

Integrated Planning Manual

2014-2015

1000 West Foothill Boulevard
Glendora, California 91741-1885

www.citruscollege.edu



MISSION STATEMENT

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

VISION STATEMENT

Citrus College will provide excellent educational opportunities that are responsive to the needs of the community and help students meet economic, social, and environmental challenges to become active participants in shaping the world of the future.

VALUES

- *Student Focus*
- *Excellence*
- *Collaboration*
- *Diversity*
- *Life-Long Learning*
- *Integrity*
- *Technological Advancement*

Completion Pledge - Call to Action in Support of Students

We believe the student success and completion agenda is the future of Citrus College.

We believe that completion matters and every student counts.

We believe in every student's potential and responsibility to succeed.

We believe the "open door" must not be a "revolving door."

We believe that community colleges are the gateways to the middle class and beyond.

We believe that community colleges are an invaluable economic engine driving the nation toward prosperity.

We believe that talented people working at Citrus College are ready to take on leadership roles.

We believe in changing institutional culture, from emphasis on access only to emphasis on access and success.

We commit to courageous conversations about diversity, equity, and evidence reflecting student success and institutional performance.

We commit to eliminating the attainment gaps that separate student groups.

We commit to acting on facts to make positive changes.

We commit to promoting faculty and staff development focused on evidence based educational practice.

We commit to providing development opportunities, for college administrators, trustees, faculty, staff, and students.

We ask every trustee, employee, and student organization to identify ways to help students understand the added value of degrees and certifications.

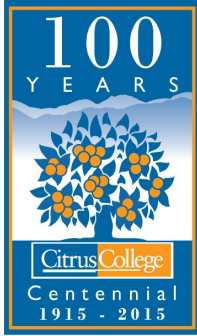
We ask every student to help one other student succeed.

We ask community members to work with us.

We ask elected officials to create the policy conditions that enable, support, and reward our work to strengthen student success.

We ask other community colleges to join us by signing this call to action.





Citrus College Colleagues and Friends:

CITRUS COMMUNITY
COLLEGE DISTRICT
BOARD OF TRUSTEES

Mrs. Joanne Montgomery
President
Monrovia/Bradbury and
portions of Duarte
Representative

Mrs. Susan M. Keith
Vice President
Claremont and portions of
Pomona and La Verne
Representative

Dr. Barbara R. Dickerson
Clerk/Secretary
Azusa and portions of
Duarte Representative

Dr. Edward C. Ortell
Member
Duarte and portions of
Azusa, Monrovia, Arcadia,
Covina and Irwindale
Representative

Dr. Patricia A. Rasmussen
Member
Glendora and portions of
San Dimas Representative

Ms. Fariyah Chowdhury
Student Representative

Dr. Geraldine M. Perri
Superintendent/President

It is my pleasure to present the 2014-2015 edition of the Citrus College Integrated Planning Manual (IPM). First developed in 2011, this manual describes the major components of college planning and illustrates, through the integrated planning model, how they work together in the college's planning process. The IPM provides for active awareness of integrated planning throughout the college. Under the guidance of the Institutional Effectiveness Committee, it is reviewed and revised annually to ensure it reflects current processes at the college.

During 2014, the co-chairs of the Institutional Effectiveness Committee and the Student Learning Outcomes and Assessment Coordinator conducted the "Roadshow 2014" to provide Citrus College faculty and staff with a better understanding of how the three key areas of the continuous quality improvement process – student learning outcomes and assessment, Program Review, and the Collegewide Planning Model – all work together. Using the integrated planning model as their focus, the Roadshow presenters provided 12 sessions for various college constituent groups. Audiences engaged in discussions on the important relationships among data, SLOs, program review, and planning. The goal of the Roadshow was to improve communication, answer questions, and convey the message that data drives the college's planning and resource allocation. It was also a great example of the importance Citrus College places on the integrated planning process.

Institutional planning continues to provide a basis for data-driven decision making, as we work to fulfill Citrus College's mission and goals and honor the pledge made by the entire college community in 2012 to become a College of Completion. This Integrated Planning Manual illustrates the continuous, reflective process that ensures a cycle of constant assessment and improvement.

Sincerely,

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

Contents

- Introduction6
- Integrated Planning Model.....7
- Mission, Vision, Values9
- Strategic Plan10
- Board Goals11
- Educational and Facilities Master Plan.....12
- Institutional Support Plan: Sustainability Plan13
- Institutional Support Plan: Technology Plan.....14
- Institutional Support Plan: Human Resources Plan.....15
- Program Review16
- Resource Allocation18
- Plan Implementation19
- Assessment.....19
- Program Improvement.....19
- Citrus Community College District Board of Trustees20

Introduction

The purpose of the *Citrus Community College District Integrated Planning Manual* is to guide integrated institutional planning by describing the ways that the constituent groups of Citrus College participate in and contribute to college planning. Further, this manual describes the relationships among the key planning functions of Citrus College. This document complements the Organization and Governance Handbook which provides an overview of the participatory decision-making structures in place at Citrus College.

For each component of the integrated planning process, this document identifies the:

- Specific purpose,
- Processes by which recommendations will be developed,
- Timeline,
- Individuals or groups responsible for initiating and completing the tasks, and
- Individuals or groups that will receive the recommendations and render final decisions.

The Institutional Effectiveness Committee reviews the manual annually.



College completion and student success begin with the collaborative planning efforts that include faculty and staff.

Integrated Planning Model

In integrated planning, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures and is dedicated to the improvement of institutional effectiveness. The driving force for all college efforts is student learning. Assessments focus on how well students are learning and, based on those assessments, changes are made to improve student learning and success.

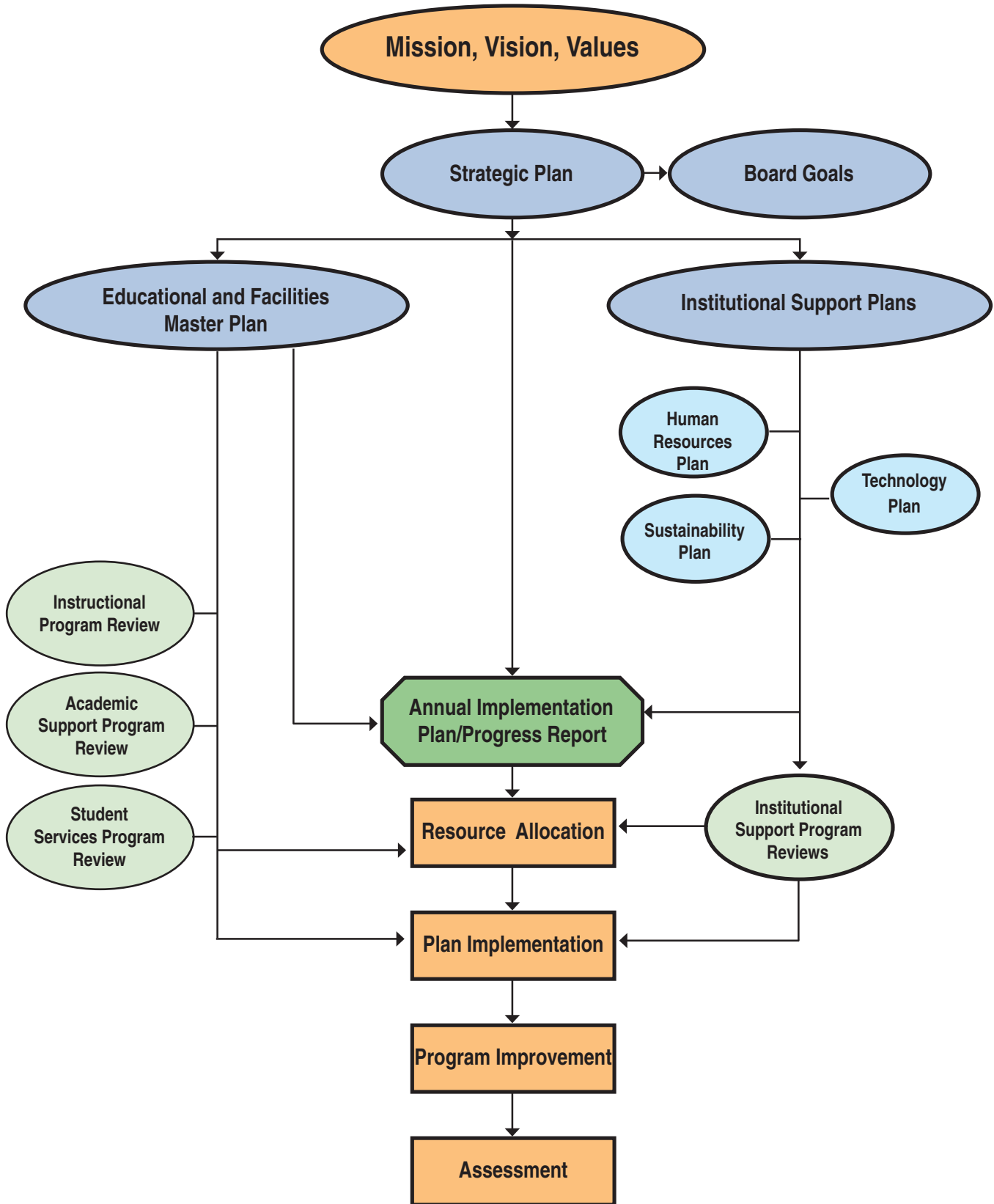
Planning begins with a review of the college's mission, vision, and values. This sets the stage for the development of the Strategic Plan, which identifies critical focus areas. The focus areas direct the college's energies and resources. From these focus areas, institutional goals and strategic objectives are identified. Responsibility for the achievement of these goals and objectives is assigned to the appropriate college divisions that, in turn, incorporate the goals and objectives in their short-term and long-term plans. The Educational and Facilities Master Plan is the college's long-term plan for academic affairs, student services, and facilities. The Institutional support plans (Human Resources Plan, Sustainability Plan, and Technology Plan) are developed to meet the other aligned goals and objectives from the Strategic Plan.

As depicted on the planning model flow chart on the following page, dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation. Assessment plans focus on the Strategic Plan, which provides institutional goals and strategic objectives and guides the development of unit plans to achieve institutional goals and strategic objectives. These are linked to the resource allocation process that also connects college resources to the institutional goals and strategic objectives. The Strategic Plan further guides development of implementation plans, which lead to assessment. Assessment findings then inform program improvement plans and the next cycle of planning begins.



Completion is the end result of successful integrated planning.

Integrated Planning Model



Mission, Vision, Values

Purpose	Describes the college's intended student population and the services the college promises to provide to the community Serves as the basis for all college planning
Process	<ul style="list-style-type: none">○ Reviewed every five years as a first step in the development of a new Strategic Plan○ Includes opportunities for input from all college constituencies, including the Board of Trustees○ Approved by the Steering Committee, the Academic Senate, and the Superintendent/President's Cabinet
Timeline	Every five years beginning with the Strategic Plan 2011- 2016
Initiation/completion	Initiated by the Superintendent/President and completed by an ad hoc committee of the Steering Committee
Recommendations to	Steering Committee Approved by the Superintendent/President Recommended to the Board of Trustees



Leaders of the Associated Students of Citrus College provide valuable input that informs planning.

Strategic Plan

Purpose	Derived from the mission, vision, and values Guides direction of the college's energies and resources Articulates Focus Areas, Institutional Goals and Strategic Objectives that are the foundation for all other college plans
Process	<ul style="list-style-type: none">o Dialogue and deliberation by all constituencies of data from internal and external environmental scans that identify sources of opportunities and challengeso Develop focus areas, institutional goals, and strategic objectiveso Assign responsibility for each strategic objective to one or more of these plans as appropriate: Educational and Facilities Master Plan, Human Resources Plan, and Technology Plan
Timeline	Every five years
Initiation/completion	Initiated by the Superintendent/President and completed by an ad hoc committee of the Steering Committee
Recommendations to	Steering Committee Approved by the Superintendent/President Recommended to the Board of Trustees



The Steering Committee fosters dialogue and communication that facilitates integrated planning.

Board Goals

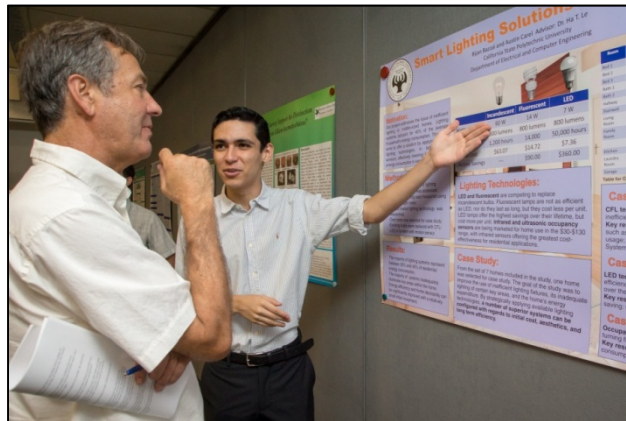
Purpose	Identify Board's role in accomplishing Institutional Goals and Strategic Objectives
Process	<ul style="list-style-type: none">○ Review Strategic Plan Focus Areas and Institutional Goals○ Identify sources of Board opportunities and challenges○ Develop Board goals in concert with the focus areas identified in the current strategic plan
Timeline	Annual
Initiation/completion	President of the Board of Trustees
Recommendations to	Board of Trustees



The annual goals set by the Citrus Community College District Board of Trustees align with the college's strategic plan and institutional goals.

Educational and Facilities Master Plan

Purpose	<p>Chart the college's long-term course toward accomplishing its mission, vision, and values</p> <p>Educational Master Plan is the foundation document for the Facilities Master Plan</p> <p>Focus on change and improvement</p>
Process	<ul style="list-style-type: none">○ Analyze existing conditions○ Anticipate changes in the community○ Anticipate growth of the college as a whole○ Anticipate changes in programs and services○ Include the focus areas, institutional goals, and strategic objectives assigned to instruction and student services○ Include opportunities for input from all college constituencies
Timeline	Every 10 years beginning 2010
Initiation/completion	Initiated by the Superintendent/President and completed by the Steering Committee, or the designated ad hoc committee
Recommendations to	Steering Committee Approved by the Superintendent/President Recommended to the Board of Trustees



The annual STEM Research Symposium showcases the work of the college's science, technology, engineering, and mathematics students.

Institutional Support Plan: Sustainability Plan

Purpose	Actualize the strategic objectives regarding sustainability as outlined in the Sustainability Plan
Process	<ul style="list-style-type: none">○ Analyze existing projects completed to date○ Identify potential projects that present a value to capture○ Encourage global campus-wide participation○ Encourage an attitude of behavior modification○ Implement projects that are economically viable○ Track utility resource usage, compile data, and set goals for usage reduction○ Report back to the Sustainability Committee, other committees at large, and the Board of Trustees
Timeline	Develop initially and review annually
Initiation/completion	Initiated by the Vice President of Finance and Administrative Services and completed by the Physical Resources Committee
Recommendations to	Steering Committee Approved by the Superintendent/President Recommended to the Board of Trustees



The APU/Citrus College station of the Gold Line, scheduled to open in fall 2016, will provide energy-efficient transportation for visitors to Citrus College.

Institutional Support Plan: Technology Plan

Purpose	<p>Guide the implementation of technology at the college</p> <p>Respond to Institutional Goals and Strategic Objectives from the Strategic Plan and the Educational and Facilities Master Plan</p> <p>Encompass the evaluation and development of the infrastructure, administrative information systems, operations support, and management of web resources</p>
Process	<ul style="list-style-type: none">○ Analyze technology needs and requirements for the college including a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis focused on technology○ Include the focus areas, institutional goals, and strategic objectives assigned to technology in the Strategic Plan○ Incorporate technology requirements defined in the Educational and Facilities Master Plan○ Develop technology focus areas, planning goals, and related annual planning objectives○ Annually review and update planning objectives○ Communicate the achievement of the Institutional Goals and Strategic Objectives each spring through the Strategic Plan Progress Report and every five years through the Institutional Support Program Review○ Communicate planning goals and objectives to resources allocation process in support of funding requests
Timeline	Every five years, with annual reviews and updates
Initiation/completion	Initiated by the Chief Information Services Officer and completed by the College Information and Technology Committee
Recommendations to	Steering Committee Superintendent/President

Institutional Support Plan: Human Resources Plan

Purpose	<p>Meet strategic objectives from the Strategic Plan aligned with Human Resources</p> <p>Meet aligned objectives from the Educational and Facilities Master Plan</p> <p>Report outcomes identified in program review</p>
Process	<ul style="list-style-type: none">○ Develop and implement objectives○ Communicate the achievement of the Institutional Goals and Strategic Objectives each spring through the Strategic Plan Progress Report and every five years through the Institutional Support Program Review○ Communicate progress on aligned strategic objectives from Educational and Facilities Master Plan through the Human Resources Program Review
Timeline	Develop every five years and review annually; revise as appropriate
Initiation/completion	Initiated by the Director of Human Resources and completed by the Human Resources Advisory Committee
Recommendations to	Steering Committee Superintendent/President



College staff and guests celebrate the Centennial kickoff during the 2014 Convocation.

Program Review

Purpose	<p>Vehicle for the on-going integration of student learning and completion information, program needs, and recommendations with the college institutional planning and resource allocation processes</p> <p>Assure consistent and continuous commitment to improving student learning and educational effectiveness is a demonstrable priority in all planning structures and processes (ACCJC Rubric for Institutional Effectiveness - Part I: Program Review)</p> <p>Advance college mission by promoting excellence in programs and services offered by Citrus College through collection and analysis of documents and data</p>
Process	<ul style="list-style-type: none">○ Academic Support Programs - Completion of annual Program Review Report. In the fifth year, Comprehensive Program Review completed and submitted to the Board of Trustees and posted publically○ Institutional Support Programs - Completion of annual Program Review Report. In the fifth year, Comprehensive Program Review completed and submitted to the Board of Trustees and posted publically○ Instructional Programs - Completion of Core Program Review Report and one of 5 "Plus One" addenda. In the fifth year, all "Plus One" reports compiled and submitted to the Board of Trustees and posted publically○ Student Services Programs - Completion of annual Program Review Report. In the fifth year, Comprehensive Program Review completed and submitted to the Board of Trustees and posted publically
Timeline	<p>5 year cycles of annual and comprehensive reviews process reviewed annually by Program Review Committee</p>
Initiation/completion	<p>Initiated by the Program Review Coordinator and reviewed by the Program Review Committee</p> <p>Completed annually and/or each fifth year by programs</p>

Recommendations to
Program Review Committee
Financial Resources Committee
Steering Committee
Superintendent/President
Board of Trustees (Fifth year reports)



Program Review defines all Citrus College academic programs, such as Recording Technology, as well as the college's student services and support programs.

Resource Allocation

The resource allocation processes link program reviews and strategic planning to the resources needed to accomplish the college’s institutional goals. These processes apply only to the allocation of discretionary funds within the general fund, or funds beyond fixed costs, as well as reallocated funds from vacant positions or discontinued programs. This allocation system does not include funds for faculty positions, capital equipment or facilities.

The guiding principles for all resource allocation processes are as follows:

1. Resources include all assets of the college including its human resources, physical resources, technology resources, and financial resources.
2. The processes for allocating resources are transparent. All members of the college community shall be informed about the planning components that lead to resource allocations.
3. Priority will be given to resource requests that are supported by program reviews and help achieve institutional goals and strategic objectives.
4. To the extent that it is fiscally possible, the college will sustain an innovations fund to support faculty/staff ideas through a competitive mini-grant process funded by the foundation.

Purposes	Allocate funds to support the college’s institutional goals and strategic objectives
Process	The resource allocation processes begin in March each year with the development of budget assumptions, which forecast the available discretionary general fund resources for the coming fiscal year
Timeline	Annually
Initiation/completion	Vice President of Finance and Administrative Services
Recommendations to	Steering Committee Superintendent/President

Plan Implementation

Plan implementation is embedded in each component of the planning processes described in this manual and an individual or group is assigned responsibility to ensure plan implementation. The tasks of these responsible parties are to:

- Manage the timelines for the plan component;
- Assess the levels of success following plan implementation; and
- Report the activities and results to the appropriate individual and/or group.

Assessment

Assessment occurs at two levels in the Citrus Community College District planning model. First, both the strategic plan and program reviews assess outcomes. At the institutional level, the Strategic Plan Progress Report is due at the end of each academic year to document achievements made for the objectives laid out in the corresponding Annual Implementation Plan. Annual program reviews document progress and outcomes assessed at the unit-level.

Second, the entire planning process is evaluated by IEC on an annual basis. IEC will engage in a systematic process by reviewing the steps and components involved in planning and modifying all parts of the cycle, if necessary. Factors that will be examined may include:

- Alignment of strategic plan with other major plans and program review;
- Completion rate of the annual program reviews in all categories; and
- Implementation of assessment and usage of learning outcome assessment data in program review.

Program Improvement

The results of the program review assessments are used to improve programs by whatever means necessary, such as changes to policies, procedures, and curriculum. Changes designed to improve programs are documented in program reviews and the Strategic Plan Progress Reports.

Citrus Community College District Board of Trustees

Mrs. Joanne Montgomery, President
Monrovia/Bradbury and portions of Duarte Representative

Mrs. Susan M. Keith, Vice President
Claremont and portions of Pomona and La Verne Representative

Dr. Barbara R. Dickerson, Clerk/Secretary
Azusa and portions of Duarte Representative

Dr. Edward C. Ortell, Member
Duarte and portions of Azusa, Monrovia, Arcadia, Covina
and Irwindale Representative

Dr. Patricia A. Rasmussen, Member
Glendora and portions of San Dimas Representative

Ms. Farihah Chowdhury, Student Representative

Dr. Geraldine M. Perri, Superintendent/President

This version of the manual was approved by the Institutional Effectiveness Committee on March 23, 2015.