Citrus College

Standard II
Student Learning Programs and Services

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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[1]. This relationship is covered as one of the five major supplemental components in program review. The mission[2] 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)[3], are required to go through the curriculum approval process as demonstrated in the Curriculum Handbook[4] (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[5].

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[6]. 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[7] and AP 4100, Graduation Requirements for Degrees and Certificates[8])

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[9] 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[10], AP 4103, Cooperative Work Experience[11])

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[12].

The College provides learning support programs such as the Honors Transfer Program[13] and Learning Communities[14] 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](#)[15], 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](#)[16].

Since 2009, Citrus College students [completed](#)[17] more than 1,000 degrees, more than 400 certificates of achievement between 18 and 60 units, and more than 1,000 [transferred](#)[18] 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[19], 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[20] 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[21]. 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[22], 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[23].

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[24]. Additionally,

the College supports community needs by providing noncredit instruction as well as fee-based classes[25].

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[26] 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[27] 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[28], 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[29] 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](#)[30] students each semester regarding needs in online coursework. The Distance Education program promotes regular and effective contact with students by adhering to [attendance guidelines](#)[31], 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](#)[32] 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](#)[33] 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](#)[34] 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](#)[35] 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](#)[36]. 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](#)[37] also includes a report on [program-level assessment](#)[38].

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[39] 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[40] reviews, makes recommendations, and approves online, hybrid, and traditional delivery modes, including honors. The distance education program completes annual[41] and comprehensive[42] program reviews that analyze and respond to demographic, success, and retention data. All courses, regardless of delivery mode[43], participate in the student learning outcomes assessment process and are assessed through the curriculum review process.

Citrus College has a robust learning community program[44]. 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[45] 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[46] 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[47] and students[48] 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[49]. Courses are selected from approved curricula.

Career and technical education programs meet regularly with program-specific advisory committees[50] 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[51], 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[52], Citrus College faculty teach at the Duarte High School[53] 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[54] and programs in English as a second

language[55], 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[56] 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[57] tend to have higher achievement than nonparticipating students, and honors students[58] tend to report higher levels of engagement and opportunity for transfer. Study abroad students report satisfaction[59] 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[60] in October 2012, and has been operating at the sustainable continuous quality improvement[61] level since then. The foundation of the student learning outcomes process is course-level assessment[62], which is mapped to institutional, general education, program, degree, and certificate outcomes. The three Institutional Outcomes[63] include the major

completion pathways at the College that are derived from the College mission. These pathways are general education[64] 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[65] 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[66] 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[67]. 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[68] 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[69] document, the Student Learning Outcomes Assessment Handbook[70], the Student Learning Outcomes and Assessment Philosophy Statement[71], 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[72] or Year 4[73] or as part of the core program review[74] 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[75]. Additionally, general education, program, degree, and certificate assessments can be tracked in the core +1 program review reports[76].

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

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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[77] and evidenced on the college success webpage[78]. 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[79].

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 WEAVE[80], 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[81], 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[82] 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[83], 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](#)[84] 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](#)[85]. 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](#)[86] and the [professional exam pass rate](#)[87].

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](#)[88] 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](#)[89] 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](#)[90]) in Fine and Performing Arts and one in [public works](#)[91] 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](#)[92] 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](#)[93] and [Administrative Procedure 2510, Participation in Local Decision Making](#)[94]. [Administrative Procedure 4022, Course Approval](#)[95] 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[96] and AP 4020, Instructional Programs and Curriculum[97] and AP 4021, Instructional Program Viability[98] 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[99] and program review webpage[100] 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[101], 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[102]. 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[103] regarding effective practices for online teaching throughout the 2013-2014 and 2014-2015 academic years. The distance education coordinator queries faculty[104] and students[105] 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[106] 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[107] and are reviewed every six years[108].

Program reviews include specific quality measures for programs, degrees, and certificates. Assessment data add to the discussion of program improvement during program reviews[109] 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[110]. 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[111]) 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[112] 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[113] 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[114] 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[115] and FAQ[116] document. Discipline faculty develop competency levels and student learning outcomes based on accepted standards within each discipline supported by the Curriculum Handbook[117] and Student Learning Outcomes Handbook[118]. In vocational programs, vocational advisory committees review curriculum including student learning outcomes. Vetting courses and degrees through the C-ID process[119] 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[120]: 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[121] 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[122] 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[123]. 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[124], Community College Survey of Student Engagement results[125], degree and certificate completion numbers[126], and number of transfers[127]. 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[128] 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[129] and its annual implementation plan[130] 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[131] 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](#)[132] 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](#)[133] 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](#)[134] 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[135]. 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[136] and Counseling 161[137] 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[138]. 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[139], 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[140] 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[141], and May 20, 2013[142], and various workshops[143], 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[144], 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 retentions 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[145] 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[146] 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[147] 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[148] 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[149]. 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[150] are students who build rockets and enter them to compete in intercollegiate aerospace events. The Cape Owls[151] build ecofriendly vehicles and enter them in intercollegiate sustainability competitions. The Citrus GraviTeam[152] 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[153] publication.

Disabled Students Programs and Services[154] 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[155]
Year 2: Curriculum[156]

Year 3: Degrees, Certificates, Transfer, and Employment[157]
Year 4: Program, Degree, and Certificate SLO Assessment[158]
Year 5: Program Self-Evaluation and Summary[159]

	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
2012-13	Process Development/Assessment			
2013-14	Core 5 Review	core 4 review	core 3 review	core 2 review
2014-15	core 1 review	Core 5 Review	core 4 review	core 3 review
2015-16	core 2 review	core 1 review	Core 5 Review	core 4 review
2016-17	core 3 review	core 2 review	core 1 review	Core 5 Review
2017-18	core 4 review	core 3 review	core 2 review	core 1 review
2018-19	Core 5 Review	core 4 review	core 3 review	core 2 review
2019-20	core 1 review	Core 5 Review	core 4 review	core 3 review
2020-21	core 2 review	core 1 review	Core 5 Review	core 4 review
2021-22	core 3 review	core 2 review	core 1 review	Core 5 Review
2022-23	core 4 review	core 3 review	core 2 review	core 1 review
2023-24	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

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February 1, 2013; May 3, 2013

Course outline currency is discussed every year in the core program review[160], 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[161] 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[162] deals specifically with questions of program relevancy and appropriateness allowing faculty to review the program's role in the overall curriculum.

The curriculum section[163] addresses course currency and future curriculum planning.

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

Faculty review the program, degree, and certificate student learning outcomes[167] in the +1 supplement for their instructional discipline. All programs, degrees, and certificates have identified student learning outcomes[168]. 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[169].

The fifth-year self-evaluation[170] 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[171] evaluates program review reports. Toward this end, the committee developed rubrics for validating program review[172] 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[173] of the 2011-2016 Strategic Plan[174]. 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[175] that begins with the Strategic Plan and Board of Trustees' goals. The 2011-2016 Strategic Plan[176] and Board of Trustees' goals[177] 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[178] 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[179] 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[180] 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[181], 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[182], 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[183] or national[184] 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[185] 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[186], and in board policies including Board Policy 4020, Program, Curriculum, and Course Development[187] and Administrative Procedure 4020, Instructional Programs and Curriculum[188]. 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[189].

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](#)[190]. 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](#)[191], 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](#)[192].

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](#)[193]. 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[194] and AP 4025, Philosophy and Criteria for Associate Degree and General Education[195]. 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[196].

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[197]. 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[198] is an example.

Every year, faculty who teach general education courses gather to assess and discuss student achievement of general education learning outcomes[199] 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[200] 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[201], Sociology 201[202], Art 100[203], Art 200[204], and Humanities 101[205].

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[206] 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[207]. 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. CCCCO 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
Administration of Justice-210500 AA/AS Degree Recipient	$41,711	40	93%
Chancellor's Office Approved Certificates Recipient	$37,599	18	83%
Biological/Physical Sciences/Mathematics-490200 AA/AS Degree Recipient	$27,578	140	73%
Business & Commerce, General-050100 AA/AS Degree Recipient	$36,002	190	71%
Commercial Music-100500 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
Cosmetology & Barbering-300700 AA/AS Degree Recipient	$21,991	14	79%
Chancellor's Office Approved Certificates Recipient	$18,471	474	61%
Dental Assistant -124010 Chancellor's Office Approved Certificates Recipient	$21,345	32	84%
Diesel Technology-094700 Chancellor's Office Approved Certificates Recipient	$42,303	43	74%
Fine Arts, General-100100 AA/AS Degree Recipient	$23,762	65	69%
Language Arts-150200 AA/AS Degree Recipient	$28,380	21	67%
Library Science, General-160100 Chancellor's Office Approved Certificates Recipient	$27,260	20	80%
Licensed Vocational Nursing-123020 Chancellor's Office Approved Certificates Recipient	$40,543	173	88%
Registered Nursing-123010 AA/AS Degree Recipient	$75,527	13	92%
Social Sciences, General-220100 AA/AS Degree Recipient	$28,611	274	77%
Transfer Studies-490110 AA/AS Degree Recipient	$33,383	45	67%
Water and Wastewater Technology-095800 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[208] website, which is linked from the Curriculum Committee webpage[209] and is available from the A-Z index[210] on the Citrus College webpage.

The Citrus College Catalog[211] 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[212] for catalog. Degree and certificate[213] information is cross-linked online from the counseling department pages[214], the distance education program[215] pages, as well as listed independently in the A-Z index as certificates of achievement[216] or degrees and certificates[217]. Additional transfer information can be found online via the transfer center[218] website, searchable in the A-Z index under T[219].

Instructional divisions collect current syllabi for every course each term and intersession. Instructional divisions store syllabi in the scheduling and planning software called LiveOak[220] 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[221] (pg. 16), schedule of classes, as well as online on the transfer center[222] and admissions and records[223] web pages, which are available through the A-Z index. Satisfaction of prerequisite/co-requisite requirements is also discussed in the college catalog[224] (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[225]. The articulation web pages[226], 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[227].

Articulation policy and practice are delineated in Administrative Procedure 4050, Articulation[228]. 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[229] and Administrative Procedure 4050, Articulation[230]. 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[231] and Administrative Procedure 4235, Credit by Exam[232]. 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[233] and Administrative Procedure 4021, Program Viability[234], 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[235] 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[236], and from the Office of Institutional Research, Planning, and Effectiveness[237] webpage. Examples of information that focuses on student achievement include the Factbook[238], Scorecard[239], Accountability Reporting for the Community Colleges[240], Community College Survey of Student Engagement[241], program reviews[242], and accreditation documents, including degree and certificate awards[243].

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[244] and responsibility, student academic honesty[245], 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[246].

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[247] requires faculty to "honor and respect divergent viewpoints that are grounded in cultures of reason, evidence, and responsible scholarship." Board Policy 3900[248] and Administrative Procedure 3900, Speech: Time, Place and Manner[249], 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](#)[250] in 2006 that describes faculty responsibility to students, colleagues, the discipline, the institution, and the community. All faculty are evaluated ([full-time tenured](#)[251]; [full-time, nontenured](#)[252]; [adjunct](#)[253]) on a regular basis with a primarily peer-reviewed process that includes classroom observations, administrative review, and [student evaluations](#)[254]. 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](#)[255], 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](#)[256]. 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[257] available to students online in the college catalog[258] 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

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II-A-101   Citrus College Curriculum Handbook
II-A-102   Credit Course Outline, ECON 101, custom
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II-A-105   Distance Education Student Survey, Fall 2014, 16-week
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II-A-116   SLO > Frequently Asked Questions
II-A-117   Citrus College Curriculum Handbook
II-A-118   Student Learning Outcomes and Assessment Handbook
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II-A-148   Learning Communities, College Success Data

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