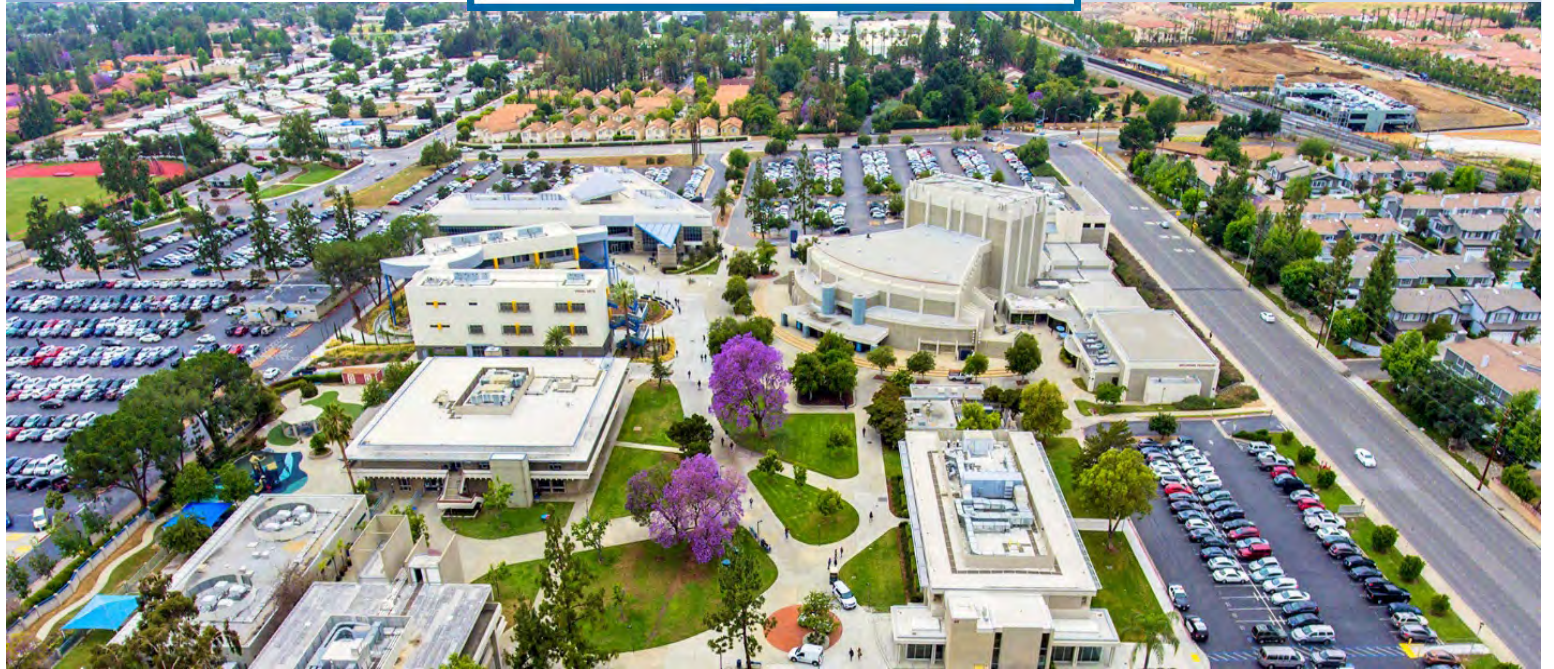


Citrus College



# 2018 Accreditation Midterm Report

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



## Midterm Report

August 21, 2018

*Submitted by:*

Citrus College

1000 West Foothill Boulevard

Glendora, CA 91741

*Submitted to:*

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

# Citrus College

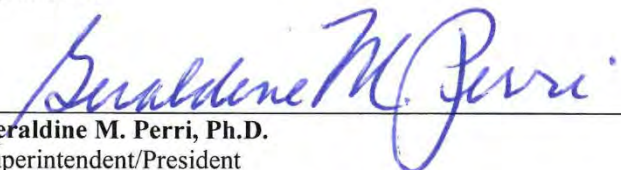
## Certification of the Accreditation Midterm Report 2018


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

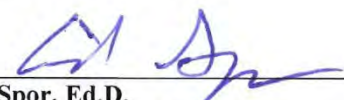
From: Geraldine M. Perri, Ph.D.  
Citrus College  
1000 West Foothill Blvd., Glendora CA 91741


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

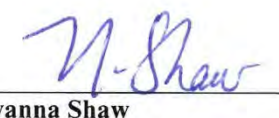
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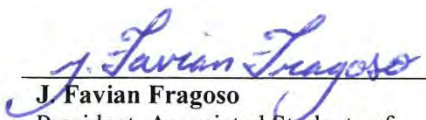
  
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**Geraldine M. Perri, Ph.D.**  
Superintendent/President  
Date: 7/10/18

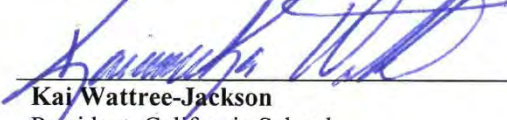
  
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**Patricia A. Rasmussen, Ph.D.**  
President, Board of Trustees  
Date: 8/21/18

  
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**Arvid Spor, Ed.D.**  
Vice President of Academic Affairs  
Accreditation Liaison Officer  
Date: 6/25/18

  
\_\_\_\_\_  
**Roberta Eisel**  
Accreditation Co-chair, faculty  
Date: 6/29/18

  
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**Nickawanna Shaw**  
President, Academic Senate  
Date: 6/25/18

  
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**J. Favian Fragoso**  
President, Associated Students of  
Citrus College (ASCC)  
Date: 6/25/18

  
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**Kai Wattree-Jackson**  
President, California School  
Employees Association (CSEA),  
Chapter 101  
Date: 7/10/18

**Citrus College  
Midterm Report  
Accrediting Commission for Community and Junior Colleges  
Fall 2018**

**TABLE OF CONTENTS**

	Page #
Certification of Report	iii
Table of Contents	v
Statement of Report Preparation	1
Response to Recommendations from External Evaluation (October 2015)	3
Link to Follow-Up Report	
Updates since the Follow-Up Report	
Recommendation 1	3
Recommendation 2	4
Commission Concern 1	4
Commission Concern 2	4
Response to Actionable Improvement Plans (AIPs)	6
AIP 1 - Program Review and Learning Outcomes	9
AIP 2 - Online Education	12
AIP 3 - Student Educational Plans	16
AIP 4 - Library Services	19
AIP 5 - Technology	23
AIP 6 - Engagement in College Processes	27
Data Trend Analysis	
Institution-set Standards	35
Fiscal Report Data	40
Appendix: Evidence Documents	41

## Statement of Report Preparation

This report responds to six Actionable Improvement Plans (AIPs) developed by Citrus College during its Institutional Self-Evaluation process leading to the Commission's External Evaluation Team visit on September 28 to October 1, 2015.

The Commission, in its February 5, 2016 letter, reaffirmed Citrus College's accreditation for eighteen months and required a Follow-Up Report to address deficiencies cited in two Recommendations and two Commission Concerns. Citrus College addressed these recommendations and concerns in its spring 2017 Follow-Up Report. The Commission's action letter, dated June 23, 2017, noted that the institution had resolved deficiencies and meets Standards and Eligibility Requirements, and the Commission reaffirmed Citrus College's accreditation for the remainder of the six-year cycle.

Citrus College crafted its AIPs to address matters of concern to the institution. These include improvements in technology resources to support key processes – especially program review, learning outcomes assessment, and planning – training faculty, maintaining vigilance in library excellence, and improving practices that support shortening students' time to completion. Lastly, the College crafted an improvement plan to provide for wide-ranging engagement in key initiatives and strategies through the development of the Citrus College Strategic Plan, 2016-2021.

In developing this report, the College followed a process similar to that followed in the development, vetting, and approval of the 2016 Follow-Up Report. The College invited faculty, staff, students, managers, and administrators with expertise and interest in the matters addressed in the AIPs to review data, processes, and progress in addressing these plans. The full team initiated the Midterm Report process in May 2017, and in the following months, AIP teams worked in their respective areas. The accreditation liaison officer or the faculty accreditation co-chair, or both, attended most of the AIP team sessions.

In addition to responding to the AIPs, the Midterm Report includes updates on continued attention to recommendations and concerns from the 2015 comprehensive evaluation team as well as analysis of longitudinal trend data. Preliminary drafts of responses to AIPs were completed in December 2017. Early editing and compilation of the full report occurred during winter 2018.

With the beginning of the spring 2018 semester, the accreditation liaison officer and the faculty accreditation co-chair initiated the process of vetting the Midterm Report with the college community. They conducted a college community forum on February 27, 2018. The draft report was posted for review and comments by the college community. The Accreditation Co-chairs

shared the draft report through the shared governance structure, reviewing the report with key committees and making modifications in response to suggestions. These key constituent groups and major governance bodies include:

Academic Senate

Associated Students of Citrus College

California School Employees Association (Classified Staff)

College Information Technology Committee

Educational Programs Committee

Institutional Effectiveness Committee

Management Team

Steering Committee

Student Services Committee

Supervisor/Confidential Team

Matters of concern from both the 2015 comprehensive evaluation and the AIPs are addressed on a continuous basis and are interwoven in continuous college plans and practices.

## Response to Recommendations from External Evaluation

Citrus College received two Recommendations and two Commission Concerns as stated in the fall 2015 External Evaluation report. Both recommendations and concerns were addressed immediately, and the required [Follow-Up Report](#) <sup>(1)</sup> was submitted to the Commission in March 2017.

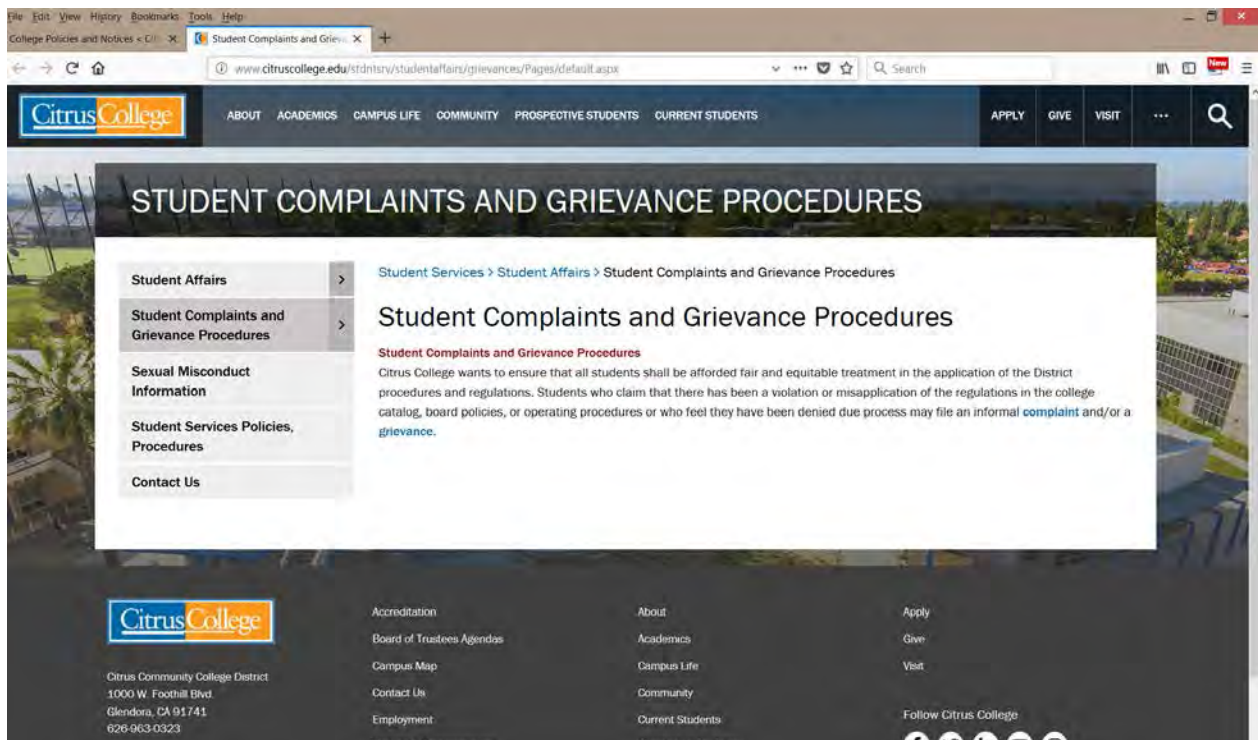
The June 17, 2017 letter from the Commission indicates that Citrus College had resolved deficiencies cited by the comprehensive evaluation team in fall 2015. Since the exit interview in the fall of 2015, Citrus College has monitored areas addressed in the recommendations and concerns to assure they receive continuous attention for compliance and improvement.

### **Recommendation #1**

**In order to meet the Eligibility Requirements and the Standards, and to comply with Federal Regulations, the team recommends the College include precise, accurate, and current information concerning grievance and complaint procedures and sexual harassment in its print or electronic catalog for its constituencies (ER 20, II.B.2.c).**

### **Update since the Follow-Up Report**

Citrus College continues a practice that assures precise, accurate, and current information concerning grievance and complaint procedures, as well as information on sexual harassment are available in print, on its website and in its catalog. This is supported by an ongoing process of review and updates.



The screenshot displays the Citrus College website's navigation and content for "Student Complaints and Grievance Procedures". The browser address bar shows the URL: [www.citruscollege.edu/studentsrv/studentaffairs/grievances/Pages/default.aspx](http://www.citruscollege.edu/studentsrv/studentaffairs/grievances/Pages/default.aspx). The website header includes the Citrus College logo and navigation links: ABOUT, ACADEMICS, CAMPUS LIFE, COMMUNITY, PROSPECTIVE STUDENTS, CURRENT STUDENTS, APPLY, GIVE, VISIT, and a search icon. The main content area features a breadcrumb trail: Student Services > Student Affairs > Student Complaints and Grievance Procedures. The page title is "Student Complaints and Grievance Procedures". Below the title, the text states: "Citrus College wants to ensure that all students shall be afforded fair and equitable treatment in the application of the District procedures and regulations. Students who claim that there has been a violation or misapplication of the regulations in the college catalog, board policies, or operating procedures or who feel they have been denied due process may file an informal **complaint** and/or a **grievance**." A left-hand sidebar menu lists: Student Affairs, Student Complaints and Grievance Procedures, Sexual Misconduct Information, Student Services Policies, Procedures, and Contact Us. The footer contains the Citrus College logo, contact information (Citrus Community College District, 1000 W. Football Blvd., Glendora, CA 91741, 626-963-0323), and various links: Accreditation, Board of Trustees Agendas, Campus Map, Contact Us, Employment, About, Academics, Campus Life, Community, Current Students, Apply, Give, Visit, and Follow Citrus College with social media icons.

## **Recommendation #2**

**In order to meet the Eligibility Requirements and the Standards, the team recommends the college comply with Commission requests, directives, decisions and policies, and make complete, accurate, and honest disclosure (ER 21, I.A.3, I.B.3, IV.A.4)**

### **Update since the Follow-Up Report**

As required, all reports to the Commission are submitted on time and have met the requirements and expectations of the Commission. Through its consistent practice of reviewing and sharing Commission materials when received, Citrus College assures it adheres to Commission decisions and policies. The College immediately posts all correspondence from the Commission on its website and reports on these materials and the actions of the Commission regularly at the major decision-making and leadership body, the college Steering Committee as well as at other shared governance and leadership forums throughout the College.

## **Commission Concern # 1**

**The Institutional Self-Evaluation Report was disappointing, particularly with respect to providing access to evidence and including all of the required information in the team report. The Commission notes that evaluation team also stated that Citrus College did not provide the evidence of its own excellent performance with respect to some of the Standards, and therefore the College may not have developed an accurate assessment of its own quality, as is the purpose of the self-evaluation process. The Commission urges Citrus College to develop a different approach to its next report to the commission – one that provides for broader college input, more careful attention to presenting the factual evidence of the College's performance with respect to standards, and more careful review of the report before finalizing it.**

### **Update since the Follow-Up Report**

Citrus College addressed the deep import of this Commission Concern in its Follow-Up Report. The process used in the development of that report demonstrates the widespread process of engaging faculty, staff, managers, and students and vetting the report with key constituency groups and shared governance groups. A similar process was used in the development of this Midterm Report. The section on AIP 6 addresses similar concerns.

## **Commission Concern #2**

**The Commission discussed the institution-set standards established by Citrus College, and like the team, believes that are set low. The College should review and consider resetting those standards to a more rigorous level. (Standard I.B.2)**

### **Update since the Follow-Up Report**

Citrus College values its culture of data-driven decision-making. As noted on page 5 of the 2015 External Evaluation Report, “with only a few exceptions, the team commends Citrus College on the general level of data literacy that seems pervasive to the college’s culture; it is organic and authentic. Faculty, staff and college leaders exhibit a high degree of empirical decision-making. If Citrus College leverages this culture of evidence in accreditation preparation, it will be positioned to transition to the 2014 Accreditation Standards.” Since the Follow-Up Report, the



College continues to be aspirational in its treatment of institution-set standards which is indicated in the subsequent Annual Reports to the Commission. As a measure of the College's rigor, the Institutional Effectiveness Committee played a leadership role in the Data Trend Analysis section of this Midterm Report.

Aspirational institution-set standards are woven into the Citrus College Strategic Plan: 2016-2021, and programs and departments throughout the institution tie their practices and operations to the objectives and strategies of this plan through their program review reports.

## Self-Identified Actionable Improvement Plans

Citrus College crafted its Actionable Improvement Plans (AIPs) to address matters of concern to the institution. The following table shows an overview of these plans, demonstrable actions, resulting status, and how each is linked with other critical components of the organization. Each AIP is discussed in detail on subsequent pages.

Actionable Improvement Plan	Actions since 2015 report	Status	Integration with Institutional Planning, Evaluation, Assessment
<p>1. In order to further enhance integration of data, student learning outcomes assessment, program review planning, and resource allocation processes, Citrus College will institute additional robust technology supported resources. (Old Standards: I.B.7, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.i, II. A.6, II.B.4, II.C.2, III. C1, New Standards: II.A.2, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.8, I.B.9, I.C.3, II.A.3, II.A.11, I.A.16, II.C.2, III.C.1, III.D.1., ERs 11, 15, 19)</p>	<ul style="list-style-type: none"> <li>• Program Review Committee and HotShots (Student Learning Outcomes Committee) evaluated software resources during 2015-2016</li> <li>• Taskstream software adopted and activated for fall 2017</li> <li>• Taskstream allows analysis and facilitates resource allocation process</li> <li>• Accreditation Standards indexed in Taskstream</li> </ul>	Met	<p>Accreditation data collection and analysis; Strategic Plan; Resource allocation process; Institutional effectiveness surveys; Program Review; SLO Assessment</p>
<p>2. In order to promote excellence, Citrus College will continue training of distance (online) education faculty and will monitor and respond to data on distance education, student success, and retention. Faculty and others will continue to analyze these data through program review and will assess the effect of faculty training. (Old Standard: II.A.1; New Standards: I.A.1, I.A.7, I.A.16, II.A.1, 2, 3, 6, 7, ERs 9, 11)</p>	<ul style="list-style-type: none"> <li>• Increased numbers of faculty certified to teach online by 17 per year through completion of training via @ONE courses</li> <li>• Analysis of online education using Taskstream</li> <li>• CCSSE survey directed toward online students</li> </ul>	Met	<p>Strategic Plan; Program Review; SLO Assessment; Online Education Committee; CCSSE – Online students survey</p>

Actionable Improvement Plan	Actions since 2015 report	Status	Integration with Institutional Planning, Evaluation, Assessment
<p>3. In order to improve beyond the Standard and minimize time to completion, Citrus College will complete student educational plans with all students, thus ensuring compliance with Student Success and Support Programs mandates. (Old Standards: II.A.2.c, New Standards: II.A.6, II.C.3, II.C.5, ERs 9, 15, 16)</p>	<ul style="list-style-type: none"> <li>• Increased by 237 percent the number of students with educational plans</li> <li>• Increased the number of associate degrees for transfer by 203 in the most recent year leading to shorter times to degree completion</li> </ul>	Met	Strategic Plan; Program Review; SLO Assessment; Student Success and Support Program Plan
<p>4. In order to ensure excellence in library services and access to these services, the Hayden Memorial Library will continue to identify and address the changing demand for services. (Old Standards: II.C.1.c, New Standards: II.B.1, II.B.2, II.B.3)</p>	<ul style="list-style-type: none"> <li>• Filled full-time staff positions</li> <li>• Installed 100 new computers to replace virtual desktops for students</li> <li>• Deployed print management software to reduce waste</li> <li>• Developed and began implementing a SLO assessment survey for library instruction</li> </ul>	Met	Strategic Plan; Program Review; SLOA Surveys
<p>5. In order to further advance the College technology plan, Citrus College will make resources available in a timely basis to address critical training, personnel and financial resources to procure, replace, sustain and expand services. (Old Standards - III.C.1.c.) New standards - III.C.1, III.C.2, III.C.3, III.C.4)</p>	<ul style="list-style-type: none"> <li>• Expanded and increased trainings</li> <li>• Increased personnel by 75 percent and added 7 student workers</li> <li>• Increased allocations for equipment and services by \$5.3 million over three years</li> </ul>	Met	Strategic Plan; Technology Plan; Integrated Planning Model; Program Review

Actionable Improvement Plan	Actions since 2015 report	Status	Integration with Institutional Planning, Evaluation, Assessment
<p>6. In order to achieve excellence, and to reaffirm its commitment to consistent engagement in College processes from members of all constituent groups, Citrus College will continue to encourage and support participation in college wide practices. As an example of this commitment, the Citrus College method to develop the new strategic plan will provide employees and students throughout the college community the continuing opportunity to engage in inclusive dialogue on matters of institutional importance and help craft the strategic objectives that will guide the College as it moves forward. (Old Standards: IV.A.1, IV.A.3., New Standards: I.B.1, I.B.8, I.B.9, I.C.5, IV.A.1, IV.A.2, IV.A.7, IV.B.3, ER 19)</p>	<ul style="list-style-type: none"> <li>• Strategic Plan states measurable objectives and focus area strategies that call for widespread engagement</li> <li>• Examples of, and data on, engagement with College initiatives retrievable from Taskstream</li> <li>• Shared governance process calls for engagement, and Standing Committees of Steering demonstrate this in practice</li> <li>• Meeting agendas and minutes published</li> </ul>	Met	Strategic Plan Assessment; Program Review; Institutional effectiveness surveys; Shared Governance; Integrated Planning Module

**Actionable Improvement Plan #1: In order to further enhance integration of data, student learning outcomes assessment, program review planning, and resource allocation processes, Citrus College will institute additional robust technology supported resources. (Old Standards: I.B.7, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.i, II. A.6, II.B.4, II.C.2, III. C1, New Standards: II.A.2, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.8, I.B.9, I.C.3, II.A.3, II.A.11, I.A.16, II.C.2, III.C.1, III.D.1., ERs 11, 15, 19)**

## **OUTCOME**

Actionable Improvement Plan number one is met. Citrus College purchased a new software package, Taskstream AMS, produced by parent company Watermark, in March 2017. The technology provides exceptional support for reporting program review, student learning outcomes assessment, and resource allocation processes. The College continues to expand training on this new system and to make more widespread use of its reporting capabilities, leading to making informed decisions.

## **CONTEXT**

In the fall of 2014, the Program Review and HotShots (Student Learning Outcomes Assessment Committee) committees reviewed possible software packages to support both program review and student learning outcomes assessment. This led to both committees recommending that the College adopt Performance Cloud for this purpose (discussed in the 2015 Institutional Self-Evaluation Report, Standard IIA). During 2015, the District went through several rounds of negotiations with its parent company to build and finalize a contract. However, in the end, the District's representatives determined that the parent company was not prepared to provide adequate guarantees of access to and protection of the College's data.

The Program Review and HotShots committees resumed searching for a software package to provide support for both program review and SLOA.

Throughout fall 2016, these committees reviewed the Taskstream AMS system for program review and SLO assessment and concluded by recommending the College adopt this product. In spring 2017, the Academic Senate and the Steering Committee gave support to this recommendation and signed an agreement to purchase the program.

From May to August 2017, a Taskstream workgroup consisting of faculty, staff, and administrators met with Taskstream representatives to design the program review and SLO templates in Taskstream. These templates have generally been modeled after the existing models used by the College. However, the process of setting up the templates in Taskstream has allowed for a robust review of the purpose of each section of the program review. This has led to removing duplication of sections between the annual and comprehensive program reviews for support programs (academic support, institutional support, and student services).

As members of the workgroup became proficient in the use of Taskstream tools, they took over development of further program review templates. This process of developing program review

templates continued through the 2017-2018 academic year. In reviewing the templates developed by the workgroup, Taskstream's representative commented that they were sophisticated and showed a "mature culture of assessment."

## **ANALYSIS**

In summer and early fall 2017, twelve student services programs completed annual program reviews on Taskstream. In fall 2017, a total of 54 instructional programs completed SLO assessment as well as annual program reports and one of five supplemental ("Plus One") reports on Taskstream. Plus One reports seek responses to questions on the following four topics over the course of four years plus a summary in the fifth year. The topics are Mission, Curriculum, Degrees and Certificates, and Program SLOs. In winter and early spring 2018, seven academic support programs and eight institutional support programs completed their annual program reviews on Taskstream.

While the College has only just begun to use Taskstream, several immediate benefits to the program have become clear:

1. The system is easily available to users both on and off campus on a wide variety of platforms. The previous SharePoint system was often difficult or impossible to access for users working off campus or with non-Microsoft Windows operating systems.
2. Data packets are made available to programs within their program review templates rather than being located in separate folders. This makes it easier for all users to access their program's data.
3. Coordinators can track assessment of course-level SLOs throughout the College.
4. Program review budget requests can be easily compiled by budget category (e.g. facilities, equipment, supplies, staffing) from an individual division or across all academic or student services programs. Division managers were able to compile their own budget requests from across their divisions and, in the case of academic programs, hold meetings with faculty to prioritize requests. In the past, this process had to wait for these requests to be compiled manually by staff in the Office of Academic Affairs.
5. Budget requests can be reviewed quickly and feedback given to the requesting programs on the status of their budget requests. This has substantially shortened the time between programs making budget requests and those requests being funded. Previously, programs would have to wait for nearly a year to have their program review budget request reach the Financial Resources Committee. This time has now been reduced to four months or less, including the time needed for technical, divisional, and area review and prioritization.
6. Accreditation standards are indexed in Taskstream, making it easier to link program outcomes, resource requests, and fulfillments together.

To ensure continuous improvement, the Institutional Effectiveness Committee working with the HotShots and Program Review Committees, conducts surveys of Taskstream users after the completion deadlines for program review and SLO assessment. A total of 116 respondents participated in the surveys (52 from student services and 64 from instructional programs).

Overall, most users (75 percent who responded to the question) found the software moderately to extremely easy to use. However, some concerns were raised over the availability of training for

new users of the system and over how the work done in program review will be used to improve instruction and services. These concerns will be taken into account to further improve the program review and SLOA templates, to improve training on the software, and to ensure that the data from these processes is more widely discussed and used in making decisions.

## **CONCLUSION**

The College has met Actionable Improvement Plan number one. To give more robust technical support for program review and student learning outcomes analysis, the College purchased and implemented Taskstream AMS. The use of Taskstream is fully integrated into institutional practices. Programs in all parts of the College have completed program reviews on the new system, and all current course-level learning outcomes assessment have been recorded on it as well. This has allowed the College to make more rapid and effective use of these reports for planning and budgeting purposes. Users have found the system to be moderately to extremely easy to use but have reported the need for additional training and clearer evidence of how the results are being used.

**Actionable Improvement Plan #2: In order to promote excellence, Citrus College will continue training of distance education faculty and will monitor and respond to data on distance education, student success, and retention. Faculty and others will continue to analyze these data through program review and will assess the effect of faculty training. (Old Standard: II.A.1, New Standards: I.A.1, I.A.7, I.A.16, II.A.1, 2, 3, 6, 7, ERs 9, 11)**

**OUTCOME**

Actionable Improvement Plan number two is met. All faculty new to online education and nearly all returning online education faculty have been trained appropriately regarding fundamentals of online teaching. Faculty who have completed training participated in a quantitative and qualitative survey regarding the impact of training on their teaching. Student success and retention data are included in the self-reflection provided during annual program review.

**CONTEXT**

During the writing of the 2015 Institutional Self-Evaluation Report, the College committed to growth of the online education program. In order to ensure quality while the program grows, the team responsible for writing the Standard IIA section committed to this actionable improvement plan that includes faculty training and analysis of program data.

**ANALYSIS**

**The Program**

**Overview and general characteristics**

Online Faculty Currently Teaching	Trained Online Faculty	Number of Courses Approved for Online	Number of Online/Hybrid Sections per primary term	Online FTES per primary term	Number of programs that can be completed 100% online	Number of staff directly supporting Online Education	Hours of on-campus support
79	89	170	150	500	11	4	M-F 8 am-5 pm

**Program Changes**

In 2016-2017, the distance education program, supported by the Academic Senate, submitted a name-change proposal to the Educational Programs Committee. The new program name is Online Education (OE).

In fall 2016, faculty evaluated Canvas as a potential new learning management system (LMS). After a campus presentation and exploration in a test environment within the LMS, faculty voted overwhelmingly (~90 percent) in December 2016 to adopt Canvas; OE staff worked with Technology and Computer Services (TeCS) to implement Canvas in the second half of 2017.

The OE Committee began review and revision of the administrative procedure governing online education, Administrative Procedure [\(AP\) 4105 Online Education<sup>\(2\)</sup>](#). The Academic Senate



approved the edits in October 2017. The approval process continued, and the updated procedure became effective spring 2018. Revisions included expanded definitions and examples of two significant elements: (1) regular and effective contact, and (2) online, hybrid, and web-enhanced courses.

### **Program Review**

The online education (OE) program faculty and staff integrated this AIP into planning via the program review process. The OE committee completes [annual](#)<sup>(3)</sup> and [comprehensive](#)<sup>(4)</sup> program reviews. During the previous two annual reviews, the committee identified the following goals: evaluation of Canvas as a new LMS, continued training for online faculty, and analysis of the impacts of training on online student success and retention.

### **Training and Professional Development**

#### **@ONE (the Online Network of Educators) trainings**

Since spring 2015, the College has required all new online faculty to complete the course *Introduction to Online Teaching and Learning* provided by @ONE (the Online Network of Educators). Further, the College strongly recommended that all current online faculty complete the course. To date, 69 online faculty have participated in college-hosted @ONE training and another 20 faculty have completed training independently. On average, 17 additional instructors complete training each year. The course covers online pedagogy and best practices, requires faculty to submit examples of online work, and familiarizes faculty with state and federal requirements. The College provided training on assessment with @ONE for spring 2018. This training addresses faculty who have already completed the *Introduction to Online Teaching and Learning* course. The assessment course covers assessment as a design tool centered on student learning. The design process demonstrates how the alignment of clear learning outcomes, thoughtfully designed assessments, and analysis of assessment results lead to improved student success.

#### **Collegial sharing of best practices at monthly meetings**

The OE Committee meets monthly during primary terms and includes faculty presentations on new and effective teaching techniques, technology, and/or pedagogy. This sharing exposes faculty to new technologies, and faculty discuss issues relevant to teaching online. Student engagement, success, and retention are at the heart of each presentation. Many faculty experienced growing pains with the new LMS. It will take time for all faculty to teach confidently in the new system. Ongoing training will continue to build faculty confidence in the new system and will ensure effective practices for online teaching and learning.

#### **Convocation and In-Service Day presentations**

Faculty were introduced to Canvas and the transition to the new LMS in February 2017 during an in-service day presentation. More than 100 faculty attended and indicated in follow-up surveys that the workshop provided valuable information. Faculty familiar with Canvas created videos and hosted presentations on how to migrate course materials and course set-up. They hosted a second workshop in June 2017, followed by another presentation covering common questions for Canvas and getting started was hosted on Convocation in August 2017.

### **Analysis of training**

A [study<sup>\(5\)</sup>](#) completed with the assistance of the Office of Institutional Research, Planning, and Effectiveness found no noticeable or significant changes on the effects of training on teaching, measured through student success and retention as of spring 2018.

However, OE leaders analyzed data from only the semesters prior to and following training. In December 2017, online education faculty teamed with the research staff to conduct a [qualitative survey<sup>\(6\)</sup>](#) regarding any pedagogical changes they implemented as a result of their participation in training. Faculty indicated that the training provided many new ways to engage students in an online environment. The opportunity to be an online student themselves helped faculty to develop empathy for students in their online classes. Many of them stated they developed a renewed focus on clarity and regularity of reminders and instructions as a result of participating in online training. Based upon the results of the survey, the College may consider conducting focus groups and a longitudinal quantitative analysis of pre- and post-training student success and retention results. The faculty survey identified the need for a more formal online student training process. The program will develop new student training practices for fall 2018 implementation.

### **Faculty evaluations and site reviews**

Pre-tenure, post-tenure, and adjunct faculty who teach online are evaluated regularly. During each evaluation, the faculty member reviewer and the OE faculty coordinator evaluate the online course materials using a mutually-agreed-upon rubric. Pre-tenure faculty are evaluated each fall until reaching tenure; post-tenure faculty are reviewed every three years in spring; and adjunct faculty are reviewed every six semesters.

### **Data Analysis and Response to Data**

#### **Program review data packets – by discipline/program**

Every program during the annual review process analyzes [success and retention data for online courses<sup>\(7\)</sup>](#). Faculty are encouraged to reflect on these data with respect to other program and College rates.

#### **SLOA reflections**

Student learning outcomes templates prompt faculty to reflect on and analyze data for all course student learning. The prompt asks if the course was taught in an online format and if there was a different assessment for the online section(s). With the implementation of Taskstream, the new software for program review and SLOA, reports on online education outcomes will be easy to generate and discuss. The majority (~97 percent) of course-level reflections indicate that the same assessment is used for both face-to-face and online sections.

#### **Program review data discussion in OE program review and committee**

The OE committee discusses program-wide data in comparison with college and state success and retention data. The program historically is on par with the state and the College for retention – often exceeding both. However, much like other online data in the state, online education success rates during primary terms are five percent to ten percent lower than that of the College as a whole. The OE committee considers ongoing training an important, but not an exclusive

means for improving student success. During its September 2017 meeting, the OE Committee discussed other avenues of student support for online readiness and learning.

## **CONCLUSION**

In conclusion, Actionable Improvement Plan number two is met. Faculty who have completed training participated in a quantitative and qualitative survey regarding the impact of training on their teaching. The survey confirms the value of training for new and returning online faculty. Although the online program continues to grow at a steady pace, student success and retention are at the least being maintained and in some cases improving. The College and its online education program commit to continued faculty and student training, data gathering, and analysis and self-reflection to support online learning.

**Actionable Improvement Plan #3: In order to improve beyond the Standard and minimize time to completion, Citrus College will complete student educational plans with all students, thus ensuring compliance with Student Success Support Programs mandates. (Old Standards: II.A.2.c, New Standards: II.A.6, II.C.3, II.C.5, ERs 9, 15, 16)**

## OUTCOME

Actionable Improvement Plan number three is met. Citrus College has facilitated a significant increase of student educational plans and continues to employ additional means that effectively promote student completion of educational outcomes.

## CONTEXT

Citrus College is dedicated to helping students successfully complete their courses of study by providing them with the opportunity to develop their student educational plans (SEPs) through multiple service formats within a reasonable period of time, as required by the Student Success and Support Program (SSSP) provisions of California Senate Bill 1456, the Seymour-Campbell Student Success Act of 2012.

## ANALYSIS

In compliance with the SSSP provisions of Senate Bill 1456, Citrus College has made significant progress in the area of educational planning since submitting its Institutional Self-Evaluation Report in fall 2015. The College has increased the number of student educational planning services offered and expanded the types of delivery formats. For example, students are now given the opportunity to complete an SEP during any of the following contacts with staff at the College: Early Decision orientation sessions for graduating high school students, new student orientation sessions, individual appointments, drop-in services, counseling courses, and group sessions provided by specialty programs (e.g. International, Veterans, Career Technical Education, Athletics, Noncredit).

Publications such as the college catalog, schedule of classes, welcome letter, and college website inform students on the importance of completing an SEP. Citrus College encourages students to meet with a counselor to complete an educational plan by providing reminder phone calls, emails, and class visits. Students have increasingly used the educational planning services as indicated by the data presented in the following table:

Academic Year	Unduplicated Head Count	Unduplicated SEP Completions	Percentage Increase from Base (2012-2013)	Percentage of Students with SEPs
2012-2013	17,980	3,790	---	21%
2013-2014	19,246	5,863	55%	30%
2014-2015	19,066	9,846	160%	51%
2015-2016	19,782	12,588	232%	64%
2016-2017	19,880	12,763	237%	64%

This table shows the number of students, by unduplicated head count, who completed an SEP for each academic year from 2012-2013 through 2016-2017. The number of students with a completed SEP has increased by 237 percent since 2012-2013, resulting in 64 percent of the overall student body having completed an SEP in 2016-2017. In addition, many follow-up and supplemental SEPs have been completed as a result of changes to students' courses of study and unique circumstances. For example, in 2015-2016, the counseling division worked diligently to provide 21,288 SEPs (duplicated headcount) to students to meet their changing needs.

To help streamline student educational plans, instructional and student services faculty analyzed course sequencing patterns in spring 2017 and redesigned many of the College's transfer degrees to reduce time to completion and increase overall transfer rates. As a result, core courses are offered more frequently, students have better access to the courses they need for transfer, and the number of Associate Degrees for Transfer (ADTs) has increased significantly in recent years.

In 2017, Citrus College was recognized by The Campaign for College Opportunity as one of the top producers of transfer degrees for California Community Colleges. Citrus College conferred 703 Associate Degrees for Transfer in 2015-2016 (an increase of 203 ADTs over the previous year), ranking it fifth among California Community Colleges in terms of ADT production, and second in the number of ADTs conferred relative to its enrollment size.

The College continues to strive for increasing the number of degrees and certificates, while reducing time to completion for all students. These efforts are ongoing and include the development and implementation of Multiple Measures Placement and Co-requisite Remediation, Guided Pathways, and the Citrus College Promise Program.

In support of the Student Success and Support Program (SSSP) provisions of California Senate Bill 1456, a new law, California Assembly Bill 705, calls for colleges to assess and utilize a student's high school coursework, grades, and grade point average to maximize the probability that the student will enter and successfully complete transfer-level English and mathematics coursework within their first year at the College. Colleges may require students to take a supplemental course in addition to transfer-level math and English courses in order to increase the likelihood that they will pass the transfer level courses.

### **Multiple Measures Placement**

The College has developed a plan for implementation to begin in fall 2018, whereby students entering the College for the first time will be placed into English and mathematics courses using multiple measures of assessment which includes their high school record (self-reported GPA and highest mathematics course completed). In addition, students will be placed directly into college and transfer-level English and mathematics courses, thereby maximizing the probability that students will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe. To support this effort, faculty developed co-requisite courses in English and mathematics to provide contextualized remediation for students to gain necessary skills to succeed at the college level. Embedded tutors, placed directly into classrooms, will further help with "just-in-time" remediation efforts. Once fully implemented, this initiative is expected to reduce overall time to completion by the state deadline of fall 2019.

## **Guided Pathways**

A second major initiative that will most likely improve overall time to completion is the development and implementation of Guided Pathways at Citrus College. Guided Pathways provides a clear framework to help shepherd students from entry to completion, ensuring that learning is happening along the way and that outcomes are being met. The State of California has provided a one-time investment for implementation over a five-year period, beginning spring 2018. The College submitted an initial self-assessment to the State Chancellor's Office in December 2017 and a detailed action plan for implementation in spring 2018. The College has established a steering committee for Guided Pathways, and several of its workgroups are in the beginning stages of development and planning for implementation.

## **Promise Program**

The third major completion-related initiative, which will be launched in fall 2018, is the Citrus College Promise Program. The goal of the program is to increase college access for first-time students, provide support, and promote timely completion of students' educational goals. The program will be open to any student who participates in the College's Early Decision Program, where high school students from the local service area are provided assessment, orientation, educational planning, and registration assistance. Students who qualify for the Promise Program will have all fees covered, will benefit from textbook loans, and will receive enhanced student support services.

In order to participate, students must agree to maintain full-time enrollment, apply for financial aid, sign the "I Will Complete College" pledge, enroll in English and mathematics during their first term, maintain a 2.0 GPA, and complete a comprehensive SEP. Students may stay in the program for a second year if they complete the initial requirements, earn 30 units, and maintain a 2.5 GPA during their first year. Enrollment for the fall 2018 Promise Program is expected to be approximately 750 students, or about 42 percent of incoming first-time, full-time students, with additional enrollment increases anticipated in subsequent years.

In addition, the launch of a new student portal, *my.citruscollege.edu*, designed to increase communication and interactions with students, will aid in reducing student time to completion. Recent improvements to Degree Works, a degree audit program and student educational planning tool, will help students understand the degree requirements for their course of study.

Degree Works monitors students' progress on their SEPs, providing notifications when students are "off-track," especially as it pertains to essential or gateway courses, and allows students to track their own progress and make adjustments as needed. As a result, counselors can better monitor progress and provide critical interventions when needed.

## **CONCLUSION**

Having met the initial intent of Actionable Improvement Plan number three, the College seeks to continue to minimize students' time to completion. Citrus College continues to innovate and improve on its services, resource tools, and planning efforts that encourage students to identify their educational goals early on, assists students as they develop and maintain educational plans that are linked to career goals, and supports students as they move through their courses of study and completion of degree and certificate programs in a timely manner.

**Actionable Improvement Plan #4: In order to ensure excellence in library services and access to these services, the Hayden Memorial Library will continue to identify and address the changing demand for services. (Old Standards: II.C.1.c, New Standards: II.B.1, II.B.2, II.B.3)**

## **OUTCOME**

Actionable Improvement Plan number four is met at this time. However, Citrus College, will continue to monitor and promote excellence in library resources and services offered by the Hayden Memorial Library.

## **CONTEXT**

This AIP addresses an ongoing commitment by Citrus College to continuous improvement in library and information competency support. Notably, page five of the fall 2015 Evaluation Report from the Commission commends the Citrus College library staff for “the extensive and well-developed collection of LibGuides designed to support the curriculum, showcase services, and provide information competency instruction to the college community regardless of location.”

## **ANALYSIS**

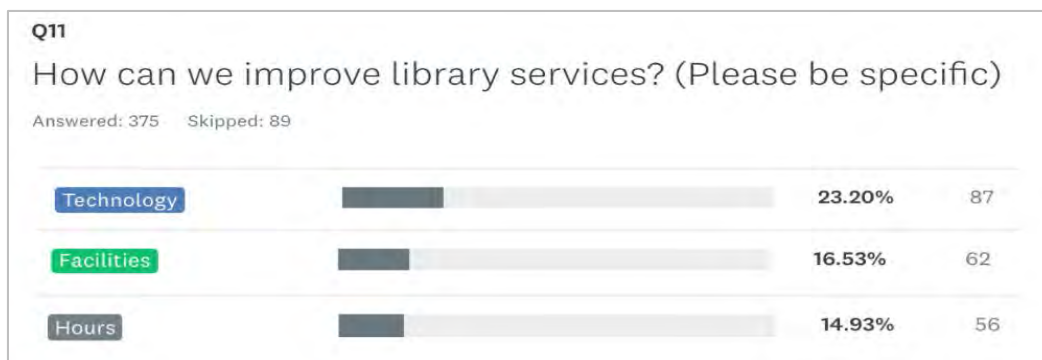
While the library staff and faculty continue to maintain and expand access to the library and other learning resources, there is a need for more library faculty and staff. The faculty full-time equivalent (FTE) is three, whereas the classified FTE staff number remains at ten. Since fall 2015, two library members retired: a full-time Systems Technical Services Librarian and a full-time classified staff member. Replacements for these positions were hired in fall 2017. However, the Systems/Technical Services position was filled with an Instructional Design Librarian, so there is still a need to fill the position of the Systems/Technical Services Librarian. To that end, in October 2017, library faculty submitted a request for an additional faculty librarian. However, this position was not ranked among those to be filled during the 2018-2019 hiring cycle. In addition, the Student Equity and Basic Skills Initiative grants funded a part-time College Success Librarian from January through December 2016. This librarian focused efforts on Basic Skills, ESL, and ENGL 099 students, offering one-on-one consultations, drop-in workshops in the library, and embedded librarian services in the DSPS lab, Veterans Success Center, and Foster Youth office areas.

The library staff and faculty strive to expand the hours of the library to provide more physical access to students, especially those taking night and Saturday classes. At the time of the 2015 Institutional Self-Evaluation Report, the library was open 7:30 a.m.-8:00 p.m. Monday-Thursday and 8:00 a.m.-4:00 p.m. on Fridays. In 2016-2017, the library secured Student Equity funds that assisted in keeping the library open until 9:00 p.m. Monday-Thursday in addition to the regular Friday hours. However, due to lack of funds and staff for the 2017-2018 year, the closing time has returned to 8:00 p.m. This pattern still provides 58 hours of physical access to the library personnel and services, which is two hours more per week than reported in the 2015 Institutional Self-Evaluation Report. Friday hours remain the same. The library is no longer open until 9:00

p.m. the week before finals because of reduced staff availability. While students continue to request Saturday hours, these staffing limitations affect the capacity to provide such hours.

The physical library offers approximately 100 computer workstations and many study areas. As library faculty and staff conduct surveys of students biannually in October and April, they continue to receive requests for more computers, study rooms, tables and chairs. For example, in fall 2017, many of the 375 comments received about what the staff could do to improve library services included these resources. The technology category ranked the highest and primarily included requests for more and faster computers and Wi-Fi. The facilities category includes study rooms, tables and chairs, ventilation and air conditioning, and sound levels in the library. The third largest category included requests for extended and weekend hours. The spring 2017 survey comments for this same question were very similar.

The following table shows the areas where students seek improvements.



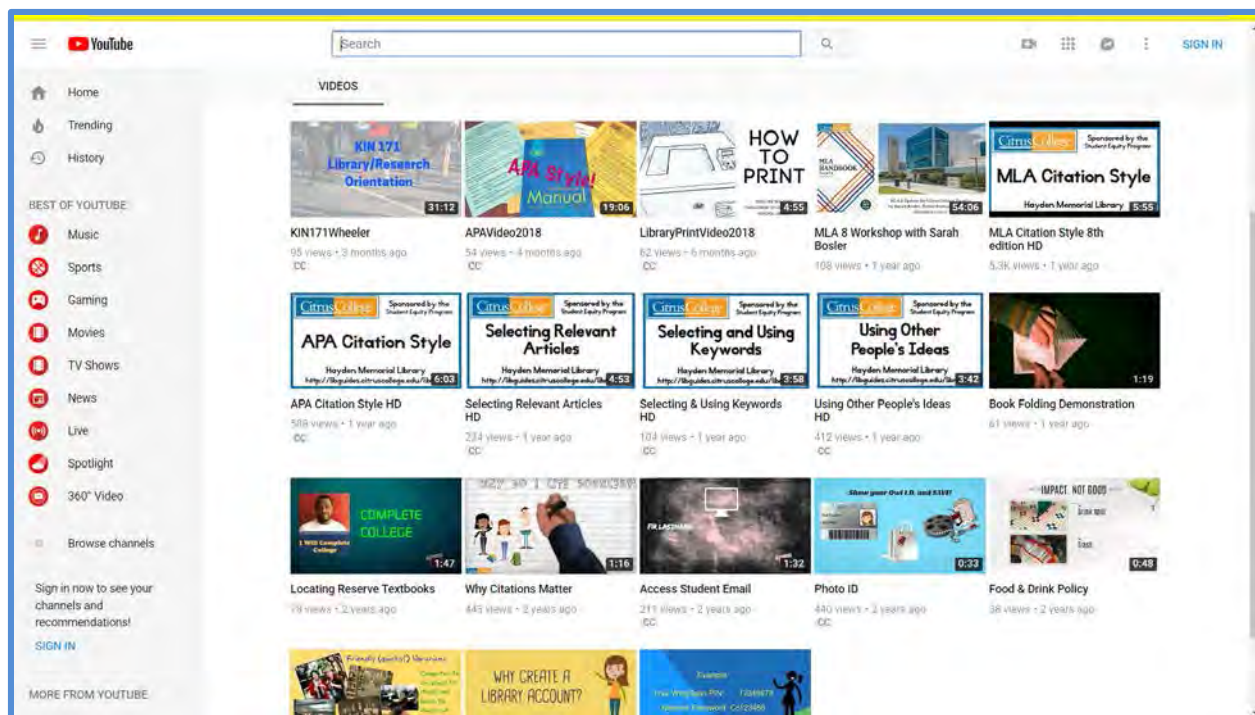
In response, in the summer of 2016, the library converted the Archive Room to a large study room and began checking out study rooms to students for two-hours at a time via the Circulation Desk to maximize availability of rooms to student groups. In fall 2016, the art gallery, previously in Library (LI) 112, was moved to the new Visual Arts Building. The College purchased nesting tables and chairs for LI 112 to expand study areas for students, and over the 2016-2017 and 2017-2018 academic years, this space has been used for library workshops and as an open study area. Also, in response to student requests via the library surveys, the College purchased two mobile device-charging stations in spring 2017. In fall 2017, the library began offering free earplugs to help mitigate noise-related distractions.

In winter 2018, IT Support Specialists from the Technology and Computer Services (TeCS) department replaced 100 desktop computers for student use. These computers were replacements of virtual desktop workstations that generated a significant number of service requests. These new machines are expected to provide a more reliable computing experience for students. Usage tracking print management software was deployed in winter 2018, resulting in reduced wasteful printing. A new monochrome printer for students was installed in fall 2016.

Students, both credit and noncredit, as well as staff and faculty access the library’s electronic resources 24 hours a day, seven days a week via the library website. The library home page continues to provide access to the library catalog, the growing collection of research guides, and databases. Patrons can create a MyLibrary Account, which authenticates (via EZProxy) with the



library management system using their campus WingSpan ID number. Library faculty created tutorial videos that illustrate the process and added them to the [library YouTube channel](#).<sup>(8)</sup> These videos are part of a growing collection initially funded by Student Equity funds on topics like MLA and APA citation formats.



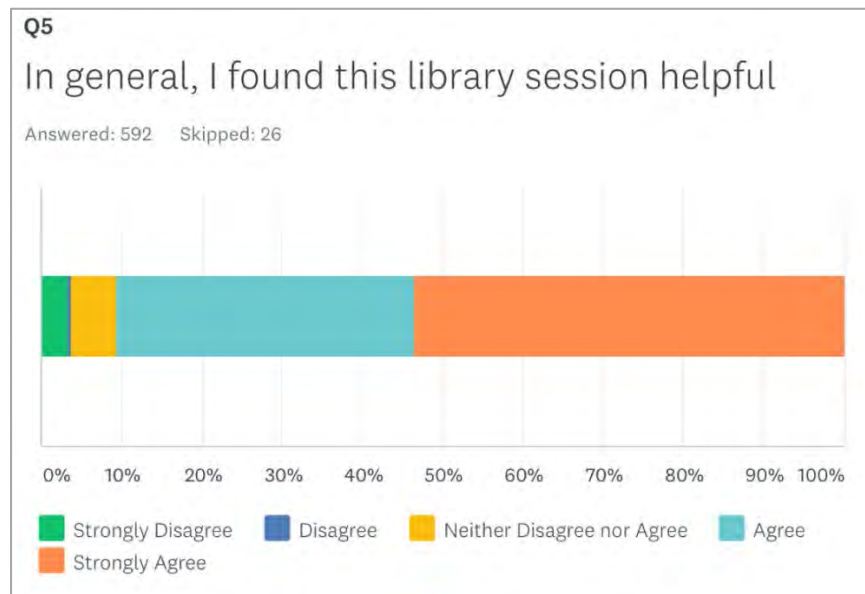
In a fall 2017 library survey, students reported that their next most preferred method for learning research skills (after in-person library instruction) was watching an online video. In response, the Instructional Design Librarian will continue adding to this video collection. She began converting some in-person workshops to an online format in spring 2018. Since fall 2015, the Films on Demand streaming media collection grew from 19,000 titles to 27,000 titles. In fall 2015, the library added an additional collection, Kanopy Streaming Media. Based on faculty and student recommendations, the library added the JSTOR database of academic journals, books, and primary sources in spring 2017. This database features several arts and sciences collections. The EBSCO, Gale, and Salem eBook collections are expanded to include new and updated titles to keep the collection current. Patron needs drive purchases made from patron-driven acquisition style databases like Kanopy and EBSCO eBooks. All the databases to which the library subscribes are accessible to users with disabilities as required by state and federal law.

The library continues to provide online assistance at the Reference Desk, and in spring 2015, the library subscribed to Springshare's LibAnswers service to expand online services, track questions electronically, and collect better reference transaction data. In winter 2016, the library added the LibChat SMS text messaging product to better serve students.

Library faculty assessed the current student learning outcomes and worked with Institutional Research, Planning, and Effectiveness staff to develop a survey to review library instruction sessions. Faculty librarians created the pilot in fall 2016, evaluated, and then revised it. They

continue to administer these evaluations after library instruction sessions each spring and fall terms.

Every semester since, the surveys have gathered more than 600 responses each time, with consistent results: approximately 90 percent of students agree or strongly agree that after attending the session, they are able to select the most appropriate tools such as databases and the library catalog, for the assignment (survey question 2). They report they were able to use the features such as keywords, subject headings and other search strategies, to identify the most appropriate resources (e.g. articles, books, media, websites) for the assignment (survey question 3). In general, students routinely find the session helpful (survey question 5).



In spring 2017, library faculty began working with the Dean of Career and Technical Education to reinstate and redesign the Library Technology Certificate program that ended in 2008. Librarians and the division dean assembled two advisory panels made up of local library representatives to collect feedback about the program. In spring 2018, LIBT 100 Information Literacy was approved effective fall 2019.

## CONCLUSION

Citrus College has met Actionable Improvement Plan number four. The College assures access to excellent library services through the efforts of the vigilant faculty and staff at the Hayden Memorial Library. While Citrus College has upheld its commitment to excellence in library services to the College community, continued diligence is in order.

**Actionable Improvement Plan #5: In order to further advance the College technology plan, Citrus College will make resources available in a timely basis to address critical training, personnel and financial resources to procure, replace, sustain and expand services. (Old Standard: III.C.1.c., New Standards: III.C.1, III.C.2, III.C.3, III.C.4)**

## **OUTCOME**

Actionable Improvement Plan number five is met. Improvements in resources for technology remain a priority for Citrus College.

## **CONTEXT**

Through the 2015 Institutional Self-Evaluation Report process, Citrus College identified a number of areas where service to students, staff and faculty could be improved through investments in technology-related staff and infrastructure. The College Information Technology Committee provided significant guidance on priorities, informed by input from other committees and constituents on campus.

## **ANALYSIS**

### **Training Resources**

Since 2015, Citrus College has invested in technology training of both technical and non-technical staff. Over the past three years, the College has engaged consultants to conduct on-site training in the Banner Finance system, Banner Financial Aid, the DegreeWorks degree audit and student educational plan system, and the Argos reporting system. A number of key Technology and Computer Services (TeCS) staff members attended conferences for DegreeWorks, Banner, and the California Community College Banner Group. In 2017, TeCS staff conducted six in-house training sessions on the Argos reporting system to 48 Citrus College employees, and conducted six in-house training sessions on publishing in the [my.citruscollege.edu](http://my.citruscollege.edu)<sup>(9)</sup> portal to 32 employees.

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Citrus College is now hiring student workers. Don't delay, apply today! [Learn more.](#)

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## Personnel Resources

Citrus College has recently invested in personnel resources to support an expanded portfolio of technology services to the college community.

Prior to August 2016, TeCS had four IT Support Specialist III positions. Staff in these positions provide the primary technology support to the classrooms and offices, and maintain the College technology infrastructure. In fall 2016, three additional employees were hired in this classification, giving the College seven IT Support Specialist III positions, a 75 percent increase. As a result of this investment, wait times to service computers at desktops and in classrooms have decreased significantly.

Prior to August 2016, TeCS had three Programmer/Analyst III positions. Staff members in these positions provide software support for the Banner ERP system, develop local applications and create reports. In fall 2016, two additional employees were hired in this classification, giving the College five Programmer/Analyst III positions, a 67 percent increase.

In summer 2017, TeCS implemented a formal help desk system. Under the guidance of a newly-hired technology operations and support services supervisor, seven student workers were hired to provide help desk support at two locations – in the information services building and in the lobby of the student services building. This investment significantly improved the ability of students, staff and faculty to get their critical technology issues addressed in a timely fashion.

Prior Status	Upgrade Period	New Status	Change	Impact
4 IT Support Specialist III positions	Fall 2016	7 IT Support Specialist III positions	75% Increase in staffing	Reduced resolution time for technology service requests from ~39 days in Spring 2016 to ~8.5 days by Spring 2017.
3 Programmer Analyst III positions	Fall 2016	5 Programmer Analyst III Positions	67% Increase in staffing	Improved new functionality and ability to deliver reports.
No formal help desk	Summer 2017	7 Student workers hired for help desk	Implementation of Help Desk	Improved responsiveness to students, staff, and faculty

## Financial Resources

Citrus College has made several significant and ongoing investments to further advance its technology plan. These investments are seen in the total non-personnel technology expenditures made over the last three fiscal years:

2015-2016: \$1,467,311.73 (actual)  
2016-2017: \$2,138,454.60 (actual) – an increase of 45.7 percent over 2015-2016  
2017-2018: \$1,699,740.00 (budgeted) – an increase of 15.8 percent over 2015-2016

Major one-time capital investments in technology during this period include

- upgrades to the infrastructure and heating, ventilation and air conditioning system in the Information Services building;
- the implementation of college wide wireless internet access;
- the implementation of a Distributed Antenna System for improved cell phone coverage in campus buildings;
- an upgrade of the staff and faculty email system; and
- implementation of an emergency notification system.

In addition to the one-time capital investments, this increase in funding has allowed Citrus College to make progress on its technology replacement cycle. This includes scheduled maintenance of approximately \$250,000 per year, replacement of classroom computers in podiums used by instructors, replacement of aging data projectors, and installation of smart boards in several classrooms.

### **New Services**

Thanks in part to the additional funding and staffing for technology, in 2016-2017 Citrus College introduced several new software applications that improve the ability of staff to do their work and improve the educational experience for students. These applications include

- CourseLeaf – an online catalog and curriculum management system;
- Citrus College Mobile – a mobile application for students, staff, and faculty;
- Terradotta – a system for managing International Students data;
- Taskstream – a system for managing student learning outcomes and program review;
- OrgSync – a system for managing student life data;
- DegreeWorks – a degree audit and student educational planning system;
- Citrus Guardian – a mobile security alert system;
- Canvas – an online learning management system; and
- OneCampus – a portal ([my.citruscollege.edu](http://my.citruscollege.edu)) that simplifies access to online resources

Citrus College launched a redesigned website in February 2018, providing improved navigation, accessibility, and responsiveness to multiple formats, such as phones and tablets. A single sign-on initiative is currently under way with expected completion in late summer 2018, alleviating a major source of frustration that users currently experience when navigating between systems with disparate user names and passwords. This added feature will allow faculty, staff and students to log in once to the portal and navigate seamlessly between applications, such as email, self-service and the degree audit system, without being prompted for a user name and password again.

### **CONCLUSION**

Citrus College has met Actionable Improvement Plan number five through timely investment in training, personnel, and financial resources demonstrating its commitment to excellence in technology.

**Actionable Improvement Plan #6.** In order to achieve excellence, and to reaffirm its commitment to consistent engagement in College processes from members of all constituent groups, Citrus College will continue to encourage and support participation in college wide practices. As an example of this commitment, the Citrus College method to develop the new strategic plan will provide employees and students throughout the college community the continuing opportunity to engage in inclusive dialogue on matters of institutional importance and help craft the strategic objectives that will guide the College as it moves forward. (Old Standards: IV.A.1, IV.A.3., New Standards: I.B.1, I.B.8, I.B.9, I.C.5, IV.A.1, IV.A.2, IV.A.7, IV.B.3, ER 19)

**OUTCOME**

Actionable Improvement Plan number six is met, and Citrus College continues its commitment to inclusive practices that assure wide engagement in major initiatives and college wide practices as well as implementation of college plans. Citrus College maintains institutional practices that are intentional and purposeful in engaging members of the college community in its goals, initiatives, and practices.

**CONTEXT**

This AIP from the 2015 Institutional Self-Evaluation Report identified a deeply-held value of inclusion and engagement within the College. The robust Citrus College shared- governance structure assures representation and participation opportunities for all constituency groups. Beyond this, the College values a deeper level of involvement. Climate survey data indicated the College could improve in its degree and quality of engagement within the institution. This AIP identified the contemporary process for developing the Citrus College Strategic Plan, 2016-2021 (Strategic Plan) as a vehicle to involve members of the college community in both distinguishing and implementing objectives and strategies built upon common values and a sense of institutional direction.

To further this process of engagement, the Follow-Up Report was shared and vetted widely throughout the college community, with the accreditation liaison officer and the faculty accreditation co-chair conducting 16 presentations and a community forum on the findings on Commission recommendations and concerns.

<p>October 2016</p>	<p>Oct. 14 – Supervisor/Confidential Team          Oct. 19 – Human Resources Advisory Committee          Oct. 24 – Institutional Effectiveness Committee          Oct. 25 – Associated Students (ASCC)          Oct. 26 – Academic Senate          Oct. 26 – Deans Council          Oct. 27 – Physical Resources Committee          Oct. 28 – HotShots (SLO) Committee          Oct. 28 – Program Review Committee          Oct. 31 – Educational Programs Committee (EPC)</p>
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November 2016	Nov. 2 – Financial Resources Committee Nov. 2 – Management Team Nov. 3 – Student Services Committee Nov. 7 – Institutional Research/Planning Committee (IRPC) Nov. 8 – CSEA (Classified Staff) Nov. 14 – College Information Technology Comm. (CITC) Nov. 21 - Report reviewed by Steering Committee Dec. 1 - Campus Forum <ul style="list-style-type: none"> <li>• Draft available for review</li> <li>• Provided highlights of the report</li> <li>• Shared final steps on data and details</li> <li>• Posted Third Party Comment Form</li> </ul>
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Additionally, as they developed this Midterm report, the accreditation liaison officer and the accreditation faculty co-chair reported on these findings with the major governance bodies, including the standing committees of the Steering Committee and the Board of Trustees.

April 2018	Apr. 20 – Supervisor/Confidential Team Apr. 24 – Associated Students (ASCC) Apr. 24 – Academic Senate Apr. 30 – Educational Programs Committee (EPC) Apr. 30 – Institutional Effectiveness Committee (IEC)
May 2018	May 2 – Management Team May 7 – CSEA (Classified Staff) May 10 – Student Services Committee May 14 – College Information Technology Committee (CITC) May 21 – Steering Committee – First Reading
	Jun. 4 – Steering Committee – Second Reading
	Jul. 17 – Board of Trustees – First Reading
	Aug. 21 – Board of Trustees – Second Reading

In the preparation of this Midterm Report, a team of five representatives met with the accreditation liaison officer and the faculty accreditation co-chair to analyze this AIP, review concerns, and discuss methods of assessing improvement. The team included faculty, classified staff, and administrators. Members of the team held a follow-up meeting to discuss ways to enhance engagement. The attendees determined that the Strategic Plan evaluation process, program review data, and the shared governance process of the College allow for multiple inputs on matters of institutional importance.

## ANALYSIS

Analysis of the process of developing and implementing the Strategic Plan, the program review process, and continuing shared governance processes is critical to assessing progress on this AIP.



## Strategic Plan

As anticipated in the 2015 Institutional Self-Evaluation Report, the development of the College's new Strategic Plan provided members of the college community the opportunity to engage in inclusive dialogue that led to the adoption of the single overarching institutional goal: *Increase Student Success and Completion*.

In this plan, eighteen college wide measurable objectives ensure accountability and attainment of the institutional goal. There are 11 key focus areas, each with specific strategies.

The 34 members of the Strategic Planning Work Group included representatives from classified staff, faculty, students, administrators, and supervisor/confidential employees. Strategic Plan drafts were vetted widely throughout the institution via the Steering Committee and its standing committee structure. Key groups among these are the:

- Institutional Effectiveness Committee
- California School Employees Association (classified)
- Associated Students of Citrus College
- Academic Senate

The Strategic Plan was approved on August 16, 2016. With the approval of the Strategic Plan, the College moved forward to assure continuing attention to the objectives and focus area strategies through a process of annual assessment and linkages to institutional processes.

The Office of Institutional Research, Planning, and Effectiveness coordinates the continuous cycle of assessment of the Strategic Plan. Annual Implementation Plans (AIP) address progress on Focus Area Strategies. Each year there are three reports developed relating to the annual implementation of the five-year plan:

- 1) In the beginning of the academic year, an AIP is developed delineating the specific activities to be carried out in the coming year under each focus area and strategy.
- 2) Approximately halfway through the academic year, the College generates a mid-year status report to document its progress.
- 3) Subsequently, an annual Progress Report documents progress by year end.

The annual implementation plan, midyear status report, and annual Progress Report all demonstrate widespread participation and engagement in college initiatives that help move the College forward. For example, Strategy 3.3 asserts that increased professional development opportunities and resources for faculty and staff can impact instructional quality (Focus Area 3) throughout the institution. Below, a copy of page 11 from the [Strategic Plan: 2016-2017 Progress Report<sup>\(10\)</sup>](#) demonstrates the opportunities provided to faculty and staff in support of improving instructional quality.

**Focus Area 3:** Instructional Quality  
**Strategy 3.3:** Increase professional development opportunities and resources for faculty and staff.  
**Contact:** Vice President of Academic Affairs, Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update of Activities</u>
1. Academic Affairs will seek to institutionalize the pilot faculty mentoring program.	1. The faculty mentoring program will be institutionalized before the end of the spring 2017 semester, through the use of district funding.	1. The mentoring program has been expanded to include math and language arts faculty. In fall 2016, two mentors had more than 150 mentoring sessions with more than 30 faculty. The program is supported by Student Equity funds. The English program mentor visits classes taught by adjunct faculty members to observe, holds private meetings and provides consultations.
2. Academic Affairs will offer workshops to faculty and staff on the effective and innovative use of technology in the classroom and the office.	2. Working with the Faculty Learning Institute (FLI) and the Staff Development Committee, the college will provide at least two technology workshops to faculty and two technology workshops to staff during the 2016–2017 academic year.	2. FLI hosted two technology workshops for faculty on FLEX Day, 2017. One of these workshops focused on the use of Canvas, with 75 faculty attendees, and the other one focused on the use of technology in the classroom, with 26 faculty attendees. Three additional workshops for staff were offered at the beginning of the 2017 year: Microsoft Windows Training on January 11, with 16 participants; Microsoft Outlook Training on January 12, with 16 participants; and Microsoft Excel Training on January 18, with 24 participants.
3. Academic Affairs will work with Human Resources to offer training to faculty and staff on effective service delivery before the end of the spring 2017 semester.	3. Academic Affairs will work with Human Resources to identify and provide effective service delivery by June 30, 2017.	3. A series of student engagement discussion sessions, attended by faculty and staff, were held during 2016-2017. Through these discussions led by Citrus faculty, presenters shared their unique and effective practices for improving student engagement in the classroom.
4. Academic Affairs will offer workshops on effective retention strategies.	4. Academic Affairs will work with the FLI and the Staff Development Committee to provide at least two workshops on effective retention strategies during 2016-2017.	4. Two workshops focusing on retention were held on FLEX Day 2017. These included a workshop on contextualized learning offered by Dr. Christine Goedhart, with 26 faculty attendees, and one on aiding students with Autism and other disabilities offered by Dr. David Morrison, with 38 in attendance.
5. Human Resources will work with the classified staff development committee and the supervisor/confidential team to develop and implement an ongoing staff development program, including various activities and workshops.	5. A series of professional development workshops will be offered to the classified staff and the supervisor/confidential team.	5. Human Resources and the Classified Staff Development Committee have worked together to create a series of professional development activities for the classified staff. The topics of the training are as follows: Color Code Training; Windows 10; Outlook; Excel; Engage, Empower, Enlighten; Stress Reduction through Effective Communication; PERS Retirement; and basketball and volleyball in the gym.
6. Human Resources will engage in activities to raise awareness of the professional growth provisions set forth in the CSEA collective bargaining agreement.	6. Utilization of the professional growth provisions will increase, compared to the prior academic year.	6. In conjunction with the Classified Staff Development Committee, a memo was sent on February 2, 2017, to all classified employees outlining the tuition reimbursement provisions in the CSEA collective bargaining agreement.

## Program Review

The primary continuing method of engagement in the single overarching institutional goal to *Increase Student Success and Completion* at Citrus College is the program review process.

Program review is a powerful indicator of engagement in college wide processes and provides opportunity for dialogue on matters of institutional importance with purposeful links to the strategic planning process.

The Institutional Effectiveness Committee (IEC), in cooperation with the Program Review Committee, conducts assessment of engagement in the program review processes on a two-year rotating cycle for the four areas of program review: instruction, student services, academic support, and institutional support. This serves as a continuous method to review engagement with institutional initiatives.

The spring 2018 survey of employees in the areas of Institutional Support and Academic Support indicates some employees would like to participate more fully in the program review process. The IEC discussed this matter, and in response, the TeCS department developed a [staff input questionnaire](#)<sup>(11)</sup> to allow and encourage staff to participate and provide feedback to the program review process. This questionnaire has been shared with other areas to provide increased engagement in program review. As stated, program review is a powerful indicator of engagement in college wide processes and provides opportunity for dialogue on matters of institutional importance with purposeful links to the strategic planning process

Taskstream, the newly implemented program review, SLOA, and planning software, provides data from which to draw conclusions about engagement in major institutional initiatives, processes, and dialogue.

All areas of program review throughout the College connect their goals and recommendations to objectives and focus area strategies of the Strategic Plan. The table below indicates these connections.

Areas of Program Review		Citrus College Strategic Plan, 2016-2021	
		Objectives 214 links	Focus Area Strategies 359 links
<a href="#">Instructional Programs</a> <sup>(12)</sup>	(54)	190	198
<a href="#">Student Services Programs</a>	(12)	16	79
<a href="#">Institutional Support</a> <sup>(13)</sup>	(8)	0	35
<a href="#">Academic Support</a> <sup>(14)</sup>	(7)	8	47

In the area of instructional and student services program review, faculty connect program recommendations to Strategic Plan Objectives. There are 214 links to the 18 objectives and 359 links to focus area strategies. For example, in its 2017 annual program review, the English instructional program mapped its program level plans to 14 of the 18 college measurable objectives. Each strategic objective has a complement of recommendations, goals, resource requests, or other actions that demonstrate engagement in college practices.

Within institutional support, four program reviews map to focus area strategies of the Strategic Plan. Academic support program reviews connect to eight of the Strategic Plan objectives and 47 focus area strategies.

Mere linkages on a table or matrix do not, in themselves, indicate engagement in college initiatives and processes. Fortunately, reports generated from Taskstream allow the College to probe the matter of engagement more deeply. For example, the following table demonstrates intentional connections between program-level recommendations and impacts to a key measurable strategic objective, and thereby indicates efforts to affect institutional outcomes.

Strategic Plan Objective	Program Recommendations for 2017-2018
<b>Increase the basic skills course completion rate in math and English by 2% per year.</b>	Encourage full-time faculty to teach English 099 as part of their course load.
	Full-time faculty will mentor and evaluate adjunct faculty to create a support structure to improve course consistency and student success.
	Give English 099 Introduction to Reading and Writing sections priority for embedded tutors.
	Full-time and adjunct faculty should be responsible for creating a portfolio collecting their best practices and sample assignments in order to learn from each other.
	Schedule a retreat for full-time and adjunct faculty, and explore the possibility of obtaining FLEX (in-service) credit for it.
	Submit a faculty needs identification request for one new faculty member, with expertise in basic skills and literature.

The following excerpt from page 8 of the [English program review<sup>\(15\)</sup>](#) demonstrates the intentional impact of program actions on a range of strategic objectives.

English Program Goal	Links to Strategic Plan Objectives.
Enhance and expand the Writing Center and embedded tutor program	<ol style="list-style-type: none"> <li>1. Basic skills course completion</li> <li>2. Increase pass rate in noncredit ESL</li> <li>3. Increase course completion in programs below college average</li> <li>4. Increase course completion of disproportionately impacted groups</li> <li>5. Increase fall-to-spring persistence of first-time freshmen</li> <li>6. Increase fall-to-fall persistence of first-time freshmen</li> <li>7. Increase number of students graduating within 3 years</li> <li>8. Increase degree and certificate completion of disproportionately impacted groups</li> <li>9. Increase transfer of disproportionately impacted groups</li> <li>10. Increase degree completion</li> <li>11. Increase certificate completion</li> <li>12. Increase transfer to 4-year institutions</li> </ol>

Citrus College has developed a dynamic strategic plan and has implemented a process for program review that allows for active engagement and analysis of program level action intended to impact shared institutional initiatives.

The following excerpt from page four of the [Admissions and Records program review<sup>\(16\)</sup>](#) links program outcomes to focus areas from the strategic plan.

Admissions and Records Outcomes	Links to Strategic Plan Focus Areas
SLO 1: Students will successfully apply and register at Citrus College.	2.2 Recruitment, admissions, and enrollment
SLO 2: Students will successfully access student records maintained by the Admissions and Records Office.	5.2 Service environment, 5.3 Effective student support services
SLO 3: Students will successfully navigate through the enrollment process and the degree evaluation process.	2.2 Recruitment, admissions, and enrollment
SLO 4: Faculty will successfully navigate the registration and grade submission processes administered by the Admissions and Records Office.	3.3 Professional development opportunities and resources

### Shared Governance

The Steering Committee is the penultimate decision-making body at Citrus College. Its constitution establishes standing committees to ensure that all campus constituencies have a voice in various activities of ongoing importance to the continued growth and improvement of the College. Each of the standing committees include representatives from the constituent groups. This body brings together all constituent groups by including representatives from the following:

- |   |  |
|---|--|
| Academic Senate Council<br>Classified Staff<br>Management Employees | Associated Students of Citrus College<br>Supervisor/Confidential Employees |
|---|--|

The standing committees listed here include such representatives:

- |   |   |
|---|---|
| Educational Programs<br>Financial Resources<br>Physical Resources<br>Program Review<br>Student Services | College Information Technology<br>Human Resources/Staff Diversity<br>Institutional Research and Planning<br>Institutional Effectiveness |
|---|---|

In addition to having representation on the Steering Committee itself, these constituent-based groups appoint their representatives to the standing committees listed above.

## **CONCLUSION**

Citrus College has met Actionable Improvement Plan number six. The College manifests its commitment to consistent engagement in its processes from members of all constituent groups through its continual shared governance processes and through opportunities to contribute to major college initiatives as measured by survey data, Strategic Plan annual planning and assessment, and program review data and assessment. A method worthy of further consideration is to include a new climate survey as part of the cycle of reflection leading to the 2021 Institutional Self-Evaluation Report.

# ACCJC Midterm Report Data Reporting Form

## ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

### STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1 2015	Year 2 2016	Year 3 2017
Institution Set Standard	70.3%	71.3%	72.3%
Stretch Goal	70.3%	71.3%	72.3%
Actual Performance	69.3%	70.3%	70.0%
Difference between Standard and Performance	-1.0%	-1.0%	-2.3%
Difference between Stretch Goal and Performance	-1.0%	-1.0%	-2.3%

Analysis of the data:

Institution Set Standard, starting in 2015 (Year 1), is set in accordance with the strategic objectives set in the college's five-year Strategic Plan. Actual Performance has remained stable over time. Because the standard is to increase course completion by 1% per year, the difference between the Stretch Goal and Actual Performance has increased to 2.3%. The College has a total of four strategic objectives that are aimed at increasing course completion, including increasing basic skills course completion rates, increasing pass rates in noncredit ESL, and increasing the course completion rate of disproportionately impacted students.

### DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1 2015	Year 2 2016	Year 3 2017
Institution Set Standard	1270	1283	1296
Stretch Goal	1270	1283	1296
Actual Performance	1254	1360	1370
Difference between Standard and Performance	-16	+77	+74
Difference between Stretch Goal and Performance	-16	+77	+74

Analysis of the data:

Both the Institutional Set Standard and Actual Performance have increased over time. The Institution Set Standard was set in accordance with the strategic objective in the college's Strategic Plan, which specifies to increase degree completion by 1% per year. The College has a total of three strategic objectives that are aimed at increasing degree completion, including shortened time to degree, and increased degree attainment among disproportionately impacted students.

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**CERTIFICATE COMPLETION**

(Students who received one or more certificates may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1 2015	Year 2 2016	Year 3 2017
Institution Set Standard	1140	1151	1162
Stretch Goal	1140	1151	1162
Actual Performance	1127	1324	1387
Difference between Standard and Performance	-13	+173	+225
Difference between Stretch Goal and Performance	-13	+173	+225

Analysis of the data:

Both the Institutional Set Standard and Actual Performance have increased over time. The Institution Set Standard was set in accordance with the strategic objective in the college's Strategic Plan, which specifies to increase certificate completion by 1% per year. The College has a total of three strategic objectives that are aimed at increasing certificate completion, including increased certificate attainment among disproportionately impacted groups of students, and increased certificate completion in programs leading to high-wage, high-skill, and high-demand occupations.

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**TRANSFER**

Category	Reporting Years since Comprehensive Review		
	Year 1 2015	Year 2 2016	Year 3 2017
Institution Set Standard	1260	1285	1310
Stretch Goal	1260	1285	1310
Actual Performance	1234	1123	1200
Difference between Standard and Performance	-26	-162	-110
Difference between Stretch Goal and Performance	-26	-162	-110

Analysis of the data:

Institution Set Standard was set in accordance with the strategic objective in the college's strategic plan, which specifies to increase transfer by 2% per year. The College also has an objective to increase transfer of disproportionately impacted groups by 2% per year, which is in sync with the Student Equity Plan. The College is looking into the decline of Actual Performance from 2015 to 2016. However, Actual Performance has increased from 2016 to 2017 (year 2 to year 3).

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**STUDENT LEARNING OUTCOMES ASSESSMENT**

Category	Reporting Years since Comprehensive Review		
	Year 1 2015	Year 2 2016	Year 3 2017
Number of Courses	709	772	757
Number of Courses Assessed	709	764	757
Number of Programs	52	54	54
Number of Programs Assessed	52	54	54
Number of Institutional Outcomes	3	3	3
Number of Outcomes Assessed	3	3	3



Analysis of the data:

- Number of courses increased from year 1 to year 2, but dropped in year 3. The same trend is true for number of courses assessed. Percent of courses assessed dropped from 100% (year 1) to 99% (year 2) but returned to 100% (year 3).
- Percent of programs assessed remained at 100%.

## LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1 2014	Y2 2015	Y3 2016	Y1 2014	Y2 2015	Y3 2016		Y1 2014	Y2 2015	Y3 2016
Cosmetology – Practical	70%	88%	98%	87%	+18%	+28%	+17%	70%	+18%	+28%	+17%
Cosmetology – Written	70%	60%	83%	91%	-10%	+13%	+21%	70%	-10%	+13%	+21%
Esthetician – Practical	70%	99%	89%	96%	+29%	+19%	+26%	70%	+29%	+19%	+26%
Esthetician - Written	70%	95%	93%	86%	+25%	+23%	+16%	70%	+25%	+23%	+16%
Emergency Medical Technician (EMT)	75%	68%	80%	71%	-7%	+5%	-4%	75%	-7%	+5%	-4%
Registered Dental Assistant (RDA)–Practical	75%	94%	37%*	77%	+19%	-38%	+2%	75%	+19%	-38%	+2%
Registered Dental Assistant (RDA) – Written	75%	74%	76%	83%	-1%	+1%	+8%	75%	-1%	+1%	+8%
Registered Dental Assistant (RDA) – Law/Ethics	75%	93%	100%	100%	+18%	+25%	+25%	75%	+18%	+25%	+25%
Licensed Vocational Nursing (LVN)	75%	85%	85%	92%	+10%	+10%	+17%	75%	+10%	+10%	+17%
Registered Nursing (RN)	75%	87%	89%	93%	+12%	+14%	+18%	75%	+12%	+14%	+18%
Certified Nurse Assistant (CNA) - Written	75%	n/a	n/a	100%	n/a	n/a	+25%	75%	n/a	n/a	+25%
Certified Nurse Assistant (CNA) - Skills	75%	n/a	n/a	100%	n/a	n/a	+25%	75%	n/a	n/a	+25%
Certified Nurse Assistant (CNA)	75%	n/a	n/a	100%	n/a	n/a	+25%	75%	n/a	n/a	+25%

\*In Year 2 (2015) the Dental Board of California dramatically redesigned the Registered Dental Assistant Practical exam, which resulted in very low passage rates statewide. The Dental Board of California modified the exam in 2016 to more closely reflect required content taught in Board approved registered dental assisting programs.

## JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1 2014	Y2 2015	Y3 2016	Y1 2014	Y2 2015	Y3 2016		Y1 2014	Y2 2015	Y3 2016
Forestry/Wildland Resources	70%	71%	79%	82%	+1%	+9%	+12%	70%	+1%	+9%	+12%
Accounting	70%	65%	66%	77%	-5%	-4%	+7%	70%	-5%	-4%	+7%
Digital Media	70%	14%	86%	78%	-56%	+16%	+8%	70%	-56%	+16%	+8%
Information Technology	70%	n/a	72%	63%	n/a	+2%	-7%	70%	n/a	+2%	-7%
Medium & Heavy Truck Technology	74%	n/a	71%	100%	n/a	-3%	+26%	74%	n/a	-3%	+26%
Automotive Technology	81%	92%	89%	95%	+11%	+8%	+14%	81%	+11%	+8%	+14%
Drafting Technology	89%	n/a	67%	67%	n/a	-22%	-22%	89%	n/a	-22%	-22%
Water Technology	84%	86%	100%	91%	+2%	+16%	+7%	84%	+2%	+16%	+7%
Recording Arts/ Commercial Music	70%	54%	77%	69%	-16%	+7%	-1%	70%	-16%	+7%	-1%
Emerging Theatre Technologies	79%	75%	100%	71%	-4%	+21%	-8%	79%	-4%	+21%	-8%
Licensed Vocational Nursing	70%	77%	85%	78%	+7%	+15%	+8%	70%	+7%	+15%	+8%
Dental Assisting	88%	91%	93%	84%	+3%	+5%	-4%	88%	+3%	+5%	-4%
Child Development	70%	63%	80%	78%	-7%	+10%	+8%	70%	-7%	+10%	+8%
Administration of Justice	79%	73%	80%	80%	-6%	+1%	+1%	79%	-6%	+1%	+1%
Cosmetology/ Esthetician	72%	68%	73%	76%	-4%	+1%	+4%	72%	-4%	+1%	+4%
Public Works/ Administration	85%	75%	100%	100%	-10%	+15%	+15%	85%	-10%	+15%	+15%

## ANNUAL FISCAL REPORT DATA

Category	Reporting Years since Comprehensive Review		
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### General Fund Performance

	Year 1 2015	Year 2 2016	Year 3 2017
Revenue	75,624,701	89,354,154	90,319,094
Expenditures	69,643,234	74,306,587	83,651,707
Expenditures for Salaries and Benefits	59,515,669	63,619,852	71,150,317
Surplus/Deficit	5,981,467	15,047,567	6,667,387
Surplus/Deficit as % Revenue (Net Operating Revenue Ratio)	7.9%	16.8%	7.4%
Reserve (Primary Reserve Ratio)	17.8%	29.6%	29.7%

Analysis of the data:

The District continues to maintain a positive surplus and an adequate reserve to sustain a viable fiscal condition.

### Other Post-Employment Benefits

	Year 1 2015	Year 2 2016	Year 3 2017
Actuarial Accrued Liability (AAL) for OPEB	13,971,381	15,943,541	15,943,541
Funded Ratio (Actuarial Value of Plan Assets/AAL)	40%	72%	72%
Annual Required Contribution (ARC)	1,473,491	1,292,715	1,292,715
Amount of Contribution to ARC	7,087,578	1,097,507	2,953,808

Analysis of the data:

The District has continued to make significant strides in funding its OPEB actuarially determined liability. Over this 3-year period, the District's funded ratio increased 80%; from 40% funded to 72% funded.

### Enrollment

	Year 1 2015	Year 2 2016	Year 3 2017
Actual Full-Time Equivalent (FTES)	11,447	11,783	11,801

Analysis of the data:

The District's enrollments continued to increase. Over this 3-year period, FTES increased by approximately 3%.

### Financial Aid

	Year 1 2015	Year 2 2016	Year 3 2017
USED Official Cohort Student Loan Default Rate (FSLD – 3 year rate)	14%	17%	14%

Analysis of the data:

The District effectively monitors and manages student loan default rates. Over this 3-year period, default rates remained well below the maximum rate of 30%.

## Appendix: Evidence Documents

Item number (footnote)	Document Title/Description
1	<a href="#"><u>Citrus College Follow-Up Report 2017</u></a>
2	<a href="#"><u>Board Administrative Procedure AP 4105 Online Education</u></a>
3	<a href="#"><u>Program Review – Online Education Annual 2018</u></a>
4	<a href="#"><u>Program Review – Online Education Comprehensive (5 year) 2007-2012</u></a>
5	<a href="#"><u>Evaluation Report – @ONE Training 2017</u></a>
6	<a href="#"><u>Post-Training Survey – Online Education 2017</u></a>
7	<a href="#"><u>Success and Retention Data 2012-2017 Online Education</u></a>
8	<a href="#"><u>Library YouTube Channel</u></a>
9	<a href="#"><u><i>my.citruscollege.edu</i> Portal</u></a>
10	<a href="#"><u>Strategic Plan Progress Report 2016-2017</u></a>
11	<a href="#"><u>Program Review – Staff Input Form</u></a>
12	<a href="#"><u>Mapping Programs to Strategic Plan Focus Area Strategies (Instructional and Student Services)</u></a>
13	<a href="#"><u>Mapping Programs to Strategic Plan Focus Area Strategies (Institutional and Academic Support)</u></a>
14	<a href="#"><u>Mapping Programs to Strategic Plan Objectives (Academic Support)</u></a>
15	<a href="#"><u>Program Review – English, Annual 2017</u></a>
16	<a href="#"><u>Program Review – Admissions and Records, Annual 2017</u></a>



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