Citrus College

Standard IV
Leadership and Governance

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The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Evidence of Meeting the Standard

Citrus College creates an environment for empowerment, innovation, and institutional excellence. The College encourages its constituents to actively participate in effective discussion, decision making, planning, and the implementation of practices, programs, and services leading to institutional excellence and ultimately, student success. Citrus College continually encourages shared governance as a conduit to active and collaborative decision making throughout the institution. The College takes pride in providing an environment that lends itself to sharing diverse perspectives via multiple forums and across divisions and constituent

groups. A significant and common theme in all College dialogue stems from support of the institutional mission, vision, values[1], and goals. These themes ignite the birth of new ideas in an environment that is collegial and readily acknowledges College constituents regardless of an individual's official role or title at the College. At the forefront of these discussions is the opportunity to identify core values that lead to the realization of sustainable continuous quality improvement in teaching and learning. The College's mission and goals reveal a high degree of commitment to student success and educational excellence.

Citrus College's goals and values are officially stated and can be easily accessed electronically on the College's website[2] as well as through various regular publications such as Board Policy 1200, Mission[3], Citrus College Integrated Planning Manual, 2014-2015[4], and the Organization and Governance Handbook[5]. Faculty, staff, administrators, and students who elect to participate in governance at the College understand and are able to articulate the institution's goals and values, or are able to reference the various forums to locate them as evidenced in the Citrus College All-Employee Survey: Results of the Citrus College All-Employee Survey

Spring 2014[6], page 3 and the Community College Survey on Student Engagement CCSSE 2014 Frequency Distributions - Custom Survey Item[7], page 1.

Faculty, staff, administrators, and students who elect to participate in governance can do so through the various venues available at the College. However, the major participatory governance body charged with overseeing decision making is the Steering Committee. This committee formally recommends action to the Board of Trustees via the superintendent/president. Citrus College's shared and participatory governance process seeks to include in its Institutional decision making process all campus constituencies through actively seeking input, feedback, consultation, clarification, and collaboration among standing committees.

The Steering Committee's purpose, as stated in its constitution[8], is to deliberate on a wide range of topics, and where formal approval is necessary, recommend changes in College policies or practices.

A major role of the Steering Committee is to guide and assess major institutional planning initiatives and make recommendations based on the actions of the standing committees. The Steering Committee also makes recommendations on the formulation and revision of board policy, and it is the final recommending body to the Board of Trustees through the superintendent/president. Steering Committee membership is comprised of representatives from all College constituency groups and includes the superintendent/president, the chairs of standing committees (educational programs, financial resources, college information technology, institutional

research and planning, human resources, physical resources, student services, program review, and HotShots), and representatives from the classified staff, supervisors/confidential group, management, faculty, and the student body. The Steering Committee constitution provides that a majority of committee members shall be Academic Senate representatives, which is consistent with the College's commitment to empowering faculty with a leadership and participatory governance role in the institution.

College committees and focus groups such as the CCSSE focus groups explore and develop proposals in order to make recommendations for new policies. These are formally reviewed by each of the four primary constituencies and ultimately, pass through the Steering Committee for comment, discussion, and approval prior to implementation and formal review or approval by the Board of Trustees. It is common practice for the Steering Committee to solicit additional feedback from the Academic Senate, management team, classified staff, and student leadership prior to action. The Steering Committee meeting minutes are distributed to the committee membership and are made available on the College's website. Additionally, the Steering Committee Highlights[9], created in September 2013, are posted as an online publication to showcase current activities, actions, and formal recommended actions to the Board of Trustees via the superintendent/president. Though some respondents during the process of interviews for the preparation of this self evaluation document could not list the institution's goals and values verbatim, most felt confident that they would be able to readily find them via the institution's

website. Other constructive feedback from interviews include: reiterating and publicizing the goals and values in different formats such as in printed material, incorporating goals and values into annual retreats and program meetings, and encouraging more proactive involvement of all staff across the institution.

Citrus College is sustained by a community of individuals working in a wide variety of academic and nonacademic positions developed to assist the institution achieve its goals. Job descriptions are developed by human resources and implemented by employees as they relate to the mission of the institution. Each staff member's contributions are vital to preserve an environment that supports teaching, encourages learning, and upholds excellent student services–all for the purpose of promoting student success. Additionally, with the implementation of the annual program review process in 2009, every unit completes a review of its program area. The program review process considers all components of a program including personnel. Leaders welcome and encourage participation from all staff in the program review process. As a result, staff becomes intimately aware of and able to describe how their specific roles assist the institution in achieving its goals. Moreover, the Organization and Governance Handbook[10] is a resource to ensure that staff clearly understand their roles within the context of the bigger picture and how each contribution assists the institution in achieving the College mission and strategic goals.

Information about institutional performance is circulated and available to staff and students through many external

and internal reports such as the California Community College Annual Student Success Scorecard[11] (formerly the ARCC Report); CCSSE Survey Results[12]; 2011-2016 Strategic Plan[13] and Annual Implementation Plan[14]; program review reports[15], which include the "+1 form" for academic affairs.

The scorecard is published each spring on the California Community College Chancellor's Office website. Citrus College makes the report available to the College community via Steering Committee meetings, and Board of Trustee minutes and Board of Trustee highlights. Additionally, the scorecard is available to the public via the Office of Institutional Research's website[16].

The College publishes results of the Community College Survey of Student Engagement (CCSSE) every two years and the Office of Institutional Research, Planning, and Effectiveness makes formal presentations of data highlights to both the Board of Trustees and the Academic Senate. The Office of Institutional Research, Planning, and Effectiveness also conducts student focus groups as a follow-up to the quantitative results for a deeper understanding of student engagement. Data from the CCSSE and focus groups are used throughout the shared governance process. Both qualitative and quantitative results are published and made available by staff on the Office of Institutional Research, Planning, and Effectiveness website.

The 2011-2016 Strategic Plan[17] provides a comprehensive pathway leading the College through a five-year span and has served as a blueprint for supporting the College's mission. The Strategic Plan focuses on six areas: academic success,

student support services, college resources, learning environment, institutional effectiveness, and community/college relations. Within the six focal areas, there are 13 institutional goals and 65 strategic objectives. An Annual Implementation Plan[18] is presented by the director of institutional research, planning, and effectiveness to the Board of Trustees and the college community. The first presentation occurs at the beginning of the academic year to provide an overview of the objectives for the year, followed by a mid-year progress report on the objectives, and concluding with the goal accomplishments in July. The annual implementation plan information is kept current through office of Institutional Research, Planning, and Effectiveness.

Units throughout Citrus College complete program reviews on an annual basis. For instructional reviews, deans and department faculty analyze and discuss results of all outcomes and objectives of the program for the year. Noninstructional program review data are presented during the annual student services retreat. Review results are made available by the Office of Institutional Research, Planning, and Effectiveness staff to each department in the program review data packets, presented at Program Review Committee, Steering Committee, the Board of Trustees meetings, and posted on the College's internal site, the intranet. The Program Review Committee was institutionalized in fall 2013. Additionally, the Program Review Committee approved and distributed a rubric to all departments to provide a set of expectations and corresponding guidelines, as well as a template to provide uniform structure to format all program reviews. The Program Review Committee uses these rubrics to

provide feedback and ensure program reviews are satisfactory and consistent.

The director of institutional research, planning, and effectiveness, makes regular presentations to the Steering Committee and the Board of Trustees on the progress of the Strategic Plan objectives and Annual Implementation Plan. Data from these sources are regularly presented in shared governance meetings and factored into all institutional dialogue, which in turn results in well-informed decision making. Institutional performance data are available on the Citrus College webpage via the Office of Institutional Research, Planning, and Effectiveness[19].

The Office of Institutional Research, Planning, and Effectiveness regularly updates information and provides resources and supportive data for faculty and staff to use during all institutional dialogue and decision making sessions. Information and data are accessible and available via the Citrus College webpage and the link for the Office of Institutional Research, Planning, and Effectiveness. Those documents include the Citrus College Fact Book[20], key performance indicators for instructional program reviews, 2011-2016 Strategic Plan[21], Educational and Facilities Master Plan[22], scorecard[23], and the CCSSE[24].

Shared governance committees regularly discuss institutional data regarding college completion and retention rates. For example, an informative dialogue occurred during the Student Services Committee meeting of February, 2014[25], regarding enrollment data, and the Institutional Effectiveness Committee[26] discussed student equity data over the course of three meetings beginning in September, 2014[27]. The 2011-2016 Strategic Plan goals and

objectives are discussed by administrators, faculty, staff, and students at various constituency committees such as Steering, Educational Programs, and Student Services. The College's [2011-2020 Educational and Facilities Master Plan](#)[28] (EFMP) is integrated with the College's 2011-2016 Strategic Plan and responds to the focal areas identified in the Strategic Plan. These responses include goals for student success for the next ten years. The plan is included in dialogue and discussions regarding recommendations for long-range planning. The master plan contains the CCSSE data, an internal plan, and instructional and program goals. Initiatives at the College originate from the EFMP to support the mission of the College.

Data and information are updated on an annual basis by deans, program faculty, and staff. Every program and department on campus participates in the program review process. The EFMP and Strategic Plan are primary sources of discussion when developing annual goals and objectives for the program reviews. Students participate in shared governance committees and are aware of this information, because the College offers open forums that students are encouraged to attend. Moreover, the Office of External Relations is charged with disseminating information to the various constituent groups. The Institutional Effectiveness Committee is tasked with ensuring that all objectives and campus initiatives have a clear pathway and ultimately loop back to the goals and mission of the College. Students, faculty, staff, and the College community consistently use these data to make informed decisions. One example includes a discussion during the [October 8, 2014 Academic Senate meeting](#)[29] regarding CCSSE focus group results.

Faculty discussed opportunities to improve student engagement in the classroom leading to increased student success. Another significant example of CCSSE results and institutional data dialogue focusing on student engagement strategies occurred at a presentation by the director of institutional research, planning, and effectiveness to the [Associated Students of Citrus College executive board at their November 13, 2012](#)[30] meeting regarding survey results and data. The Office of Institutional Research, Planning, and Effectiveness posts [reports](#)[31] and results of data collection regularly.

The aforementioned institutional documents are made available to faculty, staff, and students through both the intranet and Internet. The documents are available via links to constituent groups so that data are easily available and usable for the purposes of informing all relevant dialogue and throughout the decision making process. Information is continuously presented and discussed to the associated students executive board, Steering Committee, and superintendent/president's cabinet meetings. For example, the associated students discussed and approved funding for the Veterans Success Center based on data regarding the increase in student veteran population and the need for resources as approved in their [January 17, 2014](#)[32] and [July 11, 2014 minutes](#)[33]. The director of institutional research, planning, and effectiveness facilitated updates on the Strategic Plan 2014-2015 Progress Report to the Steering Committee that included the status of strategic objectives noted by representatives of areas such as the academic affairs and student affairs, physical resources and financial services, human resources, TeCS, external relations, development,

Superintendent/President's Office, and institutional research, planning, and effectiveness as reflected on the minutes of June 9, 2014[34].

Prior to the formation of the Program Review Committee, program reviews follow an approval process that starts at the division level before moving to their respective committees such as the Student Services Committee and Educational Programs Committee. The process would then proceed to the Steering Committee and conclude with an informational presentation to the Board of Trustees. Recommendations made through the program review[35] process were shared through the previously mentioned groups and made public by posting the final documents on the College website. The Citrus College program review process is the unit-level forum open to faculty and staff for the purposes of institutional evaluation and planning. Program reviews are made available to staff through a variety of venues. For example, program reviews are developed and discussed during division and staff meetings. The discussion addresses Strategic Plan and EFMP goals and activities, as well as student learning outcomes assessment. Faculty and others within a program analyze and evaluate results of student learning outcome assessment on an annual basis. Data from student learning outcome assessment inform the potential changes needed to improve programs leading to program efficiency. The program reviews are submitted to the Program Review Committee. The Program Review Committee originated as a task force and, since fall 2013, is an institutionalized standing committee of the Steering Committee.

The Institutional Effectiveness Committee has conducted survey evaluations of the College's program review process, inclusive of all four types of program reviews: academic/instructional programs, academic support programs, institutional support programs, and student services programs. The Institutional Effectiveness Committee has reviewed and discussed survey results, which are published on the Citrus College website.

The Citrus College Integrated Planning Manual[36] is a resource available to faculty, staff, and students that guides integrated institutional planning by describing ways in which the constituent groups of Citrus College participate in and contribute to planning and decision making. The document is located on the College website and contains an easy-to-follow integrated planning model[37] that shows each major planning document and its relationship to the mission of the College. The manual explains the College's processes for systematic institutional evaluation and review and all plans for any improvement. Additionally, a diagram is included to provide a visual flowchart on staff involvement in the participatory process.

The institutional five-year Strategic Plan 2011-2016[38] provides detailed guidelines for the College, supporting the College's mission, vision, and values, that ensure the success of students. The Strategic Plan was the result of 18 months of thoughtful and collaborative deliberations from all College constituent groups. The plan is informed by external data resulting from the Accountability Reporting for Community Colleges, the CCSSE, and the California Community Colleges System Strategic Plan. The plan incorporates internal data from the 2009 accreditation

self-study report, the EFMP, employee survey, and program reviews.

These documents lay the foundation for the six key focal areas of the plan: academic excellence, student support and success, college resources, learning environment, institutional effectiveness, and community and college relations. Thirteen institutional goals and 65 strategic objectives are implemented through the Annual Implementation Plan. The Annual Implementation Plan provides the Board of Trustees and the Citrus College community annual updates on the Strategic Plan, and it is publicly available via the Citrus College website. Additionally, the College has developed a host of resources through intranet links that make this content available for relevant staff and committee members to review. The links lead to all relevant sites, including the Institutional Effectiveness Committee, Institutional Research and Planning Committee, Strategic Planning Committee, Program Review Committee, and fiscal services financial reports. With the exception of fiscal services financial reports, which are only available to cost center managers, each of these links/sites provides meeting minutes, reference files, survey results, and other data documents once they are reviewed and approved by respective committees.

All institutional planning documents are reviewed and updated by appropriate committees, each of which includes participation from the various constituent groups. The College's integrated planning manual, page 4,[39] describes the way constituent groups participate in and contribute to College planning. For each component of the integrated planning process, this document identifies the specific purpose, processes by which

recommendations are developed, timelines, individuals or groups responsible for initiating and completing the tasks, and individuals or groups who will receive the recommendations and render final decisions.

Institutional planning efforts such as strategic planning and program review offer opportunities for input from all constituents. Other venues such as campus forums, division meetings, Flex Day meetings, College committees, and industry advisory councils provide faculty, classified staff, and students the opportunity to participate in decision making discussions.

Individuals have the opportunity to bring forward ideas for institutional improvement via multiple forums. These opportunities for input and involvement include program review, advisory board meetings, associated students participation through the shared governance process and requests, division and area meetings, board meetings, oversight committees, and subcommittees such as steering and planning committee. Review of minutes from the various shared governance committees demonstrates the ongoing dialogue regarding institutional improvement and addressing strategic objectives via the Annual Implementation Plan[40], page 13. The conversation that occurred during the Physical Resources Committee meeting of June 2014[41] is a good example of this process. That discussion addressed the need to enhance student learning by improving safety standards in classrooms and offices on campus based on strategic objective 4.1.4. An ad hoc working group comprised of faculty, staff, and others including the director

of facilities were formed. During the following meeting, the working group demonstrated the Alertus System emergency beacon and presented a plan to test the system in various buildings on campus.

Institutionalizing the Program Review Committee during the 2013-2014 academic year was a significant step toward ensuring an official capacity for individual voices and concerns to be heard in the context of department and area needs. The results from a program review survey conducted by the Office of Institutional Research, Planning, and Effectiveness, championed through the Institutional Effectiveness Committee, demonstrated that not all classified staff understood or felt as though they had a voice in the program review process. The new Program Review Committee made great strides during its spring and summer 2014 Roadshow individual area trainings and presentations to encourage all staff to participate in and become aware of the institutionalized cyclical review process.

Additionally, ideas for improvement can originate from any standing committee that reports to the Steering Committee. The various subcommittees of the Steering Committee provide direct access for a variety of students and staff to share all manner of ideas. A good example includes the dialogue that occurred at the September 24, 2014 Academic Senate[42] representative council meeting, with a special presentation by the director of institutional research, planning, and effectiveness. The senate representative council was divided into three discussion groups, each focusing on an area pertaining to the following outcomes identified in the CCSSE follow-up study:

active and collaborative learning, student effort, and student-faculty interaction. At the following meeting[43], representative council members shared ideas from the discussions, and members noted that while there were many innovative strategies currently used to increase student effort, faculty-student interactions, and collaborative strategies, there is a continued need for professional development opportunities related to student engagement strategies.

Suggestions for improvement are also generated through the supervisory channel, wherein staff are encouraged to present ideas directly to their immediate supervisors. Furthermore, staff can present ideas through the public forum during every Academic Senate, Steering Committee, student government, and Board of Trustees meeting. For instance, at the October 8, 2014 Academic Senate meeting[44], a Citrus College Foundation representative described how to participate in and support the Centennial Celebration. One discussion held at the associated students executive board meeting on August 27, 2013 is an example of a student-led initiative. The minutes[45] reflect dialogue and a request for recommendations for the Annual Implementation Plan regarding fiscal, personnel, and technical resources. Other forums through which employees can present ideas for institutional improvement are bargaining units, the management team, and the supervisor/confidential group.

Citrus College articulates individuals' responsibilities to develop ideas for improvement in their areas through the following means: the program review process, the Strategic Plan, shared governance committee structures, Annual

Implementation Plan, Educational and Facilities Master Plan, College Information Technology Committee, the budget development process as described in the budget book, job descriptions, and the constitution and bylaws of ASCC.

[Administrative Procedure 2510, Participation in Local Decision Making](#)[46], establishes the shared and participatory governance principles that guide the College's decision making in support of its mission and strategic goals. The procedure outlines and defines the campus constituent groups as participants and delineates their responsibilities in matters related to shared governance:

a. The Academic Senate is the body that represents the faculty in academic and professional matters.
b. The faculty association is the body that represents faculty on issues within the scope of collective bargaining.
c. The associated students of Citrus College represent the students.
d. The California School Employees Association is the representative body for classified staff, excluding managers, supervisors, and confidential employees.
e. The management team represents the managers.
f. The supervisor/confidential team represents the supervisors and confidential employees who are not part of a bargaining unit.

The [Integrated Planning Manual](#)[47], is another resource available to faculty, staff, and students, clearly articulates the responsibilities of individuals within each constituent group, the role each group plays, and the process to follow. The annual goals in the Strategic Plan outline the responsibility of the institution and are widely and consistently communicated to college constituents. The expectations for individuals are articulated when recruiting and evaluating prospective employees.

The foundation of participatory governance is consultation and collegiality. Based on these principles, institutional decision making at Citrus College brings together all constituent groups faculty, students, classified staff, supervisory and confidential employees, and managers. The Steering Committee is the forum through which decisions are ultimately vetted and subsequently presented to the Board of Trustees. The Steering Committee serves as a liaison for all College constituents by coordinating the functions of the standing committees and ensures ample representation and contribution from each of these constituencies.

The Steering Committee is the major participatory College governance body charged with overseeing the activities of institutional decision making, and this committee formally recommends action to the Board of Trustees via the superintendent/president. Citrus College's shared and participatory governance seeks to include in its institutional decision-making process all College constituencies through actively sought input, feedback, consultation, clarification, and collaboration among standing committees. The Steering Committee's purpose, as stated on page one of its [constitution](#)[48], is to advance the mission, vision, and values of Citrus College, focus on the Strategic Plan, address annual goals, and promote the educational advancement of students.

Individuals and groups use the governance process to enhance student learning through student learning outcomes. The

assessment of student learning outcomes is the foundation of program review. The program review process provides an opportunity for all constituents to influence student learning and identify weaknesses. This means for ongoing improvement consisting of a continuous commitment to quality student learning and educational effectiveness. The program review process evaluates not only the individual programs but also addresses the goals and objectives of the Strategic Plan and the Educational and Facilities Master Plan. The Strategic Plan guides the development of program plans to achieve institutional goals and strategic objectives. Strategic planning is linked to the mission of the College with the emphasis on providing higher quality education.

The College meets the Standard.

Analysis of Evaluation
Citrus College values and recognizes the contributions of its constituents for continuous quality improvement of the institution. Governance roles are designed to facilitate decisions that support the mission and goals of the institution with the primary objective of delivering educational excellence leading to student success. Committee dialogue is guided by the institution's commitment to providing student learning programs and services and improving institutional effectiveness. Committees select members with the goal of diverse membership and representation from all constituent groups, a variety of ideas represented, and mutual respect from all who participate in the decision making process. As prescribed on page two of Administrative Procedure 2510, Participation in Local Decision Making[49], all six constituencies are represented in shared governance committees. For instance, in the Steering Committee,

faculty (appointed by the Academic Senate and including a faculty association representative), students, supervisor/confidential, classified staff, and management are all guaranteed one or more seats on the committee each academic year. As is the case with the Steering Committee, most shared governance committees identify the makeup of their committees within their constitution/bylaws or purpose statements, ensuring fair representation across the College community.

The College's thoughtful governance process creates a rich, productive culture of shared vision, engagement, mutual respect, and information sharing. Documents such as policies and procedures, program reviews, Strategic Plan, Educational and Facilities Master Plan, Integrated Planning Manual, Organization and Governance Handbook, as well as board highlights, steering highlights, and the 2014 All-Employee Survey[50] results demonstrate the important role each member of the institution has in the decision making process. Question 3-10, page 7 of the Citrus College All-Employee Survey[51] asked employees to rate their level of agreement with the statement that "Citrus College encourages employees' participation in the decision making process." Sixty-two percent of employees responding strongly agree or agree. The voice of management, faculty, classified staff, and students is documented throughout the official minutes and reports from all of the various committees. The Steering Committee is charged with advising and recommending action to the superintendent/president and finally, the Board of Trustees.

One significant piece of evidence demonstrating that the institution creates

an environment for empowerment, innovation, and institutional excellence is the introduction of the Organization and Governance Handbook[52], which serves as documentation of the participatory decision making structures in place at the College. Persons interested in learning more about governance at Citrus College are invited to review the handbook. The handbook was the result of a collaborative effort with the purpose of ensuring a high level of participation and input from the entire campus community. The handbook invites all constituent members to participate in the governance process and safeguards a high level of participation and input from the campus community. The handbook, which is updated on an annual basis, provides an overview of Citrus College's governance structure, including organizational flow charts and an explanation of the purpose and responsibility of the Steering Committee and its standing committees.

Throughout the institution, there is evidence of diverse committee membership, collegial dialogue, recommendations for improvement and decisions consistent with the College mission within the various committees. For example, Steering Committee membership includes, eight managers, two classified staff, one supervisor / confidential, two students, and 12 faculty members. A glance at the Academic Senate Council minutes of October 8, 2014[53] reveals a list of membership, expressive and informative dialogue regarding student engagement, and possible solutions and needs to improve student success. Each committee maintains and regularly reassesses its purpose statement that is aligned with improving the practices, programs, and services in which they are involved. Ultimately,

institutional excellence and student success is the outcome. Faculty, staff, and students are empowered to discuss innovative ideas and identify ways to enhance student learning leading to academic excellence. Although there are multiple examples throughout the campus community, one noteworthy example is the development and adoption of the Citrus College 2011-2016 Strategic Plan[54]. Development of the Strategic Plan began with the formation of a 14-member College committee and a comprehensive strengths, weaknesses, opportunities, and threats (SWOT) analysis of the College. In an effort to encourage staff, faculty, administrators, and students, regardless of their official titles, to participate, Citrus College held a college wide strategic planning session at the 2010 convocation. Over 174 attended the session that focused on six areas: academic excellence, student support and success, college resources, learning environment, institutional effectiveness, and community college relations. Throughout the brainstorming session led by members of the Strategic Planning Committee, no idea was dismissed, and the session was filled with energy and enthusiasm. In 2010, initiated by "C4", the Citrus College Completion Corps, and in response to President Barack Obama's challenge to increase graduation rates by 2020, Citrus College officially established its College wide initiative "A College of Completion." In so doing, the College provided resources to increase student engagement, achievement, and completion.

During this current accreditation self evaluation process, the accreditation co-chairs and writing team co-leads explored and analyzed interview content to provide data-driven evidence for this report. Interviewees cited the strategic planning

activity in 2010 as an ideal model to consider for future planning and praised the level of involvement from the campus community. The next strategic planning session will occur during spring 2015. The 2010 planning activity generated many creative ideas, and the data collected assisted the Office of Institutional Research, Planning, and Effectiveness to develop an online survey listing activities that would support the six Strategic Plan focus areas. The survey was sent to the College community for their input and all members were encouraged to participate. The results of the planning session and subsequent survey yielded the conception of a comprehensive Strategic Plan with the support and commitment by the College community. As part of the process, Citrus College developed a five-year timeline for the implementation of the 65 objectives of the Strategic Plan. Implementation of the six focus areas, 13 goals, and 65 objectives would not have been possible without the buy-in and cooperation of an entire college community that takes pride in its efforts, a high caliber work ethic, and sincere support of the College mission, vision, and values to ensure the success of students. In the spring of 2015, Citrus College embarks on the new Strategic Plan and intends to use a similar approach.

Citrus College uses participative processes to ensure effective discussion, planning, and implementation as noted the recent work of the Institutional Effectiveness Committee on program reviews. This committee reviews and makes recommendations on matters regarding the review and assessment of the integrated planning process and the means by which it is linked to the budget and allocation processes. The committee is charged with advancing the College mission by promoting an ongoing, collegial, self-

reflective dialogue based on a culture of evidence and data-driven decision making. The committee engages in the design and implementation of assessment tools that evaluate institutional effectiveness. For example, the Institutional Effectiveness Committee took a proactive line and surveyed employees from the various constituency groups in the four major program review areas of academic/instructional programs, academic support, institutional support, and student services. Their purpose was to determine each area's understanding and role within the program review process and to establish a baseline for future surveys. Results were positive, as most people reported they found the program review process "effective and worthy of the effort" as noted on question 9 of the Assessing Annual Program Reviews-Academic Affairs 2012[55] and Annual Program Review Survey-Student Services 2013[56]. These documents are available on the College intranet.

Respondents indicated that the program review process works well and that necessary data were readily available. Also, the survey presented areas for improvement, such as staff members from various support areas reporting that they were not involved in the program review process. As a result of the findings, in summer and fall 2014, the co-chairs, along with the student learning outcomes coordinator, conducted various trainings and presentations dubbed the Roadshow at division and staff meetings to provide an overview of the program review process, student learning outcomes, and the Integrated Planning Manual. The efforts yielded positive results as indicated by follow-up assessment surveys. The roadshows were very well received by all

of the instructional, student services, and institutional support programs.

As the post-roadshow assessment results show:

- 95 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of why the College is conducting and documenting student learning outcomes.
- 94 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of the program review process.
- 93 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of how student learning outcomes assessment and program review work together.
- 91 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of how to access resources available relating to SLOA and program review.
- 87 percent of the roadshow attendants agreed or strongly agreed that they have a better understanding of the College planning model.

This additional activity gave faculty, staff, and management a forum for engaging in effective discussions regarding planning and implementation. Additionally, the roadshows indicate that the College listens, responds, and conducts ongoing evaluations of faculty, staff, and student involvement.

Initiative and innovation are common themes at Citrus College. As colleges and universities are tasked to increase their graduation rates by 2020 in response to reports that less than half of American students finished college and the United States' ranking for the number of college

graduates produces has declined, Citrus College rose to the challenge by establishing a college wide initiative. The Citrus College: A College of Completion[57] initiative is designed to encourage and support students as they endeavor to complete their college education, transfer to baccalaureate degree programs, and enter the career fields of their choice. The College of Completion initiative originated with a group of students from the honors society Phi Theta Kappa, who met with the superintendent/president to introduce the idea of a College wide challenge. The initiative was embraced and was commemorated by students, faculty, and staff signing a pledge to support the College of Completion initiative. The Citrus College community rallied to support the College of Completion initiative by offering a variety of academic programs and student services that facilitate student success. In addition, faculty and staff continue to research and implement strategies that lead to higher student engagement, achievement, and ultimately, degree completion. The Completion Pledge–Call to Action in Support of Students can be found on page three of the Integrated Planning Manual[58]. The College of Completion pledge drives the theme for all campus initiatives. Owing to initiatives and ideas such as these, with the ultimate goal of academic excellence and student success, Citrus College was invited to apply for the prestigious Aspen award. The College's competitive application, one of 50 finalists, provided many examples of successful academic programs.

These innovations and initiatives would not be possible without the contributions and support from students, faculty, and staff. Successful projects such as the completion pledge are evidence that the

staff feels empowered and encouraged to participate in improving practices, programs, and services regardless of their role or official title. This sense of empowerment is validated by the results of data gathered by committee members responsible for the preparation of the Standard IVA section of this self-evaluation report. Students interviewed spoke about their role and participation in various committees on campus. The president of the associated students indicated that "students in the Associated Students of Citrus College truly value their role and involvement in shared governance, specifically after learning from their student government peers across the state that not every college is as welcoming and inclusive of the student voice." Similarly, the sentiment from Citrus College faculty leadership in both the Academic Senate and the faculty association consistently commented and relayed appreciation for a supportive and encouraging environment, especially with regard to all faculty-driven professional and academic processes. One Citrus College Academic Senate executive board member stated, "the 'primarily rely' relationship between faculty and administration is not just a catch-phrase at Citrus College. It is genuinely the relationship that is practiced."

Data gathered during the self-evaluation process indicate that students, faculty, and staff work in an empowering environment with the goal of academic excellence and student success. Evidence supporting this statement can be found in the results of the spring 2014 All-Employee Survey[59] conducted by the Office of Institutional Research, Planning, and Effectiveness. The survey questions relate to institutional commitment and probed employees for their level of agreement. Survey results

indicate that 94.2 percent feel they understand and support the College's mission, and Citrus College seeks to provide excellent service to students and the College community. These results are a slight increase from the 2007 All-Employee Survey[60] and further demonstrate that the college environment is progressive as a culture of empowerment and encourages institutional excellence. Additionally, 91.4 percent of the respondents believe that Citrus College provides quality learning experiences for students, and 83.4 percent agree that the College provides the necessary services that support the College's mission.

Results of the 2014 All-Employee Survey further validate data gathered during interviews with various members of the college community during the self-evaluation process. However, survey results also indicate that there is some level of dissatisfaction from respondents. For example, 78 percent of the responding employees indicate that they have adequate opportunities to participate on important college committees, and 78.9 percent strongly agree or agree with the statement "I am respected as a professional at Citrus College." However, 34.4 percent of responders disagreed or strongly disagreed that the opinion of employees are given appropriate weight in matters of institutional importance. Discussions and ideas for improving this perception are already underway. For instance, the Program Review Committee chair and student learning outcomes coordinator roadshow in the spring 2014 semester emphasized that processes such as program review should always include representation from all constituencies. Managers from each area were encouraged to think of ways to ensure wide

dissemination of information and inclusive conversations on these matters.

Citrus College continues to encourage and nurture a shared governance environment. Citrus College accomplished its strategic goals and objectives from the 2007-2010 Annual Implementation Plan and is in the fourth year of the 2011-2016 Strategic Plan. Simultaneously, the Office of Institutional Research, Planning, and Effectiveness updated the 2011-2020 Educational and Facilities Master Plan (EFMP)[61] adopted in 2011. The EFMP positions the College for the 21st century and furthers its reputation for academic excellence and community service. The plan guides collective efforts of the College community for the next six years. The EFMP is driven by data with the College's mission and strategic planning goals as its primary considerations and ultimately addresses critical future instructional, student services, facilities, and equipment needs of the College.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of

responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Evidence of Meeting the Standard
The role of faculty, administration, classified staff, and students in the planning process, is found in Administrative Procedure 3250, Institutional Planning[62] and indicates that the established committees of the College will review and recommend planning decisions related to financial, physical, technology, and human resources. Furthermore, in accordance with Board Policy 3250, Institutional Planning[63], the Organization and Governance Handbook[64] states:

> The superintendent/president shall ensure that the College has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research. The planning system shall include plans required by law, including, but not limited to,
> - Educational and Facilities Master Plan
> - Five-Year Construction Plan
> - Equal Employment Opportunity Plan
> - Student Equity Plan
> - Student Services and Support Programs
> - Transfer Center Plan
> - Cooperative Work Experience Plan
> - Extended Opportunity Programs and Services Plan

The superintendent/president shall submit to the Board of Trustees those plans for which board approval is required per Title 5.

The shared governance and participatory structures at Citrus College are in compliance with The Accrediting Commission for Junior and Community Colleges (ACCJC) accreditation requirements, California Title 5 and Education Code as evidenced by Board Policy 2510, Participation in Local Decision Making[65]. This culture at Citrus College values input, collegiality, and the pursuit of academic excellence. The board policy and administrative procedures provide a detailed outline and description of the shared governance process for the College's constituents.

Board Policy 2510, Participation in Local Decision-Making was approved by the Board of Trustees on June 16, 2009, and was reviewed by all constituent groups on March 19, 2013. The document is the College's written policy providing for faculty, staff, administrators, and student participation in the decision-making process and describes the roles for each group in governance:

> Citrus Community College District is committed to shared and participatory governance principles designed to guide wise decision making supporting the College's mission and strategic goals. This governance philosophy is based upon five pillars of shared decision making, all of which must be present for effective governance. These pillars are: shared vision, shared engagement, shared respect, shared information, and shared risk. The Board of Trustees honors the concept of shared and participatory governance

in all areas defined by state laws and regulations as policy of Citrus College, while retaining its own rights and responsibilities as the ultimate authority.

Administrative Procedure 2510, Participation in Local Decision Making, adopted May 19, 2009, and formally reviewed March 19, 2013, provides faculty, staff, administrators, and students a detailed description of the shared governance process and encourages decision making bodies to operate in a culture of shared vision, engagement, mutual respect, and information sharing. The administrative procedure formally recognizes the following campus constituent groups as participants in matters related to shared governance and planning:

a. The Academic Senate as the body that represents the faculty in academic and professional matters (dubbed the "10+1 areas") and the Citrus College Faculty Association as the body that represents faculty on issues within the scope of collective bargaining
b. The Associated Students of Citrus College, which represents the students
c. The California School Employees Association as the representative body for classified staff, excluding managers, supervisors and confidential employees
d. The Management Team, which represents the managers
e. The Supervisor/Confidential Team, which represents the supervisors and confidential employees who are not part of the bargaining unit

Along with providing a description of the constituent group representation, Administrative Procedure 2510,

Participation in Local Decision Making, continues with a description of the organizational structure that supports the College's shared and participatory governance policy, as well as defines roles and responsibilities of the College's planning and advisory committees such as the Citrus College Steering Committee and its standing committees, President's Council, and the Academic Senate.

A major component of College planning is the role of the Steering Committee, which serves as a liaison group among all campus constituents by coordinating the functions of its standing committees that support the College's shared and participatory governance policy. The Steering Committee reviews and recommends policies and procedures to the Board of Trustees through the superintendent/president in accordance with Administrative Procedure 3250, Institutional Planning[66].

The Constitution of the Steering Committee[67] can be found in the Citrus College Organization and Governance Handbook[68], page 24, and the College's website. According to the Steering Committee webpage,

> The purpose of the Steering Committee is to promote the welfare and the educational advancement of students; serve as liaison group to provide closer communication between the campus' represented groups, guide and coordinate the functioning of the campus standing committees, recommend actions and/or policies, make recommendations to the Board of Trustees, and oversee preparation of Accreditation Self-Study.

Furthermore, the constitution of the Steering Committee, under Article 1 states:

> The Steering Committee, as established by the superintendent/president, is the major participatory governance committee of Citrus College. The committee is charged with advancing the mission and objectives of the institution through broad-based participation in the decision making process.

> This body brings together all constituent groups: faculty, students, classified staff, supervisory and confidential employees, and managers. The Steering Committee serves as a liaison for all college constituents by coordinating the functions of the Standing Committees of the Steering Committee.

> In an effort to advance the mission, vision, and values of Citrus College and to promote the educational advancement of students of Citrus College, this committee guides and assesses major institutional planning initiatives and makes recommendations based on the actions of the Standing Committees. This committee makes recommendations on the formulation and revision of board policy.

> This committee is the final recommending body to the Board of Trustees through the superintendent/president.

The Constitution of the Steering Committee[69] is comprised of eight articles, one of which describes the shared governance structure. In accordance with

the constitution, membership includes "the superintendent/president, the chairs of the Standing Committees, and representatives from the classified staff, supervisors/confidential employees, management, Academic Senate Council, and student body." The document further describes the selection process for membership and specifies that "the number of Academic Senate representatives shall constitute a majority of the Steering Committee membership."

Established Board of Trustees' policies provide faculty, administrators, staff, and students with clear and substantive roles in institutional governance and decision making processes. Anecdotal and documentary evidence demonstrate that the College's policies and administrative procedures are functioning effectively. This evidence can be found throughout the institution. Faculty leadership representing both the association and the Academic Senate, as well as student representatives from Associated Students of Citrus College (ASCC), expressed appreciation several times during the 2013-2014 academic year for the consistent invitation to "sit at the table" and the assertion that feedback from each constituency on every administrative procedure and board policy under review would be given genuine attention before moving forward.

Furthermore, the vice president of the associated students stated "student suggestions, when appropriate, are taken into account in the writing and approvals of policies and procedures. All constituency groups participate in board policy and administrative procedure reviews. Additionally and whenever necessary, ad hoc working groups are formed to develop or revise board policies and administrative procedures."

The fact that a shared and participatory process is robust and functioning in a productive manner is evident by the members of the constituent groups who attend Steering Committee or standing committees and as exhibited in meeting minutes and attendance rosters. Such documents are available on the College website and are regularly distributed to committee members and visitors. Additionally, interviews conducted during data gathering for this report and results from the 2014 All-Employee Survey[70] reveal that most staff believe they were provided with opportunities to participate in the decision making process. In fact, respondents to question 3.5 indicated that "65 percent strongly agree or agree that employees and/or their constituent group representatives have the opportunity to participate in College wide planning," and 62 percent of employees surveyed indicated they strongly agree or agree that Citrus College encourages employees to participate in the decision making process, question 3.10.

Citrus College is strongly committed to the principles of participatory governance founded on consultation and collegiality. These principles encourage institutional participation in College decision making and guide the institution in achieving its mission and strategic goals. Citrus College created the Organization and Governance Handbook[71] in 2009 to ensure the faculty, administrators, students, and staff have a clear understanding of their substantive and clearly defined role in institutional governance and exercise a considerable voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise, and to ensure a high level of participation and input from the entire college

community. This handbook was revised in 2014.

The handbook serves as an informational resource and provides an overview of the participatory decision-making structures at Citrus College, including organizational charts and flowcharts to provide the reader with a systematic snapshot of the governance and planning process. The handbook provides detailed information on the institution's shared governance committees including each committee's purpose and responsibilities. The goal of the handbook is to assist the community in identifying areas of interest within the College governance structure while matching individual strengths and knowledge base.

The College meets the Standard.

Analysis of Evaluation
Citrus College is fully committed to shared and participatory governance, and the commitment is rooted throughout the College's culture. The College's leadership solicits and encourages participation by all constituent groups, thus empowering them to exercise their shared governance roles. Results of the 2014 All-Employee Survey support this theme and demonstrate that employees agree that they are included in the planning and decision- making process. Furthermore, 83.4 percent of respondents strongly agree or agree that College policies support the effective oversight of programs and services, (2014 All-Employee Survey, page 3, question 1.3)[72], and 65.1 percent reported they believe employees and or their constituent group representatives have the opportunity to participate in college wide planning, (question 3.5 on page 9)[73].

Survey data show that although there is a high degree of satisfaction with the shared governance and planning process, responses regarding budget planning and transparency are not as positive. Based on similar data from the 2007 All-Employee Survey[74], the College made a concerted effort to improve the communication and budget development process. For example, in 2009, the College began a series of regular college wide budget forums to address a planning agenda recommendation. During the last three years, there were budget forums twice a year, first in June for a review of the tentative budget and then in September for the final budget. Participants are surveyed at the end of each forum to evaluate the effectiveness of the presentations. Though announced and publicized well in advance of the actual meetings, only a small percentage of the campus community attends these forums. Subsequently, the College posts budget forum presentations[75] on the College's website, as well as the intranet for employees to review as they wish. Budget requests are prompted by program review guidelines and are clearly linked to program review data and resource requests. Resource requests are considered through the program review process based on the vice president of finance and administrative services working closely with the vice president of academic affairs and student services. To further improve the process, in 2014, the Financial Resources Committee collaborated with the Program Review Committee to rework best practices and the flow of information between the two committees. As a result, the Financial Resources Committee developed a rubric to recommend funding for program review requests. The rubric provides a clear picture of resources requested via the program review process and those

approved for budget allocation. The program review request rubric[76] was discussed and approved by the Financial Resources Committee as indicated in the October 1, 2014 minutes[77]. As this is the first year using the rubric, the Financial Resources Committee plans to reevaluate it after implementation and make necessary adjustments. The College continually strives to respond to and improve the provision of transparent information regarding budget development and planning.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Evidence of Meeting the Standard
Citrus College relies upon faculty, the Academic Senate and Curriculum Committee, and academic administrators for recommendations about student learning programs and services. The Citrus Community College District Board of Trustees, in accordance with the provisions of California Title 5, Section 53200-53204, relies primarily upon the advice and judgment of the Academic Senate for recommendations regarding areas of academic and professional matters, referred to as "10+1" areas, and as outlined in Administrative Procedure 2510, Participation in Local Decision Making[78], and page 30 of the Citrus College Organization and Governance Handbook[79]. The Academic Senate is the vehicle by which the faculty may exercise their role in the formulation and regular review of board policies and administrative procedures, as well as other

academic and professional matters as agreed upon and outlined in the "10+1" areas. The Academic Senate extends two seats to the associated students to actively participate in the Academic Senate Council.

As stated in Board Policy and Administrative Procedure 2510, Participation in Local Decision Making, "The Board of Trustees recognizes the Academic Senate as the body that represents the faculty in collegial governance relating to academic and professional matters… (and) the Board of Trustees honors the provisions of Title 5, Sections 53200-53204, in consulting collegially with the Citrus College Academic Senate."

As noted in the Academic Senate constitution, article II Membership, "The Academic Senate is established for the purpose of participation in the formation of educational and professional policy. The Senate Council (the governing body of the Senate) shall be the executive group and serve as the official representative body of the Senate on all noncontract matters. The Senate Council is empowered to make recommendations to the administration, Board of Trustees, and all campus committees. It also has the right to lay directly before the governing board its views on any matter pertaining to the conduct and welfare of the College after advising the College President of such intent."

Furthermore, in article VII Empowerment, "the Academic Senate shall be represented on, and make recommendations to all appropriate College committees. It shall also make recommendations and have direct access to the College President and the Board of Trustees. It shall be further

empowered to develop its own internal organization, to initiate studies, to discuss problems, and propose policies for administrative considerations. As established by Board Policy and Administrative Procedure 2510, Participation in Local Decision Making, "the Board will rely primarily upon the advice of the Academic Senate" in the following academic and professional matters and as noted in the Academic Senate constitution:

1. Educational program development
2. Standards or policies regarding student preparation and success
3. District and college governance structures, as related to faculty roles
4. Faculty roles and involvement in accreditation, including the self-study and annual reports
5. Policies for faculty professional development activities
6. Processes for instructional and student services program review
7. Degree and certificate requirements
8. Grading policies
9. Curriculum, including establishing prerequisites and placing courses within disciplines
10. Processes for institutional planning and budget development

Evidence of reliance on faculty leadership can be found in the formal minutes[80] of the bimonthly Academic Senate meetings that are distributed to the committee membership and are made publicly available on the College's website, as well as physically posted for community access.

Aside from the Academic Senate, the faculty actively participate in and have a strong presence on various committees responsible for curricular and other

educational matters such as: Steering Committee, Curriculum Committee, Educational Programs Committee, Student Services Committee, Academic Calendar Committee, Institutional Effectiveness Committee, Program Review Committee, Student Learning Outcomes and Assessment, and the Faculty Learning Institute, to name a few.

Faculty are active participants at the division level and lead the program review process including assessment of student learning outcomes at both the program and course levels. Faculty are also involved in programs and services offered to students as evidenced by the volunteer mentorship as club advisors. Citrus College supports the work of its Academic Senate, as demonstrated by the assignment of a 50 percent administrative secretary who provides clerical support. Further, the College provides 110 percent reassigned time, the distribution of which is determined by the Academic Senate to support its leadership roles.

Moreover, the Academic Senate president makes a report regarding academic and professional matters as a standing agenda item at the Board of Trustees meetings. Lastly, the superintendent/president meets twice a month with the vice president of academic affairs, vice president of student services, and president and vice president of the Academic Senate in a meeting referred to as the "Big Five." The intent of the meeting is to promote and encourage timely, frank, and open communication.

The College meets the Standard.

Analysis of Evaluation
The Academic Senate is a strong and active participant in the shared and participatory governance process,

especially with regard to academic and professional matters. The faculty leadership works collegially and collaboratively with the College administration toward student success outcomes. The College respects the role of the Academic Senate as a collegial partner in the success and implementation of the mission of the College and strategic goals.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. The processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Evidence of Meeting the Standard
Citrus College fosters effective communication through its established structures, processes, and practices all with the intention of enhancing its academic programs and services for the good of the students. The College takes pride in providing a collegial learning environment and is committed to shared and participatory governance principles designed to promote frank discussion among all College constituencies and to encourage open dialogue and wise decision making supportive of the College's mission and strategic plans. The fundamentals that guide the College's decision making culture are shared vision, engagement, mutual respect, and information sharing as stated on the Citrus College governance[81] webpage. The College embraces the concept of participatory governance to ensure that informed decisions are based on input from members of the college community and furthermore, as noted on one of the objectives of the College's mission

statement[82], to "furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance." The College takes great pride in the inclusion of the associated students in the participatory and shared governance process as evidenced by inclusion of students on governance committees that provide forums for frequent and systematic reports, discussion and an avenue to voice concerns.

The College's participatory and shared governance practices are grounded in Board Policy 2510, Participation in Local Decision Making. This policy delineates the roles for staff and students in the decision making process. The policy denotes the academic roles of faculty in areas of student educational programs and services as well as in academic and student services planning.

The Citrus College Organization and Governance Handbook outlines and explains the role of each constituency group in the governance process while maintaining the institutional principles of participatory and shared governance. The handbook serves as a resource for information and provides an overview of the participatory decision making structures in place at the College. Within this shared governance structure, a broad array of committees and task groups exist, each with clearly defined purposes and roles in the governance of the institution. The officially recognized constituency groups are the Academic Senate, the associated students, the supervisor/confidential group, the management team, and the California School Employees Association.

In accordance with Administrative Procedure 2510, Participation in Local Decision Making and as explained in the Organization and Governance Handbook, the College's planning and advisory committees' organizational structure supports participatory governance. The Steering Committee coordinates the functions of its standing committees and is the liaison for all campus constituents. The Steering Committee, composed of representatives from each constituency group, "is charged with advancing the mission and objectives of the institution through broad-based participation in the decision making process." The committee, responsible for guiding and assessing the major institutional planning initiatives and policies, makes recommendations to the Board of Trustees via the superintendent/president based on the research and actions of the standing committees. The Steering Committee is chaired by the superintendent/president. The committee cultivates participatory governance by reviewing and making recommendations on matters of institutional effectiveness and academic excellence. These matters may include such areas as academic programs, budget and financial resources, institutional research, physical resources, diversity and student equity, program review, student support services, and accreditation. Each standing committee has a defined role and reports to the Steering Committee.

There are ample opportunities for faculty, staff, and students to participate in the shared governance process of the institution if they so desire. Evidence of robust participation from campus constituency groups, which includes 29 members, can be found in the electronic meeting minutes and rosters of the Steering Committee that are maintained in the Office of the superintendent/president. For instance, during its meetings, the Academic Senate makes invitations for participation for all levels of shared governance regularly. This includes range of items such as specific program evaluation[83] and soliciting input on strategic objectives[84] and special annual events such as the general education assessment dialogue[85]. The Steering Committee meets regularly during the fall and spring semesters. Scheduled meeting dates are published annually.

The Citrus College Academic Senate plays a key role in the development and recommendation process with regard to academic matters as specified by the Academic Senate constitution. The Academic Senate meets twice a month, and its minutes are posted electronically on the Academic Senate webpage.

The Associated Students of Citrus College is also an active participant in the College's participatory and shared governance process. Members of the Associated Students of Citrus College executive board and program board plan and implement a variety of educational and social activities open to all students and "provide effective student representation in the College's shared governance process" as charged by the Associated Students of Citrus College Constitution and Bylaws[86] last revised on March 6, 2014. The executive board emphasizes the importance of participatory and shared governance by appointing at least one member to each standing committee of the Steering Committee. The student trustee holds a nonvoting seat at the Board of Trustee meetings, but is allowed to speak to items on the agenda. Furthermore, the student trustee reports on student events and

accomplishments to the trustees and reports back to the associated students those topics and concerns that may impact students.

Similarly, the CSEA appoints classified staff representatives to the various college committees and makes regular, agendized reports at Board of Trustees meetings. Furthermore, administrators/managers encourage classified staff to attend and participate in committee meetings. Lastly, management has the opportunity to participate in shared and participatory governance and to serve on college committees. Aside from serving on College wide committees, management groups meet regularly to discuss the implementation and progress of the strategic goals and objectives, share information, and report on the progress of program goals. Management groups include the management team, comprised of deans, directors, vice presidents, and the superintendent/president; the supervisor/confidential team; the president's cabinet comprised of the superintendent/president, vice president of academic affairs, vice president of student services, vice president of finance and administrative services, and the director of human resources; and "Big Five" composed of the superintendent/president, vice president of academic affairs, vice president of student services, academic senate president, and academic senate vice president.

Along with a robust and active participatory and shared governance structure, Citrus College promotes effective communication that is clear, understood, and widely available via numerous forums. The Citrus College website hosts a range of informative sites such as budget forum presentations, Citrus

Facts in Brief, reports to the community, Strategic Plan, Annual Implementation Plan, the Educational and Facilities Master Plan, as well as individual messages and announcements from the superintendent/president. The Citrus College website[87] was redesigned in August 2014 and serves as a venue for providing up-to-date information to the College community. The website was also redesigned to provide resizing for mobile devices, a communication source more relevant to ever-changing technology.

Other ways that Citrus College fosters an environment of open and effective communication is through the Weekly Bulletin that is emailed weekly to the campus community. The superintendent/president updates the college community via eMemos. In the same realm, the College community relies on the email system as the major conduit of uniform communication. This venue creates an immediate and accessible source of information and supports the College's green sustainability efforts. The Office of External Relations is responsible for the coordination and release of public information issues the following campus publications: Citrus Bulletin[88], Citrus View[89], the Citrus College News Magazine[90], Facts in Brief[91], Steering Highlights[92], and Board Highlights[93].

Citrus College provides updates on the progress of its strategic goals and objectives through an annual report to the Board of Trustees via the Annual Implementation Plan[94]. The Office of Institutional Research, Planning, and Effectiveness presents the planned activities to meet the objectives at the beginning of the academic year, followed by a mid-year progress report in January, and then a final report in June with results

and outcome of the activities. The presentations and documents are available through the Office of Institutional Research, Planning, and Effectiveness website. Another source of information is fall convocation wherein the superintendent/president provides the State of the College address and any updates on the latest efforts by the College. During division meetings on this day, faculty receive information from College leaders and engage in dialogue about initiatives and upcoming programs.

The College meets the Standard.

Analysis of Evaluation

Citrus College empowers constituents to participate and voice their opinions in a collaborative environment. Clear board policies coupled with a comprehensive governance handbook guide this process and are founded on the principles of participatory governance, consultation, and collegiality. The 2014 All-Employee Survey[95] provides extensive data supporting the aforementioned statement. The survey found that 67.6 percent of all employees believe that their role in shared governance is clearly stated and publicized question 4.1, and 56.2 percent believe that the shared governance process is effective at Citrus College question 4.12. Furthermore, responses to question 2.1 reveal that 84.7 percent of responding employees strongly agree or agree that achievement of College goals is regularly shared with campus constituents, and over three-quarters (78.2 percent) of respondents strongly agree or agree that they are provided adequate opportunities to participate on important College committees question 2.6. Finally, just less than three-quarters (73.3 percent) of the employees strongly agree or agree with the statement, "I am informed of matters that affect me," question 2.3.

Actionable Improvement Plan

In order to achieve excellence, and to reaffirm its commitment to consistent participation in College processes from members of all constituent groups, Citrus College will continue to encourage and support engagement in college wide practices. As an example of this commitment, the Citrus College method to develop the new Strategic Plan will provide employees and students throughout the college community the continuing opportunity to engage in inclusive dialogue on matters of institutional importance and help craft the strategic objectives that will guide the College as it moves forward. (IV.A.1, IV.A.3.)

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Evidence of Meeting the Standard

Citrus College will celebrate its centennial on June 5, 2015. Since 1915, the College has maintained its accreditation as a California Community College. Citrus College was first accredited by the Accrediting Commission for Community and Junior Colleges in 1952 and complies

with all Commission Standards, policies, and guidelines with integrity. The College adheres to and anticipates Commission requirements for public disclosure, self-evaluation, reports, and team visits. Information relevant to accreditation is accessible on the College website and includes prior self-study supporting documents, mid-term and interim reports, annual reports, and responses to previous recommendations. These documents are published and available in the Office of the superintendent/president and from the accreditation liaison officer. Citrus College addressed accreditation recommendations from the 2009 visiting team expeditiously, including the timely submission of follow up and mid-term interim reports.

Citrus College continuously demonstrates honesty and integrity while maintaining positive relationships with the Commission and with other external agencies. The College worked in earnest to provide transparency pertaining to its accreditation efforts and during the preparation of this self-evaluation report. Citrus College developed an up-to-date, informative and easy-to-navigate accreditation webpage. The following are major steps taken in the preparation of this self-study:

- Formation of the Accreditation Committee with two co-chairs (one faculty and one senior administrator, the accreditation liaison officer) includes faculty, management, supervisor/confidential, classified staff, and students

- Establishment of monthly meetings and writing teams for each of the four Standards
- Creation of an accreditation website[96] accessible on the intranet
- Conducted and compiled resulting data from an all-employee survey

The accreditation team intentionally included representation from all College constituents as it collected input in the development of this self-evaluation. Each Standard segment was jointly managed by two co-leads, usually one faculty and one manager. Teams were encouraged to conduct interviews, engage in honest and frank dialogue, gather supporting data, synthesize data, and compose a report that is informative, detailed, and inclusive of each constituent group. Co-leads met monthly with their teams to review progress reports, identify needs, and examine findings.

In addition to regular updates to the Board of Trustees and Steering Committees, on November 26, 2013, the accreditation co-chairs presented a college wide community forum[97] providing an update on the 2009 accreditation results, time line, and preparation plan for the 2015 accreditation site visit.

Citrus College is committed to publicly publishing detailed, accurate, and authentic communication as an institution that delivers quality education. The College's effectiveness in this realm is demonstrated by the preparation and transparency of this self-evaluation report. All documents relevant to this self-evaluation are published via a link on the front page of the Citrus College website. The College complies with federal, state,

local, and internal standards and is committed to ethical behavior as evidenced by the following:

- Board Policy 3050, Institutional Code of Ethics[98] was adopted October 21, 2014 and replaced Board Policy 3602, Code of Conduct.
- Contracts with consultants and vendors are approved by the Board of Trustees and comply with Education Code Title 24.
- The Board of Trustees approves all equipment purchases in excess of the $15,000 bid limit.
- The College budget and monthly expenditures are matters of public record, easily accessible in Board of Trustees meeting minutes.
- Financial transactions of the College are audited by the Los Angeles County Office of Education, which also serves as the College's disbursement office.
- College accounting procedures are audited annually by an independent auditor, which reports its findings to the Board of Trustees. The College responds promptly and appropriately to any and all audit findings, and such findings are extremely rare.
- A Bond Oversight Committee[99] responsible for the Measure G General Obligation Bond, which passed in 2004, oversees performance and financial record keeping and issues an annual report to the community.
- The College has successfully met all compliance reporting requirements for three Title V grants; a United States Department of Education, Funds for Improvement of Post-Secondary Education Veterans grant; and other grants awarded to Citrus College for a range of specific purposes.
- Advisory councils[100] composed of industry member partners for career

and vocational programs (recording technology, emerging theatre technologies, dental assisting, automotive technology, water technology, and public works, among others provide regular reviews and advice to their respective programs.

Additionally, various Citrus College programs and departments work directly with outside agencies in order to expand partnerships with unified school districts inclusive of middle schools, high schools, regional occupations programs, community colleges, four-year institutions, and industry allies. These educational and business partners provide opportunities to stay abreast of industry needs and reach beyond educational communities. Representative examples include the following:

1. Citrus College offers a two-year Early College program for high school juniors and seniors at Duarte High School.
2. Citrus College participates in the San Gabriel Valley Career Technical Education Community Collaborative via contracts with Mount San Antonio College and Rio Hondo College. Collaboration is scheduled to continue in the form of a nine-college partnership implementing SB 1070 under the leadership of Rio Hondo College; Citrus College anticipates implementation of two mini-grants funded through this regional initiative.
3. The Emerging Theatre Technologies Program has developed relationships with the Walt Disney Company, PRG Lighting, Las Vegas Cirque du Soleil theatre companies, and numerous other entertainment industry partners for internships and advisory board members.

4. The Automotive Technology Program has a partnership agreement with Toyota Motor Sales, USA, and provides certified technicians to the regional Toyota, Lexus, and Scion dealership network through its Toyota Technician Education Network program.

5. Citrus College has partnered with Duarte Unified School District and City of Hope to offer the TEACH (Train, Educate, and Accelerate Careers in Healthcare) program. This is a program modeled after IBM's pTECH program. TEACH focuses on health information technology. Students take courses at Duarte High School, earn college credit, and intern at City of Hope during the summer.

6. Citrus College International Student Program is certified as a Student and Exchange Visitor Information System school. All records and compliance issues related to the issuance of the I-20 Certificate of Eligibility have been met. Federal guideline regulations regarding the F-1 visa are being followed, monitored, and enforced.

The College meets the Standard.

Analysis of Evaluation
The College is committed to and will continue to comply with the Accrediting Commission for Community and Junior Colleges accreditation requirements and guidelines.

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
Citrus College engages in ongoing evaluation of its governance and decision making structures. The College maintains a continual commitment to self-evaluation and modifies its governance processes as needed founded on query based results, processes, surveys, and open dialogue. Examples of an ongoing review process and communication within the campus community can be found in several practices such as the adoption of annual goals by the Board of Trustees, the adoption and implementation of scheduled reviews and updates of board policies and procedures, adoption of planning documents such as the 2011-2016 Strategic Plan and the 2011-2020 Educational and Facilities Master Plan, development and publishing of the Integrated Planning Manual and Organization and Governance Handbook, as well as the Steering Committee process and the establishment of the Institutional Effectiveness Committee.

The District maintains a strong commitment to ongoing self-evaluation to assure the integrity and effectiveness of the institution at every level of the College structure. Beginning with the Board of Trustees, as elected officials of the College, who establish policies, approve long- and short-term educational plans and programs, and promote calculated growth

and development. As such, the Board of Trustees develops and adopts annual goals reflective of the needs of the College community and conduct an annual self-evaluation. The Board of Trustees discusses and reports the process and format for its own self-evaluation and goals during an annual Board of Trustees retreat as reflected on the minutes located on the Citrus College website Board of Trustees documents library[101]. Additionally, the board communicates results of the outcome of their annual goals[102] and self-evaluation during their annual retreat[103]. Furthermore, the District scrupulously implements the systematic review of its board policies and procedures, which is ingrained in the institutional culture as a best practice. Board policies and procedures are reviewed and updated regularly on a three year cycle, as mandated by changes in institutional procedures, in compliance with external agencies, and as accreditation reviews recommend per Administrative Procedure 2000, Board Policy and Administrative Procedures[104]. Board policies and procedures are also updated as new legislation or governmental processes require. The review occurs at the appropriate standing committee of the College, then is sent to constituent groups for review and approval, followed by the Steering Committee for approval, and finally to the Board of Trustees for approval and adoption.

At the college level, the Steering Committee[105] includes college wide representation, reviews, and affirms committee changes and provides recommendations to the superintendent/president. The Steering Committee serves as a liaison group to provide closer communication amidst the

standing committees. It recommends actions and/or policies, makes recommendations to the Board of Trustees, and oversees preparation of Accreditation self-evaluation. As part of the annual evaluation and review process, each standing committee of steering[106] undergoes a self-evaluation that includes developing and reviewing annual goals, and evaluating its outcomes. Moreover, each governing body reviews and revises its purpose statements, usually at the end of each academic year, to ensure the integrity of each committee, sustain alignment with College goals and improve upon its purpose as needed.

Citrus College welcomes dialogue regarding the improvement of institutional effectiveness on an ongoing and systematic cycle of evaluation. With the guidance of the Integrated Planning Manual, the College engages in ongoing self-evaluation with the ultimate goal of improving student learning and success as detailed within the Institutional Effectiveness Committee process. The 2014-2015 Integrated Planning Manual[107] (4th edition first developed in 2011) describes the major planning components of the College and provides an illustration of how they work together toward the Colleges' planning process. The manual is a living document that illustrates the continuous, reflective process that ensures a cycle of constant assessment and improvement. The process is described on pages 71 and 72 of the Organization and Governance Handbook[108], inclusive of the purpose of the Institutional Effectiveness Committee, which states:

The Institutional Effectiveness Committee is a standing committee of the Citrus College Steering Committee. The purpose of the

Committee is to review and make recommendations on matters regarding institutional effectiveness (i.e., the review and assessment of the integrated planning process and the means by which it is linked to the institutional planning processes).

The committee is charged with advancing the College's mission by promoting an ongoing, collegial, self-reflective dialogue based on a culture of evidence and data-driven decision making. The committee engages in the design and implementation of assessment tools that evaluate and improve institutional effectiveness. Also, the committee oversees functions and responsibilities related to ACCJC Standard I.B. Institutional Effectiveness.

In the 2014-2015 year, the Integrated Planning Manual describes the major planning components of the College and illustrates how each component works with other components in the planning process. The Institutional Effectiveness Committee reviews and revises this manual annually to ensure it is kept current with the College's mission and goals. For example, during 2013, the committee examined the instructional program review process that resulted in modifications implemented to streamline and improve the quality of the reviews being submitted followed by the establishment of a Program Review Committee. Institutional planning is a vital component of Citrus College's mission and goals. As stated by the superintendent/president, "This Integrated Planning Manual illustrates the continuous, reflective process that has been implemented to ensure a cycle of constant assessment and improvement."

Another function of the committee is to design and implement assessment tools that evaluate and improve institutional effectiveness. One such tool is the 2014 All-Employee Survey that captured the pulse of 43 percent of employees at the institution and was categorized in eight areas:

1. Institutional commitment
2. Dialogue
3. Evaluation, planning, and improvement
4. Institutional integrity
5. Organization
6. Student learning outcomes
7. Comments regarding things liked most and things respondents would like to see changed at the College
8. Respondent characteristics and demographics

In fall 2015, the Institutional Effectiveness Committee will discuss the results from the survey to identify areas for improvement.

The College meets the Standard.

Analysis of Evaluation
The College is committed to the ongoing evaluation of its shared and participatory governance. The Organization and Governance Handbook provides a central source that succinctly informs the campus community of the participatory and shared governance process, as well as the process to discuss new ideas, strengths, and weaknesses in a formal platform that addresses the effectiveness of the governance and decision-making process. Another significant document in this context is the Integrated Planning Manual. This manual delivers a descriptive and comprehensive explanation of the

College's planning process, ultimately linking planning to budget and resource allocation. More significant is the establishment of the Institutional Effectiveness Committee, which is charged with promoting an ongoing, collegial, self-reflective dialogue based on a culture of evidence and data-driven decision making by designing and implementing assessment tools for the purposes of evaluating and improving institutional effectiveness.

Evidence

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