# Midterm Report

**Submitted by**
**Citrus Community College District**
1000 West Foothill Boulevard
Glendora, CA 91741-1899
626.963.0323
www.citruscollege.edu

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

**October 2, 2012**

# Citrus College Midterm Report

## Certification Page

Date: October 2, 2012

This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

**Signed**
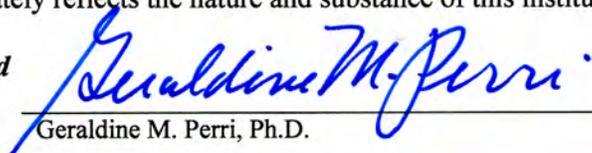
Geraldine M. Perri, Ph.D. — Superintendent/President
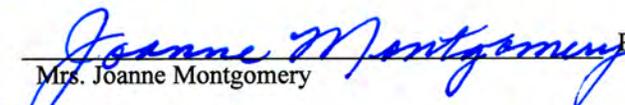
Mrs. Joanne Montgomery — President, Board of Trustees
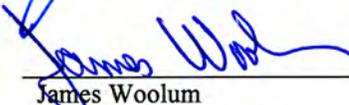
James Woolum — President, Academic Senate

Andres Navarro — President, Associated Students of Citrus College

Steve Siegel — President, California School Employees Association
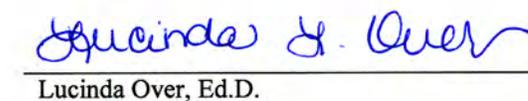
Lucinda Over, Ed.D. — President, Management Team

Tedd Goldstein — President, Supervisor/Confidential

Roberta Eisel — Accreditation Co-chair, faculty

Irene M. Malmgren, Ed.D. — Accreditation Liaison Officer

# TABLE OF CONTENTS

# III. Report Preparation

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took action to reaffirm the accreditation of Citrus College at its meeting of January 6-8, 2010. The Commission's action letter set in motion the process of responding to six recommendations and five actionable improvement plans.

In spring 2010, the College established an accreditation oversight committee made up of college faculty, staff and managers responsible for each recommendation. Students were engaged in discussions within the standing committees of the Citrus College Steering Committee. The committee process mirrored and honored the inclusive process used in the preparation of the 2009 self-study.

The accreditation oversight committee includes:

Irene Malmgren, Ed.D., Vice President of Academic Affairs, Accreditation Liaison Officer, Accreditation Co-chair
Roberta Eisel, Accreditation Co-chair, faculty
John Baker, Ed.D., Interim Vice President of Student Services
Kenneth Guttman, Ph.D., Faculty Association President, faculty
Lan Hao, Ph.D., Director of Institutional Research
Dana Hester, Ed.D., Student Learning Outcomes and Assessment Coordinator, faculty
Carol Horton, Vice President of Finance and Administrative Services
Dennis Korn, Financial Resources Committee, faculty
Geraldine Perri, Ph.D., Superintendent/President
Mike Ramos, Human Resources Committee, classified
Robert Sammis, J.D., Director of Human Resources
Nicki Shaw, Academic Senate Past President, faculty
Steve Siegel, California School Employees Association President, classified
Linda Welz, Chief Information Services Officer
Jim Woolum, Program Review Coordinator, Academic Senate President, faculty

In preparation for responses to recommendations, the co-chairs provided committee members with copies of the recommendations with related context from the visiting team report and copies of the standards cited in the report. For actionable improvement plans, the co-chairs provided the related text from the 2009 Self Study Report and the related standards.

Responses in this Midterm Report are informed by the work accomplished in preparation for and reported in the Follow-Up Report submitted to the Commission in October 2011. In January 2012, the Commission notified the College that it had received the Follow-Up Report.

The accreditation oversight committee has continued to meet regularly each semester to monitor progress in addressing all six recommendations and five actionable improvement plans. For preparation of the Midterm Report, as for the Follow-Up Report, Accreditation Oversight Committee members worked with their sub-committees to draft response language. The co-chairs then interviewed the staff responsible for each of the recommendations and revised the report, which was then reviewed and edited by the responsible parties. Additionally, the College Student Learning Outcomes and Assessment leadership team, known as the ―Hot

Shots, worked on responses to the prompts in the *College Report on Student Learning Outcomes Implementation*. That document is an addendum to this Midterm Report.

The accreditation co-chairs presented an all-campus forum on May 24, 2011 to present progress on the recommendations, and then presented a second forum on October 1, 2012 to present the final report.

The enclosed Midterm Report was presented through the shared governance processes at Citrus College. It was approved in draft form by the Steering Committee on June 11, 2012 and by the Board of Trustees on July 17, 2012. The final report was reviewed by the Steering Committee on September 24, 2012 and by the Board of Trustees on October 2, 2012.

Dr. Irene Malmgren, Vice President of Academic Affairs, Accreditation Liaison Officer, Accreditation Co-chair
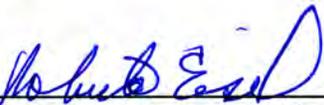
Mrs. Roberta Eisel, Accreditation Co-chair
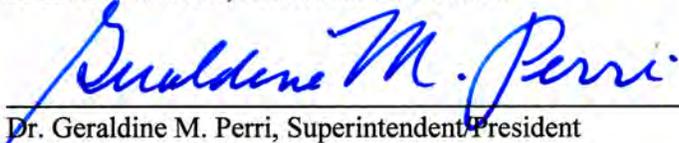
Dr. Geraldine M. Perri, Superintendent/President
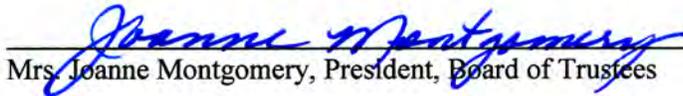
Mrs. Joanne Montgomery, President, Board of Trustees

# IV. Site Visit 2009: Recommendations and Actionable Improvement Plans

## 1. Recommendations from the 2009 Accreditation Team Site Visit

1. Over the last two years, the College has collected a significant amount of data for review and planning. In order to fully meet this Standard, the team recommends that the College build upon its existing processes and better integrate the use of data in program review, planning, budgeting and decision-making. (Standards I.B.3, I.B.5, I.B.6)

2. Recognizing the progress the College has made in developing SLOs at the course level, the team recommends that, in order to meet the standards by the Commission's 2012 deadline, the College complete the development and use of SLOs at the course and program levels and include SLOs in all course syllabi, including distance education. (Standard II.A.1.c, II.A.2, II.A.2.b, II.A.2.i, II.A.6)

3. In order to meet the standards, the team recommends that the College accelerate the program review timeline for student support services that have yet to undergo review and assess the effectiveness of recent program initiatives to Student Services and ensure that effective practices are maintained in the base budget. (Standard II.B.2.c, d, II.B.3.a, II.B.4)

4. The team recommends that the College update all policies with respect to recruitment and hiring documents, including the revisions of the equal opportunity and diversity clauses in the hiring documents and formalize all job descriptions. Further, the team recommends that the College review all policies and procedures with respect to evaluation of personnel, including reference to the use of student learning outcomes. (Standard III.A.1.a,b, III.A.1.c, III.A.3.a)

5. In order to meet standards, the team recommends that the College complete its stated goal in its comprehensive planning agenda to ―demonstrate its commitment to continuous quality improvement through the updating and review of the effectiveness of the College's five major planning documents and be deliberate in utilizing the content with them in budget development." (Standards III.A.6, III.B.2.b, III.C.2)

6. In order to improve, the team recommends that the published final budget would be more transparent and easier to understand if it includes a more detailed analysis of budget assumptions, descriptions of various funds and sources of revenue and an outline of parameters for decision-making. (Standards III.D.1.d, III.D.2.a, b, III.D.3)

## 2. Self-Identified Actionable Improvement Plans (Formerly Known as Planning Agendas) from the 2009 Self-Study Report

1.  In order to fully achieve the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, the College will complete tasks identified in a comprehensive timeline for SLOs in the areas of courses, programs, degrees and certificates, as well as instructional support programs, student services programs and institutional support services. The College's institutional support services will continue its work to identify SLOs where appropriate, establish assessments and use the results for improvement.

2.  The director of human resources will work with classified employees and managers to review and revise classified job descriptions by July 1, 2010. The director will establish a process to ensure periodic updating of job descriptions.

3.  The director of human resources will work with the board and the appropriate campus constituent groups to develop written procedures for the recruitment and selection of academic administrators, managers, supervisors and classified staff by July 1, 2010.

4.  As part of the comprehensive review and update of board policies, scheduled for completion by July 1, 2010, the superintendent/president will establish procedures to ensure future systematic evaluation and updates are incorporated into the planning processes of the institution. In this way, the superintendent/president will ensure that board policies and administrative procedures are revised and updated in a systematic, periodic manner. Special attention will be given to:

    • Completion of a new equal employment opportunity procedure.
    • Implementation of a three-year cycle for the review of all policies

    The superintendent/president will establish procedures by July 1, 2010 to ensure that the periodic update of board policies is incorporated into the ongoing, systematic evaluation and planning processes of the institution.

5.  The College will demonstrate its commitment to continuous quality improvement through updating and review of the effectiveness of the College's five major planning documents and by being deliberate in utilizing the content within them in budget development.

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

    The superintendent/president will develop guidelines for the updating and review of major planning documents on a regularly scheduled cycle. Appropriate campus constituencies will participate in an ongoing evaluation of the effectiveness of the planning documents, processes and linkages to budget.

# V.    Responses to 2009 Team Recommendations

_____

## Recommendation 1

*Over the last two years, the College has collected a significant amount of data for review and planning. In order to fully meet this Standard, the team recommends that the College build upon its existing processes and better integrate the use of data in program review, planning, budgeting and decision-making. (Standards I.B.3, I.B.5, I.B.6)*

**Since successful submission of the Follow-Up Report, the following efforts demonstrate continuing commitment to resolving this recommendation.**

**Follow-Up Report Fall 2011**

**Resolution of the Recommendation:** Citrus College has met this recommendation and effectively integrates the use of data in program review, planning, budgeting and decision-making.

**Analysis of the Results:**

**1. Institutional Effectiveness Committee**
Building on the tradition established some ten years ago for annual assessment of the program review process, the College established an Institutional Effectiveness Committee (IEC) in February 2012.

The IEC 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 budget process.

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. Findings from the evaluation of assessment tools will result in updating the *Integrated Planning Manual.*

**Institutional Effectiveness Committee Purpose statement**
*Integrated Planning Manual*

**2. Annual Instructional Program Review**
The Office of Institutional Research (IR) provides data for all instructional program reviews.  Beginning fall 2011, performance indicator data were uploaded by IR into all instructional program review forms.  This effort provides support for faculty while ensuring accurate and equivalent data for all review processes.

**Sample Prepopulated Annual Program Review Template  -** Psychology

In addition, data fields, such as program descriptions, were pre-populated to facilitate completion of the project. The College designated the afternoon of fall 2011 Convocation Day for departments to work together on the annual program review.  This practice was successfully repeated on the fall 2012 Convocation Day.

With this level of support, completion rates jumped from 50 percent in 2010 to 99 percent in 2011.  Program review data are now available on the intranet and are easily accessible to the campus community.  This accountability has expanded awareness and use of IR data across campus. A shared server is now used to house all completed annual program reviews.  In addition, the shared server provides access to program reviews being developed, facilitating and increasing dialogue between and among faculty, deans and IR.

**Annual Program Reviews**

**3. Implementation of annual instructional support and institutional support program review processes**
Both instructional support (i.e., Library, Learning Center, Study Abroad) and institutional support (i.e., Facilities, Human Resources, Institutional Research) programs have robust six-year program review processes in place.  In fall 2011, the College implemented an annual process for all departments in these areas.  This step formalizes the linkage between annual budget and planning for the entire college.  This replication of the process instituted in instruction increases understanding and implementation of program goals.  In the first year, completion rate was 100 percent.

**Instructional (Academic Affairs) Support Annual Program Reviews 2011/2012**
**Institutional Support Annual Program Reviews 2011/2012**

**4. Budget Planning Linkage**
All budget requests for discretionary funds are prioritized within the division (instruction, student services, instructional support, institutional support), and then forwarded to the Financial Resources Committee, thus maintaining the link between planning and budget.  Because the availability of discretionary funds has steadily decreased, the College has worked actively to find alternative funding sources to meet programmatic needs, including federal, state and private grants (Perkins/VTEA, Title V HSI, STEM, Walmart), as well as establishing a new college foundation mini-grant process.

**Financial Resources Committee Meeting Minutes**
**03-03-10** minutes Page 4, Item 3.5
**04-07-10** minutes Page 3, Item 4.3
**04-06-11** minutes Page 3, Item 4.5
**08-03-11** minutes Page 2, Item 8.4
**08-01-12** minutes Page 1, Item 8.4
**Foundation Mini-Grant Process**

**5. Use of Educational and Facilities Master Plan (EFMP)**
The College is deliberately linking the current *Educational and Facilities Master Plan* (EFMP) to planning processes.  Program descriptions from the EFMP are pre-populated into all annual program reviews.  This increases awareness of the EFMP and drives cyclical review and updating of program descriptions as part of the annual program review process. These program descriptions are repeated in the college catalog, class schedules and program documents, thereby standardizing the message provided to students.

**Educational and Facilities Master Plan**

**6. Strategic Plan**

The current five-year *Strategic Plan* was completed and adopted in spring 2011. Since adoption of this plan, the College developed and implemented an annual monitoring system, similar to the system used with the previous strategic plan. In the beginning of the academic year, an Annual Implementation Plan is developed, documenting responsible parties, specific activities and expected measurable outcomes for each of the strategic objectives. At the end of the academic year, the Annual Progress Report documents the achievements made in the year for each of the strategic objectives. All segments of the College report their progress on identified objectives which are shared with the college community and the Board of Trustees.

> **Strategic Plan**
> **Annual Implementation Plan**
> **Annual Progress Report**

**7. Decision Making**

The College works to maintain increased levels of collegewide communication regarding budget development and the links to planning. The superintendent/president and vice president of finance and administrative services hosted eight budget forums since spring 2009. The frequency of these budget forums has increased. Where in earlier years, only one forum was held, more recently the frequency has increased to two or three each year. Evaluations were conducted at each event and posted on the college website.

> **Budget Forums Evaluation Results**

As in previous years, recommendations from program reviews and financial information are integrated by Academic Affairs, yielding informed schedule development processes. Efforts focus on enrollment management, balancing numbers of seats assigned in general education categories, and maximizing goal completion within an environment of shrinking resources.

**Additional Plans:** The College continues its commitment to integrated planning, as demonstrated by the ongoing efforts cited above.

## Recommendation 2

*Recognizing the progress the College has made in developing SLOs at the course level, the team recommends that, in order to meet the standards by the Commission's 2012 deadline, the College complete the development and use of SLOs at the course and program levels and include SLOs in all course syllabi, including distance education. (Standard II.A.1.c, II.A.2, II.A.2.b, II.A.2.i, II.A.6)*

**Resolution of the Recommendation:** Citrus College has developed and implemented Student Learning Outcomes (SLOs) and assessments for all courses offered by the College. The College utilizes course-level assessment data to inform the assessment conversation at the program, degree, certificate and general education levels. Course-level and program-level assessment data can be utilized during the program review process by linking resource requests to plans to improve achievement of outcomes. All syllabi for courses offered by the College, including distance education courses, include SLOs. Each division dean collects syllabi of courses offered each semester and checks for the inclusion of SLO language as well as inclusion of other information for students.

**Course outlines of record on CurricUNET**
**SLOA Comprehensive Report  2010-2011**
**Comprehensive program reviews**
**Annual program reviews 2011/2012**
***Integrated Planning Manual***
**General Education Assessment Dialogue Report**
**General Education SLO Assessment Reporting Template**
**Curriculum map**

**Sample syllabi – Fall 2012**
AJ 101
AJ 102
BIOL 125
ENGL 099 DE
ENGL 102
ENGL 103
ENGL 271
PE 173

**Analysis of the Results:** Citrus College will continue to monitor the inclusion of SLOs and assessment in course outlines of record via CurricUNET. As a result of analyzing our process for SLO currency in the course outline of record, the Curriculum Committee developed and approved a fast-track approval process when only new and revised SLOs and assessment are submitted for approval. In order to accurately determine if syllabi included SLO language, the College decided to utilize division deans to check for compliance. They were already collecting syllabi and continued to identify SLOs in syllabi for courses offered each semester. Through the work of the College's SLOA committee, ―HotShots,‖ the process for all levels of assessment are continuously evaluated. Further, the College continues to utilize the *Integrated Planning Manual* to assess the effective development and use of SLOs and assessment at all levels.

**Curriculum minutes from March 17, 2011**
**Course modification - SLO Revision Only Cheat Sheet**
**Sample syllabi – Fall 2012**

AJ 101
AJ 102
BIOL 125
ENGL 099 DE

ENGL 102
ENGL 103
ENGL 271
PE 173

GE committee minutes;   "Hot Shots" minutes
"Hot Shots" Purpose Statement
SLOA Oversight agendas
*Integrated Planning Manual*

**Evidence of the Results:** Citrus College manages curriculum via CurricUNET. SLOs and assessments are recorded for each course on the official course outline of record.  All syllabi are submitted to the appropriate dean and checked for inclusion of SLOs.

Course outlines of record on CurricUNET
SLOA Comprehensive Report  2010-2011

Course-level SLOs are mapped to program-level SLOs using a template called the curriculum map. Course- and program-level outcome assessment is utilized during comprehensive and annual program reviews for the development of recommendations and resource requests.

Curriculum map
Comprehensive program reviews
Annual program reviews 2011/2012

Discipline-specific degrees and certificates are also discussed, analyzed and assessed as a part of the program review process. This is documented in the annual program review.

Comprehensive program reviews
Annual program reviews 2011/2012

The College formed a General Education Committee in 2009. The committee worked to identify outcomes for the General Education pattern and also created a mapping grid (GE assessment map) from courses to core competency in each of five areas within the pattern. Based on this work, the College's GE pattern is assessed in a comprehensive group analysis that focuses on course assessment by core competency. Faculty who have taught and assessed courses within our locally defined GE pattern participated in cross-discipline dialogue by core competency.  Each core competency group consisted of faculty from each area. Representatives from Student Services and Instructional Support also participated in this dialogue. This is documented via a summary narrative based on comprehensive notes taken from each dialogue. The summary is posted on the SLOA website.

General Education Assessment Dialogue Report
GE committee minutes;    "Hot Shots" minutes

**Additional Plans:** Citrus College plans to continue to make use of the assessment data generated from the GE, degree, certificate and program levels to inform the development of the *Strategic Plan*. Because the current *Strategic Plan* had already been developed at the time that this assessment strategy was employed, the College has used these data to inform the action plans of the *Strategic Plan* and *Educational and Facilities Master Plan.*

## Recommendation 3

*In order to meet the standards, the team recommends that the College accelerate the program review timeline for student support services that have yet to undergo review and assess the effectiveness of recent program initiatives to Student Services and ensure that effective practices are maintained in the base budget.  (Standard II.B.2.c., d., II.B.3.a., II.B.4.)*

**Since successful submission of the Follow-Up Report, the following efforts demonstrate continuing commitment to resolving this recommendation.**

**Follow-Up Report Fall 2011**

**Resolution of the Recommendation:**  The current table of program review completion reflects that the Student Services division of the college is current in all areas of program review.  In specific response to the recommendation, all areas of student services have completed their program reviews and are current in their cycles.

**Student Services Program Reviews**

As reported in the fall 2011 Follow-Up Report, the College has assessed the effectiveness of recent program initiatives in order to maintain effective practices in the base budget.  Additionally, current research projects focus on the effectiveness of grant-funded initiatives in order to assess the efficacy of their outcomes.

**Analysis of the Results:**  The Office of Institutional Research, in cooperation with grant project personnel, is engaged in analysis of grant initiatives' outcomes in an effort to determine which initiatives and strategies are most successful and effective and should be considered for continued funding.

> **STEM:** The STEM Program has maintained practices found to positively increase student outcomes and continues to build upon them. During the 2011-2012 academic year, supplemental instruction (SI) was provided for 54 course sections (46 science and 8 mathematics). As noted in the previous report, the District sought and received additional federal funding (Title V HSI) to expand and maintain SI over the next five years. Data continue to show a significant correlation between SI attendance and course success and the positive outcomes have encouraged additional mathematics faculty to request SI for the fall 2012 term.  The Math Success Center, which provides drop-in tutoring, continues to be an important resource for Citrus College students as evidenced by usage statistics and student satisfaction surveys.  Current textbooks and supplementary materials have been stocked in the Center for student use.  The STEM Center, where SI and the Math Success Center are housed, serves as a hub for STEM students. It continues to be supervised by a district-supported full-time faculty member.
>
> **RACE to STEM/(STEM)²: Supplemental Instruction Report, Spring 2012**
> **RACE to STEM: Math Success Center Usage Reports, Spring 2012**

**College Success (Basic Skills):** Since the Follow-Up Report, the College Success Fast-Track and Learning Community programs have evolved into curriculum redesign for English, reading and math.

**English and Reading:** Citrus College faculty and administration have created new and innovative English 098 and English 099 courses. This action responds to several factors, both internal and external to the College. These factors include the following: data collected by Institutional Research which indicate high persistence and success rates for Fast-Track and Learning Community courses; new transfer degrees under AB 1440 which do not require reading courses; state Course Basic Data Element 21 (CB 21) coding which combines reading and writing competencies into one English course; cuts in full-time equivalent students (FTES); limits on units to completion; limits on financial aid; and reduction of time to completion.

These new courses reduced 18 units of English and reading coursework into six units of College Success (Basic Skills) coursework. English 098 and English 099 were developed in spring 2011 and scheduled in fall 2011; English 098 (one unit) combines Fast-Track English 030 (three units) and Reading 019 (three units); and English 099 (five units) combines Fast-Track English 040, English 100, Reading 040 and Reading 099 (all three unit courses). English 098 and English 099 are institutionalized and English 099 is taught predominately by full-time faculty. An additional benefit of the curriculum redesign is that English 098 and English 099 allow the College to offer 15 more sections than would have been offered had the change not happened. At the same time, more seats were opened up in the English sequence for students.

**Math:** Math also accelerated and redesigned College Success (Basic Skills) courses. Math 017 (three units) and Math 020 (three units) have been redesigned into the new one unit Math 020 lab course. The new course was developed in spring 2011 and implemented in fall 2011. The new Math 020 course reduced six units of math to one unit. In addition, the basic skills math sequence was decreased by one course, which shortens the time to completion from five to four math courses for the students. Furthermore, similar to the English redesign, the unit and course reduction allowed the College to offer more sections and open up more seats in the sequence for students. Math 020 is institutionalized and taught by full-time faculty.

**Learning Communities:** College Success (Basic Skills) learning communities continue to be offered each semester; data from the Learning Community program continues to show positive results in student satisfaction, persistence and success. The program is funded by the Basic Skills Initiative, the Title V HSI Bridges to Success grant, and Title V HSI RACE to STEM grant.

**College Success Annual Program Review**
**College Success Documents:**
Fall 2006-Fall 2010 Fast Track – Learning Community Data
Fall 2010-Spring 2011 Fast Track – Learning Community Data
Fall 2011 Fast Track – Learning Community Data
Fall 2011-Spring 2012 - Tracking Students from Basic Skills to College Level
Spring 2011 Student Evaluation of Learning Community
2012 Annual Report - Tracking Students from Basic Skills through Transfer Level
Spring 2012 - Student Evaluation of Learning Community

**Bridges to Success:** The Bridges to Success Program focuses on improving student success from basic skills to college level, and college level to transfer level.  The program includes English Supplemental Instruction (SI), Career Major Learning Communities and the Writing Café, a drop-in writing resource center. Early data on grades, usage and student satisfaction indicate that these efforts are effective.  To work toward institutionalization of the Writing Café, Learning Center tutors (District funded) and Writing Café consultants (Bridges to Success grant funded) are being cross-trained; lab supervisors for both the Learning Center and Writing Café are cross-trained, as well, so that in both instances the resources are available to students under both district and grant funds.  In Learning Communities, the amount of time needed for coordination has been reduced from 40 percent to 20 percent, and the coordinator position has moved to stipend rather than release time, allowing more flexibility.  In addition, Learning Community faculty are working toward a model in which there will be no extra pay to teach in learning communities so that by the end of the grant term, Learning Communities will be self-sufficient in funding, except for the coordinator stipend, which would remain district funded. In SI, which is offered in basic skills courses, many of the topics covered—student motivation, goal-setting, effective time management, test-taking strategies—have been incorporated into the newly designed accelerated English 098 and 099 courses, thus reducing the need for SI in those courses. Bridges to Success is funded for two additional years.

**Veterans Center:** The Veterans Center is funded by the District, a Walmart grant and a Department of Education Centers of Excellence for Veteran Student Success grant.  The program began as a collection of services. Nearly three years ago, a physical home was provided for the program.  With the move to a larger space in fall 2011, the Veterans Center has three staff offices, a lounge and a study room equipped with six computers.  Student surveys and focus groups cite the importance and effectiveness of a dedicated location to gather and provide support for one another as well as tutoring support, peer-to-peer mentoring, academic counseling and mental health therapy.  A financial aid staff member was relocated to the center to provide support and to assist student veterans with processing their applications for benefits.  The College provides mental health services, math refresher workshops and outreach to veterans in the community as well as training for faculty and staff on serving veterans.  A special course, Counseling 160 – Strategies for College Success for Student Veterans, has been offered for several years.  This program has resulted in state and national recognition for the College, including being named as a ―Military Friendly School" by *G.I. Jobs* magazine and being featured in the video on veterans services programs presented at the White House Summit on Community Colleges.  The services funded by the most recent grant are in their second year and are evaluated annually for effectiveness.  The grant's external evaluator commented, ―Overall, Citrus College's Operation VETS continues to demonstrate strong implementation as evidenced by substantial achievement in objective data, student focus group and survey findings, and program documentation."  In addition, ―Both year one (10 students) and year two (16 students) focus

groups re-emphasized an overall high level of satisfaction with the strategies of the grant." The federal grant will continue for one more year and most of the services provided will be maintained with district funds.

[Veterans Program Highlighted at the White House Summit on Community Colleges](#)
[Military Friendly School 2013](#)
[Veterans Education Transitional Services (VETS) Evaluation 2012](#)
[Veterans Education Transitional Services (VETS) Report 2012](#)

## Additional Recent Initiatives Since the Accreditation Visiting Team Report

**Center for Teacher Excellence October 1, 2011:**   The new Center for Teacher Excellence is funded by an HSI Cooperative Grant, *Preparing Tomorrow's Teachers Today Through Technology*, or PT5, partnering Citrus College and the University of La Verne.  The purpose is to improve program completion and graduation rates of future teachers completing their lower-division coursework at Citrus College and University of La Verne and upper division work at University of La Verne. The current program has approximately 500 active students. The program's objectives are: 1) increase the number of students in teacher education programs that overcome deficiencies in technology literacy and integration deficiencies; 2) increase the number of teacher prep Citrus College students who complete the teacher education program; 3) provide the University of La Verne model of technology training for faculty at Citrus College; 4) increase teacher education related major articulation agreements; and 5) improve and enhance instructional technology resources at the University of La Verne through a re-design of courses to include technology rich content-to-model best teaching practices.  The grant is in the first year of a five-year term ending September 30, 2016.

**RACE to STEM: Rise Above Challenges Exponentially:**  To increase the number of Hispanic students and low income students attaining degrees and/or transferring in the fields of science, technology, engineering, or mathematics, Citrus College applied for and received a solo Title V HSI grant to implement three components in the RACE to STEM: **Get Ready!** – Strengthening pre-collegiate preparation in STEM and data-based decision-making through effective student tracking; **Get Set!** – Enhanced academic services to improve quality of teaching and learning through Faculty Inquiry Groups, STEM Learning Communities and Supplemental Instruction and enhanced student services through Peer-to-Peer mentoring and STEM counseling; and **Go!** – Improving articulation with four-year universities, developing a new engineering degree and providing student research opportunities in STEM.

Sample key outcomes include: a) increase the number of students declaring STEM majors; b) transition higher numbers of students from developmental to college-level math and science; c) increase students completing transfer-level math and science courses; d) increase the number of students completing associates degrees in STEM and transferring in STEM fields; and e) increase the number of articulation agreements to create a seamless transition to four-year universities.

Grant activities began in fall 2011 and included *Support and Inspire to Gain Motivation and Achievement* peer mentoring that supported 18 mentors interacting with 58 mentees; faculty inquiry groups in both mathematics and science; and summer math and science camps for local youth.  The framework for the new STEM Academy, supported by the grant, was put into place in winter 2012.

The Academy has enrolled 200 students to date, double the original goal. STEM Academy activities have been drafted for the 2012-2013 academic year and, in part, include application (e.g., transfer, internship) and career workshops as well as social and research activities. Additionally, the new STEM grant outlines opportunities for students to participate in summer research experiences. This summer, ten students worked in research laboratories at California State Polytechnic University, Pomona and plans for a second year expansion are under way.

> **STEM Website (RACE to STEM and (STEM)²)**
> **RACE to STEM: SIGMA Mentoring Home Page**
> **RACE to STEM: SIGMA Mentoring Year 1 Overview**
> **RACE to STEM: Faculty Inquiry Groups Final Reports, Spring 2012**
> **RACE to STEM/(STEM)²: STEM Academy Application**
> **RACE to STEM: 2012 Summer Research Experience**
> **STEM Counseling**
> **RACE to STEM: Learning Community Information/Current Community Syllabus**
> **RACE to STEM: Spring 2012 Learning Community Outcomes**
> **RACE to STEM: Pre-Algebra, Algebra, Geometry Enrichment (PAGE) 2012 flyer**
> **RACE to STEM: Secrets of Science Summer Camp 2012 Flyer**

RACE to STEM, a five-year Department of Education Title V project, will complete its first year September 30, 2012 and is slated to continue through September 30, 2016. Formative evaluation efforts will guide the project in its early years by asking evaluative questions, applying evaluation logic and gathering real-time data to inform ongoing decision-making and project adaptations that lead to continuous project improvement. A rigorous mixed-methods summative evaluation will provide robust evidence as to which components should be considered for institutionalization as the project concludes. Annual evaluation reports are being shared with faculty, administrators and the Board of Trustees.

**(STEM)²: Strengthening Transfer Education & Matriculation in STEM:** California State University, Fullerton (CSUF), a four-year comprehensive university and Hispanic-Serving Institution (HSI) in Orange County, California and three of its feeder community colleges, Citrus College, Cyprus College and Santiago Canyon College, also HSIs, have created *Strengthening Transfer Education & Matriculation in STEM* (STEM)². (STEM)² is a multifaceted co-operative project designed to encourage STEM degrees, retain students in STEM fields, produce more community college STEM transfers to four-year institutions and, ultimately, increase the number of Hispanic/Latino and low-income students attaining STEM baccalaureates.

(STEM)² services complement and expand current Citrus College STEM and new RACE to STEM activities. For example, resources from (STEM)² allow for an expansion of Supplemental Instruction, increase the number of dedicated STEM counseling hours available to STEM students and provide summer research experience on the CSUF campus for Citrus College and other partner institutions' students. Moreover, the project provides Citrus College students with the opportunity to transfer to CSUF as a preferred transfer campus, expanding opportunity for our students to enter impacted programs and transfer mid-year.

(STEM)² is a five-year Title III cooperative grant that began October 1, 2011 and will continue through September 30, 2016. As a partner, Citrus will leverage grant resources throughout the

funding period to provide instructional and student support services and will utilize the project as a springboard to other collaborative opportunities with CSUF.

**RACE to STEM/(STEM)²: Supplemental Instruction Report, Spring 2012**
**STEM Counseling**
**(STEM)² : 2012 Summer Research Experience**

**Additional Plans:**

**STEM:** A midterm performance report for RACE to STEM was submitted to the Department of Education in April 2012. A year-end, annual performance report will be prepared and submitted by December 31, 2012, consistent with Title V regulations. Program components are being thoroughly reviewed in a formative, mixed-methods evaluation and will be distributed internally in early 2013.

**RACE to STEM 6-month Report – April 2012**

Reviewing STEM programs to ensure effectiveness is a high priority for the College. Beginning in September 2012, the director of institutional research and the STEM project director will convene monthly internal evaluation meetings with deans and faculty representatives to review institutional data and chart progress.

STEM components offered through $(STEM)^2$ are evaluated by CSU Fullerton, the grantee. Citrus College provides local data directly to the CSUF evaluation team. Citrus College will receive a copy of evaluation findings for review.

**College Success:** College Success (Basic Skills) completed annual non-instructional program review in spring 2012.

**Bridges to Success:** A year-end, annual performance report will be prepared and submitted in January 2013. Program components are being thoroughly reviewed in a formative, mixed-methods evaluation and the results of those evaluations will be distributed internally.

## Recommendation 4

*The team recommends that the College update all policies with respect to recruitment and hiring documents, including revisions of the equal opportunity and diversity clauses in the hiring documents and formalize all job descriptions. Further, the team recommends that the College review all policies and procedures with respect to evaluation of personnel, including reference to the use of student learning outcomes.*

**Resolution of the Recommendation:**   Citrus College has adopted comprehensive board policies and administrative procedures relating to human resources.  More specifically, the College has adopted board polices and administrative procedures on all of the subject matter areas set forth in this recommendation.

The board policy and administrative procedure concerning the evaluation of full-time faculty specifically requires a faculty member to assess student learning outcomes as part of the faculty member's self evaluation component of the required evaluation portfolio.

All classified position job descriptions have been reviewed and updated.

**Analysis of Results:**  In the spring of 2009, the College's Office of Human Resources implemented a process for the development of a set of comprehensive board policies and procedures related to the College's human resources.

This process included review and input from the Human Resources Advisory Committee, input from all campus constituent groups as well as negotiations with the full-time faculty association and the classified association where applicable.

> **Citrus College Board Policies and Procedures**
> BP/AP 7203 Evaluation: Full-Time Faculty

The process of developing human resources board policies and administrative procedures was divided into three segments and timelines.  The first segment was designed to deal with policies and procedures relevant to all employees.  In addition, this phase of the process included identifying which board policies and procedures would be subject to negotiations and creating a timeline for such negotiations.  This first phase led to the development of board policies and administrative procedures on topics such as equal employment and non-discrimination.    All hiring documents refer to equal opportunity board policy and administrative procedure.  Also during this phase, the District and the faculty association developed a timeline for negotiations relating to new board policies and administrative procedures on evaluations and leaves of absence. (See Table 1:  Board Policies and Administrative Procedures 7100-7112).

The second phase of the project included the completion of all board policies and administrative procedures related to academic personnel. This included a revised board policy and administrative procedure on evaluation of full-time faculty and the process for recruitment and selection of full-time and adjunct faculty. (See Table 1: Board Policy and Administrative Procedures 7200-7210).  The administrative procedure on evaluation of full-time faculty specifically requires faculty to assess student learning outcomes as part of the self-evaluation component of the evaluation process.

The third and final phase of the project led to the development of board policies and procedures relating to classified staff, academic administrators and classified managers and supervisor/confidential employees. Specifically, revised procedures for the evaluation of classified staff, managers and supervisor/confidential employees were developed. (See Table 1: Board Policies and Administrative Procedures 7301-7510).

The table below sets forth the timeline for the development and approval process of each Human Resources Board Policy and Administrative Procedure.

**Table 1: Human Resources Board Policies and Administrative Procedures**

| Board Policy / Administrative Procedure | Title | Date Distributed to Constituent Group Leaders | Date Approved by Steering | Date Approved by BOT |
|---|---|---|---|---|
| BP 3300 | Public Records | 10/07/10 | 12/13/10 | 02/01/11 |
| AP 3300 | Public Records | 10/07/10 | 12/13/10 | 02/01/11 |
| BP 3310 | Records Retention and Destruction | 10/07/10 | 04/11/11 | 05/17/11 |
| AP 3310 | Records Retention and Destruction | 10/07/10 | 04/11/11 | 05/17/11 |
| BP 3510 | Workplace Violence Prevention | 10/07/10 | 04/25/11 | 07/19/11 |
| AP 3510 | Workplace Violence Prevention | 10/07/10 | 04/25/11 | 07/19/11 |
| BP 7100 | Equal Employment Opportunity | 10/28/09 | 03/22/10 | 05/04/10 |
| AP 7100 | Equal Employment Opportunity | 10/28/09 | 03/22/10 | 05/04/10 |
| BP 7101 | Discrimination Complaint Procedure: Students, Employees, and Job Applicants | 10/28/09 | 03/22/10 | 05/04/10 |
| AP 7101 | Discrimination Complaint Procedure: Students, Employees, and Job Applicants | 10/28/09 | 03/22/10 | 05/04/10 |
| BP 7102 | Prohibition of Harassment: Students and Employees | 10/28/09 | 03/22/10 | 05/04/10 |
| AP 7102 | Prohibition of Harassment: Students and Employees | 10/28/09 | 03/22/10 | 05/04/10 |
| BP 7103 | Drug and Alcohol-Free Environment and Drug and Alcohol Prevention Program | 10/28/09 | 03/22/10 | 05/04/10 |
| AP 7103 | Drug and Alcohol-Free Environment and Drug and Alcohol Prevention Program | 10/28/09 | 03/22/10 | 05/04/10 |
| BP 7104 | Whistleblower Protection | 10/28/09 | 03/22/10 | 05/04/10 |
| AP 7104 | Whistleblower Protection | 10/28/09 | 03/22/10 | 05/04/10 |
| BP 7106 | Political Activity | 10/28/09 | 03/22/10 | 05/04/10 |
| AP 7106 | Political Activity | 10/28/09 | 03/22/10 | 05/04/10 |
| BP 7107 | Nepotism | 10/28/09 | 03/22/10 | 05/04/10 |
| AP 7107 | Nepotism | 10/28/09 | 03/22/10 | 05/04/10 |
| BP 7108 | Communicable Disease | 10/28/09 | 03/22/10 | 05/04/10 |
| AP 7108 | Communicable Disease | 10/28/09 | 03/22/10 | 05/04/10 |
| BP 7109 | Health Examinations | 10/28/09 | 05/10/10 | 07/19/11 |
| BP 7110 | Fingerprinting | 10/28/09 | 10/11/10 | 05/04/10 |
| AP 7110 | Fingerprinting | 10/28/09 | 10/11/10 | 05/04/10 |
| BP 7111 | Salary Deductions | 10/28/09 | 03/22/10 | 05/04/10 |

| Board Policy / Administrative Procedure | Title | Date Distributed to Constituent Group Leaders | Date Approved by Steering | Date Approved by BOT |
|---|---|---|---|---|
| BP 7112 | Resignations and Retirements | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7200 | Classifications of Academic Employees | 05/25/11 | 11/21/11 | 02/07/12 |
| AP 7200 | Classifications of Academic Employees | 05/25/11 | 11/21/11 | 02/07/12 |
| BP 7201 | Recruitment and Selection: Full-Time Faculty | 11/18/10 | 11/21/11 | 02/07/12 |
| AP 7201 | Recruitment and Selection: Full-Time Faculty | 11/18/10 | 11/21/11 | 02/07/12 |
| BP 7202 | Recruitment and Selection: Adjunct Faculty | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7202 | Recruitment and Selection: Adjunct Faculty | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7203 | Evaluation: Full-Time Faculty | approved by Faculty Association on 04/6/11 | 05/23/11 | 07/19/11 |
| AP 7203 | Evaluation: Full-Time Faculty | approved by Faculty Association on 04/6/11 | 05/23/11 | 07/19/11 |
| BP 7204 | Evaluation: Adjunct Faculty | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7206 | Faculty Exchange | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7206 | Faculty Exchange | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7207 | Minimum Qualifications and Equivalency | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7207 | Minimum Qualifications and Equivalency | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7208 | Tutoring | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7209 | Leaves | approved by Faculty Association: July 2011 | 06/13/12 | 08/16/11 |
| AP 7209 | Leaves | approved by Faculty Association: July 2011 | 06/13/12 | 08/16/11 |
| BP 7210 | Sabbaticals | 09/23/10 | 10/11/10 | 12/07/10 |
| AP 7210 | Sabbaticals | 09/23/10 | 10/11/10 | 12/07/10 |
| BP 7301 | Recruitment and Selection: Classified Employees | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7301 | Recruitment and Selection: Classified Employees | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7302 | Short-Term Employees | 05/25/11 | 11/21/11 | 02/07/12 |
| AP 7302 | Short-Term Employees | 05/25/11 | 11/21/11 | 02/07/12 |
| BP 7303 | Professional Experts | 05/25/11 | 11/21/11 | 02/07/12 |
| AP 7303 | Professional Experts | 05/25/11 | 11/21/11 | 02/07/12 |
| BP 7304 | Student Employees | 08/16/11 | 11/21/11 | 02/07/12 |

| Board Policy / Administrative Procedure | Title | Date Distributed to Constituent Group Leaders | Date Approved by Steering | Date Approved by BOT |
|---|---|---|---|---|
| AP 7304 | Student Employees | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7305 | Discipline: Classified Employees | approved by CSEA on 03/29/11 to be included in collective bargaining agreement | 06/13/11 | 08/16/11 |
| BP 7306 | Lay-off | included in tentative collective bargaining agreement reached in June 2012 | NA | Pending ratification |
| AP 7306 | Lay-off | included in tentative collective bargaining agreement reached in June 2012 | NA | Pending ratification |
| BP 7401 | Recruitment and Selection: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7401 | Recruitment and Selection: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7402 | Evaluation: Academic Administrators | 10/21/11 | 11/21/11 | 02/07/12 |
| AP 7402 | Evaluation: Academic Administrators | 10/21/11 | 11/21/11 | 02/07/12 |
| BP 7403 | Leaves: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7403 | Leaves: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7404 | Vacation: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7404 | Vacation: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7405 | Holidays: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7406 | Sabbatical Leave: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7406 | Sabbatical Leave: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7407 | Salary Guide: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7407 | Salary Guide: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7408 | Retreat Rights: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7408 | Retreat Rights: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7501 | Recruitment and Selection: Classified Managers and Supervisor/Confidential | 08/16/11 | 10/24/11 | 02/07/12 |
| AP 7501 | Recruitment and Selection: Classified Managers and Supervisor/Confidential | 08/16/11 | 10/24/11 | 02/07/12 |
| BP 7502 | Evaluation: Classified Managers and Supervisor/Confidential | 10/21/11 | 11/21/11 | 02/07/12 |
| AP 7502 | Evaluation: Classified Managers and Supervisor/Confidential | 10/21/11 | 11/21/11 | 02/07/12 |

| Board Policy / Administrative Procedure | Title | Date Distributed to Constituent Group Leaders | Date Approved by Steering | Date Approved by BOT |
|---|---|---|---|---|
| **BP 7503** | Leaves: Classified Managers and Supervisor/Confidential | 08/16/11 | 10/24/11 | 02/07/12 |
| **AP 7503** | Leaves: Classified Managers and Supervisor/Confidential | 08/16/11 | 10/24/11 | 02/07/12 |
| **BP 7504** | Vacation: Classified Managers and Supervisor/Confidential | 08/16/11 | 10/24/11 | 02/07/12 |
| **AP 7504** | Vacation: Classified Managers and Supervisor/Confidential | 08/16/11 | 10/24/11 | 02/07/12 |
| **BP 7505** | Holidays: Classified Managers and Supervisor/Confidential | 08/16/11 | 11/21/11 | 02/07/12 |
| **AP 7505** | Holidays: Classified Managers and Supervisor/Confidential | 08/16/11 | 11/21/11 | 02/07/12 |
| **BP 7506** | Sabbatical Leave: Classified Managers | 08/16/11 | 10/24/11 | 02/07/12 |
| **AP 7506** | Sabbatical Leave: Classified Managers | 08/16/11 | 10/24/11 | 02/07/12 |
| **BP 7507** | Salary Guide: Classified Managers and Supervisor/Confidential | 08/16/11 | 10/24/11 | 02/07/12 |
| **AP 7507** | Salary Guide: Classified Managers and Supervisor/Confidential | 08/16/11 | 10/24/11 | 02/07/12 |
| **BP 7508** | Lay-off | Fall 2012 | pending | pending |
| **AP 7505** | Lay-off | Fall 2012 | pending | pending |
| **BP 7509** | Discipline: Classified Managers and Supervisor/Confidential | 06/01/11 | 11/21/11 | 02/07/12 |
| **AP 7509** | Discipline: Classified Managers and Supervisor/Confidential | 06/01/11 | 11/21/11 | 02/07/12 |
| **BP 7510** | Evaluation: Classified Managers and Supervisor/Confidential | Supervisors: 06/1/10 Managers: 09/11 | Supervisors: 09/27/10 Managers: 10/24/11 | Supervisors: 11/16/10 Managers: 02/7/12 |
| **AP 7510** | Evaluation: Classified Managers and Supervisor/Confidential | Supervisors: 06/1/10 Managers: 09/11 | Supervisors: 09/27/10 Managers: 10/24/11 | Supervisors: 11/16/10 Managers: 02/7/12 |

**Additional Plans:** The director of human resources, in conjunction with the Human Resources Advisory Committee, is responsible for ensuring that all human resources policies and procedures are reviewed and revised as needed on an annual basis.

**Citrus College Board Policies and Procedures**
BP/AP 7100 Equal Employment Opportunity
BP/AP 7101 Non Discrimination
BP/AP 7102 Prohibition of Harassment: Students and Employees
BP/AP 7201 Recruitment: Full-Time Faculty
BP/AP 7202 Recruitment: Adjunct Faculty
BP/AP 7203 Evaluation: Full-Time Faculty
BP/AP 7204 Evaluation: Adjunct Faculty
BP/AP 7301 Recruitment and Selection: Classified Staff
BP/AP 7401 Recruitment and Selection: Academic Administrators
BP/AP 7402 Evaluation: Academic Administrators
BP/AP 7501 Recruitment and Selection: Classified Administrator/Manager and Supervisor/Confidential
BP/AP 7502 Evaluation: Classified Administrators/Managers
BP/AP 7510 Evaluation: Supervisor/Confidential Employees

**Steering Committee Minutes**
3/22/10  minutes  Pages 2-4
12/13/10 minutes Page 1
4/11/11  minutes  Pages 1-2
4/25/11  minutes  Pages 1-2
6/13/11  minutes  Pages 2-3
10/24/11 minutes  Pages 2-3
11/21/11 minutes  Pages 1-3

**Board of Trustees meeting minutes**
| | | |
|---|---|---|
| 5/4/10 | Item 18 | Page 7 |
| 12/7/10 | Item 24 | Page 9 |
| 2/1/11 | Item 11 | Page 6 |
| 5/17/11 | Item 13 | Page 7 |
| 7/19/11 | Items 16 & 17 | Page 8 |
| 8/16/11 | Item 16 | Page 6 |
| 2/17/12 | Item 14 | Page 7 |

## Recommendation 5

> *In order to meet standards, the team recommends that the College complete its stated goal in its comprehensive planning agenda to "demonstrate its commitment to continuous quality improvement through the updating and review of the effectiveness of the College's five major planning documents and be deliberate in utilizing the content with them in budget development." (Standards III.A.6, III.B.2.b, III.C.2)*

**Since successful submission of the Follow-Up Report, the following efforts demonstrate continuing commitment to resolving this recommendation.**

> **Follow-Up Report Fall 2011**

**Resolution of the Recommendation:** Citrus College has maintained a robust commitment to ongoing quality improvement. All planning documents have been reviewed and updated. The Board of Trustees approved the new mission statement on August 24, 2012. Budget development remains linked to planning and the Citrus College *Integrated Planning Manual* is reviewed and updated annually.

> **Mission Statement** as approved by BOT 8/24/12
> ***Integrated Planning Manual***

**Analysis of the Results**

**1. Overall Assessment on Institutional Effectiveness**
In fall 2011, the College established the Institutional Effectiveness Committee (IEC). Co-chaired by the director of institutional research and the program review coordinator, IEC 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 budget process).

> **Institutional Effectiveness Committee Purpose Statement**
> IEC Meeting agenda 3/12/12  (page 3, Attachment 1)
> **Accreditation Update in Citrus Bulletin** **-** May 8, 2012

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.

With representatives from all college constituency groups, IEC began meeting in spring 2012. Discussions included review of the *Integrated Planning Manual*, accreditation rubrics and components of planning processes on campus. The committee developed an institutional fact sheet on areas of program review, planning and SLOs. In order to establish some baseline data for gauging institutional effectiveness, the committee conducted a brief survey among shared governance committee attendees. A total of 62 members, from nine committees, took part in the survey. Major findings include:

A total of 87 percent agree that the College is at the sustainable continuous quality improvement level regarding program review;

A total of 79 percent agree that the College is at the sustainable continuous quality improvement level regarding planning; and

A total of 67 percent agree that the College is at the proficiency level regarding SLOs.

> **_Integrated Planning Manual_**
> **IEC survey and IE fact sheet: IEC meeting April 9, 2012 agenda**
> **IEC survey results: IEC May 7, 2012 minutes**

Additionally, the IEC conducted the initial annual review of the Citrus College _Integrated Planning Manual_ and identified areas for update. The committee will review and update the Citrus College _Integrated Planning Manual_ on an annual basis.

> **_Integrated Planning Manual_**

## 2. Review of the Five Major Planning Documents

A. **Mission:** In spring 2012, the mission statement was reviewed by the Steering Committee, the highest level shared governance committee on campus. Through discussions, group members drafted two versions of the College mission statement, which included components that addressed:

The broad educational purpose of the College
The intended student population
The commitment to student learning

> **Minutes from Steering Committee in Spring '12 discussing new mission statement**
> **April 9, 2012**    Page 2
> **April 23, 2012**   Pages 2 and 3
> **May 7, 2012**    Page 2
> **May 21, 2012**   Page 1

The final drafts of the two mission statements were distributed collegewide through a survey for review, comment and selection of the final mission statement. A total of 190 faculty, staff and administrators cast their vote, and 60 percent of them selected the following version as the new mission statement of the College:

Citrus College delivers high quality instruction to students both within and beyond traditional geographic boundaries. We are dedicated to fostering a diverse educational community and learning environment by providing an open and welcoming culture that supports successful completion of transfer, career/technical education and basic skills development. We demonstrate our commitment to academic excellence and student success by continuously assessing student learning and institutional effectiveness.

This final version was brought to the Steering Committee for review and approval on May 21, 2012, and the Board of Trustees approved the new mission statement on August 24, 2012.

**[Mission Statement](#)**

Although the College self-identified a five-year cycle for review of the mission statement, the IEC feels that the cycle should be accelerated to a two-year cycle. The next formal review of the mission statement will be initiated in 2014.

**B. Program Review:** Starting in 2009, the instructional annual program review process underwent a comprehensive modification. Based on these modifications, some major accomplishments include:

During 2011-2012, there was a 100 percent annual program review completion rate among instructional programs.

The institutional support and instructional support program review process has been modified to provide consistency in format and reporting deadlines collegewide.

In May 2012, the Academic Senate approved a plan to revise the cycle and format of the comprehensive program review. During 2012-2013, the comprehensive program review format will be modified to reflect the strength of the annual program review data in the areas of budgeting, curriculum and SLO assessment, and to build upon long-range planning as reflected in the *Educational and Facilities Master Plan*.

During discussion of program review at the Institutional Effectiveness Committee, a recommendation was made to overlay a review of the five planning documents with the five-year comprehensive program review cycle (see Table 2). This will be implemented starting with a review of the comprehensive program review process as mentioned above.

**[Annual Program Review Template](#)**
**[Annual Program Reviews](#)**

**C. Strategic Plan:** The current five-year *Strategic Plan* was completed and adopted in spring 2011. Since its adoption, the College developed and implemented an annual monitoring system. In the beginning of the academic year, an Annual Implementation Plan is developed, documenting responsible parties, specific activities and expected measurable outcomes for each of the strategic objectives. At the end of the academic year, the Annual Progress Report documents the achievements made in the year for each of the strategic objectives. All segments of the College report progress on identified objectives that are reported to the college community and the Board of Trustees.

**[Strategic Plan: Annual Implementation Plans & Progress Reports](#)**

In the annual program review, links are being established between individual program recommendation/objectives and *Strategic Plan* objectives on an annual basis. Beginning with the 2011-2012 annual program reviews, all recommendations and budget requests are linked to the collegewide *Strategic Plan* objectives.

**D. Educational and Facilities Master Plan:** In 2011-2012, the long-term discipline projections, as indicated in the *Educational and Facilities Master Plan*, were included in the instructional annual program review recommendations so that faculty could focus on long-term goals. In this sense, the annual program review provides documentation of growth towards completion of the long-term goals.

In the future, the College will continue to maintain a better integration between the *Educational and Facilities Master Plan* and the comprehensive program reviews.

> **Educational & Facilities Master Plan**
> **Annual Program Reviews**

**E. Technology Plan:** The College Information Technology Committee (CITC) developed the first version of the college *Technology Master Plan* during the spring of 2009. CITC conducted a SWOT (Strength-Weakness-Opportunity-Threat) analysis and integrated the analysis with the technology needs defined in the existing *Educational and Facilities Master Plan* and the *Strategic Plan*. Five major focus areas, each with one to three goals, were developed for technology from this analysis. Based on these focus areas and goals, technology implementation objectives are created each year. These implementation objectives are taken into account during budget planning for technology for the following fiscal year.

> **Technology Master Plan**

The *Technology Master Plan* was designed as a five-year plan to be reviewed and updated on an annual basis. CITC reviews the plan in the spring. During this review, each implementation objective is evaluated and the work completed for the objective is documented. CITC then develops new implementation objectives for the following year. If an objective from the current year is not complete, it is added to the list for the following year. This planning provides guidance for technology budget planning each year.

The original 2009 *Technology Master Plan* is now in its fourth iteration, with updates being made in 2010, 2011 and most currently in 2012. Since the original *Technology Master Plan* was developed, the College has written a new ten-year *Educational and Facilities Master Plan* and a new five-year *Strategic Plan*. Both these plans took effect during the 2011- 2012 academic year. To respond to these plans and to position the *Technology Master Plan* to be in alignment with the *Educational and Facilitates Master Plan* and *Strategic Plan* planning cycles, a new four-year *Technology Master Plan* is being developed during the 2012-2013 academic year to be implemented starting in 2013-2014 and completed in 2016-2017. At that time, a new five-year *Technology Master Plan* will be developed responding to the next five-year *Strategic Plan*, which takes effect in the 2016, and to the existing *Educational and Facilities Master Plan*. From that point forward, the *Technology Master Plan*'s development cycle will follow the *Educational and Facilities Master Plan* and *Strategic Plan* development cycles by one year.

> **Educational & Facilities Master Plan**
> **Strategic Plan: Annual Implementation Plans & Progress Reports**

**Additional Plans:**  Table 2 illustrates the Institutional Planning Cycle developed for all major planning documents and processes.

**Table 2:  Citrus College Institutional Planning Cycle**

|  | Mission | Strategic Plan | Educational & Facilities Master Plan | Program Review | Technology Plan | Accreditation Visit |
|---|---|---|---|---|---|---|
| **2011-2012** | reviewed and updated | Year 1 | Year 1 | old cycle, last year | Year 3 | working on the Midterm Report |
| **2012-2013** |  | Year 2 | Year 2 | Year 1 – Assessment & Planning | Year 4; planning for the new plan | Midterm Report due in fall |
| **2013-2014** | revisit and review | Year 3 | Year 3 | Year 2 | Year 1 | start preparing for the Self Study report |
| **2014-2015** |  | Year 4; start planning for the new plan | Year 4 | Year 3 | Year 2 | Self Study report first draft due Dec 2014 |
| **2015-2016** |  | Year 5; finalize the new plan | Year 5; midterm review and status check | Year 4 | Year 3 | visit in fall |
| **2016-2017** | revisit and review | new plan Year 1 | Year 6 | Year 5 | Year 4; planning for the new plan |  |
| **2017-2018** |  | Year 2 | Year 7 | Year 1 – Assessment & Planning | Year 1 |  |
| **2018-2019** |  | Year 3 | Year 8 | Year 2 | Year 2 | Midterm Report due in fall |
| **2019-2020** | revisit and review | Year 4 | Year 9; start planning the new plan | Year 3 | Year 3 |  |
| **2020-2021** |  | Year 5 | Year 10; finish the new plan | Year 4 | Year 4; start planning for the new plan |  |
| **2021-2022** |  | new plan Year 1 | new plan Year 1 | Year 5 | Year 5; finalize the new plan | visit in fall |

(June 2012)

## Recommendation 6

*In order to improve, the team recommends that the published final budget would be more transparent and easier to understand if it includes a more detailed analysis of budget assumptions, descriptions of various funds and sources of revenue and an outline of parameters for decision-making. (Standards III.D.1.d, III.D.2.a,b, III.D.3)*

**Resolution of the Recommendation:**  This recommendation was addressed immediately upon receipt.  The response to this recommendation is based on careful review of the recommendation, the context of the evaluation report and related standards.  The analysis of budget assumptions, descriptions of various funds and sources of revenue and an outline of parameters for decision-making are now published in one location within the larger budget document, enhancing transparency.  Detailed analysis of budget assumptions is included in the published final budget as well as in regular informational updates to the college community.  Budget Forums assessment data reveal overwhelming appreciation for the quality and helpfulness of the information provided to the college community.

**Analysis and Evidence of the Results:**  This Midterm Report reflects institutionalized practice of the recommended actions since the development of the 2010-2011 budget.  As a result of Recommendation 6, the District has developed a new format for the adopted budget that includes a special tab titled ―Development.‖  Beginning in the 2010-2011 fiscal year, all published budgets include this tabbed section.  Behind the Development tab, the following documents are available to ensure fiscal transparency and to make the document easier to understand.  The materials contained in this section include the following:

> Descriptions of all twelve funds
> The budget calendar
> The budget development assumptions
> The budget flowchart
> The power point budget presentation that is presented to the Board of Trustees prior to budget adoption

As of fall 2012, the College is in the third iteration of this practice.

**Definitions of Budget Funds**
**Budget Assumptions**
**2010-2011**
**2011-2012**
**2012-2013**
**Budget Calendars**
**2010-2011**
**2012-2013**

**Budget Calendar Flow Charts**
**2010**
**2011**
**2012**
**Board agendas and minutes**
(specific to budget reports and adoptions)
**10/5/10** Agenda  Page 35-75
**10/5/10** Minutes  Page 6, Item 7
**9/13/11** Agenda  Page 50-93
**9/13/11** Minutes  Page 6, Item 14
**9/11/12** Agenda  Page 51-95
**9/11/12** Minutes

Additionally, detailed analysis of budget assumptions is articulated in the letter provided as part of the published final budget.

**Budget Letters**
**2010-11**
**2011-12**
**2012-13**

Furthermore, e-memos from the College's superintendent/president explain budget assumptions within the broader context of California state budget concerns. In particular, these regular communications outline and discuss the parameters for decision-making, given immediate and long-term concerns. E-memos are distributed to the entire college community and are posted on the college website.

**Superintendent/President E-memos to the Community:**

| | | | |
|---|---|---|---|
| **11/19/09** | **8/27/10** | **4/01/11** | **5/17/12** |
| **1/08/10** | **9/21/10** | **6/30/11** | |
| **5/6/10** | **10/20/10** | **12/16/11** | |
| **5/20/10** | **3/21/11** | **1/13/12** | |

Concerning transparency, Citrus College has a history of conducting collegewide forums on the Citrus College budget and financial situation. Seven of these forums have been held since February of 2009. Typically, the Budget Forum presentations cover these topics for the given fiscal year:

Current year actual revenues
Current year actual expenditures
Ending balance
Overview of the California Community Colleges Budget issues
Impact of statewide issues on Citrus College
Proposed General Fund Budget
-Revenue
-Expenditures
-Estimated ending balance
-Estimated funded FTES
-Deficit spending

Attendance at the seven forums averaged 57 people representing faculty, classified, management, confidential, students and other. Attendees at these forums completed assessments that were processed by the Office of Institutional Research and shared with the vice president of finance and administrative services.

**Budget Forums power point presentations**
**2009-10 Budget Forum**
**2010-09-21 Budget Presentation**
**2011-08-29 Budget Presentation**
**2012-08-30 Budget Presentation**

At each forum, participants were asked to provide feedback on their level of satisfaction with the event. There were five Likert scale items, which were rated on a five-point scale that ranged from *Strongly Agree* (5) to *Strongly Disagree* (1).

1. The budget forum was well organized and informative
2. I have a better understanding of the state and college budget since attending the budget forum
3. I feel more knowledgeable talking about current budget issues
4. I would like to attend more forums in the future
5. I believe it is critical to have periodic college budget forums such as this one

Data from each of these forums were overwhelmingly positive with attendees indicating in both rankings of responses and written comments that the forums are helpful and informative.

Data from these assessments were reported to the Superintendent/President and the Financial Resources Committee, one of the standing shared governance committees of Steering Committee, which is the highest level shared governance committee of the College.

**Forum assessments**

**Financial Resources Committee purpose statement, membership and minutes**
    **Purpose Statement and Membership**: Governance Handbook, pages 35 & 36
    **Minutes**

**Parameters for Decision-Making and Integrated Planning:**  The principles that guide the resource allocation process are explained on page 17 of the Citrus College *Integrated Planning Manual*.  Resource allocation processes link program reviews and strategic planning to the resources needed to accomplish the College's institutional goals.  These processes apply only to the allocation of discretionary funds within the general fund.  The *Integrated Planning Manual* demonstrates the relationships among program review, planning and resource allocation.

**Integrated Planning Manual 2011**  - Resource Allocation, page 17

**Additional Plans:**  As a result of this process, members of the Financial Resources Committee plan revisions of the Budget Calendar Flowchart to include informing the broader college community of the budget processes.

The Committee also plans to increase involvement in the budget forums.  As part of the review and revision of the *Integrated Planning Manual*, the Financial Resources Committee will assess its processes and revise the explanation of them in the new manual.

## VI. Responses to Actionable Improvement Plans

_____

1. Student Learning Outcomes

2. Human Resources:  Job Descriptions

3. Human Resources:  Hiring Procedures

4. Review and Update of Policies and Procedures

5. Systematic Review of Major Planning Documents

Response to Actionable Improvement Plans

## Actionable Improvement Plan 1

*In order to fully achieve the proficiency level of the ACCJC rubric relative to student learning outcomes by the year 2012, the College will complete tasks identified in a comprehensive timeline for SLOs in the areas of courses, programs, degrees and certificates, as well as instructional support programs, student services programs and institutional support services. The College's institutional support services will continue its work to identify SLOs where appropriate, establish assessments and use the results for improvement.*

*The College will continue its work to thoroughly incorporate student learning outcomes into the curriculum and program review processes, identify systematic measureable assessments, and use the results for the improvement of student learning and institutional effectiveness.*

*Each area will develop meaningful assessments that will enhance planning, evaluation and lead to program improvement and feed seamlessly into the program review process to support college decision-making.*

*Continued progress toward integrating results of assessment in college process will assure that planning and resource allocation contribute to student-centered institutional effectiveness.*

**Resolution of the Actionable Improvement Plan:** Citrus College developed the Plan to Meet Proficiency in 2012 when ACCJC released the SLO rubric. The Plan to Meet Proficiency in 2012 included detailed action plans, responsible parties and a timeline for anticipated completion. The College has systematically implemented all action plans and is currently at the proficiency level of the rubric. All institutional support programs have finished at least one comprehensive program review, and each of the programs is required to do an annual review of the program. Program SLOs are identified and assessed in the program reviews for each area. The Student Learning Outcomes and Assessment data are utilized in the program review to prioritize resource allocations in each area and have become a part of institutional effectiveness. The *Integrated Planning Manual* highlights the College's process.

**Sample syllabi – Fall 2012**
AJ 101
AJ 102
BIOL 125
ENGL 099 DE

ENGL 102
ENGL 103
ENGL 271
PE 173

**SLOA reflection templates** contained in 2012 Annual Program Reviews.
Samples:
Biology
Kinesiology
Vocational Nursing

**SLOA Comprehensive Report 2010-2011**

**Comprehensive Program Reviews**

**Annual Program Reviews**

*Integrated Planning Manual*

**The Plan to Meet Proficiency**

**Analysis of the Results:** Through the work of the collegewide SLOA committee, ―Hot Shots,‖ the processes for all levels of assessment are continuously evaluated. The College will continue to utilize the *Integrated Planning Manual* to assess the effective development and use of SLOs at all levels. The College has had important success in assessment at the institutional level. Working through the Curriculum Committee, math and English faculty spearheaded a process to compress courses offered in the basic skills sequences within each department. This action was in response to institutional dialogue conducted by the College Success Committee, including discussion of learning outcomes and achievement data in existing course sequences and review of literature in the field. Additionally, the Enrollment Management Committee analyzed student enrollment data in the local GE pattern and made the recommendation to realign the courses in each area. More students can now complete the GE coursework in a shorter timeframe.

> **"Hot Shots" minutes**
> **"Hot Shots" Purpose Statement**
> **SLOA Oversight agendas**
> *Integrated Planning Manual*
> **Enrollment Management minutes from meeting on May 10, 2012**
> **College Success Committee minutes from March, April, May 2011**
> English and Math basic skills course sequence was compressed as a result of analysis of outcome data. (**Fall 2012 Class Schedule** information - pages 25 and 26 reflecting the change)

**Evidence of the Results:** The *Plan to Meet Proficiency* has been updated annually, reflecting completion of each action item by proficiency bullet from the ACCJC SLO rubric. The ‖Hot Shots‖ committee updates the plan, and the plan is posted on the SLOA website.

> **The Plan to Meet Proficiency**

All institutional support programs have finished at least one comprehensive program review, and each of the programs is required to complete an annual review of the program. Program SLOs are included/stored in the program review documents.

> **Comprehensive Program Reviews**
> **Annual Program Reviews**

Program review recommendations/goals for instruction, student services, instructional support and institutional support are linked to strategic objectives from the *Strategic Plan*. Course-level SLOs are mapped to program-level SLOs using a template called the curriculum map. Course- and program-level outcome assessment is utilized during comprehensive and annual program reviews for the development of recommendations and resource requests.

> **Comprehensive program reviews**
> **Annual program reviews**
> **Curriculum map**

Discipline-specific degrees and certificates are also discussed, analyzed and assessed as part of the program review process. This is documented in the program reviews.

**Comprehensive program reviews**          **Annual program reviews**

The College formed a General Education Committee (GE) in 2009. The committee worked to identify outcomes for the GE pattern and created a mapping grid (GE assessment map) from courses to core competency in each of five areas within the pattern. Based on this work, the College's GE pattern is assessed in a comprehensive group analysis that focuses on course assessment by core competency. Faculty who have taught and assessed courses within our locally defined GE pattern participated in cross-discipline dialogue by core competency.  Each core competency group consisted of faculty from each area. Representatives from Student Services and Instructional Support also participated in this dialogue. This is documented in a summary narrative based on comprehensive notes taken from each dialogue. The summary is posted on the SLOA website.

> **GE committee minutes**
> **General Education SLO Assessment Reporting Template**
> **General Education Assessment Dialogue Report**

Furthermore, all other areas of the College have developed and assessed SLOs; reflections on assessments and analysis may be linked to resource requests in their program reviews. The College has an institutional prioritization process that is reflected in the *Integrated Planning Manual*.

> *Integrated Planning Manual*

**Additional Plans:**  Citrus College plans to continue to make use of the assessment data generated from the GE, degree, certificate and program levels to inform the development of the *Strategic Plan*. Because the current *Strategic Plan* had already been developed at the time that this assessment strategy was employed, the College has used these data to inform the action plans of the *Strategic Plan* and *Educational and Facilities Master Plan*.

**Addressing the SLO Proficiency Rubric Bullets**
1. *Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates and degrees.*
   Development and use of SLOs at the course level
   a.   As of spring 2012, 100 percent of all courses have SLOs.
   b.   100 percent of courses have assessment in place
   Program-level SLOs
   a. All programs have SLOs developed
   b. About 80 percent of programs have curriculum maps complete
   Degrees and Certificates
   a.   100 percent have developed SLOs

b. The curriculum map for discipline-based degrees will provide assessment, but the more comprehensive degrees will need inter-disciplinary conversation. In May 2012, the College held the first annual GE Assessment Dialogue to assess the GE program. Each local GE Area (A-E) had faculty representatives participate in the dialogue. Discipline-based degrees and certificates are assessed during program review. The comprehensive degrees have SLOs written and plan to be assessed at a special Curriculum Committee meeting.

c. For certificates and skill awards, the licensure exams represent assessment.

2. ***There is widespread institutional dialogue about the results of assessment and identification of gaps.***

On Convocation Days, as part of program review, SLOA is also discussed, and the data from both semesters are utilized to develop recommendations linked to resource requests and also to strategic plan objectives.

On spring 2012 FLEX Day, there was a collegewide dialogue on SLO and assessment.

The development of the *Strategic Plan* is based on a collegewide dialogue and analysis of institutional assessments, such as Community College Survey of Student Engagement (CCSSE), Accountability Report for Community Colleges (ARCC) and the *Fact Book*. The analysis and identification of gaps have led to the formation of the focus areas of the *Strategic Plan*.

The College works to ensure that we offer courses to support the mission of the College. For example, Physical and Natural Sciences, as a group, discussed course offerings and which courses could be cut while maintaining the commitment to the core missions of degree and transfer.

Division meetings during spring semester helped to continue the assessment dialogue that was initiated on FLEX Day. The assessment reflections were included in the annual program reviews on Convocation. The College analyzed course offerings by transfer category from the institutional capacity perspective, and the Enrollment Management Committee utilized these data to realign course offerings to better support completion of the local GE pattern requirements.

Working through the Curriculum Committee, math and English faculty spearheaded a process to compress courses offered in the basic skills sequences within each department. This action was in response to institutional dialogue conducted by the College Success Committee, including discussion of learning outcomes and achievement data in the existing sequences and review of literature in the field.

3. ***Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.***

Program review serves as the unit-level planning tool collegewide.

Division meeting minutes from the prioritization process document linking the results of assessment to decision-making.

The GE Assessment Dialogue provided the opportunity to identify gaps in the GE Program, and the identified gaps have been linked to two strategic objectives. Academic Affairs, Student Services and Instructional Support will work together to improve in these areas.

The TeCS Department has utilized the student survey data from CCSSE in terms of technology needs and computer usage on campus. The survey data helped the College better understand how students use technology to support learning. In addition, these data helped the TeCS department make decisions to allocate resources for open labs and classrooms.

The College analyzed course offerings by transfer category from the institutional capacity perspective, and the Enrollment Management Committee utilized these data to realign course offerings to better support completion of the local GE pattern requirements.

Working through the Curriculum Committee, math and English faculty spearheaded a process to compress courses offered in the basic skills sequences within each department. This action was in response to institutional dialogue conducted by the College Success Committee, including discussion of learning outcomes and achievement data in the existing sequences and review of literature in the field.

4. *Appropriate resources continue to be allocated and fine-tuned.*

We have continued to support the SLOA coordinator at 40 percent reassignment and the Program Review coordinator at 20 percent. The Curriculum Committee chair is also at 40 percent.

Informed by prioritization within each division, instructional deans create a prioritization document reflective of Academic Affairs as a whole.

Minutes from the Financial Resources Committee document the prioritization of resource allocation.

An institutional survey is planned to be delivered in fall 2013 with questions on current use and future need of SLOs and program review resources.

5. *Comprehensive assessment reports exist and are complete and updated on a regular basis.*

The College's *Comprehensive Assessment Report* is posted online on the SLOA website and is updated annually.

The *Strategic Plan Progress Report* is completed annually and posted online.

The proposed budget is reflective of institutional dialogue and analysis.

The College continually engages in discussions of ARCC data reports.

The CCSSE is completed every two years; results analysis and summaries are shared broadly.

6. *Course student learning outcomes are aligned with degree student learning outcomes.*

The curriculum map aligns courses to program SLOs. The curriculum map serves as a tool for program-level SLO assessment.

Discipline-based degrees and certificates are considered equivalent to the program, and the courses will then be mapped to the degree as well.

The broader faculty dialogue to create the course-to-degree map similar to the GE conversation for the interdisciplinary degrees has begun.

7. *Students demonstrate awareness of goals and purposes of courses and program in which they are enrolled.*

The supplemental CCSSE questions on student awareness of SLOs provided data about students' levels of awareness.

Some of the student services program reviews have analyzed data on students' level of awareness, such as the satisfaction surveys completed by Admission and Records and Extended Opportunities Programs and Services, and the annual graduates' counseling survey.

Student-generated content videos are produced as a part of the current awareness campaign.

**CCSSE Results**

The crosswalk table featured below shows how Citrus College's answers to the recommendation, actionable improvement plans and SLO proficiency bullets relate to the relevant SLO standards.  (See Table 3 for details.)

**Table 3:  Standards/Recommendations Crosswalk**

| Response | Standards | | | | | |
|---|---|---|---|---|---|---|
| | **I B 1** | **II A 2 e** | **II A 2 f** | **II B 4** | **II C 2** | **III A 1 c** |
| **Recommendation 2** | Analysis section (─Hot Shots", GE assessment, *Integrated Planning Manual*) | All | All | N/A | N/A | N/A |
| **Actionable Improvement Plan 1** | Analysis; Evidence (─Hot Shots", GE assessment, *Integrated Planning Manual*) | All | All | All | All | N/A |
| **Proficiency Rubric Bullets** | #1 #2 #3 | #1 #2 #3 #4 #6 | #1 #2 #3 #6 | #2 #3 #5 (evidence) #7 | #2 #4 | N/A |

## Actionable Improvement Plan 2

*The director of Human Resources will work with classified employees and managers to review and revise classified job descriptions by July 1, 2010. The director will establish a process to ensure periodic updating of job descriptions.*

**Resolution of the Actionable Improvement Plan:**  All classified position job descriptions have been reviewed and updated.

**Analysis of Results:**  In fall of 2010, a joint committee, comprised of the Office of Human Resources management staff and two classified association representatives, began the task of reviewing and revising all job descriptions for classified positions. The review process included receiving input from employees and managers concerning job functions currently performed, a thorough job analysis review and an opportunity for review of all proposed new job descriptions.  The committee was involved at each stage of the review and gave its approval to all job descriptions.  The revision of all classified position job descriptions was completed in January 2012.  All job descriptions are posted on the College's webpage.

**Additional Plans:**  All classified job descriptions will be reviewed at the time of recruitment and on an annualized basis in cooperation with the classified employees' association.

**Citrus College Job Descriptions, Classified**

## Actionable Improvement Plan 3

> *The director of Human Resources will work with the board and the appropriate campus constituent groups to develop written procedures for the recruitment and selection of academic administrators, managers, supervisors and classified staff by July 1, 2010.*

**Resolution of the Actionable Improvement Plan:** Citrus College has adopted comprehensive board policies and administrative procedures relating to human resources.  More specifically, the College has adopted board polices and administrative procedures on all of the subject matter areas set forth in this recommendation.

**Analysis of Results:**  In the spring of 2009, the College's Office of Human Resources implemented a process for developing a set of comprehensive board policies and procedures related to the College's human resources.

This process included review and input from the Human Resources Advisory Committee and input from all campus constituent groups, as well as negotiations with the full-time faculty association and the classified association where applicable.

The process of developing Human Resources board policies and administrative procedures was divided into three segments and timelines.  The first segment was designed to address policies and procedures relevant to all employees.  In addition, this phase of the process included identifying which board policies and procedures would be subject to negotiations, and a timeline for such negotiations was developed.  This first phase led to the development of board policies and administrative procedures on topics such as equal employment and non-discrimination.   All hiring documents refer to the equal opportunity board policy and administrative procedure.

The second phase of the project included the completion of all board policies and administrative procedures related to academic personnel. This included a revised board policy and administrative procedure on evaluation of full-time faculty and the process for recruitment and selection of full-time and adjunct faculty. The administrative procedure on evaluation of full-time faculty specifically requires faculty to assess student learning outcomes as part of the self-evaluation component of the evaluation process. (See Table 1, Board Policy and Administrative Procedures 7200-7210, pages 18-21.)

The third and final phase of the project led to the development of board policies and procedures relating to classified staff, academic administrators, classified managers and supervisor/confidential employees. Specifically, new and revised procedures for the recruitment and selection of academic administrators, classified managers, supervisors and classified staff were developed and approved. (See Table 4.)

**Table 4: Human Resources Board Policies and Administrative Procedures**

| Board Policy/ Administrative Procedure | Title | Date Distributed to Constituent Group Leaders | Date Approved by Steering | Date Approved by BOT |
|---|---|---|---|---|
| BP 7301 | Recruitment and Selection: Classified Employees | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7301 | Recruitment and Selection: Classified Employees | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7401 | Recruitment and Selection: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| AP 7401 | Recruitment and Selection: Academic Administrators | 08/16/11 | 11/21/11 | 02/07/12 |
| BP 7501 | Recruitment and Selection: Classified Managers and Supervisor/Confidential | 08/16/11 | 10/24/11 | 02/07/12 |
| AP 7501 | Recruitment and Selection: Classified Managers and Supervisor/Confidential | 08/16/11 | 10/24/11 | 02/07/12 |

**Additional Plans:**  The director of human resources, in conjunction with the Human Resources Advisory Committee, is responsible for ensuring that all human resources policies and procedures are reviewed and revised as needed on an annual basis.  All classified job descriptions will be reviewed at the time of recruitment and also on an annualized basis in cooperation with the California School Employees Association.

**Evidence of the Results:**

**Citrus College Board Policies and Procedures**
BP/AP 7201 Recruitment: Full-Time Faculty
BP/AP 7202 Recruitment: Adjunct Faculty
BP/AP 7203 Evaluation: Full Time Faculty
BP/AP 7301 Recruitment and Selection: Classified Staff
BP/AP 7401 Recruitment and Selection: Academic Administrators
BP/AP 7501 Recruitment and Selection: Classified Administrator/Manager and Supervisor/Confidential
**Steering Committee Minutes**
**10/24/11** minutes Pages 2-3
**11/21/11** minutes Pages 1-3
**Board of Trustee meeting minutes**
**2/17/12**   minutes Page 7

# Actionable Improvement Plan 4

> *As part of the comprehensive review and update of board policies, scheduled for completion by July 1, 2010, the superintendent/president will establish procedures to ensure future systematic evaluation and updates are incorporated into the planning processes of the institution. In this way, the superintendent/president will ensure that board policies and administrative procedures are revised and updated in a systematic, periodic manner. Special attention will be given to:*
>
> *• Completion of a new equal employment opportunity procedure.*
>
> *• Implementation of a three-year cycle for the review of all policies. The superintendent/president will establish procedures by July 1, 2010 to ensure that the periodic update of board policies is incorporated into the ongoing, systematic evaluation and planning processes of the institution. Regular updating of board policies will foster institutional improvement through ensuring that changes in state law, regulations or local practice are reviewed through the appropriate governance channels, and are more widely understood on campus.*

**Resolution of the Actionable Improvement Plan:**  Citrus College has adopted board policies and administrative procedures establishing timelines and procedures for systematic update and review of all board policies and administrative procedures.  As part of the new review process, a new equal employment opportunity procedure was created. All board policies and administrative procedures are evaluated and reviewed on a three-year cycle.

> **Citrus College Board Policies & Administrative Procedures**
> BP/AP 2000: Board Policy and Administrative Procedure (timeline for review; three-year review cycle)
> BP/AP 7100: Equal Employment Opportunity

**Analysis of the Results:**  As planned, Citrus College completed a comprehensive evaluation and review of all board policies and administrative procedures by July 1, 2012.  The superintendent/president then worked with the Steering Committee, the governance committee for planning, to develop guidelines for an ongoing evaluation and review process resulting in a three-year completion cycle.

Each standing committee of Steering, Financial Resources, Physical Resources, Human Resources, Student Services, College Information Technology and Educational Programs (Academic Affairs), was designated as responsible for board policy and administrative procedure (BP/AP) review in their areas.  The Board of Trustees took responsibility for their BP/APs, as well.  A three-year timeline was established, ensuring completion.

> **Board of Trustees meeting minutes referring to BP/AP review**
> **7/13/10**   BP 2720
> **12/7/10**   BP/AP 2715, BP 2745
> **2/7/12**   BP/AP 2715, BP 2355
> **4/3/12**   BP 2210, BP 2220, BP 2355, BP 2430, AP 2710, AP 2712
> **8/24/12**   BP 1200, BP 2100, BP 2745, AP 2105, AP 2340

**Purpose Statements of the Standing Committees of Steering** ( from the **Governance Handbook**)
Financial Resources, Pages 35-36
Physical Resources, Pages 39-40
Human Resources, Page 37
Student Services, Pages 43-44
College Information Technology Committee, Page 30
Educational Programs Committee (EPC), Pages 32-34
Steering, Pages 23-24

The agreed-upon review process consists of two levels of review.  First, appropriate Superintendent/President's Cabinet members conduct a ―desk audit" of all policies in their areas.  If no changes are needed, the Steering Committee is notified and has the opportunity to request additional review. If changes are required, the standing committee conducts a detailed review and drafts recommended new language, using templates provided by the Community College League of California as a resource.  Drafts are circulated to all constituency groups for review and approval.  Once all groups have completed their process, a final draft is approved by the standing committee and forwarded to the Steering Committee for action.   All BP/APs are agendized for first and second readings prior to action, allowing time for additional consultation and dialogue.

**FORM BP AP Desk Audit Review**

BP/APs are forwarded from the Steering Committee to the Board of Trustees.  Board policies are agendized for first and second readings; administrative procedures are listed as information items on agendas.

The three-year review timeline is on schedule and has become a regular component of all constituent group meetings.  Wider discussion and understanding of the relationship between BP/AP and the college planning processes have occurred.

**BP AP 3-year review cycle**
**BP AP Desk Review 2011-2012**

**Table 5:  List of 2011-2012 Desk Audit Board Policies and Administrative Procedures**

| Board Policy/Administrative Procedure | Title |
|---|---|
| BP 1100 | Citrus Community College District |
| BP 1200 | Mission |
| BP 2000 | Board Policy and Administrative  Procedure |
| BP 2010 | Board Membership |
| BP 2015 | Student Trustee |
| BP 2105 | Election of Student Trustee |
| BP 2110 | Vacancies on the Board |
| BP 2200 | Board Duties and Responsibilities |
| BP 2305 | Annual Organizational Meeting |
| BP 2310 | Regular Meetings of the Board |
| BP 2320 | Special and Emergency Meetings |
| BP 2330 | Quorum and Voting |
| BP 2340 | Agendas |
| BP 2345 | Public Participation at Board Meetings |
| BP 2350 | Speakers Addressing the Board |
| BP 2360 | Minutes |
| BP 2365 | Recording |
| BP 3300 | Public Records |
| AP 3560 | Alcoholic Beverages |
| BP 5010 | Admission and Concurrent Enrollment |
| AP 5010 | Admission and Concurrent Enrollment |
| AP 6345 | Bids and Contracts UPCCAA |
| BP 7107 | Nepotism |
| BP 7110 | Fingerprinting |

The District maintains an equal opportunity Board Policy and Administrative Procedure (BP/AP 7100), which sets forth the District's diversity plan.  The plan is in compliance with the model plan for diversity as formulated by the California Chancellor's Office.  As part of the District's diversity plan, the Human Resources Committee is charged with overseeing College compliance.  In cooperation with the Office of Human Resources, the Human Resources Committee examines the diversity of all applicant pools to ensure that no disparate barriers have limited the number of applicants from underrepresented groups.

**Additional Plans:**  The superintendent/president is responsible for ensuring that all BP/APs are evaluated and reviewed on a three-year cycle, thus incorporating the ongoing, systematic evaluation into college planning processes.  The Steering Committee will continue to review and approve the process used for updates, ensuring that all constituencies continue to be active participants.

**Actionable Improvement Plan 5**

> *The College will demonstrate its commitment to continuous quality improvement through updating and review of the effectiveness of the College's five major planning documents and being deliberate in utilizing the content within them in budget development.*
>
> - *Mission Statement*
> - *Strategic Plan*
> - *Educational Master Plan*
> - *Technology Master Plan*
> - *Program Review*
>
> *The superintendent/president will develop guidelines for the updating and review of major planning documents on a regularly scheduled cycle. Appropriate campus constituencies will participate in an ongoing evaluation of the effectiveness of the planning documents, processes and linkages to budget. This planning agenda will improve student learning and foster institutional improvement through dialogue about how the various planning processes and documents work together to achieve the college mission and improve student learning. This dialogue will result in a more coordinated approach to campus priorities and better use of limited resources.*

**Resolution of the Actionable Improvement Plan:**  Citrus College has maintained a robust commitment to ongoing quality improvement.  All planning documents have been reviewed and updated. The Board of Trustees approved the new mission statement on August 24, 2012. Budget development remains linked to planning and the Citrus College *Integrated Planning Manual* is reviewed and updated annually.

> **Mission Statement**  as approved by BOT 8/24/12
> ***Integrated Planning Manual***

**Analysis of the Results**

**1. Overall Assessment on Institutional Effectiveness**
In fall 2011, the College established the Institutional Effectiveness Committee (IEC). Co-chaired by the Director of Institutional Research and the Program Review Coordinator, IEC 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 budget process.

> **Institutional Effectiveness Committee Purpose Statement**
> IEC Meeting agenda 3/12/12  (page 3, Attachment 1)
> **Accreditation Update in Citrus Bulletin**  - May 8, 2012

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.
With representatives from all college constituency groups, IEC began meeting in spring 2012. Discussions included review of the *Integrated Planning Manual*, accreditation rubrics and components of planning

processes on campus. The committee developed an institutional fact sheet on areas of program review, planning and SLOs. In order to establish some baseline data for gauging institutional effectiveness, the committee conducted a brief survey among shared governance committee attendees. A total of 62 members, from nine committees, took part in the survey. Major findings include:

A total of 87 percent agree that the College is at the sustainable continuous quality improvement level regarding program review
A total of 79 percent agree that the College is at the sustainable continuous quality improvement level regarding planning
A total of 67 percent agree that the College is at the proficiency level regarding SLOs

*Integrated Planning Manual*
**IEC survey and IE fact sheet: IEC meeting April 9, 2012 agenda**
**IEC survey results: IEC May 7, 2012 minutes**

Additionally, the Institutional Effectiveness Committee conducted the initial annual review of the Citrus College *Integrated Planning Manual* and identified areas for update. The committee will review and update the Citrus College *Integrated Planning Manual* on an annual basis.

*Integrated Planning Manual*

## 2. Review of the Five Major Planning Documents

**A. Mission Statement:** In spring 2012, the mission statement was reviewed by the Steering Committee, the highest level shared governance committee on campus. Through discussions, group members drafted two versions of the College mission statement, which included components that addressed:

The broad educational purpose of the College,
The intended student population, and
The commitment to student learning.

**Minutes from Steering Committee in Spring '12 discussing new mission statement**
**April 9, 2012** , Page 2
**April 23, 2012**, Pages 2 and 3
**May 7, 2012**, Page 2
**May 21, 2012**, Page 1

The final drafts of the two mission statements were distributed collegewide through a survey for review, comment and selection of the final mission statement. A total of 190 faculty, staff and administrators cast their vote, and 60 percent of them selected the following version as the new mission statement of the College:

Citrus College delivers high quality instruction to students both within and beyond traditional geographic boundaries. We are dedicated to fostering a diverse educational community and learning environment by providing an open and welcoming culture that supports successful completion of transfer, career/technical education and basic skills development. We demonstrate our commitment to academic excellence and student success by continuously assessing student learning and institutional effectiveness.

This final version was brought to the Steering Committee for review and approval on May 21, 2012, and the Board of Trustees approved the new mission on August 24, 2012.

### [Mission Statement](#)

Although the College self-identified a five-year cycle for review of the mission statement, the IEC feels that the cycle should be accelerated to a two-year cycle. The next formal review of the mission statement will be initiated in 2014.

**B. Program Review:** Starting in 2009, the instructional annual program review process underwent a comprehensive modification. Based on these modifications, some major accomplishments include:

During 2011-2012, there was a 100 percent annual program review completion rate among instructional programs.

The institutional support and instructional support program review process has been modified to provide consistency in format and reporting deadlines collegewide.

In May 2012, the Academic Senate approved a plan to revise the cycle and format of the comprehensive program review. During 2012-2013, the comprehensive program review format will be modified to reflect the strength of the annual program review data in the areas of budgeting, curriculum and SLO assessment, and build upon long-range planning as reflected in the *Educational and Facilities Master Plan*.

During discussion of program review at the Institutional Effectiveness Committee, a recommendation was made to overlay a review of the five planning documents with the five-year comprehensive program review cycle (see Table 6). This will be implemented starting with a review of the comprehensive program review process as mentioned above.

### [Annual Program Review Template](#)
### [Annual Program Reviews](#)

**C. Strategic Plan:** The current five-year *Strategic Plan* was completed and adopted in spring 2011. Since its adoption, the College developed and implemented an annual monitoring system. In the beginning of the academic year, an Annual Implementation Plan is developed, documenting responsible parties, specific activities and expected measurable outcomes for each of the strategic objectives. At the end of the academic year, the Annual Progress Report documents the achievements made in the year for each of the strategic objectives. All segments of the College report progress on identified objectives that are reported to the college community and the Board of Trustees.

### [Strategic Plan: Annual Implementation Plans & Progress Reports](#)

In the annual program review, links are being established between individual program recommendation/objectives and strategic plan objectives on an annual basis. Beginning with the 2011-2012 annual program reviews, all recommendations and budget requests are linked to the collegewide strategic plan objectives.

**D. Educational and Facilities Master Plan:**  In 2011-2012, the long-term discipline projections, as indicated in the *Educational and Facilities Master Plan*, were included in the instructional annual program review recommendations so that faculty could focus on long-term goals. In this sense, the annual program review provides documentation of growth towards completion of the long-term goals.

In the future, the College will continue to maintain a better integration between the *Educational and Facilities Master Plan* and the comprehensive program reviews.

**Educational & Facilities Master Plan**
**Annual Program Reviews**

**E. Technology Plan:**  The College Information Technology Committee (CITC) developed the first version of the college *Technology Master Plan* during the spring of 2009.  CITC conducted a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis and integrated the analysis with the technology needs defined in the existing *Educational and Facilities Master Plan* and the *Strategic Plan*.  Five major focus areas, each with one to three goals, were developed for technology from this analysis.  Based on these focus areas and goals, technology implementation objectives are created each year.  These implementation objectives are taken into account during budget planning for technology for the following fiscal year.

**Technology Master Plan**

The *Technology Master Plan* was designed as a five-year plan to be reviewed and updated on an annual basis.  CITC reviews the plan in the spring.  During this review, each implementation objective is evaluated and the work completed for the objective is documented.  CITC then develops new implementation objectives for the following year.  If an objective from the current year is not complete, it is added to the list for the following year.  This planning provides guidance for technology budget planning each year.

The original 2009 *Technology Master Plan* is now in its fourth iteration, with updates being made in 2010, 2011 and, most currently, in 2012.  Since the original *Technology Master Plan* was developed, the College has written a new ten-year *Educational and Facilities Master Plan* and a new five-year *Strategic Plan*.  Both these plans took effect during the 2011- 2012 academic year.  To respond to these plans and to position the *Technology Master Plan* to be in alignment with the *Educational and Facilitates Master Plan* and *Strategic Plan* planning cycles, a new four-year *Technology Master Plan* will be developed during the 2012-2013 academic year, implemented starting in 2013-2014 and completed in 2016-2017.  At that time, a new five-year *Technology Master Plan* will be developed responding to the next five-year *Strategic Plan*, which takes effect in the 2016, and to the existing *Educational and Facilities Master Plan*.  From that point forward, the *Technology Master Plan*'s development cycle will follow the *Educational and Facilities Master Plan* and *Strategic Plan* development cycles by one year.

**Additional Plans:** Table 6 illustrates the Institutional Planning Cycle developed for all major planning documents and processes.

## Table 6: Citrus College Institutional Planning Cycle

| | Mission | Strategic Plan | Educational & Facilities Master Plan | Program Review | Technology Plan | Accreditation Visit |
|---|---|---|---|---|---|---|
| **2011-2012** | reviewed and updated | Year 1 | Year 1 | old cycle, last year | Year 3 | working on the Midterm Report |
| **2012-2013** | | Year 2 | Year 2 | Year 1 – Assessment & Planning | Year 4; planning for the new plan | Midterm Report due in fall |
| **2013-2014** | revisit and review | Year 3 | Year 3 | Year 2 | Year 1 | start preparing for the self study report |
| **2014-2015** | | Year 4; start planning for the new plan | Year 4 | Year 3 | Year 2 | Self Study report first draft due Dec. 2014 |
| **2015-2016** | | Year 5; finalize the new plan | Year 5; midterm review and status check | Year 4 | Year 3 | visit in fall |
| **2016-2017** | revisit and review | new plan Year 1 | Year 6 | Year 5 | Year 4; planning for the new plan | |
| **2017-2018** | | Year 2 | Year 7 | Year 1 – Assessment & Planning | Year 1 | |
| **2018-2019** | | Year 3 | Year 8 | Year 2 | Year 2 | Midterm Report due in fall |
| **2019-2020** | revisit and review | Year 4 | Year 9; start planning the new plan | Year 3 | Year 3 | |
| **2020-2021** | | Year 5 | Year 10; finish the new plan | Year 4 | Year 4; start planning for the new plan | |
| **2021-2022** | | new plan Year 1 | new plan Year 1 | Year 5 | Year 5; finalize the new plan | visit in fall |

# VII. Addendum:  College Status Report on Student Learning Outcomes Implementation

_____

# ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

## COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

**Proficiency Rubric Statement 1:** *Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates and degrees.*

**Numerical Response –** *Quantitative evidence/data on the rate/percentage of SLOs defined and assessed.*

1. Courses
   a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): **769**
   b. Number of college courses with defined Student Learning Outcomes: **769**
      Percentage of total: **100%**
   c. Number of college courses with ongoing assessment of learning outcomes: **769**
      Percentage of total: **100%**


2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college: **47**
   b. Number of college programs with defined Student Learning Outcomes: **47**
      Percentage of total: **100%**
   c. Number of college programs with ongoing assessment of learning outcomes: **47**
      Percentage of total: **100%**


3. Student Learning and Support Activities
   a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): **24**
   b. Number of student learning and support activities with defined SLOs: **24**
      Percentage of total: **100%**
   c. Number of student learning and support activities with ongoing assessment of SLOs: **24**
      Percentage of total: **100%**

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: **3**
   b. Number of institutional learning outcomes with ongoing assessment: **3**

**Narrative Response:** *Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates and degrees.*

The College meets this rubric. SLOs are in place for all courses, programs and degrees. Program review is the major avenue for assessment dialogue and documentation. Comprehensive and annual program review processes exist in four major areas: Academic/Instructional Programs, Instructional Support, Student Services and Institutional Support. In the last six years, the program review task force has been meeting regularly to continually refine the process. The major revision in the program review template was the integration of SLO assessment data and the addition of budget recommendations. In 2011-2012, institutional support programs completed annual program reviews and will continue to do so. Program review, including SLO and assessment as an important component, is the unit-level planning tool collegewide and it is directly linked to the planning and resource allocation.

Course-level assessment has been very strong, which drives higher level assessment at the program and institutional levels. Although all certificates and degrees have SLOs in place, our larger cross-discipline degrees are an area of focus for 2012-2013. We will utilize the Curriculum Committee as the assessment team for these degrees. All other degrees, certificates and programs are in assessment cycles. All student learning and support activities are in assessment cycles. We currently have three institutional SLOs that originated from the College's mission statement. Recently, the College completed a mission revision, and the institutional outcomes are being revised accordingly in 2012-2013. Integration of SLO assessment results with program review and resource allocation can be demonstrated clearly at the program and/or institutional level.

**Evidence for Rubric Statement 1:**
http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric1

R1-01   Course outline of record for SLOs on page 2 of 7 (Additionally, CurricUNET may be accessed for all courses, degrees and certificates – on the main page you may choose to search courses, degrees or certificates without logging in)- http://curricuNet.com/citrus

R1-02   Program Reviews for Program SLOs (Additionally, all 6-year program reviews may be accessed on the following program review link)
http://www.citruscollege.edu/pr/academic/Pages/sixyear.aspx

R1-03   (a) Institutional Learning Outcomes (b) General Education SLOs

R1-04   Annual program review template with SLO worksheet

R1-05   2012 Flex Day SLO and Assessment Event Reflection Templates: (a) SLO Assessment Development Worksheet; (b) SLO Assessment Results Analysis Worksheet; (c) Annual Program Review Assessment Analysis Template; (d) Kinesiology Template; (e) Water Technology Template; (f) Mathematics Template; (g) Sociology Template; (h) Biology Template.

R1-06   GE Assessment Dialogue Report – documents institutional assessment and dialogue

R1-07   English and math basic skills course sequence was compressed as a result of analysis of outcome data. (Fall 2012 Course Schedule information pages 25 &26 reflecting the change)

R1-08   Student Success Committee meeting minutes from March (a), April (b), May 2011 (c) – demonstrates program/institutional assessment and dialogue

R1-09   Examples of assessment include external evaluations of federal grants' objectives, such as the Bridges to Success grant

R1-10   STEM Grant application relied upon student outcome data to demonstrate competence and need

R1-11   Matriculation Committee recommendation regarding Mandatory Orientation Policy and Academic Senate minutes (April 28, 2010) – these demonstrate institutional assessment and dialogue

R1-12   Admissions and Records SLO assessment in fall 2011, which resulted in a change of practice for online transcript request

R1-13   Citrus College *Integrated Planning Manual* – describes the program review process

R1-14   At Citrus College, program review processes exist in four major areas (one example has been provided for each area):
   a.   Academic/Instructional Programs
   b.   Instructional Support
   c.   Student Services
   d.   Institutional Support
   For a complete list of all program reviews, see http://www.citruscollege.edu/pr/Pages/default.aspx

**Proficiency Rubric Statement 2:** *There is widespread institutional dialogue about the results of assessment and identification of gaps*.

The College meets this rubric. The SLOA reflection document in the annual program review provides all campus units the opportunity to document the dialogue that leads to identification of gaps and potential plans for improvement when necessary. All campus units participate in program review and have the opportunity to discuss and reflect on SLO assessment data. The *Integrated Planning Manual* documents the flow of information in planning process.

The primary way that course- and program-level SLO assessment data are integrated with planning is through program review. However, at the institutional level, assessment data focus on broader outcomes, such as the GE assessment and the assessment of the institutional outcomes. Course level SLOs map up to the program- and institutional-level outcomes. Academic Affairs primarily reflects on assessments collected from the previous academic year (over fall and spring terms) by division; faculty groups meet on Convocation to discuss the data from both semesters, which are utilized to develop recommendations linked to resource requests and also to strategic plan objectives.  Further dialogue takes place during division meetings throughout the academic year.

Instructional Support, Student Services and Institutional Support areas collect data and reflect on assessments on an annual basis, but not necessarily by academic term. The College's five major planning documents reflect institutional-level identification of gaps. Each planning document is constructed from the cooperative efforts of large committees comprised of all constituent groups. Action plans are developed to address the identified gaps.

**Evidence for Rubric Statement 2:**
http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric2

R2-01   All SLO assessment and reflection is documented in the comprehensive assessment report

R2-02   Flex Day Assessment Dialogue – documents widespread dialogue – (a) approved by the Academic Senate (Dec. 7, 2011 minutes – pg.  7 of 9) (b) Assessment Template example

R2-03   Sharing and discussing CCSSE data at the (a) Academic Senate meeting (October 13, 2010) and (b) the Board of Trustees meeting (October 19, 2010).  New data is now available and the College is planning on discussing and reflecting on the new results. CCSSE data will continue to be a prompt during the planning process.

R2-04   GE Assessment Dialogue Report - Gaps identified include: the need of increased communication between instructional departments and student services (counseling and library); enhanced alignment between basic skills and transfer-level classes (establishment of prerequisites)

R2-05   Program Reviews: All program reviews include reflection on assessment data. (One example has been provided for each area):
        a.   Academic/Instructional Programs
        b.   Instructional Support
        c.   Student Services
        d.   Institutional Support

For a complete list of all program reviews, see http://www.citruscollege.edu/pr/Pages/default.aspx

R2-06   Citrus College *Integrated Planning Manual* – demonstrates the Citrus College process for dialogue and assessment

R2-07   Career and Technical Education advisory board minutes – demonstrates assessment and dialogue with the community (a) Public Works – June 12, 2012; (b) Water Technology – June 27, 2012

R2-08   The development of the *Strategic Plan* is based on a collegewide dialogue and analysis of institutional assessments, such as: CCSSE, ARCC, the Citrus College fact book. The analysis and identification of gaps have led to the formation of the focus areas of the *Strategic Plan*. (Strategic Plan Progress Report)

R2-09   The College analyzed course offerings by transfer category from the institutional capacity perspective, and the Enrollment Management Committee utilized this data to realign course offerings to better support completion of the local GE pattern requirements. (Enrollment Management Committee meeting on May 10, 2012)

R2-10   Faculty Survey results on SLOA – fall 2010 ―Hot Shots" Agendas and Minutes: (a) 10/8/10; (b) 10/29/10; (c) 11/19/10

**Proficiency Rubric Statement 3:** *Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.*

The College meets this rubric. As discussed previously, the *Integrated Planning Manual* documents the flow of information in planning process. Course-level SLOs map up to the program- and institutional-level outcomes. SLO assessment reflections/analyses are linked directly to resource and planning during the annual program review process. Program review data (including SLOA) are utilized to develop recommendations linked to resource requests and to strategic plan objectives. Requests for faculty and staff positions, along with facilities and equipment go through collegewide prioritization processes, but in order to be considered, requests need to be identified through the program review process (documented in the annual reviews). All program reviews are published and shared with the College and the community.

At the institutional level, the College's shared governance committees have dialogue about broader outcome assessment data. For example, the Student Success Committee worked with the math and English departments to analyze assessment data from sequential courses and decided to collapse the basic skills course sequences. Another example is the College's budget cut decision-making process. In reaction to the current budget crisis, budget reduction decision-making was based upon multiple factors including a critical examination of the College's mission and data from enrollment management. All college constituency groups were consulted in the process. A third example is the data generated from the GE Assessment Dialogue. The identified gaps have been linked to two strategic objectives, and Academic Affairs, Student Services and Instructional Support will work together to improve in these areas.

**Evidence for Rubric Statement 3:**
http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric3

R3-01   GE Assessment Dialogue Report: Planned action items as a result of the GE forum discussion include: SLO coordinator will set up a meeting with the VP of SS to talk about the need of increased communication between instructional departments and student services (counseling – SLOA coordinator and dean of counseling met in June, 2012 to begin preliminary discussion and library to follow in fall, 2012); SLOA coordinator will meet with Curriculum Chair, VP AA to discuss the need of enhanced alignment between basic skills and transfer-level classes (establishment of prerequisites)

R3-02   Resource request examples: (a) Chemistry requested fume hoods; (b) History requested faculty; (c) Biology requested support staff for labs. (Taken from Annual Program reviews – Section X – Budget Recommendations)

R3-03 Composite Priorities Charts for (a) Staff, (b) Equipment, and (c) Facilities: Faculty members are involved in departmental planning processes, such as the prioritization of the resource request in the division.

R3-04   Faculty Needs Identification Committee (FNIC) – releases a campus wide memo delivering the ranking decisions made by the committee based on requests for full-time faculty positions– These results are also distributed at (a) the Board of Trustees (11/15/11; Item I.4, pg. 168), and (b) Academic Senate Meeting Minutes, December 7, 2011, page 3.

R3-05   Priority Registration Task Force Minutes: data discussed at meetings.

R3-06   Supplemental Instruction (SI): based on student outcome data in math and science classes, SI was provided to students as an option to improve academic success. Program evaluations were conducted and the results (a) and (b) show that SI had made a positive and significant impact on student success.

R3-07   (a) The Matriculation Committee mandatory orientation recommendation and (b) Academic Senate minutes (April 28, 2010) regarding adoption of Mandatory Orientation Policy demonstrate the link between assessment and institution-wide practices.

R3-08   (a, b and c) Student Success Committee agenda/minutes from March, April and May 2011 and (d) Enrollment Management Committee meeting on May 10, 2012): Student Success Committee agendas and minutes for the curriculum reform of the basic skills classes (The College analyzed course offerings by transfer category from the institutional capacity perspective, and the Enrollment Management Committee utilized this data to realign course offerings to better support completion of the local GE pattern requirements.)

R3-09   TeCS Program Review: The TeCS department has utilized the student survey data from CCSSE in terms of technology needs and computer usage on campus. The survey data helped the College better understand how students use technology to support learning. It also helped the TeCS department make decisions to allocate resources for open labs and classrooms. (TeCS Program Review)

**Proficiency Rubric Statement 4:** *Appropriate resources continue to be allocated and fine-tuned.*

The College meets this rubric. The College's original interpretation of this bullet in the rubric was focused on appropriate resource allocation related to support of SLOA efforts. As a result, the *Institutional Plan to Meet Proficiency Levels by 2012* reflects this interpretation. However, there are several examples that demonstrate proficiency based on an understanding of the rubric statement.

The College relies on the mission, vision and values, strategic plan and other major planning documents to inform resource allocation. This pathway is highlighted in the *Integrated Planning Manual*. All programs on campus participated in planning via program review. Our governance committees also include multiple constituencies and provide the opportunity for input.

The College has a prioritization process that is embedded in program review.  In Academic Affairs, all requests generated through program review are prioritized at the division level, and then forwarded to the appropriate committee/office. In the other areas of the College, prioritization happens at the unit level. The Financial Resources Committee receives and evaluates all prioritized requests collegewide. The Office of Human Resources provides a process for analyzing and making recommendations for staff requests, and the Faculty Needs Identification Committee (FNIC) analyzes and makes recommendations for faculty position requests. Recommendations are forwarded to the President's Cabinet for final decision-making.  The College is committed to assessing the effectiveness of the process and has charged the Institutional Effectiveness Committee with this task.

**Evidence for Rubric Statement 4:**
http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric4

R4-01   *Institutional Plan to Meet Proficiency Levels by 2012*

R4-02   Allocation of VTEA funds – (a) 12-13 Perkins application and (b) 12-13 Equipment cooperative request form

R4-03   Ranked recommendations from Instructional Program Review: Composite Priorities Charts for (a) staff, (b) equipment and (c) facilities

R4-04   FNIC – (a) Faculty needs ranking criteria and (b) ranked list from the Faculty Needs Identification Committee

R4-05   Institutional Effectiveness Committee survey results

R4-06   Policy change on priority registration
   (a) Academic Senate minutes show formation of the ad hoc committee (May 26, 2010)
   (b) Priority Registration Task Force minutes and associated new
   (c) Board Policy- BP 5055
   (d) Administrative Procedure – AP505

R4-07   (a) Matriculation Committee recommendation and (b) Academic Senate minutes (April 28, 2010) regarding adoption of Mandatory Orientation Policy and the Mandatory Orientation Policy

**Proficiency Rubric Statement 5:** *Comprehensive assessment reports exist and are complete and updated on a regular basis.*

The College meets this rubric. The College has finished two comprehensive annual assessment reports. These reports include examples of SLOs, assessments and cycles for all programs of the College. In April 2010, the College developed a detailed action plan to help the College meet SLOA proficiency. The collegewide SLOA committee (—Hot Shots") constructed the plan based upon the *ACCJC Evaluating Institutional Effectiveness Rubric*, and more than 50 action items were developed with responsible parties and projected completion dates. The plan has gone through five updates. As a result of completing all action items, the College is beyond proficiency. An annual report to ACCJC has been completed and submitted every year. All reports are shared with the campus.

**Evidence for Rubric Statement 5:**
http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric5

R5-01  Comprehensive assessment report

R5-02  SLO levels and where they reside map (see Figure 1, below)

R5-03  *Integrated Planning Manual*, pages 12 through 15, documents use of assessment data as part of annual and comprehensive program reviews for all programs.

R5-04  Previous ACCJC Annual Reports document historical efforts: (a) 2011 Follow up Report and (b) 2009 Self Study. To view all 2012 report materials:
http://www.citruscollege.edu/accreditation/Pages/default.aspx

R5-05  CCSSE results (Institutional Research)

R5-06  Strategic Plan Progress Report Institutional Research 2011-12 included as an example. To view additional years and plans:
http://www.citruscollege.edu/admin/planning/Pages/default.aspx

**Proficiency Rubric Statement 6:** *Course student learning outcomes are aligned with degree student learning outcomes.*

The College meets this rubric. All degrees and certificates have outcomes in place. ―Hot Shots" approved a mapping mechanism to link course-level outcomes to program/degree/certificate outcomes. This map is called the curriculum map. Course-level SLOs are mapped to higher-level SLOs in the following ways:
1. Via curriculum maps to program SLOs;
2. Via curriculum maps to discipline-specific degrees and certificates;
3. Via core competency to GE pattern and broader degrees;
4. Via assignment to GE, and/or degree, and/or certificate (institutional-level outcomes) to college mission.

**Evidence for Rubric Statement 6:**
http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric6

R6-01   Curriculum maps (in program reviews – one example is provided – pg. 8 of 24) Please see the following for additional examples: http://www.citruscollege.edu/pr/academic/Pages/sixyear.aspx

R6-02   GE outcomes

R6-03   Institutional outcomes

R6-04   GE area course lists (a-e)

R6-05   Degree course lists are identified in the Catalog (beginning on pg. 54) Certificate course lists are identified in the Catalog (beginning on pg. 101); Course lists can also be searched by degree or certificate on CurricUNET: http://curricuNet.com/Citrus

R6-06   The core competencies – SLOA website
        http://citruscollege.edu/sloa/Pages/default.aspx

R6-07   *Levels of SLOs and Where They Reside*: a flowchart (Figure 1) listed on the next page

**Figure 1: Levels of SLOs and Where They Reside**
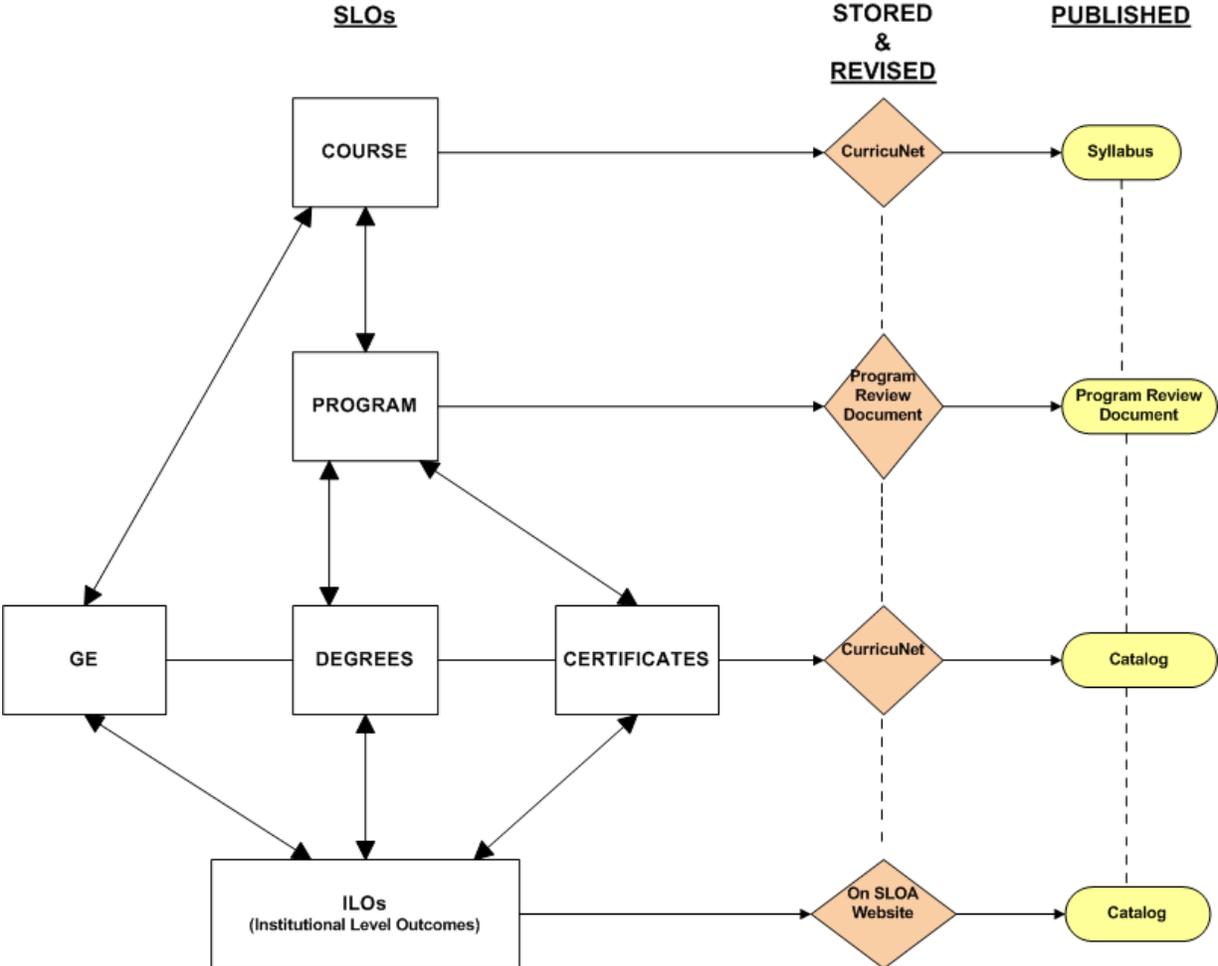
**Proficiency Rubric Statement 7:** *Students demonstrate awareness of goals and purposes of courses and program in which they are enrolled.*

The College meets this rubric. Citrus College makes students aware of program goals and purposes in several ways. The College publishes course-level outcomes in syllabi, program-level outcomes in program review documents; degree/certificate and GE outcomes in the catalogue; and the institutional-level outcomes in the catalogue and the college website. Some of the student services areas have utilized program review to analyze data on students' level of awareness, such as the satisfaction survey conducted by Admissions & Records, Extended Opportunity Programs & Services and the annual graduates' counseling survey.

A student awareness campaign was launched in spring 2011. Posters and electronic flyers with information about institutional outcomes were displayed collegewide. In addition, a *Success Tips!* link was created on the college website that directed students to support services for academic excellence (college success resources and study tips), job and vocational skills and the fulfillment of their lifelong dreams of completing their education. The College plans a future analysis of student usage of this page. Future plans also include highlighting institutional outcomes in the mandatory orientation for all new students coming in the fall.

In order to better understand students' level of awareness, the College will analyze quantitative data and narrative pending the receipt of CCSSE results in August, 2012. Several supplemental questions were added to the 2012 CCSSE that addressed students' perception of SLOs and assessment. This will enable the College to better identify gaps in student awareness of our SLOA process.

**Evidence for Rubric Statement 7:**
http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric7

R7-01   CCSSE data included SLO related questions in 2012.

R7-02   Catalog – general education and degree SLOs listed beginning on page 56

R7-03   SLOA in program reviews: 3 specific examples have been provided: (a) Admissions and Records; (b) Extended Opportunity Programs & Services; and (c) Counseling.

R7-04   *Institutional Plan to Meet Proficiency Levels by 2012 (pg. 12)*

R7-05   (a-e) Selected syllabi including courses taught via distance education.

**Self-Assessment on Level of Implementation**

The College has met proficiency and is currently working at the highest level for Student Learning Outcomes. The College has a process for outcome assessment at all levels, and program review is the vehicle for linking assessment results to changes in practice and resource requests. Dialogue about student learning occurs at all levels of planning and resource allocation. The College evaluates SLOA processes via the Institutional Effectiveness Committee and through oversight provided by ―Hot Shots‖ and the Program Review Task Force. The College continually evaluates and fine-tunes organizational structures to support student learning. This is demonstrated by the College's recent mission revision, basic skills course compression, comprehensive program review revision, recent organizational structure realignment and GE Assessment Dialogue results. Citrus College demonstrates that student learning improvement is a visible priority in all practices and structures across the College. Our recent mission revision states our commitment to improvement of student learning, and this commitment is also apparent in the strategic goals as well as all grant goals and objectives. Additionally, ―College of Completion‖ was the fall 2012 Convocation theme, and student learning and achievement was at the center of the dialogue that day. At the end of the program, faculty, staff and managers signed a pledge to contribute to student success. Course-level assessment and dialogue serve as the foundation to the higher-level outcomes. As a result, institutional-level assessment and dialogue are relatively new compared to course-level efforts. The College is committed to maintain focus in this area.

**Evidence for Self-Assessment on Level of Implementation:**
http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Self-Assessment

R8-01   Annual Program Review Template

R8-02   GE Assessment Dialogue Report

R8-03   Resource request prioritization – Ranked recommendations from Instructional Program Review: Composite Priorities Charts for (a) staff, (b) equipment and (c) facilities and (d) Financial Resources Committee minutes (April 6, 2011)

R8-04   Grant application – 2011 STEM

R8-05   (a) Mission Revision – IEC Committee minutes: (3/12/12); (b) and Steering Committee Minutes to approve the mission revision: (b) 4/9/12; (c) 4/23/12; (d) 5/7/12; (e) 5/21/12

R8-06   English and math basic skills course sequence was compressed as a result of analysis of outcome data. (a) Fall 2012 Course Schedule information pages 25 and 26 reflecting the change and Student Success Committee meeting minutes from (b) March, (c) April, (d) May, 2011.

R8-07   IEC survey.

R8-08   Citrus College *Integrated Planning Manual* – describes the planning and resource allocation process and program review.

R8-09   Hot Shots agendas and minutes (a and b). For a complete list of agendas/minutes, please see:

http://citruscollege.edu/sloa/Pages/default.aspx

R8-10   SLOA oversight agendas (a-d). For a complete list of agendas please see:
http://citruscollege.edu/sloa/Pages/default.aspx