committee has a defined role and reports to the Steering Committee.

There are ample opportunities for faculty, staff, and students to participate in the shared governance process of the institution if they so desire. Evidence of robust participation from campus constituency groups, which includes 29 members, can be found in the electronic meeting minutes and rosters of the Steering Committee that are maintained in

the Office of the superintendent/president. For instance, during its meetings, the Academic Senate makes invitations for participation for all levels of shared governance regularly. This includes range of items such as [specific program evaluation](#)<sup>83</sup> and [soliciting input on strategic objectives](#)<sup>84</sup> and special annual events such as the [general education assessment dialogue](#)<sup>85</sup>. The Steering Committee meets regularly during the fall and spring semesters. Scheduled meeting dates are published annually.

The Citrus College Academic Senate plays a key role in the development and recommendation process with regard to academic matters as specified by the Academic Senate constitution. The Academic Senate meets twice a month, and its minutes are posted electronically on the Academic Senate webpage.

The Associated Students of Citrus College is also an active participant in the College's participatory and shared governance process. Members of the Associated Students of Citrus College executive board and program board plan and implement a variety of educational and social activities open to all students and "provide effective student representation in the College's shared governance process" as charged by the [Associated Students of Citrus College Constitution and Bylaws](#)<sup>86</sup> last revised on March 6, 2014. The executive board emphasizes the importance of participatory and shared governance by appointing at least one member to each standing committee of the Steering Committee. The student trustee holds a nonvoting seat at the Board of Trustee meetings, but is allowed to speak to items on the agenda. Furthermore, the student trustee reports on student events and

accomplishments to the trustees and reports back to the associated students those topics and concerns that may impact students.

Similarly, the CSEA appoints classified staff representatives to the various college committees and makes regular, agendaized reports at Board of Trustees meetings. Furthermore, administrators/managers encourage classified staff to attend and participate in committee meetings. Lastly, management has the opportunity to participate in shared and participatory governance and to serve on college committees. Aside from serving on College wide committees, management groups meet regularly to discuss the implementation and progress of the strategic goals and objectives, share information, and report on the progress of program goals. Management groups include the management team, comprised of deans, directors, vice presidents, and the superintendent/president; the supervisor/confidential team; the president's cabinet comprised of the superintendent/president, vice president of academic affairs, vice president of student services, vice president of finance and administrative services, and the director of human resources; and "Big Five" composed of the superintendent/president, vice president of academic affairs, vice president of student services, academic senate president, and academic senate vice president.

Along with a robust and active participatory and shared governance structure, Citrus College promotes effective communication that is clear, understood, and widely available via numerous forums. The Citrus College website hosts a range of informative sites such as budget forum presentations, Citrus

Facts in Brief, reports to the community, Strategic Plan, Annual Implementation Plan, the Educational and Facilities Master Plan, as well as individual messages and announcements from the superintendent/president. The [Citrus College website](#)<sup>87</sup> was redesigned in August 2014 and serves as a venue for providing up-to-date information to the College community. The website was also redesigned to provide resizing for mobile devices, a communication source more relevant to ever-changing technology.

Other ways that Citrus College fosters an environment of open and effective communication is through the Weekly Bulletin that is emailed weekly to the campus community. The superintendent/president updates the college community via eMemos. In the same realm, the College community relies on the email system as the major conduit of uniform communication. This venue creates an immediate and accessible source of information and supports the College's green sustainability efforts. The Office of External Relations is responsible for the coordination and release of public information issues the following campus publications: [Citrus Bulletin](#)<sup>88</sup>, [Citrus View](#)<sup>89</sup>, the [Citrus College News Magazine](#)<sup>90</sup>, [Facts in Brief](#)<sup>91</sup>, [Steering Highlights](#)<sup>92</sup>, and [Board Highlights](#)<sup>93</sup>.

Citrus College provides updates on the progress of its strategic goals and objectives through an annual report to the Board of Trustees via the [Annual Implementation Plan](#)<sup>94</sup>. The Office of Institutional Research, Planning, and Effectiveness presents the planned activities to meet the objectives at the beginning of the academic year, followed by a mid-year progress report in January, and then a final report in June with results

and outcome of the activities. The presentations and documents are available through the Office of Institutional Research, Planning, and Effectiveness website. Another source of information is fall convocation wherein the superintendent/president provides the State of the College address and any updates on the latest efforts by the College. During division meetings on this day, faculty receive information from College leaders and engage in dialogue about initiatives and upcoming programs.

The College meets the Standard.

### **Analysis of Evaluation**

Citrus College empowers constituents to participate and voice their opinions in a collaborative environment. Clear board policies coupled with a comprehensive governance handbook guide this process and are founded on the principles of participatory governance, consultation, and collegiality. The [2014 All-Employee Survey](#)<sup>95</sup> provides extensive data supporting the aforementioned statement. The survey found that 67.6 percent of all employees believe that their role in shared governance is clearly stated and publicized question 4.1, and 56.2 percent believe that the shared governance process is effective at Citrus College question 4.12. Furthermore, responses to question 2.1 reveal that 84.7 percent of responding employees strongly agree or agree that achievement of College goals is regularly shared with campus constituents, and over three-quarters (78.2 percent) of respondents strongly agree or agree that they are provided adequate opportunities to participate on important College committees question 2.6. Finally, just less than three-quarters (73.3 percent) of the employees strongly agree or agree with the

statement, “I am informed of matters that affect me,” question 2.3.

### **Actionable Improvement Plan**

In order to achieve excellence, and to reaffirm its commitment to consistent participation in College processes from members of all constituent groups, Citrus College will continue to encourage and support engagement in college wide practices. As an example of this commitment, the Citrus College method to develop the new Strategic Plan will provide employees and students throughout the college community the continuing opportunity to engage in inclusive dialogue on matters of institutional importance and help craft the strategic objectives that will guide the College as it moves forward. (IV.A.1, IV.A.3.)

---

**IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

---

### **Evidence of Meeting the Standard**

Citrus College will celebrate its centennial on June 5, 2015. Since 1915, the College has maintained its accreditation as a California Community College. Citrus College was first accredited by the Accrediting Commission for Community and Junior Colleges in 1952 and complies

with all Commission Standards, policies, and guidelines with integrity. The College adheres to and anticipates Commission requirements for public disclosure, self-evaluation, reports, and team visits. Information relevant to accreditation is accessible on the College website and includes prior self-study supporting documents, mid-term and interim reports, annual reports, and responses to previous recommendations. These documents are published and available in the Office of the superintendent/president and from the accreditation liaison officer. Citrus College addressed accreditation recommendations from the 2009 visiting team expeditiously, including the timely submission of follow up and mid-term interim reports.

Citrus College continuously demonstrates honesty and integrity while maintaining positive relationships with the Commission and with other external agencies. The College worked in earnest to provide transparency pertaining to its accreditation efforts and during the preparation of this self-evaluation report. Citrus College developed an up-to-date, informative and easy-to-navigate accreditation webpage. The following are major steps taken in the preparation of this self-study:

- Formation of the Accreditation Committee with two co-chairs (one faculty and one senior administrator, the accreditation liaison officer) includes faculty, management, supervisor/confidential, classified staff, and students
- Establishment of monthly meetings and writing teams for each of the four Standards
- Creation of an [accreditation website](#)<sup>96</sup> accessible on the intranet
- Conducted and compiled resulting data from an all-employee survey

The accreditation team intentionally included representation from all College constituents as it collected input in the development of this self-evaluation. Each Standard segment was jointly managed by two co-leads, usually one faculty and one manager. Teams were encouraged to conduct interviews, engage in honest and frank dialogue, gather supporting data, synthesize data, and compose a report that is informative, detailed, and inclusive of each constituent group. Co-leads met monthly with their teams to review progress reports, identify needs, and examine findings.

In addition to regular updates to the Board of Trustees and Steering Committees, on November 26, 2013, the accreditation co-chairs presented a [college wide community forum](#)<sup>97</sup> providing an update on the 2009 accreditation results, time line, and preparation plan for the 2015 accreditation site visit.

Citrus College is committed to publicly publishing detailed, accurate, and authentic communication as an institution that delivers quality education. The College's effectiveness in this realm is demonstrated by the preparation and transparency of this self-evaluation report. All documents relevant to this self-evaluation are published via a link on the front page of the Citrus College website. The College complies with federal, state,



local, and internal standards and is committed to ethical behavior as evidenced by the following:

- [Board Policy 3050, Institutional Code of Ethics](#)<sup>98</sup> was adopted October 21, 2014 and replaced Board Policy 3602, Code of Conduct.
- Contracts with consultants and vendors are approved by the Board of Trustees and comply with Education Code Title 24.
- The Board of Trustees approves all equipment purchases in excess of the \$15,000 bid limit.
- The College budget and monthly expenditures are matters of public record, easily accessible in Board of Trustees meeting minutes.
- 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 promptly and appropriately to any and all audit findings, and such findings are extremely rare.
- A [Bond Oversight Committee](#)<sup>99</sup> responsible for the Measure G General Obligation Bond, which passed in 2004, oversees performance and financial record keeping and issues an annual report to the community.
- The College has successfully met all compliance reporting requirements for three Title V grants; a United States Department of Education, Funds for Improvement of Post-Secondary Education Veterans grant; and other grants awarded to Citrus College for a range of specific purposes.
- [Advisory councils](#)<sup>100</sup> composed of industry member partners for career

and vocational programs (recording technology, emerging theatre technologies, dental assisting, automotive technology, water technology, and public works, among others provide regular reviews and advice to their respective programs.

Additionally, various Citrus College programs and departments work directly with outside agencies in order to expand partnerships with unified school districts inclusive of middle schools, high schools, regional occupations programs, community colleges, four-year institutions, and industry allies. These educational and business partners provide opportunities to stay abreast of industry needs and reach beyond educational communities. Representative examples include the following:

1. Citrus College offers a two-year Early College program for high school juniors and seniors at Duarte High School.
2. Citrus College participates in the San Gabriel Valley Career Technical Education Community Collaborative via contracts with Mount San Antonio College and Rio Hondo College. Collaboration is scheduled to continue in the form of a nine-college partnership implementing SB 1070 under the leadership of Rio Hondo College; Citrus College anticipates implementation of two mini-grants funded through this regional initiative.
3. The Emerging Theatre Technologies Program has developed relationships with the Walt Disney Company, PRG Lighting, Las Vegas Cirque du Soleil theatre companies, and numerous other entertainment industry partners for internships and advisory board members.



4. The Automotive Technology Program has a partnership agreement with Toyota Motor Sales, USA, and provides certified technicians to the regional Toyota, Lexus, and Scion dealership network through its Toyota Technician Education Network program.
5. Citrus College has partnered with Duarte Unified School District and City of Hope to offer the TEACH (Train, Educate, and Accelerate Careers in Healthcare) program. This is a program modeled after IBM's pTECH program. TEACH focuses on health information technology. Students take courses at Duarte High School, earn college credit, and intern at City of Hope during the summer.
6. Citrus College International Student Program is certified as a Student and Exchange Visitor Information System school. All records and compliance 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.

The College meets the Standard.

### **Analysis of Evaluation**

The College is committed to and will continue to comply with the Accrediting Commission for Community and Junior Colleges accreditation requirements and guidelines.

---

**IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

---

### **Evidence of Meeting the Standard**

Citrus College engages in ongoing evaluation of its governance and decision making structures. The College maintains a continual commitment to self-evaluation and modifies its governance processes as needed founded on query based results, processes, surveys, and open dialogue. Examples of an ongoing review process and communication within the campus community can be found in several practices such as the adoption of annual goals by the Board of Trustees, the adoption and implementation of scheduled reviews and updates of board policies and procedures, adoption of planning documents such as the 2011-2016 Strategic Plan and the 2011-2020 Educational and Facilities Master Plan, development and publishing of the Integrated Planning Manual and Organization and Governance Handbook, as well as the Steering Committee process and the establishment of the Institutional Effectiveness Committee.

The District maintains a strong commitment to ongoing self-evaluation to assure the integrity and effectiveness of the institution at every level of the College structure. Beginning with the Board of Trustees, as elected officials of the College, who establish policies, approve long- and short-term educational plans and programs, and promote calculated growth

and development. As such, the Board of Trustees develops and adopts annual goals reflective of the needs of the College community and conduct an annual self-evaluation. The Board of Trustees discusses and reports the process and format for its own self-evaluation and goals during an annual Board of Trustees retreat as reflected on the minutes located on the Citrus College website [Board of Trustees documents library](#)<sup>101</sup>.

Additionally, the board communicates results of the outcome of their [annual goals](#)<sup>102</sup> and self-evaluation during their [annual retreat](#)<sup>103</sup>. Furthermore, the District scrupulously implements the systematic review of its board policies and procedures, which is ingrained in the institutional culture as a best practice. Board policies and procedures are reviewed and updated regularly on a three year cycle, as mandated by changes in institutional procedures, in compliance with external agencies, and as accreditation reviews recommend per [Administrative Procedure 2000, Board Policy and Administrative Procedures](#)<sup>104</sup>. Board policies and procedures are also updated as new legislation or governmental processes require. The review occurs at the appropriate standing committee of the College, then is sent to constituent groups for review and approval, followed by the Steering Committee for approval, and finally to the Board of Trustees for approval and adoption.

At the college level, the [Steering Committee](#)<sup>105</sup> includes college wide representation, reviews, and affirms committee changes and provides recommendations to the superintendent/president. The Steering Committee serves as a liaison group to provide closer communication amidst the

standing committees. It recommends actions and/or policies, makes recommendations to the Board of Trustees, and oversees preparation of Accreditation self-evaluation. As part of the annual evaluation and review process, each [standing committee of steering](#)<sup>106</sup> undergoes a self-evaluation that includes developing and reviewing annual goals, and evaluating its outcomes. Moreover, each governing body reviews and revises its purpose statements, usually at the end of each academic year, to ensure the integrity of each committee, sustain alignment with College goals and improve upon its purpose as needed.

Citrus College welcomes dialogue regarding the improvement of institutional effectiveness on an ongoing and systematic cycle of evaluation. With the guidance of the Integrated Planning Manual, the College engages in ongoing self-evaluation with the ultimate goal of improving student learning and success as detailed within the Institutional Effectiveness Committee process. The [2014-2015 Integrated Planning Manual](#)<sup>107</sup> (4<sup>th</sup> edition first developed in 2011) describes the major planning components of the College and provides an illustration of how they work together toward the Colleges' planning process. The manual is a living document that illustrates the continuous, reflective process that ensures a cycle of constant assessment and improvement. The process is described on pages 71 and 72 of the [Organization and Governance Handbook](#)<sup>108</sup>, inclusive of the purpose of the Institutional Effectiveness Committee, which states:

The Institutional Effectiveness Committee is a standing committee of the Citrus College Steering Committee. The purpose of the

Committee is to review and make recommendations on matters regarding institutional effectiveness (i.e., the review and assessment of the integrated planning process and the means by which it is linked to the institutional planning processes).

The committee is charged with advancing the College's mission by promoting an ongoing, collegial, self-reflective dialogue based on a culture of evidence and data-driven decision making. The committee engages in the design and implementation of assessment tools that evaluate and improve institutional effectiveness. Also, the committee oversees functions and responsibilities related to ACCJC Standard I.B. Institutional Effectiveness.

In the 2014-2015 year, the Integrated Planning Manual describes the major planning components of the College and illustrates how each component works with other components in the planning process. The Institutional Effectiveness Committee reviews and revises this manual annually to ensure it is kept current with the College's mission and goals. For example, during 2013, the committee examined the instructional program review process that resulted in modifications implemented to streamline and improve the quality of the reviews being submitted followed by the establishment of a Program Review Committee. Institutional planning is a vital component of Citrus College's mission and goals. As stated by the superintendent/president, "This Integrated Planning Manual illustrates the continuous, reflective process that has been implemented to ensure a cycle of constant assessment and improvement."

Another function of the committee is to design and implement assessment tools that evaluate and improve institutional effectiveness. One such tool is the 2014 All-Employee Survey that captured the pulse of 43 percent of employees at the institution and was categorized in eight areas:

1. Institutional commitment
2. Dialogue
3. Evaluation, planning, and improvement
4. Institutional integrity
5. Organization
6. Student learning outcomes
7. Comments regarding things liked most and things respondents would like to see changed at the College
8. Respondent characteristics and demographics

In fall 2015, the Institutional Effectiveness Committee will discuss the results from the survey to identify areas for improvement.

The College meets the Standard.

### **Analysis of Evaluation**

The College is committed to the ongoing evaluation of its shared and participatory governance. The Organization and Governance Handbook provides a central source that succinctly informs the campus community of the participatory and shared governance process, as well as the process to discuss new ideas, strengths, and weaknesses in a formal platform that addresses the effectiveness of the governance and decision-making process. Another significant document in this context is the Integrated Planning Manual. This manual delivers a descriptive and comprehensive explanation of the

College's planning process, ultimately linking planning to budget and resource allocation. More significant is the establishment of the Institutional Effectiveness Committee, which is charged with promoting an ongoing,

collegial, self-reflective dialogue based on a culture of evidence and data-driven decision making by designing and implementing assessment tools for the purposes of evaluating and improving institutional effectiveness.

## Evidence

IV-A-1	<a href="#">Citrus College Mission, Vision, Values</a>
IV-A-2	<a href="#">Citrus College Website – Home</a>
IV-A-3	<a href="#">Citrus College Board Policy BP 1200</a>
IV-A-4	<a href="#">Integrated Planning Manual 2014-2015</a>
IV-A-5	<a href="#">Organization and Governance Handbook</a>
IV-A-6	<a href="#">Citrus College All-Employee Survey 2014</a>
IV-A-7	<a href="#">Community College Survey of Student Engagement – 2014 Frequency</a>
IV-A-8	<a href="#">Citrus College Steering Committee Constitution</a>
IV-A-9	<a href="#">Steering Committee Highlights 2014 – Index</a>
IV-A-10	<a href="#">Organization and Governance Handbook</a>
IV-A-11	<a href="#">Research &gt; ARCC Student Success Scorecard 2014</a>
IV-A-12	<a href="#">Research &gt; CCSSE Index</a>
IV-A-13	<a href="#">Citrus College Strategic Plan 2011-2016</a>
IV-A-14	<a href="#">Strategic Planning</a>
IV-A-15	<a href="#">Citrus College Program Review – Home</a>
IV-A-16	<a href="#">Institutional Research, Planning and Effectiveness – Home</a>
IV-A-17	<a href="#">Citrus College Strategic Plan 2011-2016</a>
IV-A-18	<a href="#">Strategic Planning</a>
IV-A-19	<a href="#">Institutional Research, Planning and Effectiveness – Home</a>
IV-A-20	<a href="#">Citrus College Fact Book</a>
IV-A-21	<a href="#">Citrus College Strategic Plan 2011-2016</a>
IV-A-22	<a href="#">Educational and Facilities Master Plan 2011-2020</a>
IV-A-23	<a href="#">Research &gt; ARCC Student Success Scorecard 2014</a>
IV-A-24	<a href="#">Research &gt; CCSSE Index</a>
IV-A-25	<a href="#">Student Services Committee Meeting Notes, February 27, 2014</a>
IV-A-26	<a href="#">Institutional Effectiveness Committee – Home</a>
IV-A-27	<a href="#">Institutional Effectiveness Committee Minutes, September 22, 2014</a>
IV-A-28	<a href="#">Educational and Facilities Master Plan 2011-2020</a>
IV-A-29	<a href="#">Academic Senate Meeting Minutes, October 8, 2014</a>
IV-A-30	<a href="#">Associated Students of Citrus College board minutes November 13, 2012</a>
IV-A-31	<a href="#">Institutional Research, Planning and Effectiveness – Home</a>
IV-A-32	<a href="#">Associated Students of Citrus College board minutes, January 17, 2014</a>
IV-A-33	<a href="#">Associated Students of Citrus College board minutes, July 11, 2014</a>
IV-A-34	<a href="#">Steering Committee Minutes, June 9, 2014</a>
IV-A-35	<a href="#">Citrus College Program Review – Home</a>
IV-A-36	<a href="#">Strategic Planning</a>
IV-A-37	<a href="#">Integrated Planning Model</a>
IV-A-38	<a href="#">Citrus College Strategic Plan 2011-2016</a>
IV-A-39	<a href="#">Integrated Planning Manual 2014-2015</a>
IV-A-40	<a href="#">Annual Implementation Plan 2014-2015</a>
IV-A-41	<a href="#">Physical Resources Committee Minutes June 26, 2014</a>
IV-A-42	<a href="#">Academic Senate Meeting Minutes, September 24, 2014</a>
IV-A-43	<a href="#">Academic Senate Meeting Minutes, October 8, 2014</a>
IV-A-44	<a href="#">Academic Senate Meeting Minutes, October 8, 2014</a>
IV-A-45	<a href="#">Associated Students of Citrus College board minutes, August 27, 2013</a>
IV-A-46	<a href="#">Citrus College Administrative Procedure AP 2510</a>
IV-A-47	<a href="#">Strategic Planning</a>
IV-A-48	<a href="#">Citrus College Steering Committee Constitution</a>

IV-A-49	<a href="#">Citrus College Administrative Procedure AP 2510</a>
IV-A-50	<a href="#">Citrus College All-Employee Survey 2014</a>
IV-A-51	<a href="#">Citrus College All-Employee Survey 2014</a>
IV-A-52	<a href="#">Organization and Governance Handbook</a>
IV-A-53	<a href="#">Academic Senate Meeting Minutes, October 8, 2014</a>
IV-A-54	<a href="#">Citrus College Strategic Plan 2011-2016</a>
IV-A-55	<a href="#">Program Review Survey Results – Academic Affairs 2012</a>
IV-A-56	<a href="#">Program Review Survey Results – Student Services 2013</a>
IV-A-57	<a href="#">College of Completion – Home</a>
IV-A-58	<a href="#">Integrated Planning Manual 2014-2015</a>
IV-A-59	<a href="#">Citrus College All-Employee Survey 2014</a>
IV-A-60	<a href="#">Citrus College All-Employee Survey 2007</a>
IV-A-61	<a href="#">Educational and Facilities Master Plan 2011-2020</a>
IV-A-62	<a href="#">Citrus College Administrative Procedure AP 3250</a>
IV-A-63	<a href="#">Citrus College Board Policy BP 3250</a>
IV-A-64	<a href="#">Organization and Governance Handbook</a>
IV-A-65	<a href="#">Citrus College Board Policy BP 2510</a>
IV-A-66	<a href="#">Citrus College Administrative Procedure AP 3250</a>
IV-A-67	<a href="#">Citrus College Steering Committee Constitution</a>
IV-A-68	<a href="#">Organization and Governance Handbook</a>
IV-A-69	<a href="#">Citrus College Steering Committee Constitution</a>
IV-A-70	<a href="#">Citrus College All-Employee Survey 2014</a>
IV-A-71	<a href="#">Organization and Governance Handbook</a>
IV-A-72	<a href="#">Citrus College All-Employee Survey 2014</a>
IV-A-73	<a href="#">Citrus College All-Employee Survey 2014</a>
IV-A-74	<a href="#">Citrus College All-Employee Survey 2007</a>
IV-A-75	<a href="#">Finance &gt; Budget Forum Index</a>
IV-A-76	<a href="#">Financial Resources Committee Resource Request Rubric</a>
IV-A-77	<a href="#">Financial Resources Committee Minutes October 1, 2014</a>
IV-A-78	<a href="#">Citrus College Administrative Procedure AP 2510</a>
IV-A-79	<a href="#">Organization and Governance Handbook</a>
IV-A-80	<a href="#">Academic Senate Minutes Directory 2014-2015</a>
IV-A-81	<a href="#">Citrus College Governance – Home</a>
IV-A-82	<a href="#">Citrus College Mission, Vision, Values</a>
IV-A-83	<a href="#">Academic Senate Minutes, November 27, 2013</a>
IV-A-84	<a href="#">Academic Senate Minutes, September 11, 2013</a>
IV-A-85	<a href="#">Academic Senate Minutes, April 9, 2014</a>
IV-A-86	<a href="#">Student Affairs &gt; ASCC &gt; Governing Documents</a>
IV-A-87	<a href="#">Citrus College Website – Home</a>
IV-A-88	<a href="#">Citrus Bulletin – Index</a>
IV-A-89	<a href="#">Citrus View – Index</a>
IV-A-90	<a href="#">Citrus College News Magazine – Index</a>
IV-A-91	<a href="#">Facts in Brief, 2014-2015</a>
IV-A-92	<a href="#">Steering Committee Highlights 2014 – Index</a>
IV-A-93	<a href="#">Board of Trustees Highlights – Index</a>
IV-A-94	<a href="#">Strategic Planning</a>
IV-A-95	<a href="#">Citrus College All-Employee Survey 2014</a>
IV-A-96	<a href="#">Accreditation Intranet (SharePoint) Screenshot</a>
IV-A-97	<a href="#">Accreditation Community Forum, November 26, 2013</a>
IV-A-98	<a href="#">Citrus College Board Policy BP 3050</a>



- IV-A-99 [Finance > Bond Oversight Committee – Home](#)
- IV-A-100 [Career Tech Ed Advisory Councils Index](#)
- IV-A-101 [Citrus College Board of Trustees – Home](#)
- IV-A-102 [Citrus College Board of Trustees Goals – Index](#)
- IV-A-103 [Citrus College Board of Trustees Minutes, May 27, 2014](#)
- IV-A-104 [Citrus College Administrative Procedure AP 2000](#)
- IV-A-105 [Citrus College Steering Committee – Home](#)
- IV-A-106 [Citrus College Governance > Standing Committees](#)
- IV-A-107 [Integrated Planning Manual 2014-2015](#)
- IV-A-108 [Organization and Governance Handbook](#)

## Standard IV: Leadership and Governance

### 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.**

---

**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.**

---

#### **Evidence of Meeting the Standard**

The [Board of Trustees](#)<sup>1</sup> 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 nonvoting student trustee is elected annually in a general student election. The board meets monthly in open session with agendas posted in public places as well as

online at least 72 hours in advance of a meeting. Proper electoral procedures and representation of these communities are dictated by [Board Policy 2100, Board Elections](#)<sup>2</sup> and [Board Policy 2010, Board Membership](#)<sup>3</sup>.

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.

The board advocates the institution at the local, state, and national level. At the national level, the board is a member of the Association of Community College Trustees and American Association of Community Colleges 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 and through active participation in the league's legislative conference. The board is active in promoting the College to local business and community leaders. Throughout 2014, in conjunction with the Citrus College Foundation and the superintendent/president, the board hosted daylong events such as Claremont Day and Monrovia Day, where prominent individuals from these communities came

to campus for informative tours. The board hosts luncheons and tours for members from the local unified school districts and receives updates from officials from local school districts on implementation of Common Core. Each of the board members resides in the district that he or she represents and is enthusiastically involved in community activities within the district. Board members meet with other locally elected officials such as members of Congress and the California State Assembly and Senate. 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, which is composed of six community colleges in the local region and advocates local issues.

The board has clear, established policies regarding matters that assist in the smooth functioning of a shared governance institution with effectiveness of student learning programs and services at the forefront as dictated by the institution's mission statement. All board policies and administrative procedures are reviewed on a three-year cycle, but reviews can occur more frequently if desired by a constituent group or recommended by the Community College League of California, of which the board is a member. [Board Policy 2000](#)<sup>4</sup> and [Administrative Procedure 2000](#)<sup>5</sup> outline the three-year review cycle that ensures continuous quality improvement for board oversight of all campus practices that are outlined in the extensive list of college wide policies. [Board Policy](#)<sup>6</sup> and [Administrative Procedure 2431, Superintendent/President Selection](#)<sup>7</sup> is updated every three years or sooner if

recommended by the Community College League of California.

[Board Policy](#)<sup>8</sup> and [Administrative Procedure 2435, Evaluation of Superintendent/President](#)<sup>9</sup> ensures that the board annually evaluates the superintendent/president using an assessment tool agreed upon by the board. This evaluation process includes the goals and self-evaluation of the superintendent/president and is conducted in closed session but noted in the board minutes. Also, the board consults the Community College League of California Trustee Handbook, [Chapter 24: The CEO Search](#)<sup>10</sup> should a search for a new superintendent/president become necessary. The board duly delegates the duties to the superintendent/president through [Board Policy 2430, Delegation of Authority to Superintendent/President](#)<sup>11</sup>. In addition, board policies such as [BP 2200, Board Duties and Responsibilities](#)<sup>12</sup>; [BP1200, Mission](#)<sup>13</sup>; [BP3050, Institutional Code of Ethics](#)<sup>14</sup>; [BP 3510, Workplace Violence Protection](#)<sup>15</sup>; and [BP 7104, Whistleblower Protection](#)<sup>16</sup> ensure an environment that serves the community with integrity, quality, and safety. The board adheres to [Board Policy 6740, Citizens' Bond Oversight Committee](#)<sup>17</sup>, which ensures the local communities that the fiscal matters related to bond projects are executed with integrity and financial responsibility. The community voice is ensured through [Board Policy 2345, Public Participation at Board Meetings](#)<sup>18</sup>.

The board receives regular updates on academic matters such as program review, student learning outcomes and assessment and the implementation of the Strategic Plan on a regular basis, which ensures they are apprised of program quality and effectiveness at the local level; the board is

also apprised of the state-issued Citrus College Scorecard by the Office of Institutional Research, Planning, and Effectiveness and the superintendent/president.

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 ensures that the superintendent/president routinely receives and considers input from constituent groups, such as the Academic Senate, the California School Employees Association, 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.

The College meets the Standard.

#### **Analysis of Evidence**

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 and representing the institution at the local, regional, and national levels. In addition, the board assumes its appropriate role in overseeing and approving numerous policies that ensure the institution operates with integrity, fiscal responsibility, and integrated planning modules that synthesize data-

driven planning and outcomes assessment with budget processes.

---

#### **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.**

---

#### **Evidence of Meeting the Standard**

The Citrus College 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 college practice. Suggestions for revisions to policy are forwarded to the board for approval following a rigorous process of shared decision-making involving the college constituency groups. Policy revisions begin in one of several standing committees and 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 governance decision-making body. The process of reviewing board policies and administrative procedures has been institutionalized through the three-year review cycle. Constituent group leaders review all policies and procedures as they reach this three-year timeline through a desk review process; if significant changes are required, they go through the entire cycle of review by the larger bodies.

The charge of the board is detailed in [Board Policy 2200, Board Duties and](#)

[Responsibilities](#)<sup>19</sup>, which details the commitment to its responsibilities to the public, institutional integrity, its interactive role with the superintendent/president, student success, and fiscal responsibility. The board encourages a shared, participatory governance structure as outlined in [Board Policy](#)<sup>20</sup> and [Administrative Procedure 2510, Participation in Local Decision Making](#)<sup>21</sup>. The Board of Trustees is routinely apprised of the [Annual Implementation Plan](#)<sup>22</sup>, which is the document detailing activity to ensure the execution of the [2011-2016 Strategic Plan](#)<sup>23</sup>. Additionally, the board is also [regularly informed](#)<sup>24</sup> of how these various plans are integrated into college wide processes that can be found in the [Integrated Planning Manual](#)<sup>25</sup>. The Office of Institutional Research provides updates on data culled from the [Community College Survey of Student Engagement](#)<sup>26</sup>. Existing board policies and administrative procedures 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 as evidenced in the entire [Board Policies 5000](#)<sup>27</sup> series covering student services. In addition, all five-year, comprehensive program reviews are presented to the board for information, which is the primary vehicle for program assessment and resource requests. The board continues to support the student learning outcomes and assessment coordinator, a faculty reassignment position that oversees sustained, continuous quality improvement of campus student learning outcomes and assessment. The board regularly audits and reviews budget reports to ensure that necessary resources are available to support campus programs. They receive a [calendar](#)<sup>28</sup> from the Office of the

Superintendent/President of annual reports given at board meetings from various noninstructional offices as well as instructional programs.

The College meets the Standard.

#### **Analysis of Evidence**

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 has institutionalized its policy revision processes through its ongoing relationship with the Community College League of California and its three-year cycle of policy and procedure review.

The board demonstrates its interest in and commitment to quality programs through consideration of comprehensive program reviews, integrated planning, updates on campus programs and services, emphasis on shared governance processes, as well as frequent presentations on student learning outcomes and assessment.

---

#### **IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

---

#### **Evidence of Meeting the Standard**

[Title 5 and the Education Code, section 70902](#)<sup>29</sup> 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, Board Duties and Responsibilities](#)<sup>30</sup> 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; ensure 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 and protect the District.” [Board Policy 2430, Delegation of Authority to Superintendent/President](#)<sup>31</sup> 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. In addition, the extensive [4000 series](#)<sup>32</sup> of board policies guides instructional areas and ensures detailed procedures regarding program development, curriculum, program viability, grading procedures, final exams, and degree and certificate requirements, as well as many other areas of instructional quality and integrity. The board reviews and approves hiring decisions that affect educational quality, such as which faculty positions are to be replaced or added. The board has ultimate responsibility for educational quality as stated in [Board Policy 4020, Program, Curriculum, and Course Development](#)<sup>33</sup> and [Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education](#)<sup>34</sup>. 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.

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 of having the ultimate responsibility for financial integrity. [Board Policy 2200, Board Duties and Responsibilities](#)<sup>35</sup> 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](#)<sup>36</sup> and [budget assumptions](#)<sup>37</sup> for building the budget for the new fiscal year. When the budget is completed, it must be approved by the board in an open session where board members can ask questions and discuss fiscal implications of the budget. The Citrus College Board of Trustees has traditionally been very committed to maintaining a prudent ending balance to protect the College from unanticipated emergencies or economic downturns. Further evidence of the responsibilities of the board can be found in the description of the board meetings and minutes resulting from those meetings.



The College meets the Standard.

### **Analysis of Evidence**

The Citrus College 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.

---

### **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.**

---

#### **Evidence of Meeting the Standard**

All Citrus College board policies are available on the college website; an audit was conducted in January 2013 to ensure that the most recent versions of the policies and procedures are posted online.

Chapter 2 of the District's board policies and administrative procedures contains 36 distinct policies and 19 procedures mandating various actions and area of board purview and participation. Specifically, [Board Policy 2010, Board Membership](#)<sup>38</sup>, [Board Policy](#)<sup>39</sup> and [Administrative Procedure 2100, Board Elections](#)<sup>40</sup>, and [Board Policy 2200, Board Duties and Responsibilities](#)<sup>41</sup> address the board's size, duties, responsibilities, structure, and operating procedures.

The College meets the Standard.

### **Analysis of Evidence**

Citrus College publishes the Board of Trustees' bylaws and policies on the college website, which is accessible to constituent groups and the public at large. The board has developed and institutionalized the process through which policies dictating board size, duties, responsibilities, structure, and operating procedures are updated and approved.

---

### **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.**

---

#### **Evidence of Meeting the Standard**

The governing board acts in a manner consistent with its policies and bylaws. Currently, the board is revising old policies and writing new policies. The board completed a thorough and extensive revision of policies and procedures with assistance from a consultant from the Community College League of California in 2009. Since that time, the College has adhered to its process through which Chapter 2 Board Policies and all District policies are reviewed and updated. This three-year review cycle and process is detailed in [Board Policy](#)<sup>42</sup> and [Administrative Procedure 2000](#)<sup>43</sup>. This three-year cycle is accelerated for any policy if mandated by California Education Code Title 5, suggested by the Community College League of California, or as deemed necessary by a campus constituent group. The board minutes reflect the board's institutionalized process of reviewing all board policies twice before the board acts upon them, ensuring time for feedback from the public or the board members directly. Policies that affect student learning or campus

operations go through the approved shared governance committees and constituencies for approval before final approval in a board meeting. [Board Policy](#)<sup>44</sup> and [Administrative Procedure 2000](#)<sup>45</sup> detail the board's authority to set policy. The [Steering Committee Constitution, Article VII](#)<sup>46</sup>, explains the process of policy development and revision through the shared governance process. The board has institutionalized regular goal-setting and strategic planning practices. [Board Policy 2745, Board Self-Evaluation](#)<sup>47</sup> details the procedure by which the board performs self-evaluation.

The College meets the Standard.

#### **Analysis of Evidence**

The Citrus College Board of Trustees acts in a manner consistent with its policies and bylaws. Over the last six years, the board has revised all of its policies and procedures and completed its planning agenda from the 2009 self-study to establish systematic evaluation and updates of all District policies and procedures. Further, the continuous review of policies and procedures has been incorporated into the planning processes.

---

#### **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.**

---

#### **Evidence of Meeting the Standard**

The Citrus College 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, Board Education](#)<sup>48</sup> supports board study sessions, access to reading materials, and conference attendance for board members. Each new board member is assigned a mentor from the current board to address questions and inform the new member on areas such as accreditation and campus culture. New board members attend an in-depth training provided by the California Community College Trustees Association. This training addresses accreditation Standards and expectations of the process.

In addition, the College is a member of the Community College League of California, which provides guidelines and workshops for new member orientation. The District encourages new board members to attend the annual Community College League of California new trustee orientation offered in January each year. At the orientation, new trustees receive a Community College League of California Trustee Handbook. All board members are encouraged to attend the Community College League of California annual trustees' conference, the Community College League of California annual conference, and the Community College League of California annual legislative conference, where they receive specific information related to the roles of trustees and relevant community college issues. Board members also receive development at board meetings; past development topics have included a review of the Brown Act, the CEO evaluation process, and local attention to accreditation issues.

Each year, the District receives an updated [trustee handbook](#)<sup>49</sup> from the Community

College League of California, and trustees are advised it is available for their review. This handbook contains specific information about the board's role in the accreditation process.

Locally, the board follows [Board Policy 2010, Board Membership](#)<sup>50</sup> and [Board Policy](#)<sup>51</sup> and [Administrative Procedure 2100, Board Elections](#)<sup>52</sup> for providing continuing membership and staggered terms of office. At the state level, the board adheres to [Education Code 72022](#)<sup>53</sup>, 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](#)<sup>54</sup> mandates staggered terms of office, and [Education Code 5090](#)<sup>55</sup> mandates how board vacancies are to be filled.

The terms of office of board members are staggered so that two are elected in one election and three the next. The audit of District financial statements and supplementary information, including reports on compliance, history, and organization, verify this practice.

Information from the Los Angeles County Office of Education regarding Biennial Governing Board Member Elections is on file in the Office of the Superintendent/President.

Information from the Los Angeles County Office of Education regarding the Process for Filling Governing Board Member Vacancies is on file in the Office of the Superintendent/President.

The practice for filling a vacancy on the Board of Trustees is on file in the Office of the Superintendent/President. [Board Policy 2110, Vacancies on the Board](#)<sup>56</sup>

provides the current policy for filling vacancies on the board through election or appointment and is consistent with the education code.

The College meets the Standard.

#### **Analysis of Evidence**

The orientation for a new board member elected in the fall of 2013 employed these established practices and procedures.

---

#### **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.**

---

#### **Evidence of Meeting the Standard**

The Citrus College Board of Trustees creates a set of [yearly goals](#)<sup>57</sup> at a board retreat and then formally adopts them at a regular board meeting and distributes them to the College. These goals, which support the mission and Strategic Plan, become the foundation for the board's self-evaluation.

The board has established processes to regularly evaluate its own performance as detailed in [Board Policy 2745, Board Evaluation](#)<sup>58</sup>. The policy mandates that the board appoint an ad-hoc committee to determine the instrument or process to be used in board self-evaluation, which occurs during the month of July. Any evaluation instrument incorporates criteria contained in board policies regarding board operations, as well as criteria defining board effectiveness developed by recognized practitioners in the field. The policy requires that the process for evaluation then be recommended to and approved by the board. Once the instrument is used, all board members complete the evaluation instrument and

submit it to the Office of the Superintendent/President. Once completed, a summary of the evaluations is presented and discussed at a board session scheduled for that purpose. The results are used to identify accomplishments of the past year and to set goals for the following year. The current board exceeds this policy by establishing a culture of inclusiveness that seeks input from members of the campus and local communities who regularly attend board meetings.

The College meets the Standard.

#### **Analysis of Evidence**

The process for board self-evaluation is clearly defined, implemented, and published in board policies.

---

#### **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.**

---

#### **Evidence of Meeting the Standard**

[Board Policy](#)<sup>59</sup> and [Administrative Procedure 2715, Code of Ethics/Standards of Practice](#)<sup>60</sup>, and [Board Policy](#)<sup>61</sup> and [Administrative Procedure 2710, Conflict of Interest](#)<sup>62</sup>, and [Board Policy](#)<sup>63</sup> and [Administrative Procedure 2712, Conflict of Interest Code](#)<sup>64</sup> provide three clear district policies that address dealing with behavior that violates its code. These policies, as all district policies, are reviewed as part of the institutionalized three-year cycle. The institution has not experienced any instances requiring the implementation of the process.

The College meets the Standard.

#### **Analysis of Evidence**

[Board Policy 2715, Code of Ethics/Standards of Practice](#)<sup>65</sup> delineates the code of ethics for board members, and [Administrative Procedure 2715, Code of Ethics/Standards of Practice](#)<sup>66</sup> 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.

---

#### **IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

---

#### **Evidence of Meeting the Standard**

[Board Policy 3200, Accreditation](#)<sup>67</sup> states, “The superintendent/president shall keep the Board of Trustees informed of approved accrediting organizations and the status of accreditations.” It further states, “The superintendent/president shall ensure that the Board of Trustees is involved in any accreditation process in which board participation is required.”

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](#)<sup>68</sup> over the last six years:

- 2009: Oct. 6, Oct.20, Nov. 17, Dec. 1
- 2010: Jan. 19, Feb. 16, Mar. 10, Mar. 16, Apr. 6, May 18, Jun. 8., Sep. 14
- 2011: Jan. 18, Feb. 15, Jun. 21, Jul. 19, Aug. 16, Sep. 13, Oct. 18, Nov. 15
- 2012: Feb. 07, Mar. 20, May 1, Jun. 19, Jul. 17, Oct. 02, Oct. 16, Nov. 20
- 2013: Mar. 05, May 7, Jun. 18, Oct. 15, Dec. 3
- 2014: Feb. 4, Mar. 18, Apr. 8, Oct. 21
- 2015: April 7, May 19

Board members are not only given regular updates on the accreditation process at board meetings, but a board member sits on the committee for Standard IVB; the participatory nature of this allows that particular board member to report specific activities to the other members. The board receives additional updates through the Community College League of California conferences and publications. The board members participate in the all-college strategic planning sessions. Board members participate in institutional planning efforts through recommendations from the Faculty Needs Identification Committee. Further, trustees attend tentative and adoption budget forums, and participate in the planning goals development process. The board approves hiring of all positions. The board is advised of Steering Committee planning activities and receives minutes from all standing committee meetings. Additionally, updates from the Annual Implementation Plan, the progress reports, Accountability and Reporting for the Community Colleges (ARCC), and scorecard reports are presented to the board.

The Citrus College Board of Trustees is committed to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement. The board approves all curriculum changes that include student learning outcomes, and the board receives comprehensive program reviews that contain outcomes assessment and the changes implemented as a result of these assessments. The board supports faculty development through sabbatical leaves, facility improvements, and the implementation of new technology.

The board is informed of institutional reports to the Accrediting Commission for Community and Junior Colleges, and of their recommendations to the institution through regular updates at board meetings.

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.

The College meets the Standard.

#### **Analysis of Evidence**

The board is actively involved in the accreditation process, hearing frequent reports at board meetings and participating on the Standard IV writing team. The self-evaluation report will appear on the board agenda for two readings before final approval.

---

**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.**

---



### **Evidence of Meeting the Standard**

The Citrus College 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, and the College has not had to initiate a search since the current superintendent/president was hired in July 2008. The Board of Trustees has a policy on superintendent/president selection, [Board Policy 2431, Superintendent / President Selection](#)<sup>69</sup>, which was adopted in January 2009 and underwent desk reviews in 2012 and 2013.

Consistent with [Board Policy 2430, Delegation of Authority to Superintendent / President](#)<sup>70</sup>, 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.

In addition, the board specifies in the superintendent/president's contract 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.

The superintendent/president provides a report to the trustees at each board meeting and in weekly trustee updates regarding institutional performance. The superintendent/president also holds an agenda review one week prior to all board meetings, where she discusses the entire agenda in detail with representatives from Academic Senate, faculty and classified unions, students, supervisor/confidential group, and management.

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, 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.

The [board evaluates](#)<sup>71</sup> the superintendent/president's performance using an evaluation process developed and jointly agreed to by the board and the superintendent/president.

The College meets the Standard.

### **Analysis of Evidence**

The board is responsible for selecting and evaluating the superintendent/president and delegates full responsibility and authority to her to implement board policies.



---

**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**

---

**Evidence of Meeting the Standard**

The superintendent/president provides leadership in all institutional planning; organizational efforts; budgeting; the hiring and development of all full-time faculty, supervisors, and managers; and with the assessment of the institution's effectiveness.

The College meets the Standard.

**Analysis of Evidence**

The superintendent/president works closely with the cabinet members and the director of institutional research, planning, and effectiveness to create and maintain institutional planning efforts. The [2011-2016 Strategic Plan](#)<sup>72</sup> is an example of college wide planning that was led by the superintendent/president as she collaborated with faculty, staff, supervisors, managers, and students to create a process to determine the needs of the College as they relate to the College's mission statement. The superintendent/president ensures that the plan is being followed every year with [semiannual updates](#)<sup>73</sup> to the Steering Committee and the Board of Trustees. The Strategic Plan, along with the Educational and Facilities Plan, Human Resources Plan, Technology Plan, Student Success and Support Program Plan, and Student Equity Plan, are presented to the Board of Trustees and are addressed annually in appropriate program reviews.

The College structure allows the superintendent/president to effectively lead the organization through her vice presidents, deans, and directors. She meets weekly with cabinet members and biweekly with each of the staff who report to her directly.

The superintendent/president works closely with the vice president of finance and administrative services to monitor the annual budget to keep expenditures in line with revenues and to plan for the coming year.

The superintendent/president and the cabinet discuss and plan for all hiring at the College. The superintendent/president is personally involved in the second round of interviews for all full-time faculty, supervisors, and managers. She works closely with the director of human resources to plan personnel development programs offered through the Office of Human Resources.

---

**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.**

---

**Evidence of Meeting the Standard**

Dr. Geraldine M. Perri was hired into the role of superintendent/president July 2008. The superintendent/president along with her cabinet effectively plans and manages the College through the shared governance structure outlined in the [Organization and Governance Handbook](#)<sup>74</sup>.

[Board Policy 2430, Delegation of Authority to Superintendent/President](#)<sup>75</sup>

allows for the superintendent/president to delegate powers and duties entrusted to her by the Board of Trustees.

The College meets the Standard.

**Analysis of Evidence**

Citrus College employs an [administrative structure](#)<sup>76</sup> led by the superintendent/president who delegates authority to three vice presidents to conduct a majority of the business of the College. Other duties are executed by directors of human resources, institutional research, technology and computer services, and the Citrus College Foundation.

The vice president of academic affairs provides leadership to seven deans who manage instruction and academic support services. The vice president of finance and administrative services provides leadership to three directors who manage fiscal services, facilities, and construction; purchasing and warehouse; and bond oversight. The vice president of student services provides leadership to three deans who manage admissions and records, counseling programs and services, and student affairs.

The director of human resources manages all of the District's personnel items including student employees. The director of research, planning, and effectiveness manages all research activities and provides guidance to the District's planning processes. The director of technology and computer services manages all information services at the College, including external relations. The director of the foundation oversees all fundraising and scholarship activities.

---

**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.**

---

**Evidence of Meeting the Standard**

The superintendent/president has established the Institutional Effectiveness Committee to evaluate College planning activities and to report to the Steering Committee the results of those planning activities. In addition to reporting regularly at the Steering Committee meetings, the chair of the Institutional Effectiveness Committee presents the results of the annual implementation of the Strategic Plan and the goals in the Educational and Facilities Master Plan every fall and spring at Steering Committee and Board of Trustee meetings.

The College has established two committees to oversee the planning and implementation of student learning outcomes and program reviews. [The Student Learning Outcomes and Assessment Committee](#)<sup>77</sup> and the [Program Review Committee](#)<sup>78</sup> offer advice and

consultation on matters related to program evaluation.

The superintendent/president along with [members of the Faculty Learning Institute](#)<sup>79</sup> promote and provide training opportunities at convocation, Flex Day, and at other times during the year that are designed to improve teaching and learning. The superintendent/president firmly supports shared governance as the guiding process to set the goals, values, and priorities of the College. [Board Policy 3100, Organizational Structure](#)<sup>80</sup> addresses the shared values and the structures of Citrus College.

Typical reports reviewed by the superintendent/president include: annual implementation plan progress report, program reviews, community college survey of student engagement, high school progress reports, Citrus College scorecard, annual performance reports of categorical programs, and grant-funded projects.

The majority of external and internal research comes from the Office of Institutional Research, Planning, and Effectiveness. Surveys are administered by the office for use in student learning outcome assessment results, community college survey of student engagement, and the 2014 Employee Survey. The research staff provides data to faculty and managers for program review and grant evaluation.

Citrus College relies upon the annual program review process to indicate funding needs to improve programs across the College. Each program review lists recommendations needed for improvement as indicated by the results of student learning outcome assessments. Managers work with faculty, supervisors, and staff to prioritize program review

recommendations. Those recommendations are then brought by the dean or director to their vice president to jointly prioritize the recommendations for the vice president's area. Funding from multiple sources such as categorical and federal grants can occur at any point in this process.

The College meets the Standard.

### **Analysis of Evidence**

The Citrus College superintendent/president actively promotes mutually set values, goals, and priorities through the strategic planning process. The College's values, goals, and priorities are assessed annually and reported to the Steering Committee and the Board of Trustees. The institution's collegial process is documented in the [shared governance handbook](#)<sup>81</sup>.

The superintendent/president chairs the Steering Committee, which is the major shared governance committee of Citrus College. In this capacity, she sets the stage for the discussion and dissemination of the College's values, goals, and direction. As the chair of cabinet, the superintendent/president communicates the values, goals, and direction to the cabinet and works to ensure that each member of cabinet works effectively to communicate to the broader college community and within their respective divisions.

The superintendent/president communicates on a weekly basis to the members of the Board of Trustees. Weekly trustee updates provide an opportunity to reinforce Citrus College's values, goals, and direction as do oral reports and informational items provided to the Board of Trustees at its regular meetings.

Informational reports stress the values, goals, and direction at the institution, division, and program level. Special reports are provided to the Board of Trustees from time to time to highlight new focus areas and institutional outcomes of the College.

The superintendent/president disseminates the College's values, goals, and directions through her convocation addresses, Board of Trustees, Steering Committee, and President's Council meetings, and the biannual meeting with the Associated Students of Citrus College at its leadership retreats, and the fall orientation to shared governance meeting with the cabinet.

The Faculty Learning Institute plans, promotes, and produces between eight and 12 workshops for the annual Flex Day and offers two or three workshops throughout the fall and spring semesters. Past topics have included program review improvement, student learning outcomes and assessment of best practices, innovative pedagogical strategies, reduction of work-related stress, classroom management strategies, emergency preparedness, and statewide Academic Senate updates. Satisfaction surveys ensure faculty feedback leads to improvements to future activities. A complete list of minutes detailing past and current planning meetings is maintained on the [Faculty Learning Institute homepage](#)<sup>82</sup>. In addition, the Faculty Learning Institute funds travel throughout the year to both full- and part-time faculty to attend conferences, conventions, and research facilities to enhance pedagogy as well as enrich professional development. For the past several years, the afternoon of convocation day has been reserved for reflection of data provided on student

success and retention for faculty to use in the program review process.

A variety of online and print publications are issued regularly by the superintendent/president to assist in the dissemination of the College's values, goals, and direction. These include the [Citrus View](#)<sup>83</sup>, [The Citrus Bulletin](#)<sup>84</sup>, [The Citrus Magazine](#)<sup>85</sup>, and College [press releases](#)<sup>86</sup>.

The superintendent/president provides the external community the opportunity to learn of Citrus College's values, goals, and direction through special speaking engagements in the local community such as State of the City and Schools addresses, updates to local Chambers of Commerce, community groups, educational partners, business leaders, and legislative representatives.

Statistical analyses conducted by the researchers are performed on SPSS software to determine if statistical significance has been reached on projects requiring a very thorough analysis. Staff in the office of institutional research, planning, and effectiveness provide the results of student learning outcomes assessment, the community college survey of student engagement comparison data, and the 2014 employee survey to faculty, staff, managers, and students for discussion on ways to improve student success. Longitudinal data covering fall, winter, spring, and summer terms over five years are provided to all instructional programs for use in assessing student success and retention. The director of research, planning, and effectiveness leads campus efforts to document and report results of activities attempted in the College's [Annual Implementation Plans](#)<sup>87</sup> and the [Educational and Facilities Master](#)

[Plans](#)<sup>88</sup>. The director reports a summary of the results to the Board of Trustees. The director of research, planning, and effectiveness recommends empirically-based [journal articles on student success](#)<sup>89</sup> that are read and discussed in Steering Committee meetings for potential implementation at the College.

The College relies upon assessment results from student learning outcomes embedded in program review recommendations to document program improvement requests. Educational goals from the Educational and Facilities Master Plan and the Strategic Plan are also listed in program reviews to ensure that efforts are linked across the College. Program review recommendations are prioritized before being forwarded for funding so that the most pressing needs can be addressed. Funding is typically sought first at the program level. Secondary sources of funding include career and technical education legislation funds, instructional equipment allocations, Title V grants, the Citrus College Foundation, and the newly formed program review fund administered by the Financial Resources Committee.

The Citrus College Institutional Effectiveness Committee, HotShots, and the Program Review Committee evaluate planning activities and report to the Steering Committee regarding the implementation of the planning activities. The College assesses planning implementation efforts through internally and externally generated reports such as the Annual Implementation Plan, program reviews, Community College Survey of Student Engagement, high school progress reports, Citrus College AARC Report, Citrus College Scorecard, annual performance reports of categorical programs, and grant-funded projects.

---

**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

---

**Evidence of Meeting the Standard**

The superintendent/president relies upon the vice presidents, deans, and directors to remain aware of upcoming changes to statutes and regulations and, when needed, to recommend changes to board policies and administrative procedures to keep the College in compliance; to remain true to the mission statement, mission objectives, vision, and values; and to meet the needs of students and the community.

The College meets the Standard.

**Analysis of Evidence**

All board policies and administrative procedures are on a three-year cycle of review. The board policies and administrative procedures are reviewed and, if needed, updated by deans and directors, then sent through the College's shared governance structure for discussion, modification if needed, and endorsement, then sent to the Board of Trustees for approval of the board policies and as informational items for the administrative procedures.

---

**IV.B.2.d. The president effectively controls budget and expenditures.**

---

**Evidence of Meeting the Standard**

The superintendent/president works closely with the vice president of finance and administrative services to monitor the ongoing revenues and expenditures in the College budget and to plan for future year budgets.

The College meets the Standard.

**Analysis of Evidence**

The College is prudent in the management of all budgets. The College received an Unmodified Opinion by the accounting firm of Vincenti, Lloyd, and Stutzman for the [2013-2014 audit](#)<sup>90</sup> of the College's financial records.

---

**IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

---

**Evidence of Meeting the Standard**

The superintendent/president works with community leaders in all of the cities within the District. She attends chamber meetings and is a regular speaker at the Annual State of the City meetings in Duarte and Glendora.

The College meets the Standard.

**Analysis of Evidence**

The superintendent/president updates community members through the [Citrus View](#)<sup>91</sup>, [Citrus Bulletin](#)<sup>92</sup>, [Citrus Annual Report](#)<sup>93</sup>, [Board of Trustees meetings](#)<sup>94</sup>, [press releases](#)<sup>95</sup>, and meetings with local legislators.



## Evidence

IV-B-1	<a href="#">Citrus College: Members of the Board of Trustees</a>
IV-B-2	<a href="#">Citrus College Board Policy BP 2100</a>
IV-B-3	<a href="#">Citrus College Board Policy BP 2010</a>
IV-B-4	<a href="#">Citrus College Board Policy BP 2000</a>
IV-B-5	<a href="#">Citrus College Administrative Procedure AP 2000</a>
IV-B-6	<a href="#">Citrus College Board Policy BP 2431</a>
IV-B-7	<a href="#">Citrus College Administrative Procedure AP 2431</a>
IV-B-8	<a href="#">Citrus College Board Policy BP 2435</a>
IV-B-9	<a href="#">Citrus College Administrative Procedure AP 2435</a>
IV-B-10	<a href="#">Community College League of California Trustee Handbook, Chapter 24</a>
IV-B-11	<a href="#">Citrus College Board Policy BP 2430</a>
IV-B-12	<a href="#">Citrus College Board Policy BP 2200</a>
IV-B-13	<a href="#">Citrus College Board Policy BP 1200</a>
IV-B-14	<a href="#">Citrus College Board Policy BP 3050</a>
IV-B-15	<a href="#">Citrus College Board Policy BP 3510</a>
IV-B-16	<a href="#">Citrus College Board Policy BP 7104</a>
IV-B-17	<a href="#">Citrus College Board Policy BP 6740</a>
IV-B-18	<a href="#">Citrus College Board Policy BP 2345</a>
IV-B-19	<a href="#">Citrus College Board Policy BP 2200</a>
IV-B-20	<a href="#">Citrus College Board Policy BP 2510</a>
IV-B-21	<a href="#">Citrus College Administrative Procedure AP 2510</a>
IV-B-22	<a href="#">Strategic Planning</a>
IV-B-23	<a href="#">Strategic Plan 2011-2016</a>
IV-B-24	<a href="#">Strategic Plan Presentations – Index</a>
IV-B-25	<a href="#">Integrated Planning Manual 2014-2015</a>
IV-B-26	<a href="#">Research &gt; CCSSE Index</a>
IV-B-27	<a href="#">Citrus College Board Policies and Administrative Procedures – Home</a>
IV-B-28	<a href="#">Board Agenda Items Calendar 2014-2015</a>
IV-B-29	<a href="#">Education Code Section 70900-70902</a>
IV-B-30	<a href="#">Citrus College Board Policy BP 2200</a>
IV-B-31	<a href="#">Citrus College Board Policy BP 2430</a>
IV-B-32	<a href="#">Citrus College Board Policies and Administrative Procedures – Home</a>
IV-B-33	<a href="#">Citrus College Board Policy BP 4020</a>
IV-B-34	<a href="#">Citrus College Board Policy BP 4025</a>
IV-B-35	<a href="#">Citrus College Board Policy BP 2200</a>
IV-B-36	<a href="#">Budget Calendar Flowchart 2014-2015</a>
IV-B-37	<a href="#">Budget Development Assumptions 2014-2015</a>
IV-B-38	<a href="#">Citrus College Board Policy BP 2010</a>
IV-B-39	<a href="#">Citrus College Board Policy BP 2100</a>
IV-B-40	<a href="#">Citrus College Administrative Procedure AP 2100</a>
IV-B-41	<a href="#">Citrus College Board Policy BP 2200</a>
IV-B-42	<a href="#">Citrus College Board Policy BP 2000</a>
IV-B-43	<a href="#">Citrus College Administrative Procedure AP 2000</a>
IV-B-44	<a href="#">Citrus College Board Policy BP 2000</a>
IV-B-45	<a href="#">Citrus College Administrative Procedure AP 2000</a>
IV-B-46	<a href="#">Citrus College Steering Committee Constitution</a>
IV-B-47	<a href="#">Citrus College Board Policy BP 2745</a>
IV-B-48	<a href="#">Citrus College Board Policy BP 2740</a>

IV-B-49	<a href="#">Community College League Trustee Handbook</a>
IV-B-50	<a href="#">Citrus College Board Policy BP 2010</a>
IV-B-51	<a href="#">Citrus College Board Policy BP 2100</a>
IV-B-52	<a href="#">Citrus College Administrative Procedure AP 2100</a>
IV-B-53	<a href="#">Education Code Section 72022-72036.5</a>
IV-B-54	<a href="#">Education Code Section 5000-5033</a>
IV-B-55	<a href="#">Education Code Section 5090-5095</a>
IV-B-56	<a href="#">Citrus College Board Policy AP 2110</a>
IV-B-57	<a href="#">Citrus College Board of Trustees Goals</a> – Index
IV-B-58	<a href="#">Citrus College Board Policy BP 2745</a>
IV-B-59	<a href="#">Citrus College Board Policy BP 2715</a>
IV-B-60	<a href="#">Citrus College Administrative Procedure AP 2715</a>
IV-B-61	<a href="#">Citrus College Board Policy BP 2710</a>
IV-B-62	<a href="#">Citrus College Administrative Procedure AP 2710</a>
IV-B-63	<a href="#">Citrus College Board Policy BP 2712</a>
IV-B-64	<a href="#">Citrus College Administrative Procedure AP 2712</a>
IV-B-65	<a href="#">Citrus College Board Policy BP 2715</a>
IV-B-66	<a href="#">Citrus College Administrative Procedure AP 2715</a>
IV-B-67	<a href="#">Citrus College Board Policy BP 3200</a>
IV-B-68	<a href="#">Citrus College Board of Trustees Minutes</a> – Index
IV-B-69	<a href="#">Citrus College Board Policy BP 2431</a>
IV-B-70	<a href="#">Citrus College Board Policy BP 2430</a>
IV-B-71	<a href="#">Citrus College Administrative Procedure AP 2435</a>
IV-B-72	<a href="#">Strategic Plan 2011-2016</a>
IV-B-73	<a href="#">Strategic Plan Presentations</a> – Index
IV-B-74	<a href="#">Organization and Governance Handbook</a>
IV-B-75	<a href="#">Citrus College Board Policy BP 2430</a>
IV-B-76	<a href="#">Citrus College Organizational Chart</a>
IV-B-77	<a href="#">Student Learning Outcomes and Assessment Handbook</a>
IV-B-78	<a href="#">Program Review Committee</a> – Home
IV-B-79	<a href="#">Faculty Learning Institute Members</a>
IV-B-80	<a href="#">Citrus College Board Policy BP 3100</a>
IV-B-81	<a href="#">Organization and Governance Handbook</a>
IV-B-82	<a href="#">Faculty Learning Institute</a> – Home
IV-B-83	<a href="#">Citrus View</a> – Index
IV-B-84	<a href="#">Citrus Bulletin</a> – Index
IV-B-85	<a href="#">Citrus College News Magazine</a> – Index
IV-B-86	<a href="#">Citrus College Press Releases</a>
IV-B-87	<a href="#">Strategic Planning</a>
IV-B-88	<a href="#">Strategic Planning</a>
IV-B-89	<a href="#">Steering Committee: College of Completion Reading List, Screenshot</a>
IV-B-90	<a href="#">Finance &gt; Independent Audit Report Index</a>
IV-B-91	<a href="#">Citrus View</a> – Index
IV-B-92	<a href="#">Citrus Bulletin</a> – Index
IV-B-93	<a href="#">Citrus College Reports to the Community</a>
IV-B-94	<a href="#">Citrus College Board of Trustees Minutes</a> – Index
IV-B-95	<a href="#">Citrus College Press Releases</a>





# Responses to Prior Recommendations



# Responses to Prior Recommendations (2009)

## **Recommendation 1.**

**Over the last two years, the College has collected a significant amount of data for review and planning. In order to fully meet this Standard, the team recommends that the College build upon its existing processes and better integrate the use of data in program review, planning, budgeting, and decision making. (I.B.3, I.B.5, I.B.6.) Citrus College addressed recommendation 1 in its Follow-up Report in October 2011, and in its Midterm Report in October 2012.**

---

**Citrus College addressed recommendation 1 in its Follow-up Report in October 2011, and in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus has resolved this recommendation and continues to meet the Standards through consistent and effective use of data in program review, planning, and decision making, including resource allocation.**

---

Citrus College Office of Institutional Research, Planning, and Effectiveness meticulously collects and reviews multiple data to support and evaluate the Citrus College integrated planning process, as depicted by the Integrated Planning Manual. This ensures better integration of data in program review, planning, budgeting, resource allocation, and decision making. In 2012, the College established the Institutional Effectiveness Committee to advance the College's mission by promoting frequent dialogue based on a culture of evidence and data-driven decisions. Co-chaired by the Director of Institutional Research, Planning, and Effectiveness and the program review coordinator, a faculty

member, the Institutional Effectiveness Committee designs and implements tools to evaluate institutional effectiveness and reviews data to make recommendations on institutional effectiveness matters. The committee updates the Integrated Planning Manual regularly.

As depicted in the Integrated Planning Manual, the Citrus College integrated planning process ensures effective assimilation of data in program review, planning, budgeting, resource allocation, and decision making.

Derived from the college's mission, vision, and values, the [Strategic Plan](#)<sup>1</sup> provides the overarching focus that guides the College's energies and resources. Other college-level plans, such as the [Educational and Facilities Master Plan](#)<sup>2</sup>, respond to goals set in the Strategic Plan. The [Annual Implementation Plan](#)<sup>3</sup> provides the operational implementation and monitoring of specific goals and suggested activities that are assigned to responsible parties. At the end of each academic year, responsible parties collect qualitative and quantitative data on the achievements and measurable outcomes of the Annual Implementation Plan and

document them in the Strategic Plan [progress report](#)<sup>4</sup>.

### Program Review

In fall 2013, the program review process moved from a six-year to a five-year cycle. The Program Review Committee was established in November 2013 as a standing committee of the Steering Committee to provide guidance, training, support, and oversight on matters related to the four areas of program review: Academic Support, Institutional Support, Instruction, and Student Services. This committee works collaboratively with the Institutional Effectiveness Committee to ensure that program review is the catalyst for ongoing integration of student learning data and completion information, program needs, and recommendations aligned with the College allocation processes and institutional planning.

The committee reviews and scrutinizes reports from all four areas to recommend improvements to the program review process. Additionally, the committee advances the College's mission by promoting excellence in programs and services through ongoing collection and analysis of documents to produce program review reports highlighting results that are disseminated throughout the college community. In spring 2013, The Program Review Committee developed and implemented [assessment rubrics](#)<sup>5</sup> to review and provide feedback on the annual and comprehensive program reviews to make the process more robust and inclusive. The rubrics allow members of the committee to provide input and feedback to the authors of program review reports. This process is an example of Citrus College's commitment to the quality and improvement of its programs.

Instructional Program Review is one of the data sources that support a culture of evidence for decision making at Citrus College. The Office of Institutional Research, Planning and Effectiveness staff members upload performance indicators and pre-populate data fields into all instructional program review data packets (e.g., [English](#)<sup>6</sup> and [History](#)<sup>7</sup>). The Educational and Facilities Master Plan program objectives are prepopulated into the review templates to initiate cyclical review and keep program objectives updated and aligned with the master plan. The annual program review on-time completion rates increased from 50 percent in 2010 to 99 percent in 2011 by setting convocation as a designated day for the College to work collectively on the review. Additionally, instructional program review increased understanding and implementation of programs goals with 100 percent completion rate in 2013. All completed annual instructional program reviews are uploaded onto the shared intranet server and are accessible to College employees.

The annual program review in all areas of student services and academic affairs serves as a self-evaluation tool integral to the College's planning process and implementation of Strategic Plan objectives. Program review is also the process the College uses to assess program needs, generate recommendations for improvements, and request resources for budgeting considerations. Goals set at the program level are linked with college-level plans, such as the Strategic Plan and the Educational and Facilities Master Plan. In addition to completing an annual program review, instructional programs complete a [supplemental program review report](#)<sup>8</sup> that focuses on broader institutional areas. All instructional programs rotate through the



five-year cycle, completing each of the “Plus” supplements along the way. The Year 4 “Plus” supplement includes program, degree, and certificate learning outcome assessment. Data are widely integrated in the program review process. For example, quantitative data packets for each instructional program are provided by the Office of Institutional Research, Effectiveness, and Planning each year. Data include a five-year longitudinal comparison of success rates by course modality, disaggregated by age, gender, and ethnicity. Other data made available for each instructional program include degree and certificates awarded by age, gender, and ethnicity within the last five years, as well as number of students transferred to four-year colleges and institutions.

#### Budget and Planning

Data from program review formalize linkage between annual planning and budget for the entire College. The linkage between planning, budget, and resource allocation is maintained by prioritizing all budget requests for discretionary funds with the division. Citrus College uses a variety of funding sources including—federal, state, private grants (Perkins/Vocational and Technical Education Act; Title V Hispanic-Serving Institution; Science, Technology, Engineering, and Math; Wal-Mart Foundation; Funds for Improvement of Post-Secondary Education)—to meet programmatic needs. The Citrus College Foundation has established a mini-grant process to fund special projects and programs geared toward institutional success and degree completion.

The Educational and Facilities Master Plan links to the College planning process, and

program descriptions are published in the college catalog, class schedule, and program documents as a standardized message to students. The Educational and Facilities Master Plan program descriptions are prepopulated in annual, supplemental, and comprehensive review reports.

In spring 2011, the current five-year Strategic Plan was adopted. The [Annual Implementation Plan](#)<sup>9</sup> was then developed and implemented as a monitoring system that documents responsible parties, specific activities, and expected outcomes for each specific objective. At the end of each year, the Annual Implementation Plan is shared with the college community and the Board of Trustees. The reports spotlight progress made by all segments of the College and document achievements for each strategic objective.

#### Decision making

Citrus College works to maintain increased levels of college wide communication regarding budget development and the links to planning. The superintendent/president and the vice president of finance and administrative services increased the frequency of budget forums from two to three per year to enhance communications regarding the budget. Attendees complete evaluations at each forum, and evaluation results are posted on the College website. Academic affairs integrates recommendations from program reviews and financial information to yield an informed schedule development process that focuses on enrollment management, balancing numbers of seats assigned in general education categories, and maximizing goal completion within an environment of unpredictable resources.

---

## **Recommendation 2.**

**Recognizing the progress the College has made in developing SLOs at the course level, the team recommends that, in order to meet the Standards by the Commission's 2012 deadline, the College complete the development and use of Student Learning Outcomes at the course and program levels and include SLOs in all course syllabi, including distance education. (II.A.1.c, II.A.2, II.A.2.b, II.A.2.i, II.A.6)**

---

**Citrus College addressed recommendation 2 in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus College has resolved this recommendation by developing course- and program-level student learning outcomes that are listed in all course syllabi including distance education.**

---

Citrus College has developed and implemented student learning outcomes and assessments for all courses offered by the College. The College uses course-level assessment data to inform the assessment conversation at the program, degree, certificate, and general education levels. Faculty analyze course, program, and college wide data during the program review process by linking resource requests to plans to improve achievement of outcomes. All syllabi for courses offered by the College, including distance education courses, include student learning outcomes. Each division dean collects syllabi of courses, including distance education courses, offered every semester and checks for the inclusion of student learning outcomes language.

The College includes student learning outcomes and assessment in course outlines of record via CurricUNET, a curriculum management system. The curriculum committee authorized a fast-

track approval process to endorse new and revised student learning outcomes and assessment. The College student learning outcomes committee, the HotShots, continually evaluates the process for all levels of assessment. The integrated planning process, as articulated in the Integrated Planning Manual, ensures the effective development and use of Student Learning Outcomes and assessment at all levels. Course-level student learning outcomes are mapped to program-level outcomes using the curriculum map template employed in instructional program review. The curriculum map is used in conjunction with course assessment data during the supplemental year-four program review report to assess and analyze program-, degree-, and certificate-level student learning outcomes and assessments. These [year-four supplement reports](#)<sup>10</sup> serve as program-level assessments and are posted on the College website.

Since 2009, the General Education committee identifies and assesses outcomes for the general education pattern via a mapping grid from courses to core competency in each of the five areas within the pattern to assess the College's general education patterns. An annual comprehensive group analysis, the [GE Dialogue](#)<sup>11</sup>, focuses on course assessment by core competency using faculty, student services, and instructional support

representatives. Additionally, the assessment data gathered from general education, degree, certificate, and program levels continually inform the action plans of the Strategic Plan.

HotShots created [flowcharts](#)<sup>12</sup> to clearly document the different levels of student learning outcomes and where they are stored, revised, and published. HotShots shared these flowcharts with shared governance committees, and publishes them in the Student Learning Outcome Handbook. Faculty discuss them during campus wide Student Learning Outcome, Program Review, and Planning Roadshows.

The annual Career and Technical Education Program Advisory Council provides an opportunity to assess career and technical education at the institutional level. The advisory group is comprised of community, industry, and technology leaders who share their special knowledge and interest in occupational growth and development with the College. The Perkins Implementation Team, a shared governance committee, coordinates career and technical education program improvement and advancement and

ensures advisory reports are developed and posted.

Institutional learning outcomes, general education student learning outcomes, degree/certificate/skill award level outcomes, and core competencies are published in the catalog and on the campus website. The General Education Committee prompted edits to the board policies and administrative procedures for general education in February 2014 to help align the language with the College's native general education patterns for the associate's degree.

In an effort to maintain continuous quality improvement in all areas of learning outcomes, HotShots approved a streamlined reporting process for student learning outcomes at the course level. This process helps the College capture rich data by indexing institutional learning outcomes and program learning outcomes. In addition, during the 2014-2015 academic year, HotShots explored options for an electronic platform or database to record course-level assessment and to more fully integrate learning outcomes assessment analysis and program review with other College planning and allocation processes.

---

### **Recommendation 3.**

**In order to meet the Standards, the team recommends that the College accelerate the program review timeline for student support services that have yet to undergo review and assess the effectiveness of recent program initiatives to student services and ensure that effective practices are maintained in the base budget. (II.B.2.c.,d., II.B.3.a., II.B.4.)**

---

**Citrus College addressed recommendation 3 in its Follow-up Report in October 2011, and in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus College has resolved this recommendation by implementing an annual program review process for all student services programs with links to funding recommendations, the College's mission statement, the Strategic Plan, and the Educational and Facilities Master Plan.**

---

Since the College's submission of the 2011 Follow-up Report to the Commission, subsequent efforts demonstrate continued commitment to resolving this recommendation. The student services division is current in all areas of [program review, and its cycles](#)<sup>13</sup> and all reports are posted on the College website. Student services program review data are presented during the annual student services retreat held during the summer, a practice that has been in place since 2007. Program review results are made available to each department in the program review data packets, and they are presented at Program Review Committee, Steering Committee,

the Board of Trustees meetings, and are posted on the College's website. With the institutionalization of the Program Review Committee in fall 2013, the annual and comprehensive program reviews undergo an additional level of consideration via the implementation of a rubric that provides a set of expectations and corresponding guidelines, as well as a template to provide uniform structure for all program reviews reports. The program review committee uses these rubrics to provide feedback and ensure program reviews are satisfactory and consistent.

The College has assessed the effectiveness of recent program initiatives to maintain effective practices in the base budget. The College has analyzed grant initiative outcomes to determine which initiatives and strategies are most successful and effective. The Office of Institutional Research, Effectiveness, and Planning and grant project personnel consistently collaborate with the STEM program (provided supplemental instruction for 46 science and 6 math classes) and College Success Fast-Track and Learning Community Programs (Basic Skills in English and Reading, Math, learning communities, and Bridge to Success) for positively increasing student outcomes.

---

**Recommendation 4.**

**The team recommends that the College update all policies with respect to recruitment and hiring documents, including the revisions of the equal opportunity and diversity clauses in the hiring documents, and formalize all job descriptions. Further, the team recommends that the College review all policies and procedures with respect to evaluation of personnel, including reference to the use of student learning outcomes. (III.A.1.a, b, III.A.1.c, III.A.3.a)**

---

**Citrus College addressed recommendation 4 in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus College resolved this recommendation when the board policies and administrative procedures were updated with regard to recruitment and hiring, equal opportunity and diversity clauses, the formalization of all job descriptions, and the reference to the use of student learning outcomes in evaluations.**

---

Citrus College has comprehensive board policies and administrative procedures relating to human resources, and these policies and procedures are reviewed on a regular basis. More specifically, the College has adopted board policies and administrative procedures on all of the subject-matter areas set forth in this recommendation. [The Human Resources Advisory Committee](#)<sup>14</sup>, a standing committee of the Steering Committee, ensures these documents are reviewed regularly.

The board policies and administrative procedures concerning the evaluation of full-time faculty specifically requires a faculty member to describe the use of assessment of learning outcomes in the classroom and teaching as part of the

faculty member's self-evaluation component of the required evaluation portfolio.

All classified position job descriptions are reviewed and updated on a regular schedule.

The director of human resources and the Human Resource Advisory Committee are responsible to ensure all human resources board policies and administrative procedures are reviewed and revised annually. The review process involves the Human Resources Advisory Committee, campus constituent groups, full-time faculty association, and the classified association. The review and update of all board policies and administrative procedures with respect to recruitment, hiring documents, formalized job descriptions, and evaluation of personnel is divided into three segments.

The first segment deals with board policies and administrative procedures relevant to all employees. Board policies and administrative procedures subject to negotiations were identified, and then a timeline was created for such negotiations relating to new board policies and administrative procedures on evaluation and leave of absence (Board Policy and Administrative Procedure 7100-7112). New board policies and administrative procedures were developed on equal

employment and nondiscrimination; all hiring documents refer to equal opportunity.

The second segment consists of the review and update completed of all board policies and administrative procedures related to academic personnel. Board policies and administrative procedures on evaluation of full-time faculty, recruitment process, and selection of full-time and adjunct faculty were reviewed and revised (Board Policy and Administrative Procedure 7200-7210). The administrative procedure on the evaluation of full-time faculty was revised,

specifically requiring faculty to assess student learning outcomes as part of the self-evaluation component of the evaluation process.

The last segment involved the development of board policies and administrative procedures relating to classified staff, academic administrators, and classified managers, and supervisor/confidential employees. Administrative procedures were also revised for the evaluation of classified staff, managers, and supervisor/confidential employees.



---

**Recommendation 5.**

**In order to meet Standards, the team recommends that the College complete its stated goal in its comprehensive planning agenda to “demonstrate its commitment to continuous quality improvement through the updating and review of the effectiveness of the College’s five major planning documents and be deliberate in using the content with them in budget development.” (Standards III.A.6, III.B.2.b, III.C.2)**

---

**Citrus College addressed recommendation 5 in its Follow-up Report in October 2011, and in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus College has resolved this recommendation through the linkage and annual review of all planning documents as noted in the Integrated Planning Manual. Annual program reviews are linked to the Mission Statement, Strategic Plan, and Educational and Facilities Master Plan.**

---

Citrus College maintains a strong commitment to ongoing quality improvement. All planning documents have been reviewed and updated regularly. The [Integrated Planning Manual](#)<sup>15</sup> was first adopted in 2011, and it serves as the written document that articulates the flow between and among the planning processes and the link between planning and resource allocation.

Since then, the College has gone through annual review and revision processes of the manual to ensure it is current and up to date. The current 2014-2015 version is the 4<sup>th</sup> edition of the manual.

The review process of each major planning document is described below:

- Mission Statement  
In 2012, Citrus College revised and

adopted a mission statement that defines its broad educational purposes, its intended student population, and its commitment to achieving student learning. In fall 2014, the Institutional Effectiveness Committee initiated a desk review process of the College’s mission, mission objectives, vision, and values. The desk review was approved by the Steering Committee on October 13, 2014 and by the Board of Trustees on November 18, 2014. In spring 2015, the College began its planning process for the new Strategic Plan, and a comprehensive review of the mission is the first step in that process.

- Strategic Plan  
At the beginning of each academic year, an Annual Implementation Plan identifies specific activities that will help achieve the strategic objectives and assigns them to responsible parties. The Annual Implementation Plan projects measurable outcomes for each activity. At the end of the academic year, the Progress Report documents the evaluation and discussion of the outcomes. This robust mechanism of implementation ensures that college wide efforts are connected with the Strategic Plan on an annual basis.

- Educational and Facilities Master Plan

This plan is revised every ten years beginning in 2010. This plan outlines the College's long-term direction for academic affairs, student services, and facilities. An [Assessment Table](#)<sup>16</sup> documents annual progress made in achieving the long-term goals listed in the Educational and Facilities Master Plan.

- Technology Master Plan

This plan is revised every five years beginning in 2009, with annual review and update. The plan guides the implementation of technology objectives as outlined in the Educational and Facilities Master Plan and the Strategic Plan. While the plan was intended to be a five-year plan covering 2009-2014, the College Information Technology Committee undertook the development of a new plan one year early so that the Information Technology Master Plan is better positioned to respond to both the Strategic and the Educational and Facilities Master plans. This second College technology plan is a four-year plan, guiding technology development for 2013-2017.

- Program Review

The newly established Program Review Committee, which evolved from the Ad Hoc Program Review Taskforce, includes representatives from all college constituent groups. Responsible for program reviews from all four areas (Academic Support, Institutional Support, Instruction, and Student Services), the committee developed rubrics for vetting program review reports. The rubrics provide guidance and standards for the reviewers and provide check points in various areas. The committee has used suggestions from faculty members to revise the instructional program review procedure. Also, the College has established an Institutional Effectiveness Committee to assess, on an ongoing basis, the effectiveness of the College's program review process. So far, two cycles of surveys have been conducted for each of the four program review areas. The Institutional Effectiveness Committee survey results provide important evidence to streamline and improve the process.

---

**Recommendation 6.**

**In order to improve, the team recommends that the published final budget would be more transparent and easier to understand if it includes a more detailed analysis of budget assumptions, descriptions of various funds and sources of revenue, and an outline of parameters for decision making. (Standards III.D.1.d, III.D.2.a, b, III.D.3)**

---

**Citrus College addressed recommendation 6 in its Midterm Report in October 2012.**

**Resolution of the recommendation: Citrus College has resolved this recommendation by reviewing and endorsing the budget assumptions and flowchart in the Financial Resources Committee, Steering Committee, and at budget workshops before bringing the assumptions to the Board of Trustees for approval. The budget assumptions are also listed in the annual budget.**

The District developed a new format for the adopted budget that includes a tab titled “Development.” The new format includes a letter from the superintendent/president, descriptions of all funds, a glossary of commonly used financial and budgetary terms, a budget calendar, budget development assumptions, a budget flowchart, and the budget forum PowerPoint presentation.

In an effort to address transparency, the District conducts college wide forums on the District budget and financial

condition. Timely eMemos are sent to the internal college community with economic, legislative, and/or governmental updates that are relevant to the financial matters of the District. The vice president of administrative and fiscal services conducts budget presentations to the Board of Trustees prior to adoption of the budget.

Furthermore, college constituency groups have access to monthly summary revenue and expenditure information via the intranet to provide timely fiscal transparency. Cost center managers have access to monthly detailed revenue and expenditure reports via the intranet as well. Updates are provided the first working day after the close of the prior month.

The District is in the process of implementing Banner Finance with a “go live” date of July 1, 2015. This will give cost center managers real-time visibility into financial and budgetary information and allow them to make informed strategic decisions for the institution.

## Evidence

Concl. 1	<a href="#">Strategic Planning</a>
Concl. 2	<a href="#">Educational and Facilities Master Plan 2011-2020</a>
Concl. 3	<a href="#">Strategic Planning</a>
Concl. 4	<a href="#">Strategic Planning</a>
Concl. 5	<a href="#">Program Review Rubrics – Index</a>
Concl. 6	<a href="#">Program Review Data Pack 2014 – English</a>
Concl. 7	<a href="#">Program Review Data Pack 2014 – History</a>
Concl. 8	<a href="#">Instructional Program Review Supplements (Plus One)</a>
Concl. 9	<a href="#">Strategic Planning</a>
Concl. 10	<a href="#">Citrus College Program Level Assessment</a>
Concl. 11	<a href="#">GE Assessment Dialogue</a>
Concl. 12	<a href="#">SLOA Flowcharts</a>
Concl. 13	<a href="#">Program Review &gt; Student Services – Index</a>
Concl. 14	<a href="#">Governance &gt; Human Resources Committee</a>
Concl. 15	<a href="#">Strategic Planning</a>
Concl. 16	<a href="#">Master Plan Assessment Table (Instruction)</a>

# Actionable Improvement Plans



# Actionable Improvement Plans Summary

## Self Evaluation Findings

From page 97

In order to promote excellence, Citrus College will continue training of distance education faculty and will monitor and respond to data on distance education, student success and retention. Faculty and others will continue to analyze these data through program review and will assess the effect of faculty training. (II.A.1.)

From page 108

In order to further enhance integration of data, student learning outcomes assessment, program review, planning, and resource allocation processes, Citrus College will institute additional robust technology-supported resources. (II.A.1.c.; also related to: I.B.7, II.A.2.b, II.A.2.i, II.A.6, II.B.4, II.C.2, III.C.1.a.)

From page 117

In order to improve beyond the Standard and minimize time to completion, Citrus College will complete student educational plans with all students, thus ensuring compliance with Student Success Support Programs mandates. (II.A.2.c.)

From page 182

In order to ensure excellence in library services and access to these services, the Hayden Memorial Library will continue to identify and address the changing demand for services. (II.C.1.c.)

From page 238

In order to further advance the College technology plan, Citrus College will make resources available in a timely manner to address critical training, manage personnel and financial resources, and procure, replace, sustain, and expand services. (III.C.1.c.)

From page 299

In order to achieve excellence, and to reaffirm its commitment to consistent participation in College processes from members of all constituent groups, Citrus College will continue to encourage and support engagement in college wide practices. As an example of this commitment, the Citrus College method to develop the new Strategic Plan will provide employees and students throughout the college community the continuing opportunity to engage in inclusive dialogue on matters of institutional importance and help craft the strategic objectives that will guide the College as it moves forward. (IV.A.1.; also related to IV.A.3.)