



**Institutional Self-Evaluation Report**  
**In Support of an Application for**  
**Reaffirmation of Accreditation**

Submitted by

Citrus College  
1000 W. Foothill Boulevard  
Glendora, CA 91741

to

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

January 2021

## Certification

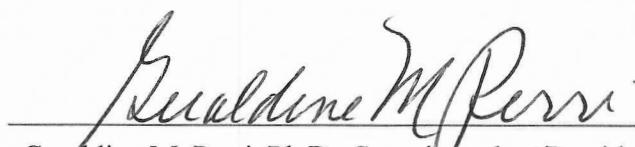
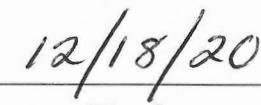
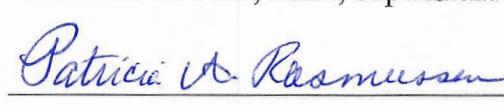
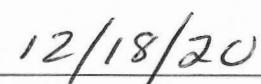
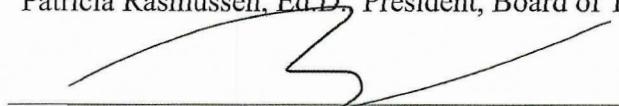
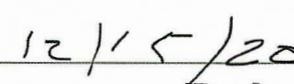
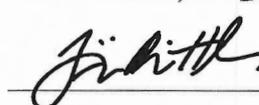
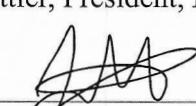
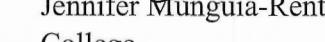
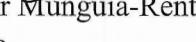
To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

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

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 Geraldine M. Perri, Ph.D., Superintendent/President	 12/18/20 [Date]
 Patricia A. Rasmussen, Ed.D., President, Board of Trustees	 12/18/20 [Date]
 Gino Munoz, President, Academic Senate	 12/15/20 [Date]
 Tiina Mittler, President, Management Team	 12/11/20 [Date]
 Jennifer Munguia-Renteria, President, Associated Students of Citrus College	 12/8/2020 [Date]

*Jorge Cortez*

12/9/20

Jorge Cortez, President, California School Employees Association,  
Chapter 101

[Date]

12/08/2020

*Coe Lamoureux*

Coe Lamoureux, President, Supervisor/Confidential

[Date]

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## A. Introduction

### College History

Citrus College is located in Glendora, California, in the foothills of the San Gabriel Mountains, approximately twenty-five miles northeast of metropolitan Los Angeles. The College is the oldest community college in Los Angeles County and the fifth oldest in California. Today, the College occupies a 104-acre campus and serves the cities of Azusa, Bradbury, Claremont, Duarte, Glendora and Monrovia, portions of Arcadia, Covina, Irwindale, La Verne, Pomona and San Dimas, encompassing 271 square miles.

During its 105-year history, the institution has stood at the forefront of change and achievement. The College was founded in 1915 on the campus of Citrus Union High School. Named after the primary industry of the area, Citrus College opened with 27 students, six faculty members and a curriculum that emphasized advanced college preparatory studies. Today, the College serves around 20,000 unduplicated students annually, offering 67 associated degrees, including 28 associate degrees for transfer, and 83 certificates and skill awards in 55 academic and career/technical respective areas.

Citrus College's first major expansion happened after World War II and the resulting population boom, which eventually led to the establishment of three new high schools in the area and the eventual breakup of Citrus Union High School and Citrus College. Between 1946 and 1959, the College purchased 88 acres of land to expand the campus from 16 acres to the 104 acres it occupies today. As a result of this population boom, the cities of Azusa and Glendora incorporated high schools into their unified school districts. On July 1, 1961, Citrus Union High School District dissolved and the new, independent Citrus College – within the same geographic boundaries – formed. Prior to 1967, most Citrus College students lived in Azusa and Glendora. In 1967, the district expanded to include students from Claremont, Duarte, and Monrovia. In 1970, the Citrus Community College District formed, allowing residents of the five cities to elect trustees to represent their areas.

During the 1960s and 1970s to accommodate and facilitate the increased enrollment (increasing from 500 students in 1955 to 11,000 by 1975), the College undertook an ambitious building and expansion project. A six-million-dollar bond passed in 1962 enabled the construction of 13 new buildings and facilities. During the 1990s, College administrators again sought state funds for necessary capital projects leading to more than \$60 million in new buildings, renovations, and additions to the campus facilities. These projects enhanced the learning environment, increased access for the disabled, improved safety, and added technological capabilities to classrooms. The addition of the adapted physical education facility and the computer lab greatly improved the College's educational resources. Over the next decade, Citrus College enjoyed significant growth in enrollment, increasing by 23 percent. To meet the needs of an ever-increasing student body, over the past two decades, the College has made significant strides to expand and improve its infrastructure and facilities. With support from resident voters, the District passed a \$121 million general obligation bond in 2004, Measure G, resulting in eight new campus facilities: the Visual Arts Building, the Student Services Building, the Louis E. Zellers Center for Innovation, the Campus Safety Building, the Mathematics/Sciences Building, the Central Plant, the Technician Development Center, and the Field House. Major renovations were also completed, including the

reconstruction of Hayden Hall, the College's oldest building; and the modernization of the Ross L. Handy Campus Center, a hub for student activity.

Throughout its history, student success and transfer have been priorities of Citrus College. Over the years, students have been well prepared to transfer to California State University and University of California institutions, as well as private colleges and universities. Since 1952, the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) had ensured the quality and effectiveness of Citrus College.

The College's dedication to student success was recognized in 2019 with an American Association of Community College (AACC) Award of Excellence in the Student Success category and when the College was three times nominated for the Aspen Prize for Community College Excellence in 2015, 2017 and 2019. These outstanding accomplishments build upon a solid foundation of institutional success. Citrus College is consistently ranked as a top institution by national and regional publications, including being voted "Best Community College" by local readers of both the Southern California News Group and Beacon Media News. The Campaign for College Opportunity acknowledged Citrus College as a "Champion of Higher Education" for its success in transferring students for four consecutive years.

Citrus College has also received accolades and honors for the quality of its academic programs and the effectiveness of its student services, including those for Veterans. The Veterans Success Center garnered national attention for Citrus College as the first college in the nation to offer a transitional counseling class for student veterans. In 2010, Citrus College became one of four California community colleges featured in a video presented at the White House Summit on Community Colleges. In 2010, Citrus College earned a Center of Excellence for Veteran Student Success (CEVSS) grant by the Department of Education. This commitment to the success of Veterans has continued throughout the last decade, earning Citrus College the distinction of being named a Military Friendly School in 2020 for the 10<sup>th</sup> year in a row by *VIQTOY* for its comprehensive support program for student veterans.

In response to a White House mandate challenging the nation's colleges and universities to increase their graduation rates by 2020, Citrus College launched its College of Completion initiative in 2012 and reconfirmed its commitment to this goal in the 2016-2021 Strategic Plan. The College of Completion agenda encourages and supports Citrus College students as they endeavor to earn an associate degree, transfer to four-year colleges and universities, and enter the career fields of their choice. The College offers a variety of academic programs and student services that facilitate student achievement and, ultimately, degree completion—an effort that has resulted in a record number of degrees conferred since 2011.

To further support student success and completion, the Citrus College Promise Program covers enrollment costs and mandatory fees for fall and spring semesters for the first two years for all first-time, full-time students, who apply for financial aid. Covered mandatory fees include registration, health service, student representation, class pass, student services fees, and participation in a textbook voucher program. The Citrus College Promise Program increases

college access for first-time Citrus College students, provides student support, and promotes completion.

Acknowledging the difficulty in assessing college readiness and how placement in remedial courses exacerbates the achievement and completion gap among low-income college students and students of color, Citrus College was an early adopter of California Assembly Bill (AB) 705's new assessment methods, requiring California community colleges to assess for placement based upon multiple measures, including high school coursework, grades, and grade point average, which are considered better predictors of college success than previous assessment methods. The College piloted this placement method with approximately one-fourth of all new, first-time students in the fall 2017 cohort, and many were placed into higher-level English and math courses. In fall 2018, the College began the full implementation of AB 705 and discontinued the use of Accuplacer tests for English and math Placement. Faculty of the English and math programs have redesigned the curriculum and created co-requisite courses to provide "just-in-time" remediation. All students now have direct access to transfer-level English and math courses. First-time enrollment in transfer-level English and math has increased significantly, from 50 in fall 2015 to 98 percent in fall of 2019 for English and from 18 in fall 2015 to 91 percent in fall 2019 for math. Over the same period of time, the completion of transfer-level English and math courses in one year rose from 49 to 71 percent and from 19 to 45 percent, respectively. Such significant increases in transfer-level English and math courses increases students' rate of progression through their studies and will aid in overall student completion.

Citrus College is also increasing offerings at local high schools through the Dual Enrollment program as another means of promoting student success and completion. This program provides high school students with the opportunity to enroll in college courses in addition to their regular high school classes. By enabling students to begin college early, dual enrollment saves students' time and money. Additionally, it increases the likelihood participating students will pursue a college degree, particularly for students from underrepresented backgrounds.

The College is in the process of creating a Guided Pathways model that will be implemented in Fall 2021. Starting in 2018, faculty, staff, students, and administrators set out to create a Guided Pathways framework that is intuitive to students, while maintaining a sense of structure that will allow the College to transition to this new model relatively seamlessly. The first step in the process was a College wide effort to categorize academic programs into similar clusters of majors, or pathways. This will allow students to choose a pathway that is flexible enough to allow a student to move within the cluster of majors, without completely starting over if they choose to change their major but stay within the pathway. These pathways are called Career and Academic Pathways (CAPs). The College developed seven CAPs to cover all the degrees, certificates and skill awards that are currently available to students. Two CAPs, Social and Behavioral Studies and Business and Information Technology, rolled out in fall 2020, with the remainder of the CAPs to follow in fall 2021. The College is in the process of designing the best model to support students as they choose and enter a pathway and as they stay on the path and complete their academic goals. This holistic approach calls for a College wide collaborative and innovative approach to provide student support services that ensure students receive the

assistance they need to achieve their academic goals. Guided Pathways is another way the College is striving to ensure student success and completion.

Citrus College has also been recognized for its dedication to serving its ethnically diverse student population. Citrus College's student body has gradually become more diverse and today the majority of the student population is Hispanic. For the past decade, the College has been annually ranked in the top 50 community colleges nationally by The Hispanic Outlook in Higher Education for its success in awarding associate degrees. This demographic composition has earned Citrus College a Hispanic Serving Institution (HSI) designation, which is defined by the U.S. Department of Education as a college or university whose Hispanic students comprise 25 percent or more of the total student body.

The HSI designation has allowed Citrus College to receive several Department of Education grants to assist Hispanic and other students who can benefit from enhanced services and programs. A \$3 million HSI cooperative grant in 2005 funded the Center for Teacher Excellence, a teacher preparation partnership with the University of La Verne. In fall 2008, the College received its first STEM grant to increase the number and success rate of first-generation, low-income, and underrepresented college students in the science, technology, engineering, and mathematics fields (STEM). In 2009, the College received a \$2.1 million HSI grant that established College Success, a program that offers resources to students who perform at the pre-collegiate level in math, English, or reading. Both the STEM Program and the Center for Teacher Excellence received second HSI grants in 2011. The STEM Program received a total of \$4.3 million in grants that established the College's RACE to STEM Program. The Center for Teacher Excellence received a \$3.7 million cooperative grant with the University of La Verne to improve the education career pathway for students at both institutions, which includes equipping them to incorporate high technology in their teaching strategies.

In the wake of the social unrest following the death of George Floyd in May 2020, the Board of Trustees (BOT) and Superintendent/President Perri quickly took measures to affirm the College's commitment to take action against structural racism. At the June 2020 BOT meeting, the Board passed a resolution calling for a thorough and wide-ranging assessment of the College's policies, curriculum, and culture to determine how the College can actively influence the social change needed to make an impactful difference in eliminating structural racism, while also promoting diversity, equity, and inclusion. The Citrus College Diversity, Equity, and Inclusion (DEI) Task Force was formed with this mandate in mind.

In response to the global COVID-19 pandemic in spring of 2020, Citrus College closed its campus and moved all courses and student services online to safeguard the health of all members of the Citrus College community, while still ensuring students' ability to succeed and transfer. During the spring semester, the College provided a variety of training opportunities to faculty to assist with the transition to online education. A COVID-19 resource page was created to help students transition to online learning as well as to provide links to educational, health and financial resources. The Citrus College Foundation provided technology grants to students in need of support. Following the guidelines of the State and the Los Angeles County Department of Public Health, the College decided to continue in a remote mode through spring of 2021 with instruction and student support services offered online. The Online Education Committee created

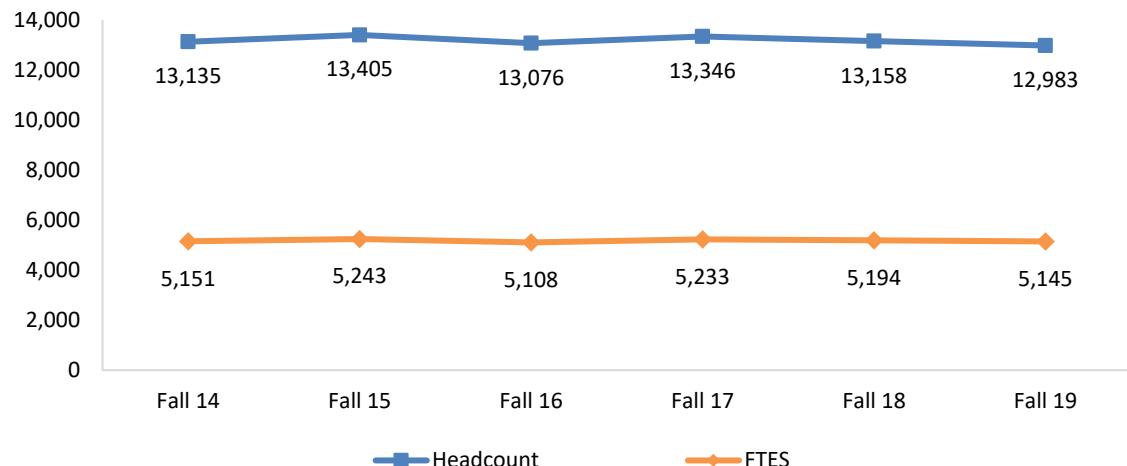
an online teaching training video and self-assessments for all faculty teaching in summer or fall of 2020, highlighting the requirements for teachers to maintain frequent and substantive communication with students, to promote student-to-student interactions, and to create accessible content, reaffirming the College's commitment to excellence in teaching even during these difficult circumstances.

Building on one hundred plus years of innovation and dedication to student success, completion and transfer, Citrus College continues to provide students with affordable access to college and the support and services to aid in their success.

## Student Enrollment Data

The College's enrollment has been stable over the last six years. The fall term unduplicated headcount was approximately 13,000 for this period. Full-time equivalent students (FTES) has also been stable, around 5,200.

*Figure 1. Fall Semester Unduplicated Headcount*



Source: Chancellor's Office Data Mart

About one third of Citrus College students reside in one of the five primary cities within the College's service area. As much as 65 percent of the students live outside of the service area. A small percentage of the students are international students (table 2). Figure 4 illustrates the residency of Citrus College students. The size of the circle indicates concentration of student residency.

Table 2. Student Residency, Fall 2019		
	Count	Percent
Within Citrus College Service Area	4,123	32%
Outside of Citrus College Service Area	8,396	65%
International students	464	3%
<b>Total</b>	<b>12,983</b>	<b>100%</b>

Source: Citrus College Institutional Data

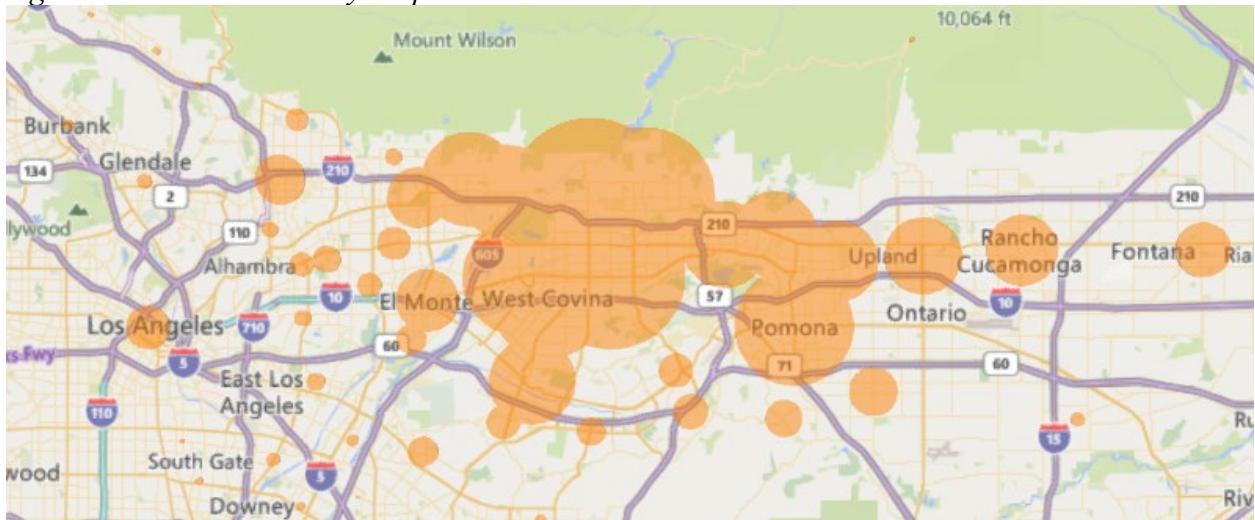
*Table 3. Top 15 Cities of Residence*

Azusa*	1,594
Covina	1,260
Glendora*	1,139
Pomona	806
West Covina	795
Baldwin Park	747
Monrovia*	512
Duarte*	506
San Dimas	428
La Puente	423
La Verne	422
Claremont*	372
Upland	337
Ontario	309
Rancho Cucamonga	286

\*Cities within the College's service area

Source: Chancellor's Office Data Mart

Figure 4. Student Residency Map

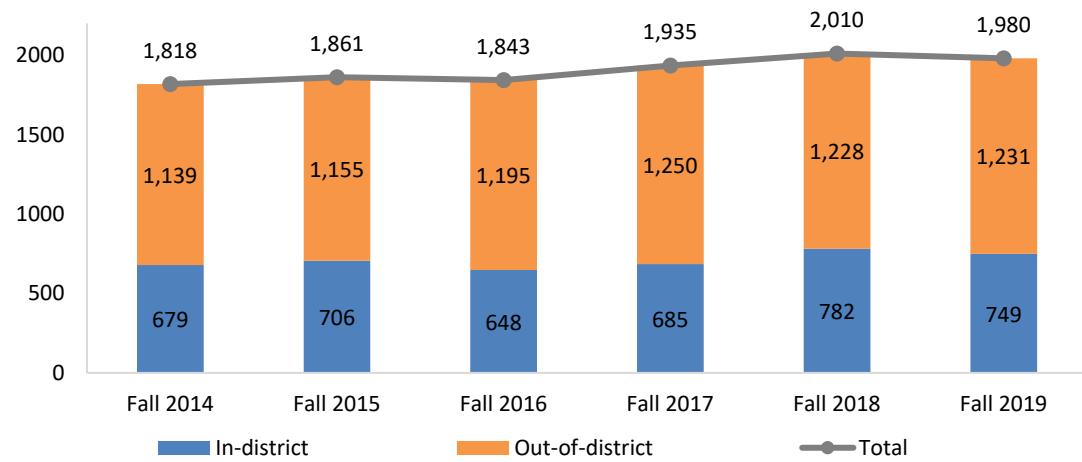


Source: Citrus College Institutional Data

There are six feeder high schools in the College's service area: Azusa High School, Claremont High School, Duarte High School, Gladstone High School, Glendora High School and Monrovia High School.

Each fall semester, between 1,800 and 2,000 high school graduates enter Citrus College. Of those, about 30 to 40 percent are from the six feeder high schools and the continuation high schools in the service area. A large portion of new students are from outside of the College's service area and from private high schools (Figure 5).

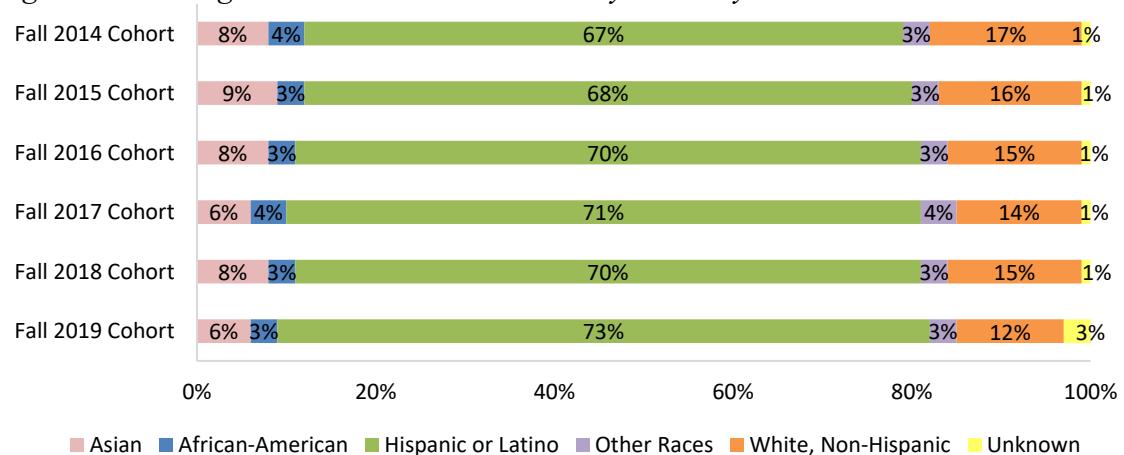
Figure 5. New High School Graduate Cohorts



Source: Citrus College Institutional Data

Each cohort of new high school graduates is made up of roughly 50 percent male and 50 percent female students, with an average cohort age of 18 years. While the age and gender composition remains consistent, Hispanic students increased from 67 percent in the fall 2013 cohort to 73 percent in the fall 2019 cohort.

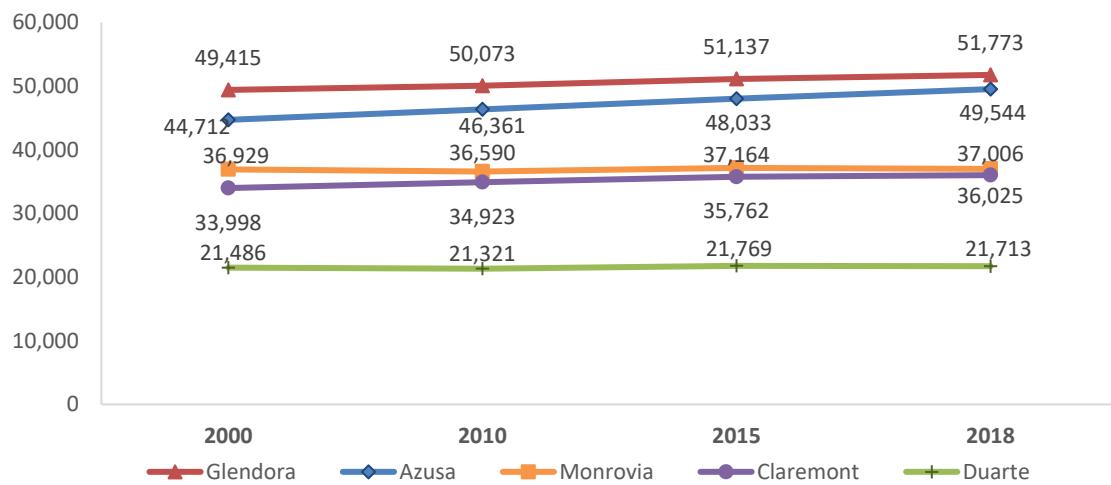
Figure 6. New High School Graduate Cohorts by Ethnicity



## Labor Market Data

Citrus College's service area includes five primary cities within the College district boundary: Azusa, Claremont, Duarte, Glendora, and Monrovia. Glendora is the largest city with a population of 51,773 and Duarte is the smallest, with a population of 21,713 in 2018. Since 2000, populations in the five primary cities have mostly stayed flat except Azusa, which has experienced a ten percent growth in population.

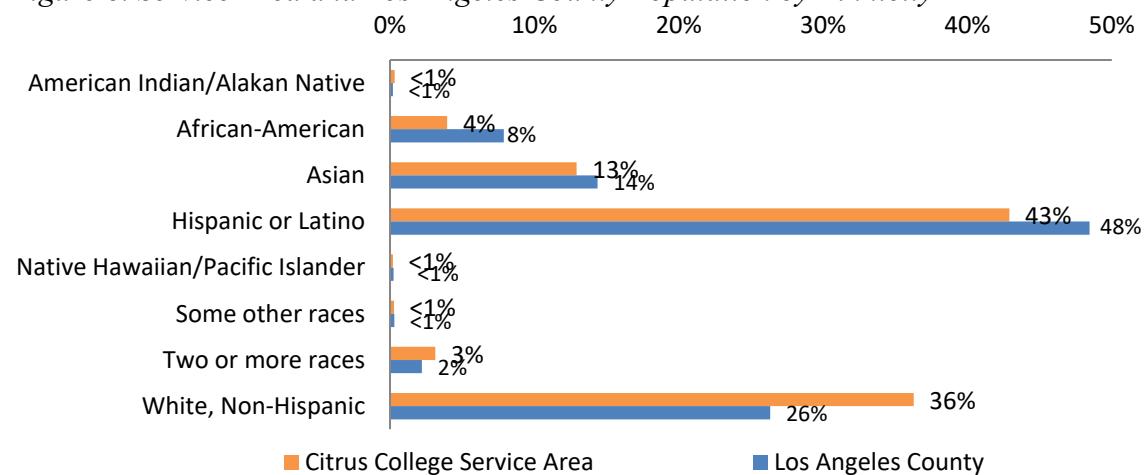
*Figure 7. Service Area Population by City*



Source: 2018 American Community Survey 5-year Estimates

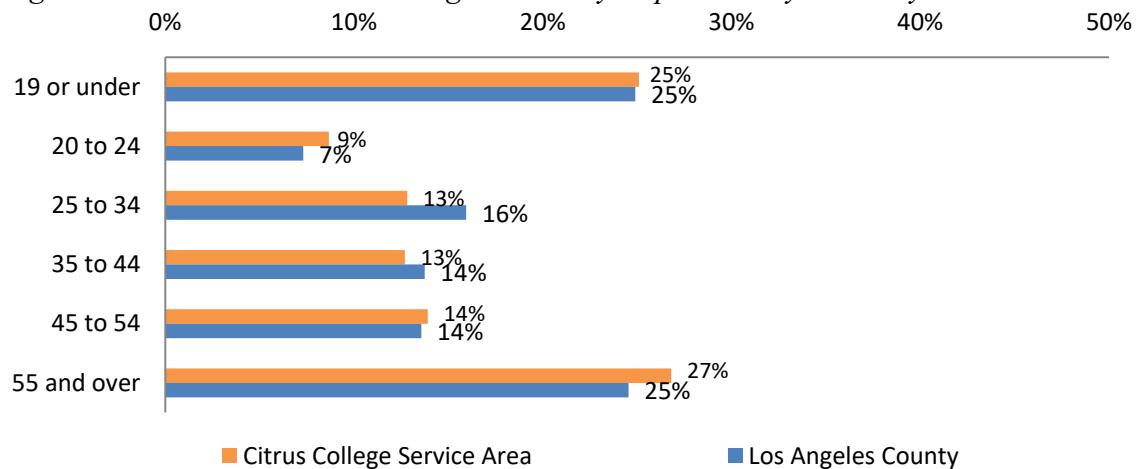
Populations in the College's service area and Los Angeles County are highly diverse, with 43 percent Hispanic, 36 percent White, 13 percent Asian, and 4 percent African-American (Figure 8). The service area has a higher concentration of Whites and a lower concentration of African-Americans and Hispanic/Latinos compared to Los Angeles County. The age composition of Citrus College service area residents is similar to Los Angeles County (Figure 9).

*Figure 8. Service Area and Los Angeles County Population by Ethnicity*



Source: 2018 American Community Survey 5-year Estimates

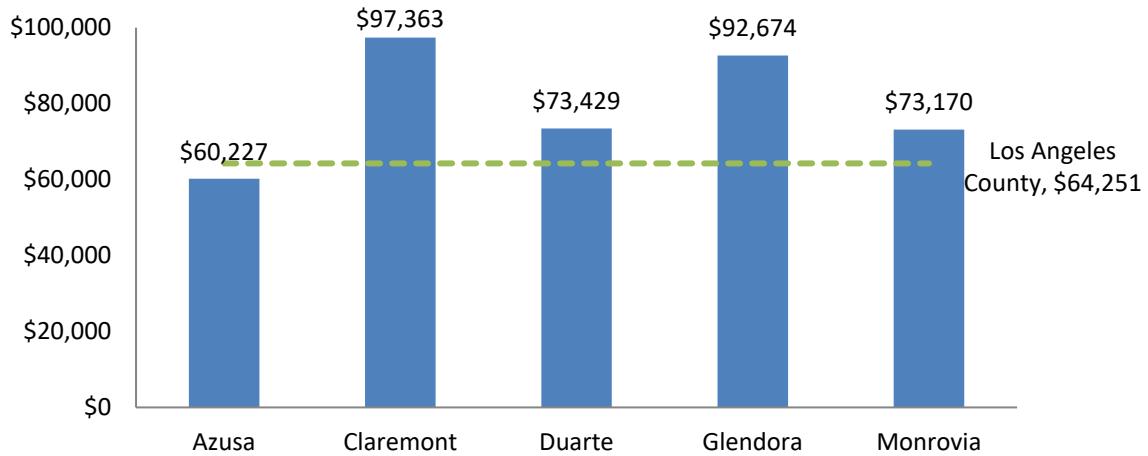
Figure 9. Service Area and Los Angeles County Population by Ethnicity



Source: 2018 American Community Survey 5-year Estimates

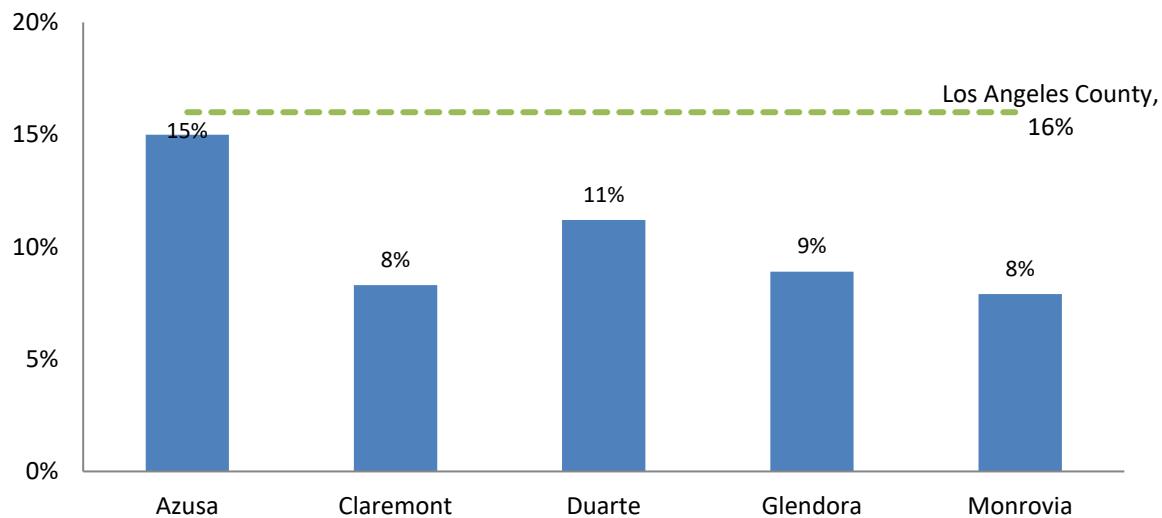
The socioeconomic status of residents in the College's service area differs considerably by city. The median household income in four out of the five primary cities is above the Los Angeles County's median household income by at least 13 percent (Figure 10). However, in Azusa, the median household income is below the Los Angeles County's median and the poverty rate is the highest among the five cities (Figures 10 and 11).

Figure 10. Median Household Income (in 2018 Inflation-adjusted Dollars)



Source: 2018 American Community Survey 5-year Estimates

Figure 11. Poverty Rate in Service Area and Los Angeles County



Source: 2018 American Community Survey 5-year Estimates

## Unemployment Data

The unemployment rate in the last 12 months in Los Angeles County was below five percent. However, the unemployment rate increased dramatically to 6.4 percent in March 2020 due to COVID-19. All five primary cities in the College's service area experienced an increase in their unemployment rate in March, compared to the same month last year. It is likely that COVID-19 will continue to impact the economy in 2020. As such, it may take the job market a considerable period of time to recover.

Figure 12. Unemployment Rate in Los Angeles County Since January 2019

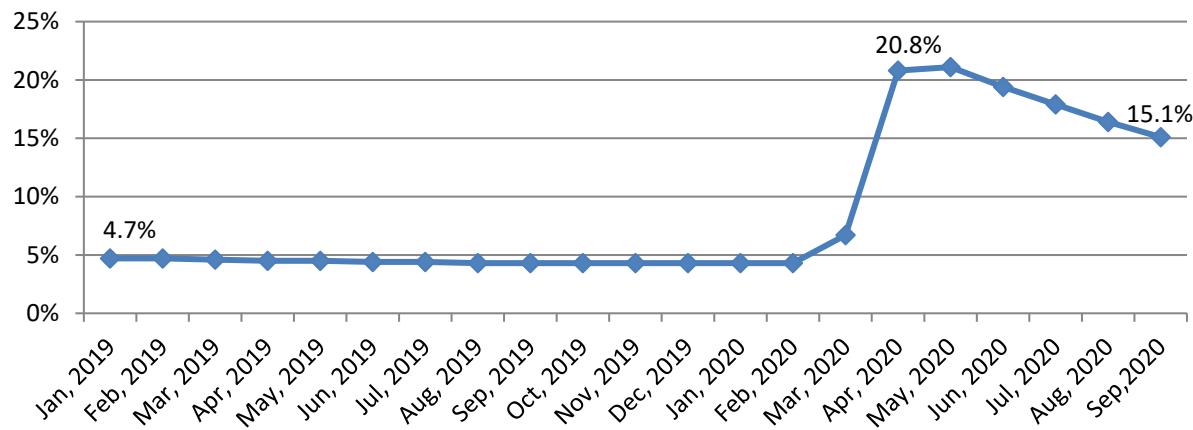
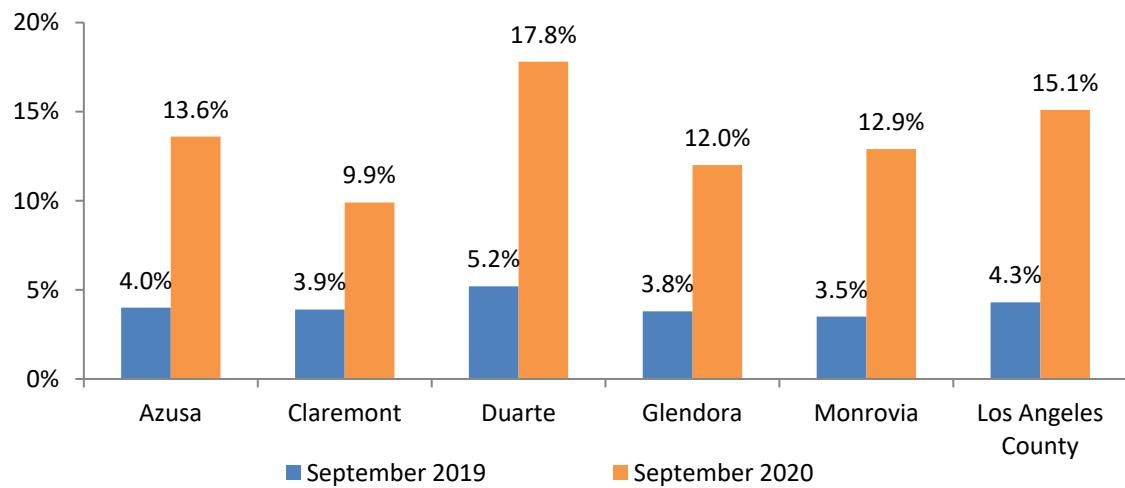


Figure 13. Unemployment Rate in Service Area and Los Angeles County, September 2019 vs. September 2020



Source: California Employment Development Department

## Projected Job Growth

Many Citrus College students joined the workforce in Los Angeles County and the broader southern California region. The following three tables show the top ten occupations with the most openings and the top ten occupations with the highest growth rates in Los Angeles County, Orange County, and the Inland Empire metropolitan areas. The occupations projected to have the most job openings are primarily in healthcare, accommodation and food services, transportation and warehousing, as well as construction. Many of the fastest-growing and highest-paying jobs, such as physician assistants and software developers, require a bachelor's degree or above.

*Table 14. Occupations with the Most Job Openings and Fastest-Growing Occupations, Los Angeles-Long Beach-Glendale Metropolitan Division, 2016-2026*

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage <sup>1</sup>
Personal Care Aides	7	430,030	\$24,491
Combined Food Preparation and Serving Workers and Fast Food	8	220,220	\$24,008
Cashiers	8	205,070	\$24,194
Waiters and Waitresses	8	174,540	\$25,088
Retail Salespersons	8	174,270	\$25,309
Laborers and Freight, Stock, and Material Movers	8	147,610	\$26,465
Office Clerks, General	7	109,900	\$32,571
Stock Clerks and Order Fillers	7	83,770	\$25,795
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	81,550	\$30,169
Security Guards	7	80,790	\$27,731
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Home Health Aides	7	41.4%	\$26,158
Personal Care Aides	7	39.9%	\$24,491
Physician Assistants	2	37.3%	\$107,508
Statisticians	2	36.8%	\$80,232
Nurse Practitioners	2	34.8%	\$127,644
Software Developers, Applications	3	33.7%	\$111,661
Physical Therapist Assistants	4	31.8%	\$67,745
Physical Therapist Aides	7	30.5%	\$30,540
Occupational Therapy Assistants	4	30.2%	\$73,351
Massage Therapists	5	29.8%	\$34,201

### Entry Level Education

1- Doctoral or professional degree  
4- Associate degree  
7- High school diploma or equivalent

2- Master's degree  
5- Postsecondary non-degree award  
8- No formal education credential

3- Bachelor's degree  
6- Some college, no degree

<sup>1</sup> Wages are from 2018 first quarter, excluding self-employed or unpaid family workers. An estimate could not be provided for wages listed as n/a. Source: California Employment Development Department

Table 15. Occupations with the Most Job Openings and Fastest-Growing Occupations, Anaheim-Santa Ana-Irvine Metropolitan Division, 2016-2026

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage
Combined Food Preparation and Serving Workers and Fast Food	8	84,680	\$23,771
Cashiers	8	68,050	\$23,750
Personal Care Aides	7	65,210	\$24,121
Waiters and Waitresses	8	64,960	\$25,088
Retail Salespersons	8	64,720	\$25,031
Laborers and Freight, Stock, and Material Movers	8	42,920	\$26,403
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	37,420	\$26,950
Office Clerks, General	7	34,140	\$33,308
Customer Service Representatives	7	33,110	\$37,668
Stock Clerks and Order Fillers	7	30,630	\$25,784
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Solar Photovoltaic Installers	7	106.8%	n/a
Home Health Aides	7	40.6%	\$26,168
Physician Assistants	2	35.8%	\$118,627
Phlebotomists	5	33.3%	\$42,142
Carpet Installers	8	32.0%	\$44,938
Software Developers, Applications	3	31.5%	\$118,901
Tile and Marble Setters	8	30.3%	\$49,071
Nurse Practitioners	2	28.9%	\$120,607
Health Specialties Teachers, Postsecondary	1	27.7%	\$153,498
Operations Research Analysts	3	27.3%	\$88,356

*Entry Level Education*

1- Doctoral or professional degree

2- Master's degree

3- Bachelor's degree

4- Associate degree

5- Postsecondary non-degree award

6- Some college, no degree

7- High school diploma or equivalent

8- No formal education credential

Table 16. Occupations with the Most Job Openings and Fastest-Growing Occupations, San Bernardino-Riverside-Ontario Metropolitan Statistical Area, 2016-2026

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage
Personal Care Aides	7	116,640	\$23,895
Laborers and Freight, Stock, and Material Movers	8	103,380	\$28,613
Combined Food Preparation and Serving Workers and Fast Food	8	94,680	\$23,771
Cashiers	8	81,200	\$23,781
Retail Salespersons	8	70,410	\$25,185
Stock Clerks and Order Fillers	7	49,760	\$25,293
Waiters and Waitresses	8	49,270	\$24,460
Heavy and Tractor-Trailer Truck Drivers	5	37,300	\$48,044
Office Clerks, General	7	32,500	\$34,700
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	28,760	\$30,138
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Solar Photovoltaic Installers	7	138.0%	\$39,096
Machine Feeders and Offbearers	8	47.2%	\$31,299
Home Health Aides	7	42.9%	\$32,659
First-Line Supervisors of Helpers, Laborers, and Material Movers,	7	42.3%	n/a
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile Setters	8	39.7%	\$36,490
Personal Care Aides	7	39.6%	\$23,895
Physical Therapist Aides	7	38.9%	\$28,719
Physician Assistants	2	38.1%	\$114,758
Software Developers, Applications	3	37.1%	\$98,531
Roofers	8	37.1%	\$49,051

**Entry Level Education**

1- Doctoral or professional degree  
 4- Associate degree  
 7- High school diploma or equivalent

2- Master's degree  
 5- Postsecondary non-degree award  
 8- No formal education credential

3- Bachelor's degree  
 6- Some college, no degree

## Demographic Data

There are more female students than male students at Citrus College. The percentage of female students increased slightly from 52 percent in fall 2015 to 55 percent in fall 2019.

*Table 17. Unduplicated Headcount by Gender*

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
Female	6,960	52 %	6,878	53 %	7,066	53 %	7,012	53 %	7,080	55 %
Male	6,171	46 %	5,942	45 %	6,068	45 %	5,942	45 %	5,711	44 %
Unknown	274	2 %	256	2 %	212	2 %	204	2 %	192	1 %
<b>Total</b>	<b>13,405</b>	<b>100%</b>	<b>13,076</b>	<b>100%</b>	<b>13,346</b>	<b>100%</b>	<b>13,158</b>	<b>100%</b>	<b>12,983</b>	<b>100%</b>

*Source: Chancellor's Office Data Mart*

Students at Citrus College are primarily of traditional college age. Almost three quarters of the students are under the age of 24. The percentage of students who are 19 or younger increased slightly in the last two years due to expanded dual enrollment programs.

*Table 18. Unduplicated Headcount by Age*

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
19 or Less	4,001	30%	3,768	29%	4,041	30%	4,285	33%	4,533	35%
20 to 24	5,815	43%	5,689	44%	5,591	42%	5,217	40%	4,882	38%
25 to 29	1,765	13%	1,729	13%	1,879	14%	1,779	14%	1,682	13%
30 to 34	657	5%	691	5%	698	5%	734	6%	728	6%
35 to 39	401	3%	393	3%	416	3%	380	3%	406	3%
40 to 49	458	3%	475	4%	418	3%	464	4%	451	3%
50 +	308	2%	331	3%	303	2%	299	2%	301	2%
<b>Total</b>	<b>13,405</b>	<b>100%</b>	<b>13,076</b>	<b>100%</b>	<b>13,346</b>	<b>100%</b>	<b>13,158</b>	<b>100%</b>	<b>12,983</b>	<b>100%</b>

*Source: Chancellor's Office Data Mart*

As of fall 2019, the student body at Citrus College consisted of 65 percent Hispanic, 14 percent White, 12 percent Asian, three percent African-American, three percent multi-racial, and less than one percent other races. The percentage of Hispanic/Latino students has grown four percent over the past six years, while the White student population declined by about the same rate.

*Table 19. Unduplicated Headcount by Ethnicity*

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
African-American	508	4%	473	4%	469	4%	433	3%	429	3%
American Indian/Alaskan Native	24	<1%	21	<1%	20	<1%	11	<1%	30	<1%
Asian	1,682	13%	1,633	12%	1,654	12%	1,613	12%	1,541	12%
Hispanic	8,204	61%	8,160	62%	8,569	64%	8,562	65%	8,450	65%
Multi-Ethnicity	358	3%	360	3%	390	3%	382	3%	358	3%
Pacific Islander	18	<1%	11	<1%	9	<1%	16	<1%	20	<1%
Unknown	133	1%	116	1%	93	1%	113	1%	334	3%
White Non-Hispanic	2,478	18%	2,302	18%	2,142	16%	2,028	15%	1,821	14%
<b>Total</b>	<b>13,405</b>	<b>100%</b>	<b>13,076</b>	<b>100%</b>	<b>13,346</b>	<b>100%</b>	<b>13,158</b>	<b>100%</b>	<b>12,983</b>	<b>100%</b>

Source: Chancellor's Office Data Mart

From the fall of 2015 to the fall of 2019, more than half of the enrolled students at Citrus College reported a goal of transfer to four-year institutions. Nine percent indicated that they are seeking an associate degree or a certificate. Another nine percent of the students are studying for a GED or a high school diploma. Twenty percent of the students had not decided on a goal.

*Table 20. Unduplicated Headcount by Educational Goal*

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
Transfer	7,832	58%	7,720	59%	7,755	58%	7,536	57%	7,107	55%
Associate Degree/Certificate	1,234	9%	1,137	9%	1,086	8%	1,121	9%	1,121	9%
Career/Job Skills	721	5%	753	6%	697	5%	680	5%	660	5%
GED/High School Diploma	708	5%	654	5%	841	6%	921	7%	1,222	9%
Educational Development	138	1%	130	1%	124	1%	150	1%	150	1%
Improve Basic Skills	106	1%	87	1%	101	1%	83	1%	66	1%
Undecided/Unreported	2,666	20%	2,595	20%	2,748	21%	2,667	20%	2,567	20%
<b>Total</b>	<b>13,405</b>	<b>100%</b>	<b>13,076</b>	<b>100%</b>	<b>13,346</b>	<b>100%</b>	<b>13,158</b>	<b>100%</b>	<b>12,983</b>	<b>100%</b>

Source: MIS referential data

Approximately 40 percent of the students at Citrus College from the fall of 2015 to the fall of 2019 were full-time credit students, enrolled in 12 or more units. The other 58 percent of the students were part-time students. Noncredit students only make up about 2 percent of the student population.

*Table 21. Unduplicated Headcount by Unit Load*

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
Less than 3.0	189	1%	203	2%	173	1%	135	1%	182	1%
3.0 - 5.9	2,445	18%	2,396	18%	2,600	19%	2,547	19%	2,713	21%
6.0 - 8.9	2,592	19%	2,502	19%	2,644	20%	2,638	20%	2,567	20%
9.0 - 11.9	2,513	19%	2,351	18%	2,260	17%	2,083	16%	1,915	15%
12.0 -14.9	3,864	29%	3,935	30%	3,842	29%	3,807	29%	3,552	27%
15 +	1,420	11%	1,344	10%	1,539	12%	1,665	13%	1,811	14%
Noncredit	382	3%	345	3%	288	2%	283	2%	243	2%
<b>Total</b>	<b>13,405</b>	<b>100%</b>	<b>13,076</b>	<b>100%</b>	<b>13,346</b>	<b>100%</b>	<b>13,158</b>	<b>100%</b>	<b>12,983</b>	<b>100%</b>

*Source: Chancellor's Office Data Mart*

## Socio-economic Data

As noted below, the number of students who received financial aid remains about the same, while the total amount of aid awarded has increased. Of the students who received financial aid, the majority received the California College Promise Grant and more than 40 percent received other grants (Pell Grant, Cal Grant, Supplemental Educational Opportunity Grant, etc.).

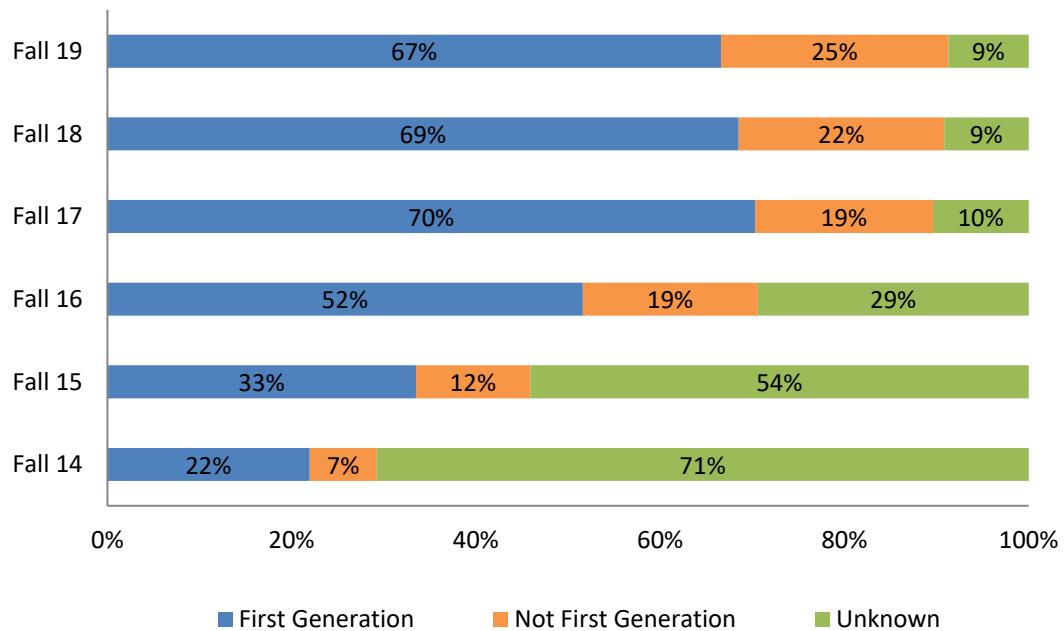
*Table 22. Financial Aid Amounts and Recipients*

	2015-2016		2016-2017		2017-2018		2018-2019	
	Student Count	Aid Amount						
California College Promise Grant	11,343	\$9,176,885	10,989	\$8,291,155	11,093	\$8,275,515	10,832	\$8,881,519
Grants	5,081	\$19,085,719	4,953	\$18,747,183	5,103	\$20,598,162	4,763	\$20,385,962
Loans	285	\$1,384,237	305	\$1,773,658	280	\$1,683,295	209	\$1,281,360
Scholarship	194	\$286,564	258	\$207,688	226	\$170,970	267	\$187,854
Work Study	90	\$258,914	91	\$292,961	101	\$324,414	99	\$343,927
<b>Total</b>	<b>11,561</b>	<b>\$30,192,319</b>	<b>11,218</b>	<b>\$29,312,645</b>	<b>11,322</b>	<b>\$31,052,356</b>	<b>11,101</b>	<b>\$31,080,622</b>

*Source: Chancellor's Office Data Mart*

Citrus College started to collect parent/guardian education level information in 2011 through CCC-Apply. There was a large percentage of students without parent/guardian education information initially. However, the College was able to collect more data over the last few years and significantly reduce the percent of students with missing information. As of fall 2019, over two-thirds of the enrolled students are first-generation college students.

Figure 23. First-generation Students. (A first-generation college student is defined as a student whose parent(s)/legal guardian(s) have not completed a bachelor's degree.)



Source: MIS referential data

## **Sites**

Citrus College does not have a Center and does not offer more than 50 percent of any program at other locations.

### **Specialized or Programmatic Accreditation**

#### **AUTOMOTIVE TECHNOLOGY**

The Automotive Technology program is accredited by the Automotive Service Excellence (ASE) Education Foundation as an official Master Automobile Service Technology Training Program, and registered with Toyota Motor Sales, USA as a Toyota Technician Training and Education Network (T-TEN) program.

##### **Program: Automotive Technology**

Degree : AS, CERT

Agency · Licensure : ASE Education Foundation; Toyota Motor Sales, USA

ASE Education Foundation

1503 Edwards Ferry Rd., NE; Suite 401

Leesburg, VA 20176

(703) 669-6650

<http://www.aseeducationfoundation.org/>

Toyota Motor Sales, U.S.A., Inc.

P.O. Box 259001

Plano, TX 75025-9001

(800) 331-4331

<https://www.t-ten.com/>

#### **COSMETOLOGY**

The Cosmetology program is designed to give students the required training and experience to prepare them to take the California State Board of Barbering and Cosmetology examination for licensure.

##### **Program: Cosmetology**

Degree: AS, CERT

Agency/Licensure: Board of Barbering and Cosmetology, CA Dept of Consumer Affairs

##### **Program: Esthetician**

Degree: CERT

Agency/Licensure: Board of Barbering and Cosmetology, CA Dept of Consumer Affairs

Board of Barbering and Cosmetology

2420 Del Paso Road Suite 100

Sacramento, CA 95834

1-800-952-5210

[barbercosmo.ca.gov](http://barbercosmo.ca.gov)

## HEALTH SCIENCES

### **Program: Certified Nursing Assistant**

The Certified Nursing Assistant program is approved by the California State Department of Health  
Degree: AS, CERT

Agency/Licensure: California Department of Public Health (CDPH)

State Department of Health  
PO Box 997377, MS 0500  
Sacramento, CA 95899-7377  
(916) 558-1784

<http://www.cdph.ca.gov/services/training/Documents/SCH.AUG.pdf>

### **Program: Dental Assisting**

The Dental Assisting program is accredited by the American Dental Association, Commission on Dental Accreditation and by the Dental Board of California, a division of the California Department of Consumer Affairs.

Degree: AS, CERT

Agency/Licensure: Dental Board of California CA Dept of Consumer Affairs

Dental Board of California  
2005 Evergreen Street, Suite 1550 Sacramento, CA 95815  
(916) 263-2300  
<http://www.dbc.ca.gov/>

American Dental Association  
Commission on Dental Accreditation  
211 Chicago Avenue  
Chicago, IL 60611-2678  
(800) 621-8099

<http://www.ada.org/en/coda> <http://www.ada.org/en/coda/find-a-program/search-dental-programs#t=us&sort=%40codastatecitysort%20ascending>

### **Program: Emergency Medical Technician**

The Emergency Medical Technician program is registered with the National Registry of Emergency Medical Technicians (NREMT)

Degree: n/a

Agency/Licensure: National Registry of Emergency Medical Technicians (NREMT)

National Registry of Emergency Medical Technicians (NREMT)  
6610 Busch Blvd,  
Columbus, OH 43229  
(614) 888-4484  
<https://www.nremt.org/rwd/public>

**Program: Nursing, Registered-ADN**

The Associate Degree Nursing (ADN) program is accredited by the State of California Board of Registered Nursing (BRN), a division of the California Department of Consumer Affairs.

Degree: AS

Agency/Licensure: Board of Registered Nursing, CA Dept of Consumer Affairs, and National Council Licensure Examination for Registered Nurses (NCLEX-RN)

Board of Registered Nursing (BRN)  
P.O. Box 944210  
Sacramento, CA 94244-2100  
(916) 322-3350  
<http://www.rn.ca.gov/education/rnprograms.shtml>

## B. Presentation of Student Achievement Data and Institution-set Standards

### Success Rate

Citrus College's overall course success rates in the past five years have steadily increased from 71.4 percent to 71.9 percent. However, there are noticeable gaps in success rates among students by gender, age and ethnic group. Online course success rates have improved since 2014-2015, although there is still a ten percent gap between online and traditional course success rates.

*Table 24. Overall Course Success Rate*

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Institution-Set Standard (floor)	n/a	n/a	65.0%	65.0%	65.0%
Stretch Goal (aspirational)	70.3%	71.3%	72.0%	73.0%	74.0%
Collegewide Success Rate	71.4%	71.0%	71.5%	71.7%	71.9%

*Source: Chancellor's Office Data Mart*

*Table 25. Course Success Rate by Gender*

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Female	73.1%	72.8%	73.0%	72.8%	73.2%
Male	69.4%	69.0%	69.8%	70.4%	70.4%
Unknown	70.3%	68.8%	70.2%	70.7%	73.9%

*Source: Chancellor's Office Data Mart*

*Table 26. Course Success Rate by Ethnicity*

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
African-American	62.2%	59.8%	59.8%	58.5%	64.3%
American Indian/ Alaskan Native	66.0%	67.3%	58.9%	63.6%	57.7%
Asian	77.7%	78.1%	77.0%	78.6%	78.8%
Hispanic	68.7%	68.6%	69.3%	69.6%	69.5%
Multi-Ethnicity	72.8%	71.4%	73.7%	72.2%	73.7%
Pacific Islander	68.4%	62.4%	70.0%	64.3%	80.0%
Unknown	69.9%	72.0%	72.9%	71.8%	74.3%
White Non-Hispanic	77.1%	75.9%	77.4%	77.6%	77.4%

*Source: Chancellor's Office Data Mart*

Table 27. Course Success Rate by Age

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 to 17	79.5%	74.9%	81.1%	84.9%	84.6%
18 & 19	71.0%	70.1%	70.5%	71.2%	70.6%
20 to 24	70.8%	70.8%	71.3%	70.8%	71.8%
25 to 29	72.3%	70.9%	71.3%	72.3%	71.1%
30 to 34	73.3%	72.9%	72.3%	72.8%	72.8%
35 to 39	73.5%	74.4%	78.0%	73.8%	73.7%
40 to 49	72.2%	75.5%	71.6%	72.4%	73.5%
50 +	74.0%	74.5%	75.9%	72.6%	73.5%

Source: Chancellor's Office Data Mart

Table 28. Course Success Rate, Online vs. Traditional

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Online	61.1%	63.6%	63.8%	65.1%	64.3%
Traditional	72.7%	72.1%	73.1%	73.4%	74.2%

Source: Chancellor's Office Data Mart

## Transfer

Citrus College has seen a steady increase in transfer volume since 2015-16. Most recently in 2018-19, 164 students transferred to the UC system and 867 students transferred to the CSU system, setting the highest record in the College's history.

Table 29. Transfer to Four-Year Institutions

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Institution-Set Standard (floor)	n/a	n/a	1,000	1,000	1,000
Stretch Goal (aspirational)	1,260	1,285	1,310	1,335	1,362
Transfer to UC	131	116	148	145	164
Transfer to CSU	693	669	759	811	867
Transfer to In-State-Private	244	171	150	141	128
Transfer to Out-of-State	166	167	143	114	140
<b>Total Number of transfer</b>	<b>1,234</b>	<b>1,123</b>	<b>1,200</b>	<b>1,211</b>	<b>1,299</b>

Source: Chancellor's Office Data Mart, California State University Office of Institutional Research and Analyses, University of California Office of the President

## Degrees and Certificates

The number of degrees and certificates awarded peaked in 2017-18 and dropped in 2018-19. The most significant decline in Associate of Sciences (A.S.) degrees and Associate of Arts (A.A.) degrees is the result of the discontinuation of generalist associate degrees in favor of the more specific transfer degrees. The decline in the number of students, who earned a degree or certificate, is also a reflection of decreased enrollment in 2018-19.

*Table 30. Number Degrees and Certificates*

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Associate in Science for Transfer (A.S.-T) Degree	245	342	378	431	443
Associate in Arts for Transfer (A.A.-T) Degree	255	361	425	596	521
<b>Total ADT</b>	<b>500</b>	<b>703</b>	<b>803</b>	<b>1,027</b>	<b>964</b>
Associate of Science (A.S.) degree	723	861	780	910	781
Associate of Arts (A.A.) degree	1,160	1,390	1,390	1,381	913
<b>Total Associate degrees</b>	<b>1,883</b>	<b>2,251</b>	<b>2,170</b>	<b>2,291</b>	<b>1,694</b>
<b>Certificates</b>	<b>1,216</b>	<b>1,349</b>	<b>1,462</b>	<b>2,031</b>	<b>2,029</b>
<b>Total Degrees and Certificates</b>	<b>3,599</b>	<b>4,303</b>	<b>4,435</b>	<b>5,349</b>	<b>4,687</b>

Source: Chancellor's Office Data Mart

*Table 31. Number of Students Who Earned a Degree*

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Institution-Set Standard (floor)	n/a	n/a	1,200	1,200	1,200
Stretch Goal (aspirational)	1,270	1,283	1,296	1,309	1,322
Actual number of students who earned a degree	1,254	1,360	1,370	1,556	1,389

Source: Citrus College Institutional Data

*Table 32. Number of Students Who Earned a Certificate*

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Institution-Set Standard (floor)	n/a	n/a	1,100	1,100	1,100
Stretch Goal (aspirational)	1,140	1,151	1,162	1,173	1,185
Actual number of students who earned a certificate	1,127	1,324	1,387	1,664	1,587

Source: Citrus College Institutional Data

## Licensure Exam Pass Rate

Over the last few years, licensure exam pass rates have been relatively stable, meeting or exceeding the Institution-set Standard, although the rates for some programs have fluctuated due to relatively small cohorts. The Registered Dental Assistant examination reverted back to a combined assessment in 2017.

*Table 33. Licensure Exam Pass Rate*

Program	Examination	Institution-set Standard (2020 ACCJC annual report)	2014 - 2015 Pass Rate	2015 - 2016 Pass Rate	2016 - 2017 Pass Rate	2017 - 2018 Pass Rate	2018 - 2019 Pass Rate
Emergency Medical Technician – EMT	National	75%	68%	80%	71%	94%	90%
Registered Dental Assistant (RDA) - Practical	State	75%	94%	37%	77%	n/a	n/a
Registered Dental Assistant (RDA) - Written	State	75%	74%	76%	83%	n/a	n/a
Registered Dental Assistant (RDA) - Law/Ethics	State	75%	93%	100%	100%	n/a	n/a
Registered Dental Assistant (RDA) - Combined	State	75%	n/a	n/a	n/a	77%	79%
Licensed Vocational Nursing (LVN)	State	75%	85%	85%	92%	86%	86%
Registered Nursing (RN/ADN)	State	75%	87%	89%	93%	96%	86%
Certified Nurse Assistant (CNA) - Written	State	75%	n/a	n/a	100%	98%	100%
Certified Nurse Assistant (CNA) - Skills	State	75%	n/a	n/a	100%	98%	100%
Certified Nurse Assistant (CNA)	State	75%	100%	100%	n/a	n/a	n/a
Cosmetology - Practical	State	70%	88%	98%	87%	80%	86%
Cosmetology - Written	State	70%	60%	84%	91%	88%	83%
Esthetician - Practical	State	70%	99%	89%	96%	100%	91%
Esthetician - Written	State	70%	95%	93%	86%	79%	77%

*Source: Citrus College Institutional Data*

Table 34. Job Placement Rates

Program	Institution-set Standard (2020 ACCJC annual report)	2014-2015 Job Placement Rate	2015-2016 Job Placement Rate	2016-2017 Job Placement Rate	2017-2018 Job Placement Rate	2018-2019 Job Placement Rate
Forestry/Wildland Resources	70%	71%	79%	82%	57%	89%
Accounting	70%	65%	66%	77%	88%	73%
Digital Media	70%	14%	86%	78%	0%	72%
Information Technology	70%	n/a	72%	63%	100%	73%
Medium & Heavy Truck Technology	74%	n/a	71%	100%	100%	100%
Automotive Technology	81%	92%	89%	95%	83%	88%
Drafting Technology	89%	n/a	67%	67%	100%	50%
Water Technology	84%	86%	100%	91%	88%	93%
Recording Arts/Commercial Music	70%	54%	77%	69%	79%	69%
Emerging Theater Technology	79%	75%	100%	71%	67%	89%
Licensed Vocational Nursing	70%	77%	85%	78%	81%	90%
Dental Assisting	88%	91%	93%	84%	81%	73%
Child Development	70%	63%	80%	78%	93%	82%
Administration of Justice	79%	73%	80%	80%	94%	93%
Cosmetology/Esthetician	72%	68%	76%	76%	76%	73%
Public Works/Administration	85%	75%	100%	100%	100%	n/a

Source: Citrus College Institutional Data. Institution-set Standard is based on the ACCJC Annual Report.

### Institutional-set Standard - Strategic Plan Objectives

Citrus College course success rates, transfer, degree and certificate attainment are robust and have shown significant gains over the years. To further support the College's commitment to student success and completion and to close achievement gaps amongst disproportionately impacted students, Citrus College established 19 aspirational objectives in its 2016 to 2021 Strategic Plan. Seventeen out of the 19 objectives are closely related to student success and achievement with the data reported in the following tables. While not all of these objectives have been achieved, they reflect the College's ongoing commitment to increasing student success and

completion and help determine resource allocations as necessary to achieve these objectives as noted in the data reported in the following tables.

**Objective 1.** Increase the basic skills course completion rate in math and English by two percent per year.

Basic skills English success rate improved from 67 percent in fall 2015 to 69 percent in fall 2016 and fall 2017, while basic skills math success rate fluctuated.

*Table 35. Basic Skills Course Success Rate*

	Fall 2015	Fall 2016	Fall 2017
English	67%	69%	69%
Math	50%	57%	53%

*Source: Citrus College Institutional Data*

This objective was revised recently in 2019 to reflect the implementation of California Assembly Bill - AB705 in fall 2018. Currently, students have access to introductory transfer-level English and math courses.

**Revised Objective 1**

**1a.** Increase the percent of students who completed transfer-level English by one percent per year.

**1b.** Increase the percent of students who complete transfer-level math by three percent per year.

Of those students who attempted English/math course for the first-time in fall semesters, the percentage of students who completed transfer-level English/math within a year increased significantly since the College started to implement AB705 in fall 2018.

*Table 36. Transfer-level English and Math Completion*

	Fall 2015 – Spring 2016	Fall 2016 – Spring 2017	Fall 2017 – Spring 2018	Fall 2018 – Spring 2019
<b>English</b>	49%	55%	54%	71%
<b>Math</b>	19%	23%	28%	45%

*Source: Citrus College Institutional Data*

**Objective 2.** Increase the pass rate in noncredit ESL.

Noncredit ESL pass rates fluctuated between 33 percent and 39 percent in the last four years.

*Table 37. Noncredit ESL Pass Rate*

	2015-2016	2016-2017	2017-2018	2018-2019
<b>Noncredit ESL</b>	36%	39%	33%	34%

*Source: Citrus College Institutional Data*

**Objective 3. Increase the course completion rate of academic programs that are below the College average by one percent per year.**

Every fall, program-level and college-level course success rates of the last five years are made available to faculty as part of the **data packets** provided for program review.

**Objective 4. Increase the course completion rate of disproportionately impacted groups by two percent per year.**

African-Americans and foster youth were identified as the two disproportionately impacted groups when the objective was first established. Over the last five years, course success rates for African-American students remained relatively stable while the rates for foster youth declined.

*Table 38. Course Completion Rate of Disproportionately Impacted Groups*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African-American	57%	58%	55%	62%	58%
Foster Youth	52%	44%	45%	40%	44%

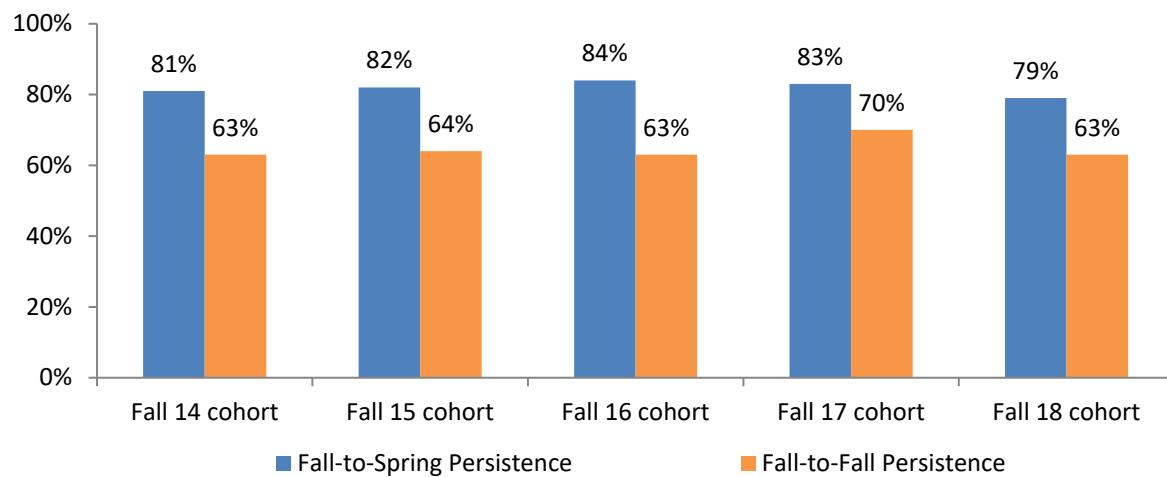
Source: Chancellor's Office Data Mart

**Objective 5. Increase the fall-to-spring persistence of first-time freshmen by one percent per year.**

**Objective 6. Increase the fall-to-fall persistence rate of first-time freshmen by two percent per year.**

The fall-to-spring persistence rate for first-time freshmen declined recently. However, fall-to-fall persistence remained at about 63 percent.

*Figure 39. Freshmen Cohort Persistence Rates*



Source: Citrus College Institutional Data

**Objective 7** Increase the number of students who graduate with an associate degree within three years by two percent per year.

Data from the Student Success Scorecard show that the number of students in each scorecard cohort who received an associate degree within three years has increased steadily each year.

*Table 40. Three-year Graduation Rate*

	2012-2013 Cohort	2013-2014 Cohort	2014-2015 Cohort	2015-2016 Cohort
Graduate with Associate Degree	12.3%	12.6%	12.8%	13.5%

*Source: Chancellor's Office Student Success Scorecard*

This objective was revised recently in 2019 to align with the California State Chancellor's Office Vision for Success goals. Baseline data in 2016-2017 was provided by the Chancellor's Office.

**Revised Objective 7.** Decrease the average number of units accumulated by all associate degree earners from 88 in 2016-2017 to 80 by 2021-2022.

**Objective 8.** Increase degree and certificate completion of disproportionately impacted groups by two percent per year.

The number of degrees and certificates awarded to African-American students increased by 20 percent from 126 in 2015-2016 to 151 in 2016-2017. However, in the last two years, the number declined by about the same percentage. The number of degrees and certificates awarded to Hispanic/Latino students peaked at 3,178 in 2017-2018 then dropped to 2,859 in 2018-2019. The trend is consistent with the College's effort to discontinue generalist degrees.

*Table 41. Degree and Certificate Completion of Disproportionately Impacted Groups*

	2015-16	2016-17	2017-18	2018-19	2019-20
African-American	126	151	138	125	131
Hispanic/Latino	2,479	2,703	3,178	2,859	2,995

*Source: Citrus College Institutional Data*

**Objective 9.** Increase transfer of disproportionately impacted groups by two percent per year.

The Transfer Velocity Report in the Chancellor's Office data mart tracks the six-year transfer outcome of a cohort of first-time students. Transfer rates for all three disproportionately impacted groups improved.

*Table 42. Transfer Rate of Disproportionately Impacted Groups*

	2008-2009 cohort	2010-2011 cohort	2011-2012 cohort	2012-2013 cohort
Hispanic/Latino	32%	36%	33%	39%
Students with disabilities	27%	33%	32%	30%
Pell grant recipients	37%	36%	35%	39%

*Source: Chancellor's Office Data Mart. 2009-2010 Cohort data is not reported due to a large number of students with unknown ethnicities.*

**Objective 10.** Increase degree completion by one percent per year.

Please see table 30.

**Objective 11.** Increase certificate completion by one percent per year.

Please see table 32.

**Objective 12.** Increase overall transfer to four-year colleges and universities by two percent per year.

Please see table 29.

**Objective 13** Increase the number of underrepresented students completing STEM programs of study by two percent per year.

The number of underrepresented students completing degrees and certificates in STEM fields increased gradually from 2014-2015 to 2017-2018 and experienced a significant drop in 2018-2019. The primary reason is the discontinuation of the two generalist degrees: Biological and Physical Sciences (and Mathematics) and Liberal Arts: Emphasis in Math and Science.

*Table 43. Number of Underrepresented Students Completing STEM Degrees and Certificates*

	2015-16	2016-17	2017-18	2018-19	2019-20
African-American	15	19	13	15	17
Hispanic/Latino	272	269	307	247	274
American	2	2	1	0	0
Indian/Alaska Native					
<b>Total</b>	<b>289</b>	<b>290</b>	<b>321</b>	<b>262</b>	<b>291</b>

*Source: Citrus College Institutional Data*

**Objective 14.** Increase licensure and industry-valued third-party credential pass rate for skill builders and CTE program completers by one percent per year.

Please see table 33.

**Objective 15. Increase the completion rate in programs leading to high-wage, high-skill occupations in local industry clusters by one percent per year.**

Twenty-three certificate programs were identified as programs leading to high-wage, high-skill occupations, when this objective was established. Approximately 320 to 360 certificates were awarded each year from 2014-2015 to 2017-2018.

*Table 44. Number of Certificates Awarded in Selected CTE Programs*

	Program	2014-2015	2015-2016	2016-2017	2017-2018
<b>1</b>	Certificate in Architectural Design	1		1	
<b>2</b>	Certificate in CAD Architecture & Drafting	3	1	1	3
<b>3</b>	Certificate in Computer Generated Imagery	1			1
<b>4</b>	Certificate in Digital & Web Design	7	8	1	8
<b>5</b>	Certificate in Automotive Research & Development	1			
<b>6</b>	Certificate in Automotive Service, Diagnosis and Repair-Toyota/Lexus/Scion	19	10	20	1
<b>7</b>	Certificate in Automotive Service, Diagnosis and Repair-Underhood Specialist	30	26	17	20
<b>8</b>	Certificate in Automotive Service, Diagnosis and Repair-Undercar/Drivetrain Specialist	37	17	19	17
<b>9</b>	Certificate Automotive Service, Diagnosis and Repair-Technology Master Technician	25	14	20	17
<b>10</b>	Diesel Technology Certificate				
<b>11</b>	Certificate in Medium and Heavy Truck Services	8	3		9
<b>12</b>	Certificate in Biomanufacturing		12	13	7
<b>13</b>	Certificate in Esthetician	46	44	69	75
<b>14</b>	Certificate in Dental Assisting	26	27	20	25
<b>15</b>	Emergency Management Homeland Security	2	2	2	3
<b>16</b>	Emergency Medical Technician		1	36	59
<b>17</b>	Certificate in Wildland Resources and Forestry	28	22	23	14
<b>18</b>	Certificate in Heating and Air Conditioning	3	12	14	
<b>19</b>	Certificate in Information Technology	6	10	5	7
<b>20</b>	Certificate in Audio Recording Technology	44	46	22	34
<b>21</b>	Certificate in Theatre Technologies	4	3	4	9
<b>22</b>	Certificate in Vocational Nursing	43	44	38	38
<b>23</b>	Certificate in Water Technology	19	25	12	12
<b>Total</b>		<b>353</b>	<b>327</b>	<b>337</b>	<b>359</b>

This objective was revised recently in 2019 to align with new Student-Centered Funding Formula. 2016-2017 and 2017-2018 data are provided by the Chancellor's Office.

**Revised Objective 15.** Increase the number of students who complete nine or more CTE units by one percent per year.

*Table 45. Number of Students who Completed 9 or More CTE Units*

	2016-2017	2017-2018
All Students who completed 9 or more CTE units	1,919	1,728

**Objective 16.** Increase the wage gaining potential of skill builders and CTE program completers.

*Table 46. CTE Students Wage Gain*

	2012-2013 cohort	2013-2014 cohort	2014-2015 cohort	2015-2016 cohort
Wage Gain	28.2%	41.4%	42.1%	36.5%

*Source: Chancellor's Office Student Success Scorecard*

This objective was revised recently in 2019 to align with the Chancellor's Office Vision for Success goals. Baseline data in 2016-2017 was provided by the Chancellor's Office.

**Revised Objective 16.** Increase the percent of students who attain a living wage from 32 percent in 2016-2017 to 37 percent by 2021-2022

**Objective 19.** Increase enrollment from Citrus College applicants by one percent per year.

This objective was added recently in 2019 to align with the Student Equity and Achievement (SEA) Program Plan. According to data provided by the Chancellor's Office, out of the 39,339 individuals who applied to Citrus College between 2016 and 2018, 16,807 (43 percent) enrolled in Citrus College in 2017-2018.

## C. Organization of the Self-Evaluation Process

As part of Citrus College's commitment to shared governance, faculty, staff, administrators, and students participated in the Self-Evaluation Process. Representatives from all constituent groups formed the teams that evaluated each standard, providing valuable insights. Team members came from all divisions and from all levels of the administration. The Accreditation Liaison Officer (the Vice President of Academic Affairs), the Accreditation Faculty Co-Chair and the Dean of Social and Behavioral Sciences and Online Education led the Accreditation Committee.

Management and faculty co-leads oversaw each team in charge of a substandard. In addition to the co-leads, there were also representatives from supervisor/confidential staff, classified staff and the student body on each team. The Accreditation Committee Co-Chairs gave regular updates on the progress of the self-evaluation process to the Steering Committee and Academic Senate. Additionally, the Accreditation Committee Co-Chairs led college wide forums to inform all members of the Citrus community about the self-evaluation process and results as well as posting information about accreditation on the Accreditation page of the Citrus College website.

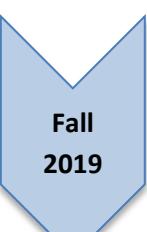
Planning Structure for the Citrus College ISER	
Oversight	Steering Committee
Accreditation Co-chairs	Vice President, Academic Affairs (Accreditation Liaison Officer) - Dr. Arvid Spor Faculty Co-chair – Dr. Cathrine Besancon

Standard	Management Co-lead / Reps.	Faculty Co-lead / Reps.	Supervisor/ Confidential	Classified Staff	ASCC Rep.
<b>1A Mission</b>	Sara Gonzalez-Tapia Eric Magallon	Ann Everett	Sandra Coon		Lilia Alvarez
<b>1B Assuring Academic Quality and Institutional Effectiveness</b>	Lan Hao Marianne Smith	Becky Rudd Dave Kary Suzanne Martinez	Rosario Garcia	Art Corral	Lilia Alvarez
<b>1C Institutional Integrity</b>	Michael Wangler Tiina Mittler	Carsten Dau	Kristen Campbell	Brian Cone	Victor Ureño
<b>2A Instructional Programs</b>	Gina Hogan Junior Domingo	Dave Kary	Brian Dean	Gwen Harris Christine Recendez Cathy Day	Jennifer Munguia Renteria

Standard	Management Co-lead / Reps.	Faculty Co-lead / Reps.	Supervisor/ Confidential	Classified Staff	ASCC Rep.
<b>2B Library and Learning Support</b>	Jessica Lopez-Jimenez Chris Garcia (Foundation)	Sarah Bosler	Gerald Helm	Jody Barrass Cristian Farias Nicole Villa	Ji Hoon Kim
<b>2C Student Support Services</b>	Gerald Sequeira Nicole Smith	Kristie Shimokawa	Coe Lamoureux	Mary Mincer	Justina Du'Brey
<b>3A Human Resources</b>	Robert Sammis Brenda Fink	Gino Munoz	Sandra Coon	Jennifer Blackburn	Naty Soto
<b>3B Physical Resources</b>	Fred Diamond Arvid Spor	Jeremy Clark	Phil Hawkins	Mike Ramos Anthony Deck	Jennifer Zhao
<b>3C Technology Resources</b>	Bob Hughes	Senya Lubisich	Tom Cheng	Millie Franco	Matthew Bentley
<b>3D Financial Resources</b>	Claudette Dain Rosalinda Buchwald	Gino Munoz	Lari Kirby	Olivia Canales	Jeanet Garcia
<b>4A Decision-Making Roles and Processes</b>	John Vaughan Carol Thomas	Patty Glover	Gene Barrera	Monica Hernandez	Giselle Vargas
<b>4B Chief Executive Officer</b>	Dana Hester Geraldine Perri	Jennifer Miller-Thayer	Randy Cable	Jerry Capwell	Dustin Glover
<b>4C Governing Board</b>	Martha McDonald Maryann Tolano-Leveque	Andrew Wheeler	Christine Link	Jorge Cortez	Lilia Alvarez

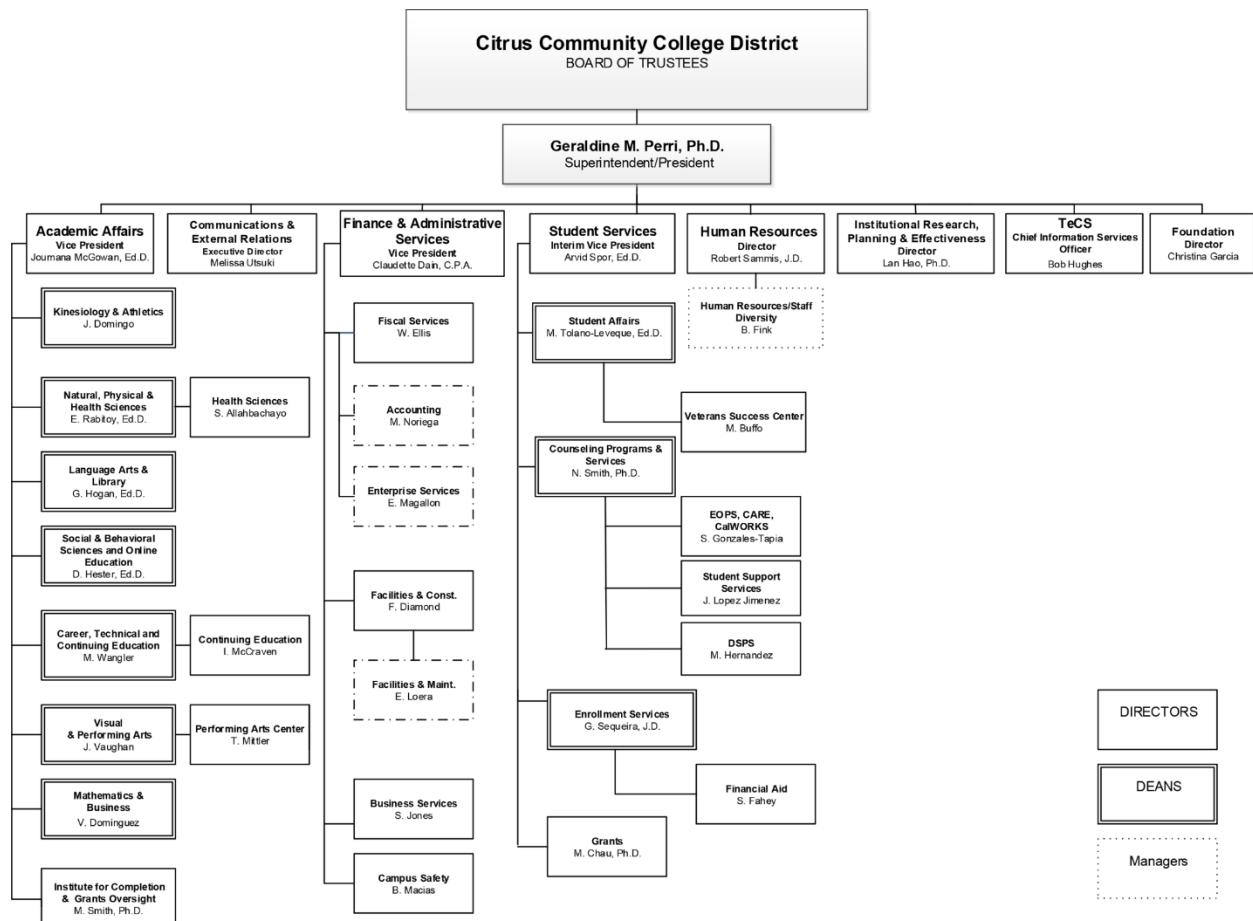
Timeline:

The following timeline is a summary of major developments in the preparation and writing of this Institutional Self-Evaluation Report. All constituent groups were involved throughout the process.

<b>Timeline for ISER Preparation, Fall 2018-Spring 2021</b>	
 <b>Fall 2018</b>	<ul style="list-style-type: none"><li>• Submit Mid-Term Report</li><li>• Advertise Faculty Co-chair position to start in the spring</li><li>• Nov. 7 – Management Team training on the standards for initial assessment.</li></ul>
 <b>Spring 2019</b>	<ul style="list-style-type: none"><li>• Feb. 12 – Citrus College staff receive Institution Self-Evaluation Report (ISER) training</li><li>• Feb. 26 – Co-chairs lead training for substandard teams' co-leads</li><li>• May 29 – Co-leads writing workshop</li><li>• Teams conduct research and interviews</li><li>• Work with ACCJC Vice President Momjian to refine timeline and requirements</li></ul>
 <b>Summer 2019</b>	<ul style="list-style-type: none"><li>• Collect demographic and other non-team information for the report</li><li>• Conduct Research and Interviews</li><li>• Begin writing process</li></ul>
 <b>Fall 2019</b>	<ul style="list-style-type: none"><li>• Co-chairs meet regularly with co-leads</li><li>• Gap analysis due to the ALO from co-leads by 11/1/19.</li><li>• First, full draft from co-leads of sub-standards due 12/6/19</li><li>• Updates to Steering and the Board of Trustees</li></ul>

 <p><b>Winter</b></p>	<ul style="list-style-type: none"> <li>• Co-chairs review and make comments on first drafts</li> <li>• Follow up with co-leads regarding any outstanding questions</li> </ul>
 <p><b>Spring 2020</b></p>	<ul style="list-style-type: none"> <li>• Begin editing the report</li> <li>• Follow-up meetings with co-leads about first draft</li> <li>• Updates to the Steering Committee and the Board of Trustees</li> <li>• College Forum for all constituent members held via Zoom on 5/20/20 with ACCJC Vice President Momjian and Co-chairs presenting</li> </ul>
 <p><b>Summer 2020</b></p>	<ul style="list-style-type: none"> <li>• Work with Co-chairs to stay on target</li> <li>• Continue editing</li> </ul>
 <p><b>Fall 2020</b></p>	<ul style="list-style-type: none"> <li>• Finalize writing of the draft report by late August</li> <li>• Post draft ISER</li> <li>• October 29—Accreditation Form</li> <li>• October 26—First reading by the Steering Committee</li> <li>• November 9—Second reading by the Steering Committee</li> <li>• November 17—First reading, Board Information item</li> <li>• December 15—Second reading, Board Approval</li> </ul>
 <p><b>Winter 2021</b></p>	<ul style="list-style-type: none"> <li>• ISER to be sent to the Accrediting Commission for Community and Junior Colleges by early January 2021.</li> </ul>

## D. Organizational Information



Rev. 12/1/2020

## **E. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Citrus College is a public two-year community college that has been in continual operation since 1915. It is the oldest two-year college established in Los Angeles County and the fifth such in the state. Citrus College is authorized to operate under the authority of the state of California, the Board of Governors of the California Community Colleges, and the Board of Trustees for the Citrus Community College District. Citrus College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

### **Eligibility Requirement 2: Operational Status**

The institution is operational, with students actively pursuing its degree programs.

Citrus College educated 12,983 full-time-equivalent students with an annual headcount of 19,765 in the 2018-2019 academic year. The **2019 Spring Fact Book** contains data about student achievement, demographics, degrees, certificates and transfers.

### **Eligibility Requirement 3: Degrees**

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The **Citrus College Catalog** lists degrees that the College offers and identifies courses that are required for completion of degrees and certificates. The College offers associate degrees in 67 fields of study and 28 Associate Degrees for Transfer as well as Certificates of Achievement and Skill Awards offered in 83 career/technical programs of study. Citrus College conferred 3,318 degrees during the June 2018 commencement including 1,027 transfer degrees. The number of degrees and certificates granted each year is available publicly in documents such as the Citrus College Spring 2019 Fact Book and from the Office of Institutional Research and Planning. A significant proportion of Citrus College students are enrolled in programs, whose offerings lead to degrees and certificates. The full list of degrees, course credit requirements and length of study for each degree program is listed online in the Citrus College Catalog and in the College Course Schedule.

#### **Eligibility Requirement 4: Chief Executive Officer**

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Citrus College Board of Trustees (BOT) appoints the superintendent/president as a full-time chief executive officer and delegates to her the authority to administer board policies and to supervise the general operations of the College, as described in **Board Policy (BP) 2430 Delegation of Authority to Superintendent/President**. The chief executive officer of Citrus College is Geraldine M. Perri, Ph.D., who has served in this capacity since July 2008. This can also be seen in the BOT Meeting Agendas and Minutes.

#### **Eligibility Requirement 5: Financial Accountability**

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Citrus College undergoes an annual financial audit by an independent certified public accounting firm and makes this audit available to the public. The firm provides a presentation to the Board of Trustees in public session regarding the findings of the audit and explains any recommendations as can be seen in the **Budget Presentation and Adopted Budget Report 2019-2020**. The financial statements and audit reports are available in the Office of the Vice President of Finance and Administrative Services as can be seen in the **Budget and Financial Audit Report Document**. Citrus College adheres to specific board-approved policies and administrative procedures governing the responsible allocation of funds to support educational programs and services. The College's budget process is prescribed in **Board Policy and Administrative Procedure 6200 Budget Preparation** and is further described in the annual budget narrative as part of the **Adopted Budget Book**, which is made available on the College's website.

## **F. Certification of Continued Institutional Compliance with Commission Policies**

Citrus College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

The Accreditation Liaison Officer (ALO) announced at the November 17, 2020 Board of Trustees (BOT) meeting that the accreditation peer review team would be visiting the College during the week of October 11, 2021. The College also posted the date of the team visit on the **College's accreditation webpage**. In addition, the College has actively maintained a link to the ACCJC Third Party Comment Form on the College's accreditation web page since 2016, as can be seen in the **Accreditation Webpage Screenshot**. Lastly, the College provided the first reading and **presentation to the BOT on November 17, 2020**. The **BOT approved the 2021 Citrus College ISER on December 15, 2020**.

### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

Evidence documented in Standards I.B and II.A describes student performance and achievement at Citrus College. The annual program review process and student learning outcomes assessment regularly integrate the evaluation of student achievement with the College's strategic planning and decision-making processes as can be seen in the **Program Review Webpage, Student Learning Outcome and Assessment Webpage and 2016-2021 Strategic Plan**. Citrus College developed its Guided Pathways project focused on Career and Academic Pathways (CAPs). As can be seen on the **Guided Pathways Webpage**, the College initiated its Guided Pathway's Project during the fall of 2020 with CAPs in Business and Information Technology as well as Social and Behavioral Sciences. Combined with the Student Equity and Achievement Program, the College's Guided Pathway process supports student achievement and completion. Integrated with student services support (see **Student Services Webpage**), these processes support the academic achievement and success of our students. The College's Institution-set Standards define the aspirational levels of student performance associated with the College's mission. Progress toward meeting these standards is updated and reported College wide regularly in a manner that informs decision-making at all levels as can be demonstrated in highlighted sections of the **Institutional Effectiveness Committee (IEC) Meeting Agendas and Minutes**. For programs in fields where licensure is required, the licensure examination passage rates for program completers are published on the **College's Website**.

## **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Credit hour assignments and degree program lengths are within the range of good practice in higher education, comply with strict California regulation, and College C-ID and transfer degree agreements align with four-year institution (**Transfer Services Webpage**). The College regularly reviews course and program descriptors and develops program maps to clarify academic pathways for students under the **Guided Pathways Framework**. The **Curriculum Committee** regularly reviews external program accreditation for certain programs (e.g., the Associate Degree Nursing Program). The **College Catalog** and curriculum documents comply with units, hours, rigor and adherence to higher education practice, as documented in Standard II.A.5. Clock hour conversions adhere to Department of Education formulas, policies and procedures, as described in Standard II.A.9. Degrees and credits comply with the Commission's policies, standards for institutions of higher education. Fees for all programs is noted on the college website and as detailed in Standard I.C.6.

## **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

The **College Website**, **College Catalog**, and program documents accurately publish information regarding transfer policies, including the acceptance of transfer units, Advanced Placement and other testing results. Citrus College complies with the Commission's policy on Transfer of Credit. Evidence of the College's transfer policies are detailed in Standard II.A.10.

## **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

Citrus College has specific processes, administrative policies and procedures for defining, creating and validating online and distance education coursework that is consistent with the California Community Colleges Online Education Initiative and U.S. Department of Education definition of online education, as detailed with evidence in Standards II.A.2, II.A.7, **Administrative Procedure 4105** and **Online Addendum Course Outline of Record**. The Citrus College Online Education Committee, in conjunction with the Technology and Computer Services (TeCS) department, ensures that the technological needs of the students and faculty are met in order to sustain distance education courses, as detailed in Standard III.C.1 and evidenced by the **TeCS Website**. The Curriculum and Online Education Committees both establish policies and procedures requiring regular and substantive interaction with the instructor and online activities that are factored into the student's grade. The College provides and requires **@One Training** or the equivalent to ensure faculty have the skills necessary for effective online teaching. The College provides technical support to faculty and students through a direct link in Canvas (Canvas Help) available 24/7 and the TeCS help desk available during normal business hours. The **Online Education webpage** includes links to resources and support for faculty and

students. The student section on the webpage includes links to resources such as Online Student Readiness Tutorials, Online Orientation, and Frequently Asked Questions. The faculty section on the webpage includes links to resources such as **Canvas Support**, the Online Education Committee, and additional training tools.

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

The **Citrus College Student Complaint and Grievance Procedures Website** and the Citrus College Catalog clearly describe the policies and procedures associated with student complaints as detailed in Standard I.C.2. Student complaint files are available through the Office of Student Affairs and demonstrate accurate implementation of the established complaint policies and procedures, such as **BP 5530** and **AP 5530**. The College lists accredited program entities under the accreditation link found at the lower left-hand portion of the College website. Appropriate student complaint policies are documented in Standard I.C.8. Public information for advertising and recruitment are consistent with the commission policies and regulations.

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

Citrus College provides accurate, current, and appropriately-detailed information to students and the public about its programs, locations, and policies through the College website and the College Catalog. The College announces its ACCJC and program accreditation status for Automotive Technology, Cosmetology, Esthetician, Certified Nursing Assistant, Dental Assisting, Emergency Medical Technician, and Associate Degree Nursing on its **Accreditation Webpages**. Additional information regarding these programs is available in Standards I.C.1 and I.C.2.

### **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

Citrus College's last federal audit occurred prior to the College's last accreditation. As such, the College does not have any Federal Student Aid Audits, nor responses to findings to address. The College performs an internal audit annually, as required per the Single Audit (OMB Circular A-133), which the College is responsible for submitting. This audit indicates that internal auditors did not identify any internal control compliance or financial findings. Citrus College also underwent a California Student Aid Commission Program Compliance Review in the Spring of 2020. The College's response to the report and the actions taken and assurances provided were deemed to be satisfactory responses to the findings with one exception that led to changes in internal processes. The 2017 official Cohort Default Rates was 4.3%, which is well below the 30% default rate threshold for sanction. This is shown in the **College Navigator Webpage** for Citrus College. The Financial Aid Department does not contract, or have any agreements, with

non-regionally-accredited organizations as it relates to the delivery of educational programs.

## **G. Institutional Analysis**

### **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### **A. Mission**

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

#### **Evidence of Meeting the Standard**

Citrus College's Mission statement thoughtfully describes the College's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement as evidenced in the following links.

#### **Analysis and Evaluation**

The current mission statement, as recorded in **Board Policy (BP) 1200 Mission Statement** and approved by the Board of Trustees (BOT) on 7/16/2019, reads:

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

This mission statement defines the College's broad educational purpose in the phrases: "Citrus College provides students with quality educational experiences and support services" and "fosters academic and career success through the development of critical thinking, effective communication, creativity and cultural awareness in a safe, accessible and affordable learning environment." The mission defines the intended student population that the College serves in the phrase: "meeting the needs of our demographically diverse student population." The mission addresses the types of degrees, credentials, and certificates that the College offers in the phrase: "successful completion of degrees, transfer, certificates, career/technical education and basic

skills proficiency.” The mission demonstrates the College’s commitment to student learning and student achievement in the phrase: “we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.”

The Steering Committee on March 11, 2019, chose to conduct an evaluation and review of the College’s Mission, Vision, and Values statements as part of a regular review as noted in **BP 1200 Mission Statement**. The evaluation and review led to revised language and the creation of various versions of the Mission Statement through subsequent meetings. A College wide survey was conducted in the spring of 2019 to choose the preferred version of the Mission Statement. The preferred version of the Mission, Vision, and Values statements was approved by the Steering Committee on May 20, 2019 and by the Board of Trustees on July 16, 2019 (see highlighted sections of **BOT Meeting Agenda**)

The mission addresses the College’s educational purpose and demonstrates the institution’s commitment to student learning and achievement by providing quality instruction and excellent student services. The College has received numerous awards from state and national organizations that support the College’s commitment to student learning and student achievement resulting from its mission of fostering “academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment.” The **Annual Report**, distributed to the College and broader community, highlights these awards and how the College is meeting its mission and enhancing the quality of instruction and student services. As shown on page 4 of the **Annual Report**, in 2019, the American Association of Community Colleges recognized Citrus College for its commitment to student achievement and presented the College with the Award of Excellence for Student Success. Citrus College has been a nominee for the Aspen Prize for Community College Excellence each of the four times that the Aspen Prize has been offered. In 2020, *VIQTORY* identified Citrus College as a Military Friendly School for the 10th consecutive year (2011 to 2020) for its commitment to embracing veterans of the armed forces by connecting them to the resources needed to ensure their success. In 2019, Citrus College was recognized as the region’s best Community College for the fifth time since 2014 by News Group’s San Gabriel Valley publications.

The mission defines the student population the College serves by highlighting the needs of a “demographically diverse” student population that pursue an educational goal of earning an associate degree or certificate, receive career/technical education, or improve basic skills proficiency. As shown in **Citrus College Facts in Brief**, the College’s local service area consists of the cities of Azusa, Claremont, Duarte, Glendora, and Monrovia with a total a population of 196,700 and 12 feeder public high schools serving approximately 53 percent female and 44 percent male students. Seventy-two percent of the students at the College are 24 years of age and under and 28 percent fall within the 24 years of age and over category. Citrus College is a Hispanic Serving Institution with a student ethnicity of 62 percent Hispanic, 15 percent white non-Hispanic, 10 percent Asian, 4 percent African-American, and 3 percent each of Filipino, multi-ethnicity, and other/non-respondent. As highlighted in the **Annual Report** (p. 4), Citrus College consistently receives awards from *The Hispanic Outlook in Higher Education* for the number of degrees awarded to Hispanic students. In 2016 and 2017, Citrus College ranked 12<sup>th</sup> in the nation. In 2018, the College improved in its ranking by *Hispanic Outlook for Higher*

*Education* to seventh in the nation for the overall number of degrees awarded and sixth in the nation in the same year for awarding English language and literature degrees. In 2019, the College also was ranked seventh in the nation for awarding Social Science degrees to Hispanic students. In 2018 and 2019, *Diverse: Issues in Higher Education* recognized Citrus College for being number one in the nation for awarding associate degrees in English and literature to all minority students.

The mission addresses the types of degrees, credentials, and certificates the College offers and assures the College's educational purpose is appropriate to an institution of higher learning. Students are able to pursue and complete an associate degree or certificate program, receive career/technical education, and improve basic skills proficiency. Citrus College offers a choice of 67 associate degrees, 83 certificates and skill awards in career technical programs, and 28 associate degrees for transfer (see **Facts in Brief**). The College's Mission, Vision, and Values statements follows the **State of California Education Code section 66010.4**, which discusses the mission of California public higher education and includes specific language for community colleges and justifies the College's educational purpose, intended population and degrees and credentials offered. The College has agreements with eight universities including University of California (UC), California State University (CSU), and private institutions that offer guaranteed admission to student if they fulfill a series of required courses with a minimum Grade Point Average (GPA). The College has also received recognition as a *Champion of Higher Education* in 2016, 2017, 2018 and 2019, for awarding the most Associate Degrees for Transfer by the Campaign for College Opportunity (see **Facts in Brief**).

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

### **Evidence of Meeting the Standard**

Citrus College makes robust use of data to effectively accomplish its mission and ensure that the mission is directing institutional priorities in meeting the educational needs of students as evidence by the following presentations, plans, program reviews and committee reports.

### **Analysis and Evaluation**

The institution reports and analyzes data that are directly related to its mission. As shown on the screenshot of the **Institutional Research Board Presentations Webpage**, there are numerous presentations to the Board of Trustees (BOT) throughout the year that summarize data that is gathered from a variety of reports that support the mission of the College. The director of Institutional Research, Planning and Effectiveness provides frequent and consistent reports to the BOT that highlight how the College is meeting the educational needs of its students. The presentations include synopses of the Annual Implementation Plan (AIP), Annual Progress Report, and Student Scorecard data (up to 2018).

**The 2019-2022 Student Equity Plan**, which is also presented to the BOT, is an excellent example of how the College embraces equity and accountability through data-driven decisions. The plan provides a view of disproportionately impacted student groups utilizing the Chancellor's Office Student Success Metrics Dashboard as the source of data for the overall student population. The College then utilizes the Percentage Point Gap and Proportionality Index methodologies for assessing disproportionate impact, among each of the required subgroups. The data from this analysis shapes the activities of the plan, which are intended to close equity gaps. **The 2019-2022 Student Equity Plan** includes activities to close the achievement gap among Foster Youth, African-American and LGBTQ students that are offered through professional development, curriculum changes and targeted outreach to these groups.

Citrus College has an annual program review process that all College programs complete to ensure responsiveness to the needs of the College community and to ensure students the opportunity to achieve outcomes in areas of institutional core competencies. There are four major areas of the College that complete annual program reviews, namely Academic Support, Institutional Support, Instructional and Student Services programs. Each program review incorporates a mission statement and details how the program supports the mission of the College as can be seen in the **Annual Program Review**. Student Learning Outcomes (SLOs) are activities designed to assess how the programs are supporting the mission statement and other College wide plans, such as the Strategic Plan. Analyzing the data from the SLOs helps the program determine if the outcome is achieved. Additionally, by consistently reviewing the data and adjusting the activities ensures that the College is working towards meeting the objectives of the **Strategic Plan**. The foundation to the College's overarching goal of increasing student success and completion by outlining 18 College wide measurable objectives and 11 key focus areas, and its subsidiary plans, such as the Annual Implementation Plan (AIP), and **Annual Progress Reports** (see p. 9 and 18), which provide updates on the progress made in the AIP and ultimately how activities support the Strategic Plan objectives. The plans address the various components of the mission statement.

In addition to Academic Support, Institutional Support, Instructional and Student Services programs analyzing program data, there is also a committee which focuses on integrated planning. The Institutional Effectiveness Committee (IEC) is a standing committee of the Citrus College Steering Committee which convenes monthly during the traditional fall and spring semesters. IEC reviews and assesses the integrated planning process and the means by which it is linked to the budget process. The charge of IEC, as highlighted in **IEC Purpose Statement 2019-2020**, is to advance the College mission by promoting an ongoing, collegial, self-reflective dialogue based on a culture of evidence and data-driven decision-making. The committee engages in the design and implementation of assessment tools that evaluate and improve institutional effectiveness.

The institution uses mission-related data to set institutional priorities and improve practices and processes towards meeting its mission. The Office of Institutional Research, Planning and Effectiveness compiles the Citrus College Fact Book biennially. The Fact Book is a critical source to reference while engaging in College wide planning given that it shows trends in the data and areas that may need improvement. For example, the **Spring 2019 Citrus College Fact Book** states that the College's Hispanic population has grown by five percent in three years and

the online success rate has also grown by six percent in three years. Upon analyzing the data in the Fact Book, the College may set institutional priorities to improve practices that focus on strengthening certain areas that support the mission of the College.

On an annual basis, the External Relations office publishes **Citrus College Facts in Brief**. This two-page annual publication succinctly highlights a variety of data that includes student demographic information, awards received by the College, as well as the top degrees and certificates completed and the number of certificates awarded and degrees conferred that year. This publication is a quick reference to view the success of Citrus College students over a series of years and determine if degree and certificate completion is growing. For example, over the course of last four academic years, the **Facts in Brief** publication illustrate an increase of approximately 1000 more certificates awarded to students in that four-year period. The mission statement is prominently included at the top of each publication, which reinforces the notion that the College is accomplishing its mission.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

### **Evidence of Meeting the Standard**

The Citrus College mission is central to all of the institution's programs and services. It guides the institution's decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement as evidenced in the College's program review process, planning processes and committee statements.

### **Analysis and Evaluation**

The institution can demonstrate that its programs and services align with its mission. The comprehensive and annual program reviews require the authors to address how their program supports the College's mission statement as evidenced by the **Program Review at Citrus College Webpage**. Program review is completed on both an annual basis and every five years through the comprehensive program review process. The four major areas of the institution each have their program review structure (Academic Support Programs, Institutional Support Programs, Instructional Programs, and Student Services Programs). Annual goals that support the Strategic Plan are developed and included in the program review. The Resource Requests section of the program review identifies funding requests tied to these goals. Funding requests include personnel, staff development, facilities, computers/software, equipment, and supplies. Planning, resource allocation, and decision-making through the program review process all stem from the College's mission statement.

Planning and decisions are consistently linked to the College's mission. As shown in the **Integrated Planning Model**, planning begins with a review of the College's mission, vision and values, and is a vital component of operations at Citrus College. Woven throughout the fabric of every process and procedure, the College's institutional planning is a structured system that uses

qualitative and quantitative information to make data-driven decisions. In the Integrated Planning Manual, the **Integrated Planning Model** outlines the major planning documents used by the College and illustrates the connection between each plan. Under the guidance of the Institutional Effectiveness Committee (IEC), it is reviewed and revised every two years to ensure that it is kept current with the College's mission. The current version was approved on May 11, 2020. This continuous, reflective process allows the College to maintain constant improvement and uphold high standards of excellence in all programs.

Decision-making bodies are able to demonstrate alignment of all key decisions, including resource allocation decisions, with the College's mission, especially to its commitment to student learning and achievement. For example, the Financial Resources Committee (FRC) is a standing committee of the Citrus College Steering Committee. The Vice President of Finance and Administrative Services chairs the committee and members represent all constituent groups on campus, including students. The purpose of FRC is to maintain effective communication concerning District financial resources and business operations, including reviewing expenditures and income, addressing academic and facility needs, making recommendations, and informing various College constituent groups of the status of funding and expenditures and any modifications made to the budget throughout the year in response to funding changes.

The FRC discusses all resource requests from program reviews on an annual basis beginning in February and concluding in May. At these meetings, the committee members vote whether or not to fund the request. An example of this process is highlighted in the **FRC Meeting Minutes** from March 6, 2019. The original program review request and the highlighted portions of the committee minutes show how the DSPS 2018 program review request for Kurzweil 3000 Firefly access and 10 Smart Pens was awarded during the 03/06/2019 FEC meeting.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

### **Evidence of Meeting the Standard**

Citrus College's Mission statement, which is regularly reviewed and approved by the Board of Trustees, is widely published, as evidenced in the links below.

### **Analysis and Evaluation**

Citrus College regularly reviews and seeks approval of the mission statement from the Board of Trustees (BOT). The Steering Committee's constitution charges the committee with regularly reviewing the mission statement. Most recently, the committee concluded reviewing and updating the mission statement in spring 2019. The work to begin revising the mission statement began in March. After the Steering Committee revised the statement, employees and students were sent a college wide email asking them to vote on their preferred draft. The results of the vote were discussed at the May 6, 2019 Steering Committee meeting and the revised mission statement was approved on May 20, 2019 by the Steering Committee. **The Steering Committee**

**Minutes from May 6, 2019** reflect the discussion of the mission statement review. Subsequently, thereafter, the Steering Committee forwarded the new mission statement to the BOT for approval. As seen in the highlighted sections of the **BOT Agenda and Minutes from July 16, 2019**, the BOT approved the College's new mission statement. Once the BOT approved the new mission statement, the associated **BP 1200 Mission**, was also revised.

The mission is published in multiple locations, both in print and electronically. The mission statement is included in the printed annual College Catalog and each class schedule, including the Community Education and Noncredit schedule. The mission statement is printed in the **2020-2021 Citrus College Catalog**, the **Spring 2020 Class Schedule**, and the **Summer 2020 Community and Noncredit Education Class Schedule**. The electronic version of the **2020-2021 Citrus College Catalog** prominently features the mission statement under the Welcome tab. Additionally, there is a **Mission Statement Webpage** dedicated to the mission which is easy to find from the College's homepage by selecting the link titled "About" and through the A-Z index. Other area webpages, as shown in the screenshots of the Human Resources and Campus Safety pages, also include a link to the **Mission Statement Webpage**, ensuring that the Mission is widely published and easily found. Additionally, there are several other publications that prominently display the mission statement and are sent electronically to all members of the College and/or mailed to the local community. Examples of these publications include the **2018-2019 Annual Report** and the **2019-2020 Organization and Governance Handbook**.

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### **Conclusions on Standard I.A. Mission**

It is evident that the College reviews and updates the Mission Statement in a timely manner and solicits feedback from all constituent groups. The Mission Statement is carefully crafted to depict the College's educational purpose, student population and commitment to student learning and achievement. The program review process ensures that each segment of the College plans annual goals that support the mission and that budget and funding requests are driven by the mission.

### **Improvement Plan**

Due to the approval of the revised mission statement, the College reviewed all publications, including electronic formats and websites, to ensure that they reflect the newly approved mission statement. All publications have now been updated. There will be a review of all publications after any future approved changes to the mission statement.

### **Evidence List**

- 1-01\_BP\_1200\_Mission\_Statement
- 1-02\_BOT\_agenda\_7-16-19
- 1-03\_2020-2021\_Catalog
- 1-04\_CA\_Ed\_Code\_66010.4
- 1-05\_2018-19\_Annual\_Report
- 1-06\_2020\_Facts-in-Brief

2-01\_IR\_Board\_Presentations  
2-02\_2019-22\_Stu\_Equity\_Plan  
2-03\_Prog\_Review\_Overview  
2-04\_2016-2021\_Strat\_Plan  
2-05\_Annual\_Progress\_Report  
2-06\_IEC\_Purpose\_Statement  
2-07\_Fact\_Book  
2-08\_2020\_Facts-in-Brief

3-01\_Prog\_Review\_Webpage  
3-02\_Integrated\_Plan\_Model  
3-03\_FRC\_Minutes\_3-6-19

4-01\_Steering\_Comm\_Minutes  
4-02\_BOT\_7-16-19\_Agenda  
4-03\_BP\_1200\_Mission  
4-04\_2020-21\_Catalog  
4-05\_2020\_Class\_Schedule  
4-06\_2020\_Comm-Ed\_Schedule  
4-07\_Mission\_State\_webpage  
4-08\_2018-19\_Annual\_Report  
4-09\_2019-20\_Gov\_Handbook

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## **B. Assuring Academic Quality and Institutional Effectiveness**

### Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

### **Evidence of Meeting the Standard**

Citrus College engages in ongoing collegial dialog about student learning and achievement as evidenced by the following handbooks, program reviews and committee meetings agendas. These documents are discussed in various avenues, such as program meetings involving faculty and committee meetings that include input from faculty, staff, administrators, and students. This is evidenced by the following links.

### **Analysis and Evaluation**

The student learning outcome assessment process as described in the **Student Learning Outcomes and Assessment Handbook** is a primary example of how Citrus College engages in sustained, substantive and collegial dialog about student outcomes, academic quality, and continuous improvement of student learning and achievement.

Course-level student learning outcomes are developed, reviewed, and revised on a regular basis through conversations by faculty and are then reviewed by the Curriculum Committee through the curriculum approval process as described in the **Curriculum Committee Handbook**.

As demonstrated by the highlighted portions of the **Mathematics and English Program Review Plus One-Year 5 Reports**, faculty also engage in discussion of their program-level student learning outcomes as part of the program review process. New and revised program level outcomes are also discussed by the Curriculum Committee during the curriculum approval process as described in the Curriculum Committee Handbook.

Student Services, Institutional Support, and Academic Support programs student learning outcomes are discussed as part of the program review process, providing opportunities for reflection and on-going dialog. For example, Student Services program reviews are shared at their annual planning retreat meeting at the beginning of the fall semester with representatives from all Student Services programs providing opportunities for peer feedback and reflection prior to them being formalized as can be seen in the **Student Services Annual Program Review Retreat Agenda and PowerPoint**. Academic Support programs share the findings of their student learning outcome assessments at the Educational Programs Committee meetings as part of their program review process as evidenced in their **Program Review SLO Reflection Reports**.

The College's response to California Assembly Bill (AB) 705 provides an additional example of sustained, substantive and collegial dialog about student equity as well as continuous

improvement of student learning and achievement. Prior to the signing of AB 705, the College's Multiple Measures Assessment Program Strike Team, consisting of faculty, staff, and administrators, engaged in regular and collegial conversations around issues of student equity, academic quality, and student achievement as evidenced in the **Strike Team's Agendas and Minutes**. The collaboration within the Strike Team is a key factor that allowed for the College's English and math programs to quickly implement curricular changes to make college-level math and English classes available to all students, in compliance with AB 705 as early as fall 2018.

The College has effective processes, including sustained, substantive and collegial dialog related to student learning outcomes, which lead to ongoing discussions about how the College can continue to improve efforts that support all learners. The College has broad-based equity programs, which are discussed at the Student Equity and Achievement Program (SEAP) committee and other College wide committee meetings. College personnel continue to work to provide opportunities for deep dialogue about the achievement gaps and the role of academic quality and student achievement in reducing or eliminating those gaps. For example, the **SEAP Committee Agenda from November 14, 2019** demonstrates the discussion of equity regarding disproportionately impacted (DI) African-American students which resulted in increasing online academic support to students for the next academic year via embedded tutors in online classes and online one-on-one tutoring to improve outcomes for African-American students as well as other DI student populations.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

### **Evidence of Meeting the Standard**

Citrus College defines and assesses student learning outcomes for all instructional programs and student and learning support services as demonstrated by the following documents. These documents are primarily reviewed and assessed by faculty and department programs on a continuous basis. This ensures that Citrus College has an established assessment process for continual improvement of student learning outcomes.

### **Analysis and Evaluation**

The College defines and assesses student learning outcomes for all instructional programs and student learning support services. As documented on page 8 of the **2018-19 Curriculum Committee Handbook**, discipline faculty define student learning outcomes for their programs and propose necessary modifications as part of the curriculum process. As laid out on pages 7-9, Curriculum Committee members review new and revised student learning outcomes to ensure they are appropriate and effective in measuring student learning and achievement.

Instructional programs assess their student learning outcomes as part of the program review process and the results are documented in the Year 4 Plus 1 report. The **Psychology 2019 Program Review** is an example of a Year 4 Plus 1 report and a program level assessment of their student learning outcomes.

Student Services, Institutional Support and Instructional Support programs define student learning outcomes for their programs and assess and review their student learning outcomes annually as part of the program review process as described in the **Student Learning Outcome and Assessment Handbook Flowcharts**. Their program review reports are recorded in Taskstream.

While the reporting of the results of these processes generally occurs on an annual basis, these processes take place incrementally throughout each academic year and are recursive with ongoing dialog focused on defining and assessing student learning outcomes and how the results of those assessments can inform practices in all programmatic areas. One example is how success data prompted discussion among Psych 101 instructors and ultimately led to improved student learning. After the initial surprise upon reviewing the wide range of section-level success rates, faculty members teaching the course engaged in brave yet honest discussion, with the facilitation and support from the dean. Faculty talked about including high- and low-stakes assessments and different kinds of assessments (exams/quizzes, short papers, group projects, presentations) to give the diversity of students taking a GE class, such as Psych 101, a chance at demonstrating their learning. They also discussed quality feedback on assignments and assessments and how rubrics can help to communicate expectations and increase success, in addition to being responsive and encouraging. Some faculty attended growth mindset workshops and shared how to incorporate those strategies in the class early in the semester. **The Psychology 101 Retention and Success Rates** reveal that the Psych 101 course success rates have been increasing steadily, from 61 percent in fall 2016, to 64 percent in fall 2018, and 68 percent in fall 2019. The same type of discussions also expanded to other courses in the same major, leading to higher performance program wide.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

### **Evidence of Meeting the Standard**

With the collaboration of task force groups and committees, Citrus College has established several institution-set standards for student achievement as evidenced below.

### **Analysis and Evaluation**

The College has established institution-set standards (ISS) along with a standard-setting process that is integrated into the College's strategic planning process. Within the **College's Strategic Plan** are 19 College wide measurable objectives that directly relate to student achievement. Seventeen of the nineteen objectives focus on student achievement metrics, such as course success rates, term-to-term persistence rates, degree and certificate completion and transfer. In addition, career and technical education (CTE) metrics are tracked and assessed. The CTE standards are set during the annual program review process and brought to the College's Institutional Effectiveness Committee (IEC) for review.

Additional metrics required by the ACCJC Annual Reports are presented at the Steering Committee meetings annually and posted on the College's accreditation webpage. Other achievement data are published in the College's Fact Book.

The College assesses its ISS through the program review process and through discussions at IEC meetings, as can be seen in the sample **IEC Agenda and Minutes**. This results in continuous improvement as evidenced by changes to the written exams in the Cosmetology program, which were made in response to pass rates for the written portion of the State Board examination. The Cosmetology written exam pass rates increased from 60 percent in 2014-2015 to 83 percent in 2018-2019. Similarly, automotive programs regularly review and revise course curriculum and course offerings in response to industry standards. The job placement rates in recent years have been 100 percent for the Medium and Heavy Truck Technology program and average 89 percent for the Automotive Technology program as can be seen in the **ACCJC 2020 Annual Report**.

Recent statewide initiatives launched by the California Community Colleges Chancellor's Office (e.g., the new student funding formula, Student Achievement and Equity Program, and the locally aligned goals to the Chancellor's Vision for Success), the mandated ACCJC Annual Report, the local development of the Citrus College 2020-2030 Educational and Facilities Master Plan, and the College's implementation of AB 705 have prompted a review and update of the 2016- 2021 Strategic Plan objectives, to promote alignment with the new focus at the state level and at the college. The latest changes were initiated from IEC and approved by the Steering Committee on November 4, 2019.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

### **Evidence of Meeting the Standard**

Citrus College uses a wide variety of assessment data to facilitate institutional planning and student learning outcomes. The documents described below provide examples of how the College uses assessment data at the program level and as part of a general College wide effort.

### **Analysis and Evaluation**

The College uses assessment data to support student learning and achievement as evidenced in the use of the **Program Review Data Packets** provided in the program review process. As a result of the review and reflection on this data, improvements in course instruction and programs have been made. This can be seen in the highlighted portions of the **2019 Accounting, Business and Real Estate Annual Program Review**. Faculty have then used these reflections to make improvements.

The College organizes its processes to support student learning and student achievement including course/program offerings, budgeting, grant activities, and other data-informed decision-making. For example, as a result of the **Program Review Activity Cycle**, from

Appendix A of the Integrated Planning Manual, resource requests are directly linked to assessment data, faculty reflection on that data, and the prioritization of the requests by deans and directors, as explained in both the **Integrated Planning Model and Appendix D** of the Integrated Planning Manual. For example, through the review process, the Office of Admissions and Records decided to launch an online chatbot to assist students in getting their admission and records questions answered. As a result, the online chatbot went live in November 2019 resulting in a tenfold increase in the number of conversations within the first two months. Collegewide, all unfunded resource requests generated from program reviews are forwarded to the Financial Resources Committee for final decisions of **resource allocation**.

The College recently developed the 2020-2030 Educational and Facilities Master Plan (EFMP), undergoing a comprehensive planning process using data. For each discipline, external data on program-related job openings projections in the county and salary information are provided coupled with institutional data such as enrollment, fill rate, and retention. Future directions on curriculum, technology and facility needs, and program growth projections are developed as informed by the environmental scan and internal data. As the excerpt from the **EFMP on Computer Science** demonstrates, with a projected growth rate of 21 percent for software developers over the next ten years and a fill rate 16 percent above the division average, the Computer Science program will be working on creating new curriculum and expanding collaboration in the coming years.

The above-mentioned examples indicate that review results of the assessment data are regularly documented through the program review process. These organizational structures ensure regular and meaningful use of assessment data to support student learning and student achievement.

#### Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

#### **Evidence of Meeting the Standard**

Citrus College assesses accomplishments of its mission through program review, which includes disaggregated quantitative and qualitative data for programs and delivery mode, and the Strategic Plan as evidenced below.

#### **Analysis and Evaluation**

Citrus College assesses accomplishment of its mission through various processes, such as the annual and comprehensive **program review process** for all programs, and the monitoring of the measurable **2016-2021 Strategic Plan Objectives**. As further explained in I.B.6, faculty conducting annual program reviews are provided with disaggregated data packets with program level success and retention, in addition to College wide degree, certificate, and transfer data.

Program enrollment, success, and retention are also disaggregated by the mode of delivery: traditional face-to-face, or online. The measurable objectives in the College's 2016-2021 Strategic Plan, include metrics from course success rates, term-to-term persistence, degree and certificate completion, transfer, and CTE related measures. Student Success Scorecard reports were reviewed and presented to the Board of Trustees on an annual basis, before it was discontinued in 2018. From 2014-2015 to 2017-2018, the number of students who earned an associate degree has increased from 1,254 to 1,556, an increase of 24 percent. The number of students who earned a certificate has increased from 1,127 to 1,664, an increase of 48 percent. The number of transfers to four-year colleges and universities reached a total of 1,299, an all-time high in the College's history.

Data provided for program review have been used to inform change in practice. For example, Online Education, as one of the academic support programs at the College, takes part in the annual program review process. The Online Education Committee reviews the program data during the program review process. Additionally, instructional programs are asked to address the data in their annual program review dialog. Seeing the gap in success rates between traditional and online courses, the committee approached closing the gap by providing beginning-level training to all faculty teaching online through @One, the statewide provider for online training, as highlighted in the **2017-2018 Strategic Plan Progress Report**. All faculty have completed either the "Introduction to Online Teaching and Learning" course offered through @One or the equivalent graduate course work. In addition to completion of the training, the committee has focused meeting time on faculty-led presentations on effective and engaging teaching strategies. The committee identified online student self-assessment and preparedness as a goal through **2020 Online Education Program Review**. Faculty are working with TeCS (the College's information technology department) and Student Services to include the Smarter Measure tools to new students through a self-service, pre-orientation checklist (free self-assessment and success tools provided through the Online Education Initiative (OEI)/California Virtual Campus (CVC). The College has seen progress in success and retention in online courses in the last two years. Committee members have stated that this improvement in success and retention is primarily due to faculty implementing effective online practices.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

### **Evidence of Meeting the Standard**

Citrus College regularly disaggregates program-level as well as College-level data in order to analyze student learning outcomes and develop effective strategies for improvement. The documents below provide examples in which the College engages in identifying student performance gaps and implementing strategies to mitigate those gaps.

## Analysis and Evaluation

The annual program review process carried out at Citrus College is a primary example which demonstrates that the College disaggregates and analyzes learning outcomes and achievement data for subpopulations of students. For the 50+ instructional programs, every fall semester, faculty review data packets are provided by the Office of Institutional Research, Planning and Effectiveness in order to identify performance gaps within subpopulations of students. The data packets, covering the most recent five-year period, include:

- Program-level enrollment, retention and success rates disaggregated by gender, ethnicity, age, and instructional mode (traditional or online). For this data, retention is defined as percentage of students who earn a grade other than a W (withdrawal) and success is defined as the percentage of students who earn an A, B or C.
- The program's enrollment data disaggregated by time of day, full term or short term, gender, ethnicity, age, and instructional mode.
- Number of degrees and certificates awarded, disaggregated by gender, ethnicity, and age.

Gender is addressed frequently in the analysis for Automotive, Nursing, Sociology, and Child Development. For example, due to the information in the **Nursing Program Review Data Packets**, the Nursing program has made intentional efforts to recruit male students into the program and to hire male instructors.

The Student Equity and Achievement (SEA) Plan demonstrates how the College identifies performance gaps and implements strategies to mitigate those gaps. The SEA (SEA) Plan includes data under the five main metrics as required by the California Community Colleges Chancellor's Office (CCCCO): Access, Retention from Fall to Spring, Completion of transfer-level math and English, Attainment of the Vision goal completion, and Transfer to a four-year Institution. College wide baseline data and goals as well as subgroup data (by gender and ethnicity or special population) are included for each of the five metrics. Disproportionately Impacted (DI) groups were identified and detailed activities were developed to enhance the performance of the DI groups to narrow and close the equity gaps.

For example, Math faculty's **Community of Practice (COP)** was one of the activities in the SEA Plan. Through COP, faculty developed curriculum for the co-requisite courses and exchanged best practices in the classroom. The student progress has been very impressive. In the fall 2019 Citrus College narrowed equity gaps for first-generation and low-income students in transfer-level math and saw significant growth in the number of Hispanic students, who completed transfer-level math.

Looking at the **Throughput Data**, 52 percent of first-generation math students completed transfer-level math in fall 2019, compared to 57 percent of their non-first-generation classmates – a difference of only five percent, down from the four-year average difference of almost 13 percent. Similarly, the rate of transfer-level math success for low-income students was five percent lower than non-low-income students (51 compared to 56 percent), a reduction from the four-year average of just over 11 percent. The number of Hispanic students, who successfully completed transfer-level math in fall 2019 (989) nearly tripled compared to fall 2015 (358). Over

that same period, success rates for Hispanic students have increased (53 to 56 percent), mirroring the overall increase in the success rate for transfer-level math at Citrus (57 to 60 percent).

As part of the program review process, instructional faculty have been using the comprehensive program review data packets for over six years and each year they reflect on program strengths and effective practices, including any weaknesses and lessons learned in order to develop recommendations and next steps for the program. Faculty also discuss any gaps identified and develop program goals and resource requests designed to address areas of need to mitigate the gaps. Program review data are a critical source of evidence to back-up resource requests and recommendations. Since fall 2017, the program review documents have been housed in a software product known as Taskstream, which enables the College to generate various reports from the software. As such, for two years, the Institutional Research and Planning Committee (IRPC) has been reviewing the narrative of data analysis in the program review reports. This compiled report, extracted from Taskstream, is a collection of data narratives and analysis of all instructional programs. It is evident that the scope and depth of data analysis in program review have strengthened over the years, such as can be seen in the **Chemistry and Anthropology Program Reviews**.

The equity activities developed in the **SEA Plan** were comprehensive and covered student support services, technology, and faculty professional development, to address achievement gaps. The SEA Plan also resulted in allocation of resources directly aimed at improving equity results, such as the student-centered teaching and co-requisite support for math and English as research data show that historically underrepresented groups of students benefitted most from the revised curriculum and learning.

As can be seen in the Throughput Data, the College has seen significant gains in the percentage of African-American and Hispanic students completing transfer-level math (29 percent increase for African-American students; 24 percent increase for Hispanic students) and in English courses (23 percent for African-American students; 25 percent increase for Hispanic students). Currently, 100 percent of new incoming students begin at transfer-level English and 91 percent begin at transfer-level math. One-year completion rates of transfer-level English/math have increased for all groups and especially for students of color.

The SEA Plan was developed through a participatory process and activities are integrated with the other major College plans, such as the Annual Implementation Plan and recommendations from program reviews. This ensures the effective implementation of those activities. Outcomes relating to the five metrics are monitored on an annual basis and adjustments in funding and interventions will be made accordingly.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

## **Evidence of Meeting the Standard**

Citrus College has a review process in place to ensure its policies and practices are regularly evaluated as provided in the following administrative procedures, plans and other documents.

### **Analysis and Evaluation**

College wide policies are reviewed through the College's Integrated Planning Manual and Organizational and Governance Handbook. Instructional programs and support services are reviewed through program review.

The College maintains comprehensive board policies (BPs) and administrative procedures (APs) addressing all areas of operation of the College. As laid out in **AP 2000 Board Policies and Administrative Procedure**, all BPs and APs are reviewed regularly, on an approximate three-year cycle, as indicated in the **Internal Tracking BP and AP Review Cycle**, in support of all aspects of the College's mission statement.

The Integrated Planning Manual (IPM) describes the relationships among the College's key planning functions and their connections to institutional adherence to accreditation standards. The manual 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, the manual identifies: the specific purpose; the processes by which recommendations will be developed; the timeline; the 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 (IEC) reviews the IPM and the Model every two years. Changes and revisions are made when necessary. For example, in the last edition, the Student Equity Plan was added as a student support plan on the left of the model, supporting goals under the Educational and Facilities Master Plan (EFMP). Extensive review and discussions are documented in the **IEC Meeting Agendas and Minutes** from February 24, 2020, April 20, 2020, and May 11, 2020.

The College has also established a prioritization and resource allocation process for all programs as described in the **IPM**, Appendix D. The "**What Happens to Program Review**" document explain how information from program review is used by the shared governance committees. This document was created to help faculty and staff understand the importance of the process. It describes, for each section of the program resource requests, the path it travels after the submission of Program Reviews in Taskstream. Reports of resource requests are generated from Taskstream and forwarded to appropriate managers and/or shared governance committees. For example, for the last two years, the College Information Technology Committee (CITC) has reviewed all technology-related requests compiled from all program review areas. All the technology-related requests have been fulfilled in support of academic and student services quality and the accomplishment of the College's mission.

IEC administers program review surveys in order to understand how to improve the planning process. IEC program review surveys have been a practical tool for assessing the planning process on campus. Survey results have been shared at the Program Review Committee, IEC meetings, and have prompted meaningful discussions on how to further improve the program review process.

For example, in late fall 2019, the **IEC Student Services Survey** polled faculty and staff in Student Services areas about the annual program review process. A total of 102 employees were invited to participate and 69 responded to the survey (68 percent response rate). Results of the survey were shared with IEC, the Program Review Committee, and at the Student Services Committee meeting with good discussions. One of the main findings was that the College needs to increase employee engagement and promote program review as 42 percent of the participants did not participate in the annual program review process. With all the program meetings, committee meetings, and planning retreats, this number seemed rather high. Most likely the fact was that staff members were part of the conversation but may not have realized the discussion was for the purpose of program review. The lesson learned was to make the communication about program review explicit and clear. Also, the discussion of the survey results was interwoven with the discussion of possible revision of future survey questions. The increased understanding of the survey questions helped with the interpretation of the results. This also shows that the survey is a living document that serves the need of the College.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

### **Evidence of Meeting the Standard**

The College broadly communicates its assessment and evaluation activities to all constituents with the use of forums, the College website, and division and committee meetings. The information shared below provide evidence as to the various ways the College reports on its activities so that constituents have a shared understanding of its strengths and weaknesses and can pursue appropriate action.

### **Analysis and Evaluation**

Annual Program Reviews are completed by all College programs: **Institutional Support, Instructional, Student Services, and Academic Support** (see Annual Program Review Sample Reports). The reviews are broadly shared at divisional and program meetings, while the comprehensive program reviews and program review Year Five summaries are presented to the Board of Trustees (BOT). Program reviews are also posted online. This well-established process of program reviews is a solid example of how the College broadly communicates the results of assessment and evaluation activities. As a result, faculty and staff at the College have a shared understanding of its strengths and weaknesses and set appropriate priorities.

As a way of communication, the BOT routinely receives presentations on student performance and outcomes. Those routine **BOT presentations** include: the Strategic Plan's Annual Implementation Plans and the Progress Reports. Strengths and weaknesses identified in annual program reviews are compiled and forwarded to the divisions for discussion and action.

In 2019, the College conducted a comprehensive planning process for its long-range Educational and Facilities Master Plan. As can be seen in the **2020-2030 EFMP Planning Chronology**, the process began with an extensive environmental scan, which examined the College's service area's community profile, regional demographics, employment trends, and regional industrial and occupational trends, juxtaposed with the College's demographics and trends. Internally, interview meetings were held with various constituent groups (i.e., board members, faculty, and administrators), exploring program potentials and goals. Internal and external scans were performed, analyzed and shared, with the emerging themes of the College's strengths and weaknesses. Those findings were shared widely with the campus community at the planning charrette as well as the fall 2019 convocation.

The Student Services Annual Planning Retreat is an example of an effective mechanism by which programs share insight from the program review process. The **2019 Retreat Assessment** shows that the retreat was received positively. An example of a student support program that was refined and revised each year after thoughtful planning, reflection, and evaluation is I Will Complete College (IWCC). First developed in 2015, the program was designed to provide extra and intentional support for new incoming freshmen. **IWCC Growth** shows that the program went from serving 364 students in 2016 to 860 in 2019. In the same time, the percent of students completing transfer-level math after the first year increased from 43 to 63 percent, and English increased from 51 to 75 percent.

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

### **Evidence of Meeting the Standard**

Citrus College has several College wide plans and objectives that are reviewed, monitored, and evaluated in order to accomplish the College mission and improve institutional effectiveness and academic quality as evidenced by the following documents. Program Review and other planning committees are part of the comprehensive process by which the College engages in continuous, broad-based, systematic evaluation and planning.

### **Analysis and Evaluation**

Citrus College engages in continuous, broad-based, systematic evaluation and planning. Integrated 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 the overarching institutional goal(s), measurable objectives, and critical focus areas. The focus areas direct the College's energies and resources. From these focus areas, strategies are identified, and measurable activities are further developed. Responsibility for the achievement of these strategies is assigned to the appropriate senior administrators who, in turn, incorporate the goal and objectives into their short- and long-term plans. The **2020-2030 EFMP** is the College's current 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 specific goals and objectives from within the Strategic Plan.

As depicted in the **Integrated Planning Model**, 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 the institutional goals and strategic objectives and guides the development of program, department and division plans (including timelines and responsible parties) to achieve the institutional goal(s) and strategic objectives.

The College integrates program review, planning, and resource allocation into a comprehensive process. At Citrus College, program review is the unit-level planning tool for each program, and the program review template includes all types of resource requests (staffing, supplies, equipment, technology, and professional development) and tracks resource allocation. In addition, the College wide objectives are listed in the program review template and program-level goals and requests can be mapped to the strategic objectives. Strategic objectives are linked to the resource allocation processes that also connect College resources to the institutional goal(s). In order to evaluate the program review process collegewide, the Institutional Effectiveness Committee follows an **internal timeline** that all four program review types are surveyed every two years on a rotating basis.

The College wide measurable objectives listed in the **2016-2021 Strategic Plan** (pp. 3-4) were established to ensure accountability and attainment of the one overarching College goal of increasing student success and completion. Recent statewide initiatives launched by the CCCCO (e.g., the new student funding formula, Student Achievement and Equity Program, and the locally aligned goals to the Chancellor's Vision for Success), the mandated ACCJC Annual Report, the local development of the 2020-2030 Educational and Facilities Master Plan, and the College's implementation of AB 705 have prompted a review and update of the 2016-2021 Strategic Plan objectives. The latest changes were initiated by IEC and approved by the Steering Committee on November 4, 2019 and later approved by the Board of Trustees on December 3, 2019 (see **BOT Minutes**). In terms of student outcomes, significant improvements have been made in the last several years. For example, the percent of students who complete transfer-level English in the first year increased from 49 percent for the fall 2015 cohort to 71 percent for the fall 2018 cohort. The corresponding rate in math increased from 19 percent for the fall 2015 cohort, to 45 percent for the fall 2018 cohort. The number of graduates earning associate degrees has increased from 1,254 in 2014-2015 to 1,556 in 2017-2018. The total number of students transferring to four-year colleges and universities almost reached 1,300 in 2018-2019, a historical record for the College.

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## **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

Program review plays a critical role in the College's integrated planning and serves as the main planning tool at the program-level, both the annual and comprehensive processes. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services through program review and other planning processes. Program goals set in program reviews are mapped to EFMP goals and Strategic Plan focus areas and strategies. Resource requests put forth in program reviews are reviewed through the divisional prioritization process and then considered by the Financial Resources Committee for possible allocation. Results show that the majority of the program review resource requests have been granted. As a result, student performance has remained at a healthy level or has improved over the years, such as in degree and certificates attainment, percent of student's success in transfer-level math and English, and in the number of students transferring to four-year colleges and universities.

### **Improvement Plan**

Not applicable.

### **Evidence List**

1-01\_SLO\_Handbook-Part\_II  
1-02\_Curr\_Handbook\_IV-5A-5D  
1-03\_Math\_Engl\_PR\_Year-5  
1-04\_Student\_Svcs\_PR\_Agenda  
1-05\_PR\_SLO\_reflection  
1-06\_AB-705\_Strike\_Team  
1-07\_SEAP\_Meeting\_Minutes

2-01\_Curr\_Comm\_Handbook  
2-02\_Psy\_2019\_PR  
2-03\_SLO\_Handbook\_flowcharts  
2-04\_Psy\_101\_Ret\_Success

3-01\_2016-21\_Strat\_Plan\_Obj  
3-02\_IEC\_Agenda\_and\_Minutes  
3-03\_ACCJC\_2020\_Annual\_Rpt

4-01\_PR\_Data\_Packets  
4-02\_PR\_and\_SLOA  
4-03\_PR\_Activity\_Cycle  
4-04\_2020-22\_Int\_Plan\_Model  
4-05\_Res\_Alloc\_Programs  
4-06\_2020-30\_EFMP\_CS

5-01\_PR\_Kinesiology  
5-02\_2016-21\_Strat\_Plan\_Obj  
5-03\_Strat\_Plan\_Prog\_Report  
5-04\_Online\_Ed\_Prog\_Rev

6-01\_Nursing\_Data\_Packets  
6-02\_2019-22\_SEAP\_Summary  
6-03\_Math\_COP\_SEAP  
6-04\_Throughput\_Data  
6-05\_PR\_Data\_Reflection  
6-06\_SEAP\_Activity

7-01\_AP-2000\_BPs\_and\_APs  
7-02\_BP\_AP\_Review\_Cycle  
7-03\_2019-20\_Gov\_Handbook  
7-04\_IEC\_Agendas\_Minutes  
7-05\_Int\_Plan\_Manual\_App\_D  
7-06\_What\_Happens\_to\_PR  
7-07\_IEC\_Student\_Svcs\_Survey

8-01\_PR\_Sample\_Ins\_Support  
8-02\_PR\_Sample\_Instructional  
8-03\_PR\_Sample\_SS  
8-04\_PR\_Sample\_Aca\_Support  
8-05\_BOT\_Pres\_on\_Strat\_Plans  
8-06\_EFMP\_Planning\_Chron  
8-07\_Retreat\_Assessments  
8-08\_IWCC\_Growth

9-01\_2020-2030\_EFMP  
9-02\_Int\_Planning\_Model  
9-03\_IEC\_Survey\_Timeline  
9-04\_2016-21\_Strategic\_Plan  
9-05\_BOT\_Minutes

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## C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

### Evidence of Meeting the Standard

The College provides clear and accurate information about the College's mission statement, learning outcomes, educational programs, student support services and accreditation status to students, employees and the public through its website, student portal, and College Catalog.

### Analysis and Evaluation

The College ensures that all information on its various platforms (website, portal, catalog, social media sites, etc.) is accurate, relevant, and responsive to the needs of students, employees, and the public. For example, the **College Mission Statement** clearly illustrates the primary foci of the College, while the levels of learning outcomes are delineated under the **Student Learning Outcomes and Assessment Webpage**. The **Online 2020-2021 Citrus Catalog**, which is reviewed and updated yearly for accuracy, demonstrates the various programs of study available at the College, from degrees to skill awards. The 2020-2021 Catalog landing page also provides evidence of the College's transparency regarding student services resources, campus facilities, and academic support learning resources.

Finally, the **College's Accreditation Webpage** evidences not only that the College has accredited programs, but that it also consistently engages in an ongoing dialog with its accreditors in order to respond quickly to changes in institutional and program-level standards.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

### Evidence of Meeting the Standard

The College publishes a print and online catalog, which is available to students, prospective students and the public, that contains precise and accurate information on all facts, policies, procedures, and requirements.

### Analysis and Evaluation

The **Citrus College Catalog** serves as the primary document for public information about the College. The Catalog is reviewed annually before publication to ensure accurate, clear, and up-to-date information, and addenda to the Catalog are published periodically in between review

cycles to maintain currency (see **Catalog Addendum**). The Catalog is available in print copy, as well as through the College website, and in both formats, the Catalog clearly delineates the College and academic policies, student services procedures, as well as graduation requirements.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

### **Evidence of Meeting the Standard**

The College documents assessment of student learning and evaluation of student achievement through the program review process and communicates matters of academic quality to current and prospective students and the public through its website, the catalog, program review documents, and regular reports to the Board of Trustees.

### **Analysis and Evaluation**

The Program Review Areas tab on the **Program Review Webpage** demonstrates that Citrus College engages in an annual program review process for Instructional Programs, Student Services Programs, Academic Support Programs, and Institutional Support Programs. The program review process includes annual assessment of student learning outcomes and annual evaluation of student achievement. The program review process is data driven, and all program review activities are available to the public on the **Program Review Webpage**. In addition, the College provides an annual update of all program review activities to the Board of Trustees, as evidenced by the highlighted sections of the **April 2020 Board of Trustees Meeting Minutes**. The College publishes information regarding student achievement on its website, in the Catalog, in program review documents, and in the **Fact Book**.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

### **Evidence of Meeting the Standard**

The College publishes information, such the purpose, content, course requirements, and expected learning outcomes, about all of its awards, including its certificates and degrees, in the Catalog.

### **Analysis and Evaluation**

As demonstrated by the screenshot of the **Catalog**, it describes the purpose, content, course requirements, and expected learning outcomes for all of its awards, including its certificates and degrees. This information is available in both the print and online catalogs, organized by discipline. A good example of how the College communicates learning outcomes for a program is evidenced in the **Accounting Program Catalog Entry**.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

### **Evidence of Meeting the Standard**

The College regularly reviews its policies, procedures, and publications in an ongoing way to assure integrity of all representations of its mission, programs, and services.

### **Analysis and Evaluation**

All Board Policies (BPs) and Administrative Procedures (APs), which are available on the College's website, are reviewed and updated approximately once every 3-years, and more often as needed. All BPs and APs include a list of most recent review dates at the end of the document. **BP 1200 Mission** shows that it was last reviewed and revised in 2019. Before that, it had been reviewed in 2016, 2014, 2012, 2011 and 2008. The 3-year cycle begins with the appropriate committee review and revisions, followed by constituency and shared governance review and approval. For example, see **Steering Committee Meeting Minutes**. Once approved by the Steering Committee, all Board Policies and Administrative Procedures are placed on the next available Board of Trustees agenda for review and/or final approval.

College publication, plans and reports are reviewed and updated on a regular cycle to ensure alignment with the College's mission, and maintain the integrity, accuracy, and currency of all College publications. For example, the Integrated Planning Manual, Annual Implementation Plans, Educational and Facilities Master Plan, and the Facts in Brief are reviewed and discussed regularly.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

### **Evidence of Meeting the Standard**

The College accurately conveys information about the total cost of education, including fees, textbooks, and other instructional materials on its website, and in the catalog and class schedule.

### **Analysis and Evaluation**

Through the Citrus College **Admissions and Records Webpage** and the **Catalog**, the College communicates clearly to students and the public regarding the total cost of education, breaking down costs for fees, and other required expenses. The cost of textbooks and instructional materials is available in the live class schedule, with active links to specific course materials for each course offering. For example, in the **Fall 2020 Class Schedule for Mathematics**, there are links to the College bookstore with textbook information and prices. Moreover, classes, such as Math 165, with low cost/no cost options are highlighted in the live schedule, and are searchable through the live schedule search engine.

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

### **Evidence of Meeting the Standard**

The College publishes on its website its academic freedom board policy. Academic Freedom, as described in the board policy is integral part of all instruction provided by the faculty.

### **Analysis and Evaluation**

All the College's BPs are available to the public on the Citrus College webpage. The College's policies on academic freedom, expressed through **BP 4030 Academic Freedom**, make clear the College's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. Through the use of a variety of teaching methodologies that promote critical thinking and the educational development of students, academic freedom allows for the introduction and exploration of difficult and controversial topics that are germane to the subject matter and involve objective reasoning and rational discussion. This BP is reviewed and updated on a regular basis with input from all constituency groups through the shared governance process, including final review and approval by the Board of Trustees as shown in the highlighted review dates.

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

### **Evidence of Meeting the Standard**

The College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity through official Board Policies, the College website, and the catalog. These policies apply to all constituencies with specifics relative to each, including those germane to student behavior, academic honesty, and the consequences for dishonesty.

### **Analysis and Evaluation**

As **BP 3050 Institutional Code of Ethics** illustrates, the College adheres to the principles of integrity, accuracy, accountability, confidentiality, knowledge, and professionalism. Through **BP and AP 2715 Code of Ethics/Standards of Practice**, Citrus College affirms that creating a climate of respect and trust is a responsibility shared by all, and that the College is committed to maintaining a mutually agreed upon healthy, productive and respectful environment for board members, employees, students, visitors and all other parties who conduct business or interact

with the College. In turn, the **Faculty Code of Ethical Conduct** demonstrates how faculty members adhere to a code of conduct that underscores the faculty's responsibilities to students, colleagues, the discipline, the institution, and the community. **BP 5500 Standards of Conduct** and **BP 5520 Student Discipline Procedures** illustrate that Citrus College has a clearly defined policy regarding student conduct with established procedures for student discipline in violations of the student code of conduct, including academic dishonesty. The student discipline process, as shown on the **Student Conduct and Discipline Webpage**, promotes student accountability and social responsibility, while maintaining a campus environment that is respectful and inclusive, while also free from intimidation, threats, coercion, and/or violence. The College strives to resolve disputes with equanimity and fairness, while maintaining high standards for academic integrity and respecting a student's right to due process.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

### **Evidence of Meeting the Standard**

Citrus College faculty distinguish between personal conviction and professional accepted views in their disciplines and present data and information in a fair and objective manner. This is evidenced through the Board Policy on Academic Freedom (BP 4030), the faculty code of ethical conduct, and the faculty evaluation process.

### **Analysis and Evaluation**

**Board Policy 4030 Academic Freedom** specifies that faculty instruction and discussion must be "balanced with the obligation of the District to protect the right of students to learn in an environment characterized by civility, open inquiry, and freedom from unlawful discrimination." Additionally, the Academic Senate has adopted a **Faculty Code of Ethical Conduct** that describes faculty responsibilities to students, colleagues, the discipline, the institution, and the community. The College's commitment to these responsibilities is listed in the Essential Duties and Responsibilities section (see **Biology Instructor listing**).

Further, **Faculty Evaluation Forms** demonstrate that all faculty are evaluated (full-time tenured, full-time nontenured, and adjunct) on a regular basis using a peer-reviewed process that includes classroom observations, administrative review, and student evaluations. The process allows faculty to assess their performance in the areas included in the faculty code of conduct. Finally, all new full-time faculty participate in a year-long orientation that includes discussion of best practices that adhere to the faculty code of conduct. For example, see **New Faculty Orientation Schedule**. Program review, curriculum review, and student learning outcomes assessment provide avenues for faculty to engage in dialogue about professionally accepted views in their disciplines.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear

prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

### **Evidence of Meeting the Standard**

N/A

### **Analysis and Evaluation**

This does not apply to Citrus College, which is a public, non-profit institution.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

### **Evidence of Meeting the Standard**

N/A

### **Analysis and Evaluation**

Citrus College does not operate in foreign locations.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

### **Evidence of Meeting the Standard**

The College complies with all Accreditation requirements and Standards and adheres to all Commission policies, guidelines, and requirements for public disclosure. The College responds in a timely manner to meet requirements or provide required information when directed by the Commission. The College discloses all official correspondences with the Commission on the College's Accreditation webpage.

### **Analysis and Evaluation**

The **Accreditation Webpage** provides evidence that Citrus College adheres to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges. The College complies with all Commission requests and reporting requirements with full and honest disclosure in a timely manner as evidenced in the content of the **Commission**

**Correspondence Tab.** This includes requests for approval of substantive changes to educational mission and programs. The **2017 Follow Up Report Letter** demonstrates that Citrus College has maintained its good standing with the accrediting Commission since its initial affirmation in 1952. The College submits all reports on time and adheres to all Commission standards and policies as they are implemented or revised. All official correspondences with the Commission are made public on the College's **Accreditation Webpage**. In addition, the **Third-Party Comment Form and the Complaint Policy** illustrate how the College maintains a public commentary webpage that includes information about the complaint process and provides a form for public comment.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

### **Evidence of Meeting the Standard**

The College demonstrates honesty and integrity with external agencies and complies with all applicable regulations and statutes. The College describes itself consistently to all accrediting agencies, including program specific accrediting agencies, and publishes all changes to its accredited status on its website.

### **Analysis and Evaluation**

Citrus College is a fully accredited institution in good standing with all of its accrediting agencies. The College communicates regularly and effectively with all of its accrediting agencies and publishes any and all changes to its accredited status on its website under **Commission Actions and Correspondence**, including program specific accreditations as shown in the **List of Accredited Programs**. The College continues to provide follow-up and mid-term reports that address accreditation compliance as well as commission recommendations.

The College maintains a good working relationship with external agencies, such as the California Community College Chancellor's Office (CCCO) and complies with all regulations and statutes based on guidance from the CCCO. Recent examples of the College's compliance with new statutes include implementation of legislation that directly impacts students, such as AB 540 – California Dream Act, and AB 705 – Student Success Act, as can be seen in the **AB 540 Webpage** maintained on the College's Student Services webpage and the **AB-705 Compliance Report**. More recently, the College has implemented temporary emergency orders related to COVID-19 based on CCCCO emergency guidance including withdrawals and financial aid. For example, see **COVID-19 Guidance, Withdrawals and Financial Aid Document**.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

## **Evidence of Meeting the Standard**

Citrus College ensures that high-quality education, student achievement, and student learning are paramount to other activities such as generating financial returns or supporting external interests as demonstrated by the College's budget and audit reports.

### **Analysis and Evaluation**

The College prioritizes its high-quality education, aligned with its mission, over all other activities. The College is transparent with all financial reports and processes, including audits, bond oversight, and the development of the College's annual budget. For example, audit reports, such as **June 30, 2019 Audit Report**, and adopted budgets, such as the **2019-2020 Budget Book**, are available on the College's website. Before the budget is even adopted, tentative budget forums are presented to the College community for transparency and comment, as exemplified by the **2020-2021 Tentative Budget Forum Presentation**. The College makes financial decisions in the best interest of students and their education and uses established processes to gain input from all constituency groups in developing its budgets as demonstrated by the sample **Financial Resource Committee Meeting Minutes**.

All financial decisions, including revenue-generating activities, general and grant-funded purchases, and bond expenditures, are brought to the Board of Trustees for review and final approval further ensuring an open and transparent process for all financial transactions. For example, the **Bond Measure G Citizens Oversight Committee Webpage** illustrates the extensive work that goes into such an effort and the transparent process the College follows in communicating about it. In fact, all financial activities are further reviewed by a third-party auditor or oversight committee, with findings presented to the Board of Trustees during a public meeting as exemplified by the **Board of Trustees Meeting Minutes**.

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## **Conclusions on Standard I.C. Institutional Integrity**

Citrus College demonstrates a strong commitment to its mission of emphasizing student learning and student achievement. The College has a culture of planning with a focus on data-driven decision-making and continuous quality improvement. The College systematically evaluates, plans, implements, and improves the quality of its educational programs and services through its shared governance processes. The College demonstrates integrity in all policies, actions, and communication, and the administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### **Improvement Plan**

Not applicable.

## **Evidence List**

1-01\_College\_Mission  
1-02\_Learning\_Outcomes  
1-03\_2020-2021\_Catalog  
1-04\_Accred\_Webpage

2-01\_College\_Catalog  
2-02\_College\_Policies  
2-03\_Academic\_Policies  
2-04\_Grad\_Requirements  
2-05\_Student\_Services

3-01\_Prog\_Review\_Webpage  
3-02\_4-20\_Board\_Minutes  
3-03\_Fact\_Book

4-01\_College\_Catalog  
4-02\_Associate\_Degrees  
4-03\_Cert\_of\_Achievement  
4-04\_Skill\_Awards  
4-05\_Noncredit\_Awards  
4-06\_Learning\_Outcomes\_Acctg

5-01\_BPs\_and\_Procedures  
5-02\_BP\_1200  
5-03\_Plans\_and\_Reports  
5-04\_Integrated\_Plan\_Manual  
5-05\_Annual\_Report  
5-06\_Strategic\_Plan  
5-07\_Implementation\_Plan  
5-08\_Ed\_Fac\_Master\_Plan  
5-09\_Facts-in-Brief

6-01\_Web\_Fees  
6-02\_Catalog\_Fees\_Expenses  
6-03\_Live\_Schedule\_Search  
6-04\_Textbook\_Search  
6-05\_Low\_No\_Cost\_Example

7-01\_BP-4030\_Acad\_Freedom

8-01\_BP-3050\_Code\_of\_Ethics  
8-02\_BP-2715\_Ethics\_Std  
8-03\_AP-2715\_Ethics\_Std  
8-04\_Faculty\_Code\_Conduct

8-05\_BP-5500\_Stds\_Conduct  
8-06\_BP-5520\_Student\_Discip  
8-07\_Student\_Conduct\_Discip

9-01\_BP-4030\_Acad\_Freedom  
9-02\_Fac\_Code\_Ethical\_Conduct  
9-03\_Bio\_Instructor\_Listing  
9-04\_F-T\_Faculty\_Eval\_Forms  
9-05\_P-T\_Faculty\_Eval\_Forms  
9-06\_Faculty\_Orientation

12-01\_Accred\_Webpage  
12-02\_Actions\_Correspondence  
12-03\_2017\_Follow-Up\_Letter  
12-04\_Sub\_Change\_Requests  
12-05\_Third\_Party\_Form  
12-06\_ACCJC\_Complaint\_Policy

13-01\_Accred\_Webpage  
13-02\_Actions\_Correspondence  
13-03\_Accredited\_Programs  
13-04\_California\_Dream\_Act  
13-05\_AB\_705\_Implement\_Memo  
13-06\_AB\_705\_Compliance\_Rpt  
13-07\_Guided\_Self-Placement  
13-08\_COVID-19\_Emer\_Guidance  
13-09\_COVID-19\_WD\_and\_FA

14-01\_Audit\_Reports  
14-02\_Adopted\_Budget  
14-03\_Bond\_Oversight  
14-04\_Fin\_Resources\_Comm

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## **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **A. Instructional Programs**

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

### **Evidence of Meeting the Standard**

Citrus College ensures all instructional programs are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of student learning outcomes as evidenced below.

### **Analysis and Evaluation**

The Citrus College **Mission Statement** identifies the goal of student completion of degrees, transfer, certificates, career/technical education, and basic skills proficiency. Section I of **Administrative Procedure (AP) 4020 Instructional Programs and Curriculum** requires programs to be consistent with the College and the California Community College mission and to be appropriate to higher education with no distinction for location and means of delivery. The **Political Science Degree** and the **Certificate in Gaming Application and Development** are examples of how all instructional programs culminate in student attainment of learning outcomes. In addition, the program or degree and certificate descriptions in the College Catalog identify transfer and/or employment goals consistent with the College mission, as can be seen in the highlighted language of the **Catalog page for Accounting**. Lastly, the ACCJC annual reports, most recently Citrus College's **ACCJC 2020 Annual Report**, indicate how Citrus College supplies data about students actually achieving degrees and certificates.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve

instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

## **Evidence of Meeting the Standard**

Citrus College faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations, and faculty conduct systematic and inclusive program review in order to continuously improve instructional courses and programs, improve teaching and learning strategies, and promote student success as described below.

### **Analysis and Evaluation**

Sections II and III of **AP 4020 Instructional Programs and Curriculum** designate that the curriculum committee has primary responsibility for ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. The **Curriculum Handbook**'s Section II.2 establishes that the curriculum committee is faculty-driven with representation from all academic divisions. In addition, the curriculum review process outlined in the **Curriculum Handbook**'s Sections IV.5 ensures that faculty members within each division have the opportunity to discuss and review all curriculum before it is submitted to the curriculum committee. Courses taught online are required to have an online addendum to the course outlines to address effective online teaching methods and regular and substantive interactions. Specifically, the online addendum covers the following three Title 5 and federal requirements: regular and effective contact between faculty and students, between students and students, and accessibility. For example, the highlighted sections of the **Course Outline for Speech 100** illustrate the language in the College's Online Education addendum.

All instructional programs review student success data as part of their annual program review process. All instructional programs are provided with five years of data on course and degree/certificate success rates disaggregated by major demographic groups and are asked to assess this data and develop plans to improve student success in the annual program review reports. In addition, as can be seen in the **Program Review Plus One Cycle**, rather than doing an occasional large comprehensive report, programs cycle through a series of "plus one" reports covering the following topics: Year 1: Connection to Mission; Year 2: Course Curriculum; Year 3: Degrees, Certificates, Transfer, and Job Placement; Year 4: Program, Degree, and Certificate Level SLO Assessment, and Year 5: Summary. The Year 5: Summary is reviewed by the College Steering Committee and Board of Trustees. The annual and "plus one" program reviews demonstrate that faculty review student achievement data in the data packets, such as these **Math Data Packets**, provided annually by the Office of Institutional Research, Planning and Effectiveness to continuously improve instructional courses and programs. For example, as described in the **Math Program Review** and as illustrated in the **Mathematics Course Sequences**, the math program have made significant changes to their math sequence of courses based on success rates illustrated in the data packets. Ultimately, the results of program review are used in institutional planning. The **Integrated Planning Model** illustrates the consistent and continuous commitment to integrating program needs and recommendations into the College's institutional planning and resource allocation processes and

further demonstrates the priority the College places on improving student learning and educational effectiveness in all planning structures and processes.

Figure 47. Math sequence for 2017-2018

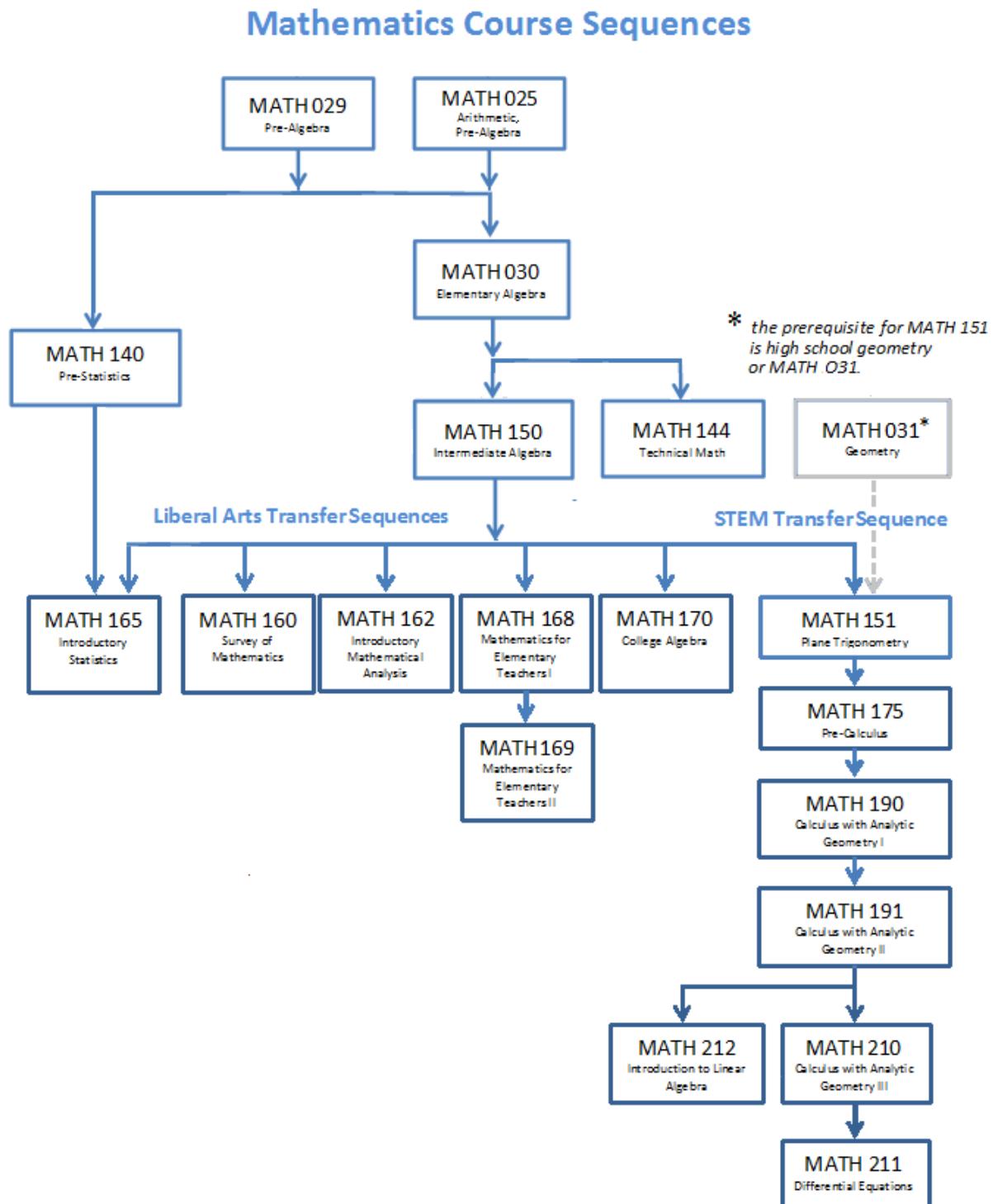
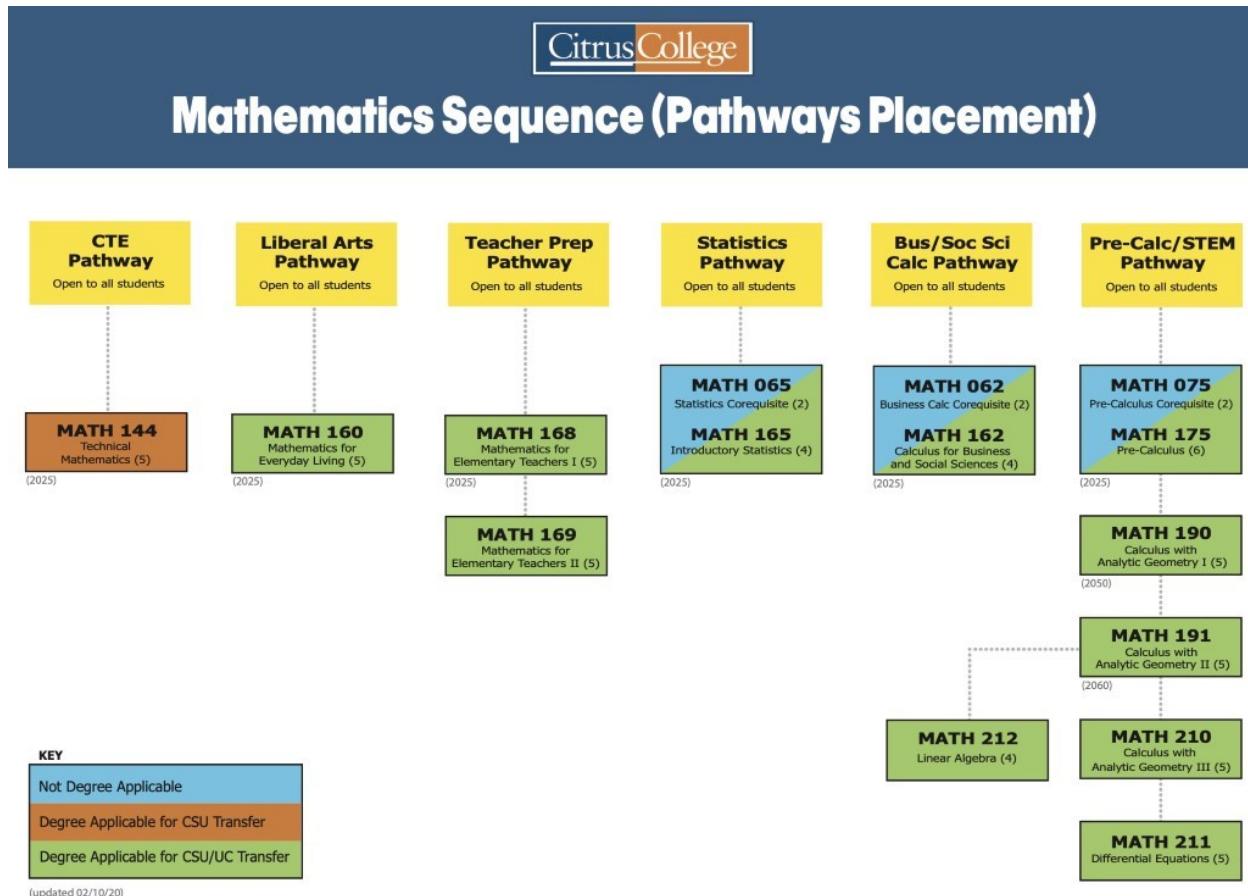


Figure 48. Math sequence 2018-2019



3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

### Evidence of Meeting the Standard

Citrus College identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures and ensures that, in every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline as evidenced by the following documentation.

### Analysis and Evaluation

All of the College's courses, programs, degrees, and certificates have identified student learning outcomes (SLO) that have been approved through the curriculum approval process.

Please note the highlighted language in the following **SLO Samples**: Astronomy course 115 (COR – page 3 and syllabus – page 3), History degree (Degree SLO), Stationary Power Generation certificate (Certificate SLO). Page 13 of the **Student Learning Outcomes Assessment (SLOA) Handbook** provides that course-level SLOs to be published in Courseleaf, the curriculum management software, and the course syllabus. For example, the **English 104 Course Syllabus** clearly states course SLOs. In fact, the College has structures in place to verify all students receive a course syllabus; specifically, the deans collect course syllabi for all sections at the beginning of each term and request that faculty share syllabi with students. The College has established procedures for the regular evaluation of learning outcomes as listed on the course outline of record and as required to be listed on the syllabi for both in-person and online modalities. As the **SLOA Handbook** indicates on page 27, all SLOs are assessed on a 5-year cycle through the SLO assessment process and as noted on page 25 through the program review Year-4 Plus One report.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

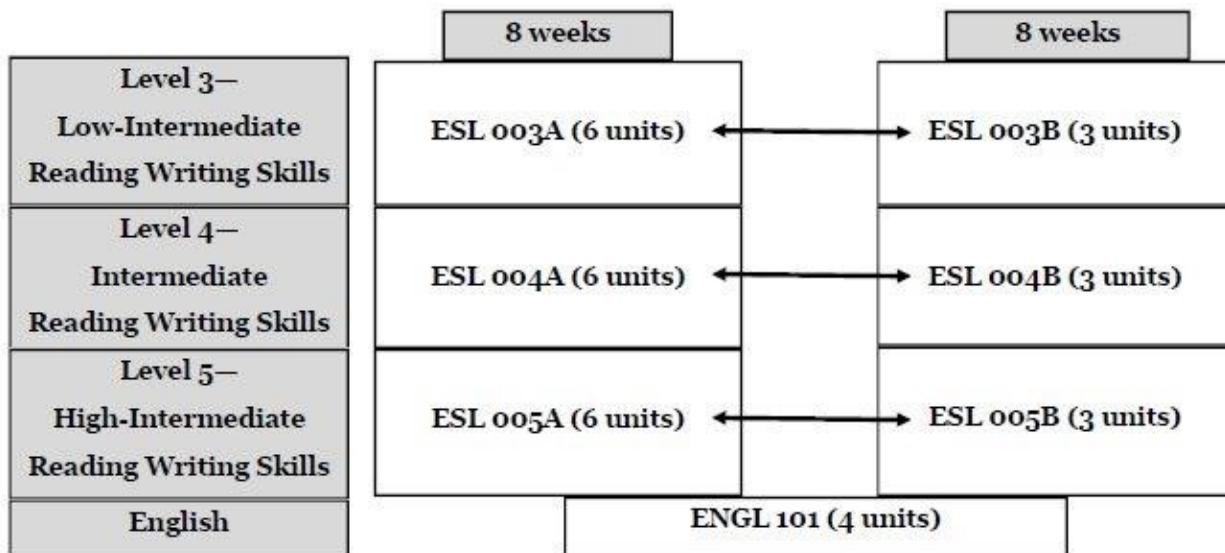
### **Evidence of Meeting the Standard**

Citrus College distinguishes the pre-collegiate curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum as evidenced below.

### **Analysis and Evaluation**

Citrus College has administrative procedures and policies in place to distinguish between pre-collegiate and collegiate-level curriculum. In **AP 4100 Graduation Requirements for Degrees and Certificates**, Section I.2.a defines pre-collegiate courses as courses numbered under 100. In addition, Part IV, Section 2D of the **Curriculum Handbook**, discusses and illustrates the course numbering system. Course schedule pages in the College catalog give an example of a sequence of pre-collegiate courses leading to collegiate-level curriculum, specifically, the **Credit and ESL Table**.

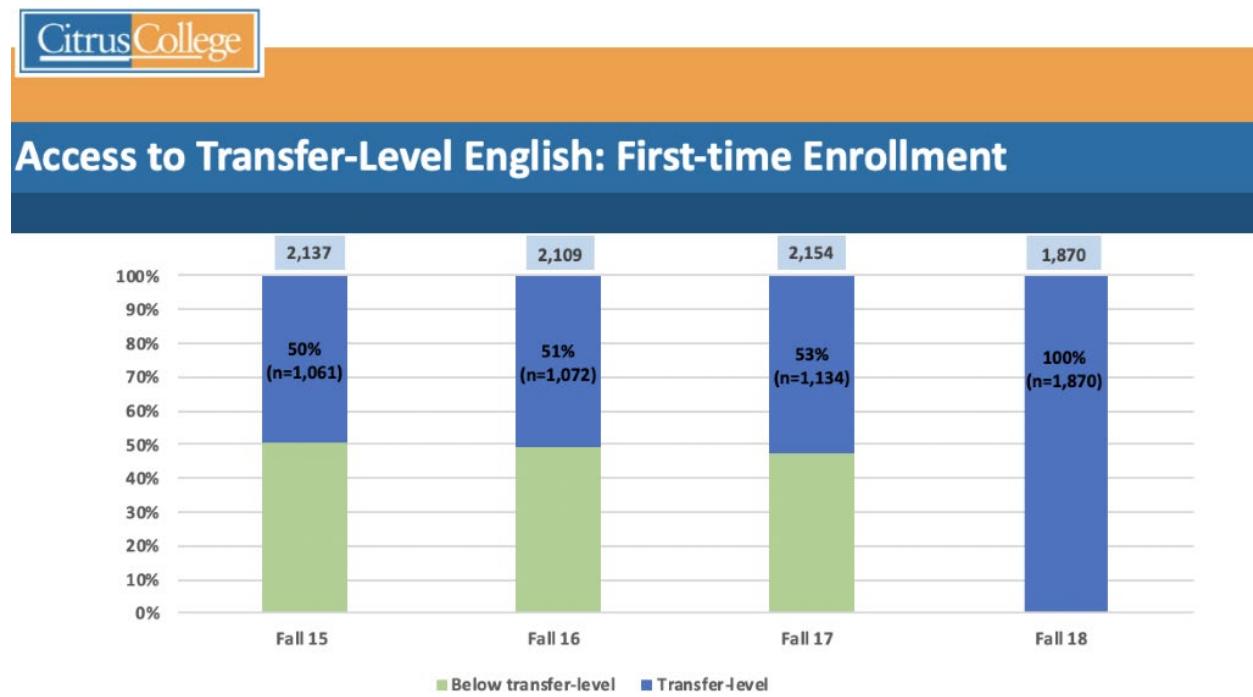
Table 49. English as a Second Language



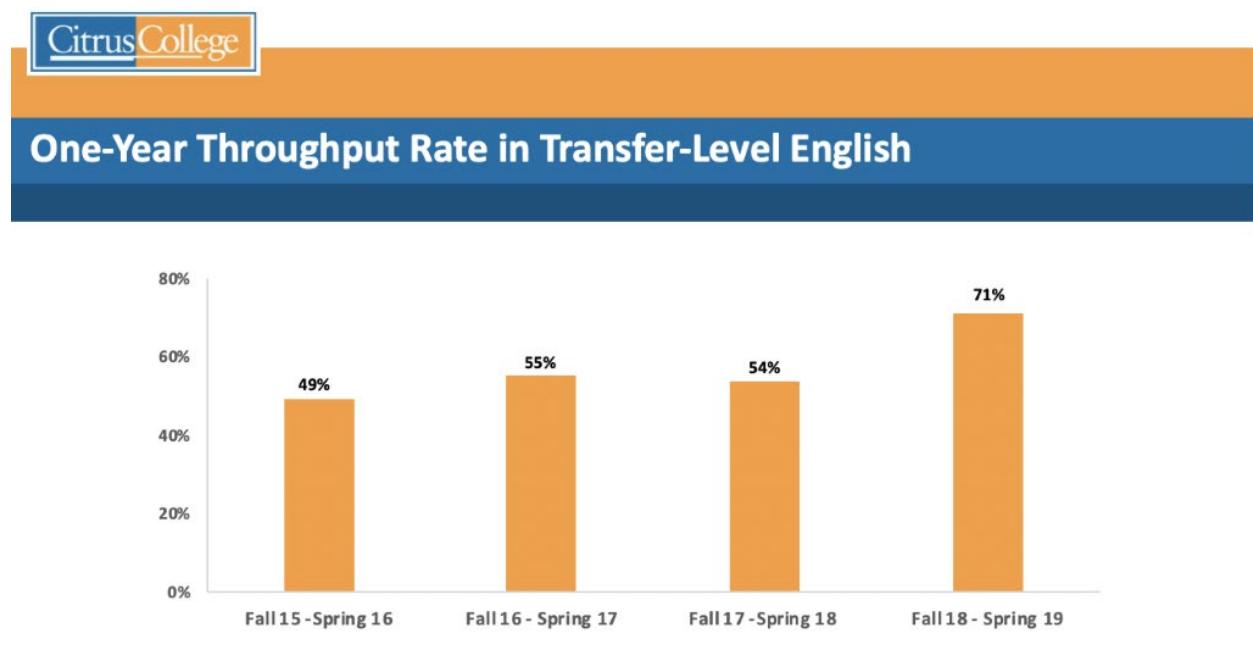
The College has significantly reduced its pre-collegiate offerings in recent years in response to California Assembly Bill (AB) 705 and with the realization that previous models of pre-collegiate instruction were less effective than desired in preparing students for college-level work. AB 705 was signed by the Governor on October 13, 2017 and took effect on January 1, 2018. The bill requires that a community college district or college maximizes the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

The Citrus College math program has adopted a co-requisite model in which underprepared students are placed in college-level classes with co-requisite courses that provide the necessary skills for student success in the college-level class. The English program is using a similar model, but the co-requisite material is embedded in the transfer level course. This model has been accompanied by a substantial effort to update teaching methods in these classes to improve student engagement and success. As a result of AB 705, the throughput rates in English and math have been significant and the achievement gaps have been narrowed as illustrated in the graphs below:

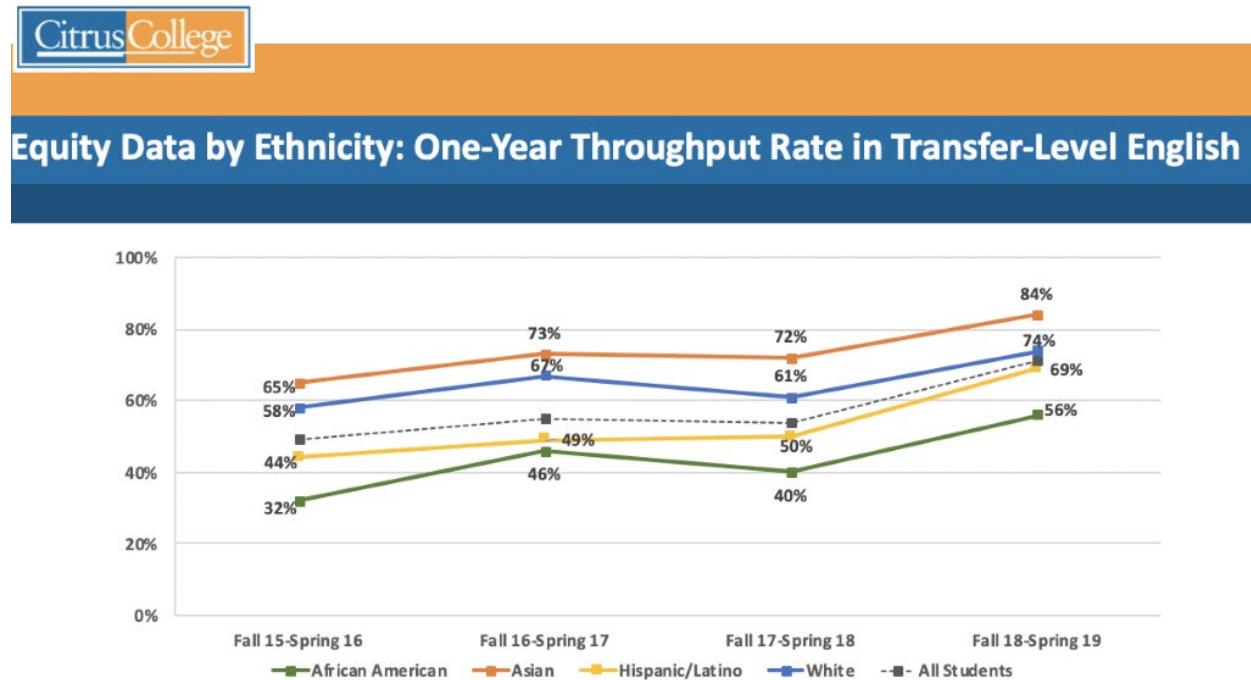
Graph 50. Access to Transfer-Level English



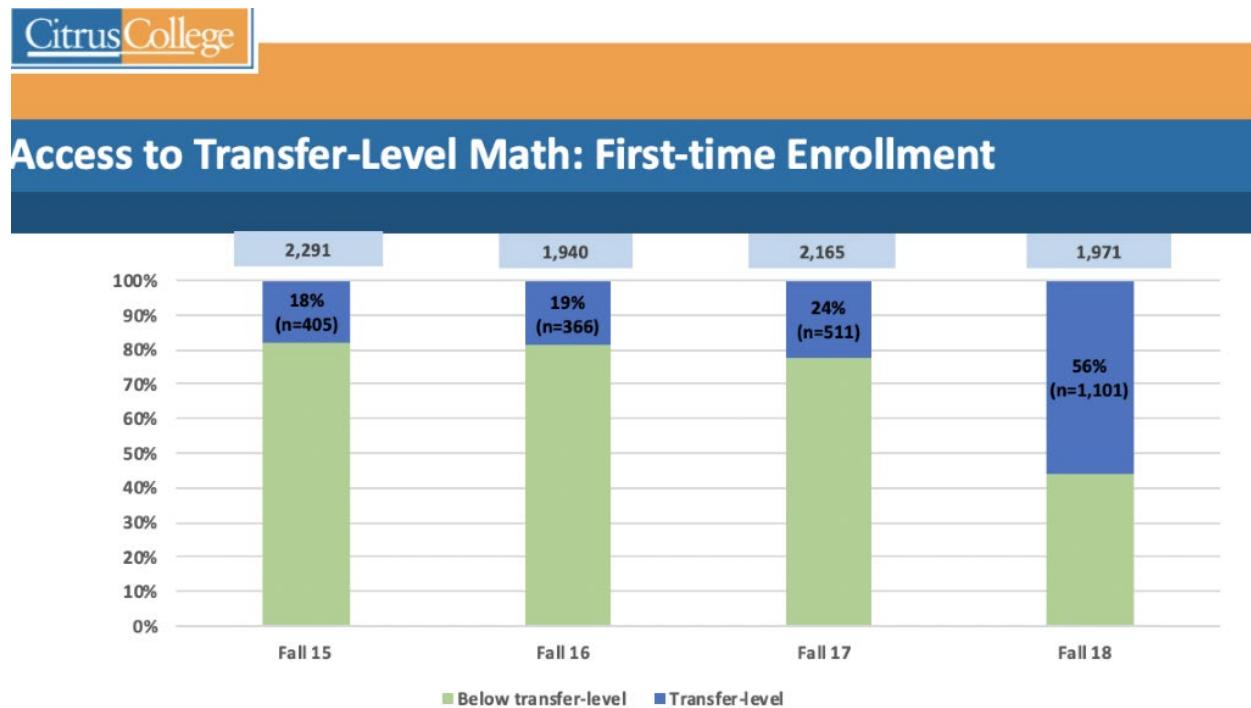
Graph 51. One-Year Throughput Rate in Transfer-Level English



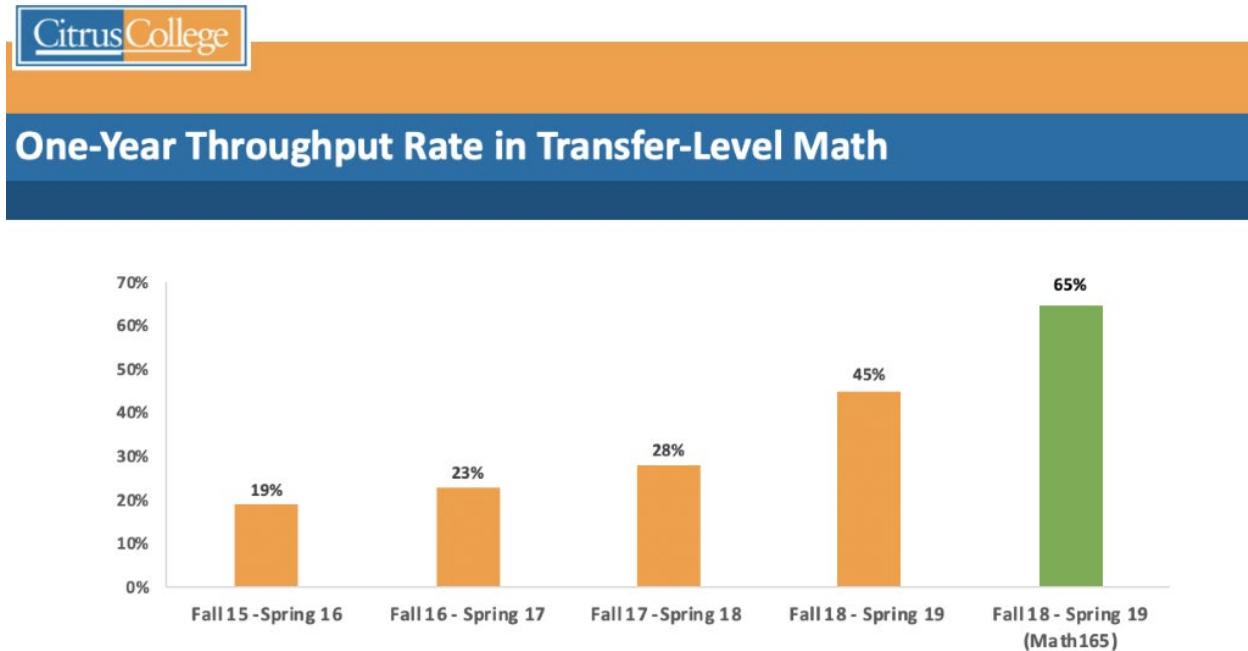
Graph 52. Equity Data by Ethnicity: Transfer-Level English



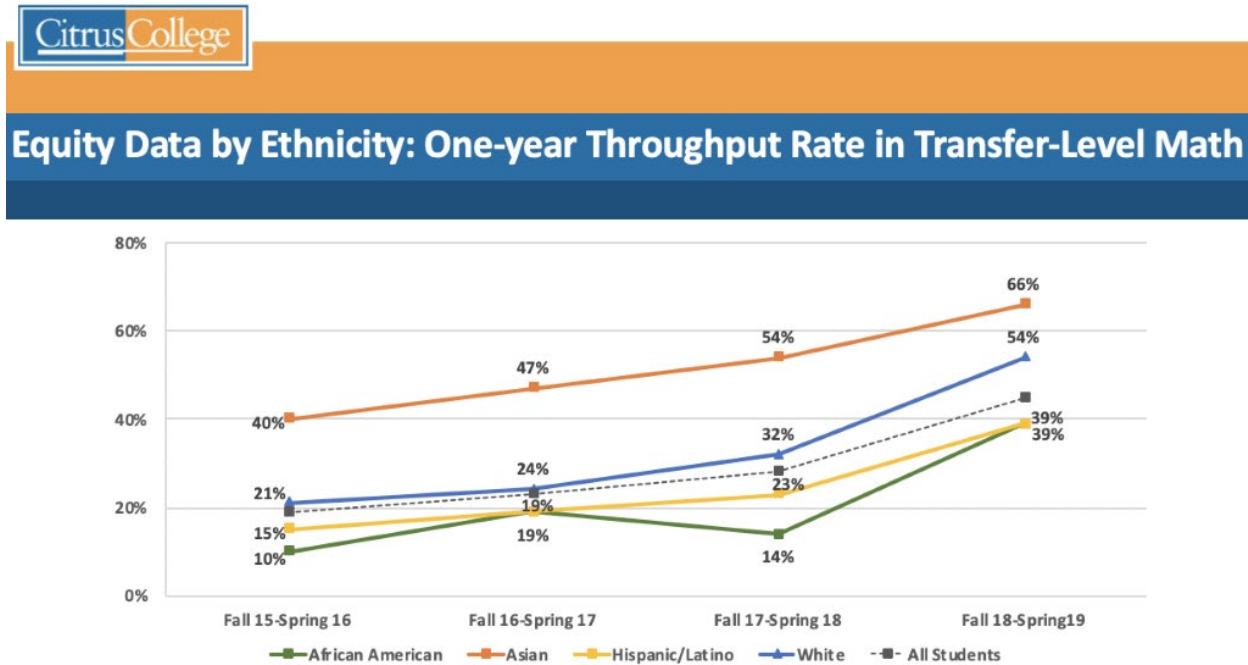
Graph 53. Access to Transfer-Level Math



Graph 54. One-Year Throughput in Transfer-Level Math



Graph 55. Equity Data by Ethnicity: Transfer-Level Math



Courses with required pre-requisites list the objectives of the requisite courses as entrance skills. For example, in **Biology (BIOL) 200 Course Outline**, on page 5, there is a list of entrance skills with a prerequisite course of BIOL 105.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

### **Evidence of Meeting the Standard**

Citrus College's degrees and programs follow practices common to American higher education and ensure that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level as noted below.

### **Analysis and Evaluation**

Citrus College has administrative procedures in place to ensure that the College's degrees and programs follow practices common to American higher education. **Administrative Procedure 4100 Graduation Requirements for Degrees and Certificates**, section 1.2, requires that associate degrees have at least 60 units of accredited lower division college credit. **AP 4020 Instructional Programs and Curriculum**, section 1, requires that programs meet the higher education standards as laid out in Title 5 and prepare students for transfer, occupational preparation, or career supplement or upgrade. All degrees and certificates must be approved by the Chancellor's Office before the College can offer them, as per pages 13 and 14 of the California Community College (CCC) Chancellor's Office's **Program and Course Approval Handbook (PCAH)**.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

### **Evidence of Meeting the Standard**

Citrus College schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education as evidenced below.

### **Analysis and Evaluation**

Citrus College is committed to ensuring the students ability to finish coursework within a period of time consistent with established expectations in higher education. The College's adoption of Assembly Bill 705, which eliminates math and English assessments and helps students complete transfer math and English courses within one year of enrollment at the College, allows students to move faster through other course sequences for degrees and certificates. In fact, data, reviewed by the **Institutional Research and Planning Committee (IRPC)** members at their meetings on February 25, 2019, and September 16, 2019, demonstrate large increases in the number of students completing transfer-level English and math courses within the first year

of enrollment at the College. Because of Assembly Bill 705, changes to English and math courses have resulted in a decrease in the number of units in which students enroll but an increase in success rates, which enabled the College to set the goal of going from an average of 88 units accumulated by all associate degree earners in 2016-17 to 80 units by 2021-22. As can be seen in the highlighted language of the **Institutional Effectiveness Committee (IEC) Meeting Minutes from October 21, 2019**, the committee modified objective 7 in the Citrus College Strategic Plan (2016-2021) to set the College goal of reducing the number of units from 88 to 80 units accumulated by students completing an associate degree. The revision to objective 7 was later approved, as can be seen in **Steering Committee Meeting Minutes from November 4, 2019**.

Furthermore, **Strategy 2.1 in the Strategic Plan** establishes that the College will meet the goal of Objective 7 through scheduling that responds to the needs of traditional and nontraditional students, increases course/program completion, and maximizes College resources. In addition, data packets for instructional program reviews include the distribution of sections to assist programs in determining the variety of modalities and times courses could be offered to optimize scheduling for student completion. The data packets for Automotive Technology are a good example.

*Figure 56. 2019-2020 Data Packet: Automotive Technology, Section Offerings*

CitrusCollege		Automotive Technology																				8/8			
		Summer					Fall					Winter					Spring								
2019-20 Program Review		2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019				
<b>Section Count by Course Category</b>																									
Full Term	<b>Traditional/On Campus</b>		<b>Summer</b>					<b>Fall</b>					<b>Winter</b>					<b>Spring</b>							
	Morning	4	2	5	4	2	8	7	5	6	5	4	5	4	4	3	5	6	5	5	4				
	Afternoon			2																					
	Evening	2	1	2	3	3	4	5	5	8	7	2	1	2	3	3	6	6	7	9	9				
	Weekend																								
Short Term	Arranged Hour																								
	Morning						2				1	2								1	2	3			
	Afternoon																								
	Evening																								
	Weekend																								
	Arranged Hour						1				1														
	<b>Online Education</b>																								
	Full Term																								
	Short Term																								
	<b>Total Section Count</b>	6	5	7	7	8	12	12	10	15	15	6	6	6	7	6	11	12	13	17	16				

**Courses in this category include:**

AUTO101, AUTO140A, AUTO141, AUTO144, AUTO145, AUTO146, AUTO147, AUTO148, AUTO149, AUTO151, AUTO154, AUTO156, AUTO162, AUTO163, AUTO166, AUTO167, AUTO168, AUTO172, AUTO191, AUTO230A, AUTO230B, AUTO230C, AUTO230D, AUTO281, AUTO291, AUTO295, AUTO296, AUTO297

Figure 57. 2019-2020 Data Packet: Automotive Technology, Success and Retention Rates

Citrus College			Automotive Technology												Automotive Technology																				
2019-20 Program Review			Automotive Technology												Automotive Technology																				
Program: Automotive Technology			Course Category: Primarily Major Core			Success/Retention by Course Category			Enrollment			Retention			Success			Enrollment			Retention			Success			Enrollment			Retention			Success		
Summer	Summer 2014			Summer 2015			Summer 2016			Summer 2017			Summer 2018			Enrollment			Retention			Success			Enrollment			Retention			Success				
	99	93%	77%	59	97%	86%	77	96%	75%	85	94%	80%	84	98%	89%	137	98%	88%	114	98%	90%	140	97%	87%	171	95%	78%	186	95%	79%					
Fall	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018			Enrollment			Retention			Success			Enrollment			Retention			Success				
	137	98%	88%	114	98%	90%	140	97%	87%	171	95%	78%	186	95%	79%	93	95%	80%	76	93%	80%	79	96%	90%	84	93%	82%	86	95%	88%					
Winter	Winter 2015			Winter 2016			Winter 2017			Winter 2018			Winter 2019			Enrollment			Retention			Success			Enrollment			Retention			Success				
	159	96%	87%	157	97%	82%	201	93%	77%	216	94%	74%	200	98%	84%	88844	90%	71%	91062	90%	71%	91736	90%	72%	90812	89%	72%	91536	89%	72%					
Collegewide Annual Average			2014-15			2015-16			2016-17			2017-18			2018-19			Enrollment			Retention			Success			Enrollment			Retention			Success		
Courses in this category include:			AUTO101, AUTO140A, AUTO141, AUTO144, AUTO145, AUTO146, AUTO147, AUTO148, AUTO149, AUTO151, AUTO154, AUTO156, AUTO162, AUTO163, AUTO166, AUTO167, AUTO168, AUTO172, AUTO191, AUTO230A, AUTO230B, AUTO230C, AUTO230D, AUTO281, AUTO291, AUTO295, AUTO296, AUTO297																																

Moreover, as reported by Superintendent/President Perri at the November 19, 2019, **Board of Trustees Meeting Minutes**, Citrus College has been recognized for the fourth year in a row as a Champion of Higher Education for the large number of ADTs conferred upon students. That is a consistent example of the College's responsive scheduling, leading to course completions. Furthermore, the College has adopted a new scheduling software, Infosilem, to aid in more efficient and responsive scheduling. As can be seen in the **Infosilem Scheduling Software Documents**, on December 5, 2018, the College's Chief Information Services Officer submitted a proposal to the College Superintendent/President recommending Infosilem. In addition, meeting minutes from the Guided Pathways Steering Committee meeting on April 4, 2019, demonstrate that the committee adopted Infosilem. The Citrus College agreement with Infosilem became effective on February 15, 2019, with a purchase order dated March 20, 2019.

Through the Guided Pathways Initiative, the College is working towards creating program maps to guide scheduling patterns to allow students to complete all degrees and certificates in a timely manner. While still in draft stage, the first program maps have focused on the Business pathway; for example, the **ADT Business CAP Program Map** demonstrates how the College is developing that CAP pathway.

Figure 58. Business Career/Academic Pathway (CAP)

ADT BUSINESS CAP							2019-2020
First Semester	Units	Major	IGETC	CSUGE	Electives	Action Items	
ENGL 101 or 101E	4-5		1A	A2		<input type="checkbox"/> Meet with your CAPS Counselor to confirm your academic and career goals by the end of the semester. <input type="checkbox"/> Begin to research colleges and universities where you would want to major in Business. <input type="checkbox"/> Meet with your CAPS Counselor to research career options with a Business degree or attend a workshop.	
MATH 162/062	4-6	X	2	B4			
COUN 207	3						
Total Units	11-14						
Intersession	Units	Major	IGETC	CSUGE	Electives	Action Items	
ENGL 103	3		1C	A3			
Total Units	3						
Second Semester	Units	Major	IGETC	CSUGE	Electives	Action Items	
SPCH 101	3		1C	A1		<input type="checkbox"/> Meet with your CAPS Counselor to confirm or update your academic/career pathway and complete an official Student Educational Plan (SEP). <input type="checkbox"/> Attend a transfer workshop and research potential Colleges and Universities.	
MATH 165	4	X	2	B4			
ACCT 101	4	X					
CIS 130	4	X					
Total Units	15						
Intersession	Units	Major	IGETC	CSUGE	Electives	Action Items	
POLI 103	3		4	D			
KIN 170, 171, 173	3						
Total Units	6						
Third Semester	Units	Major	IGETC	CSUGE	Electives	Action Items	
ACCT 102	4	X	2	B4			
BUS 160	3	X				<input type="checkbox"/> Begin Applying to colleges and universities <input type="checkbox"/> Begin applying to financial aid and scholarships. (Start your FASFA Application in October 2019 if you plan to register for a university for fall 2019).	
ECON 101	3	X	4	D			
Physical Science with lab	4		5A	B1		<input type="checkbox"/> Check with the transfer center for important deadlines and dates.	
Total Units	14						
Intersession		Major	IGETC	CSUGE	Electives		
ARTs GE	3		3A	C1			
HIST 107, or 108	3		3B	C2			
Total Units	6						
Fourth Semester	Units	Major	IGETC	CSUGE	Electives	Action Items	
BUS 152 (CSUF)	3	X				<input type="checkbox"/> Apply for Graduation through Admissions and Records <input type="checkbox"/> Sign up for graduation	
ECON 102	3	X	4	D		<input type="checkbox"/> Check emails from Colleges and Universities you applied, complete college updates. <input type="checkbox"/> Send transcripts to colleges and universities you plan to transfer to. .	
Biological Science no lab	3						
ART or HUMANITIES GE	3		3A/3B	C1/C2		<input type="checkbox"/> Join our alumni Network!	
Total Units	12						

Notes:

\*Students should consult with a counselor for more information on specific university admission and transfer requirements.

\*Students seeking a UC should follow the ADT pathway in Economics'

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

### Evidence of Meeting the Standard

Citrus College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students and in support of equity as noted below.

### Analysis and Evaluation

Citrus College has robust online education offerings to help meet the needs of its diverse student population. As indicated in the Executive Summary of the **Online Education 2019 Comprehensive Program Review**, in order to provide greater flexibility in meeting student

equity needs in education, the College offers an online education program with more than 170 courses in 35 disciplines that include general education courses and certificate and degree-applicable courses. The number of students who enrolled in only online courses during the academic years continues to increase and accounted for 13 percent of student enrollment in the 2018-2019 academic year. The College submits a **Chancellor's Office Annual Survey on Distance Education** that identifies whether a support program or service is available only on campus, online, partly online, via video, etc., for 54 different programs and services. The addition of a new student portal in 2018 improved access to support services for students by facilitating the migration to online of forms and services. For example, **Admissions and Records Portal Services** has 39 online admissions- and records-related tasks, giving students the opportunity to order transcripts online, clear prerequisites online, update student information, such as name or address online, etc. This has also provided a good opportunity to more broadly implement student support services even in an online environment.

The College continues to make progress towards a fully online degree. The Online Education program assesses the data relevant to student success and equity as part of its program review process. The College has been piloting online support services, including virtual tutoring and counseling, in addition to exploring technological programs that would make these support services available college wide. COVID-19 restrictions in spring 2020 provided an opportunity to increase online capacities with science classes (including Anatomy, Physiology, and Biology) having to be fully and temporarily online (with approved addenda) during the pandemic. The move to an online-only format brought about changes to the courses which resulted in the offering of the full general education pattern online as early as fall 2020. In addition, College wide online counseling (both academic and personal) and more robust tutoring platforms have been included and put in practice during the pandemic and now have been added to the College's permanent repertoire of online services. In the **2019-2020 Student Equity and Achievement (SEA) Plan**, Retention Activity 2 under Professional Development requires the College to offer professional development focused on effective student-centered teaching strategies, including culturally responsive pedagogy and universal design for learning (UDL). **SEA Plan**, Retention Activity 1 under Curriculum, establishes that the College will identify models of exemplary pedagogy and make recommendations for professional development to the Faculty Learning Institute and Institute for Completion.

The Guided Pathways Instructional Methodology Team (IM) is a multi-disciplinary team working on providing opportunities for faculty to learn and implement instructional strategies that will enhance student learning, retention, and completion. The IM team conducted a survey in June 2019 of faculty looking for input on current instructional practices and aspects of teaching that can be improved. The **IM Survey Results** inform upcoming professional development opportunities: 37 percent of the faculty surveyed indicated they use moderate activity-based learning (in-class group activities) with some lecture; 81 percent discuss study strategies with their students; and 89 percent explain to students how the assignments help them develop disciplinary or professional expertise. Additionally, 51 percent indicate they would like to attend more workshops on how to develop active learning activities while 44 percent would like to learn how to implement Universal Design for Learning and contextualized learning.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

## **Evidence of Meeting the Standard**

Citrus College validates the effectiveness of department-wide course and/or program examinations, including direct assessment of prior learning and ensures that processes are in place to reduce test bias and enhance reliability as described below.

### **Analysis and Evaluation**

The College has policies in place to award credit by examination and prior learning.

**Administrative Procedure 4235 Credit by Exam** clarifies how prior learning is assessed through credit by exam. In addition, page 47 of the printed **2019-2020 Citrus College Catalog** clearly describes the College's credit by examination procedure. Where appropriate, faculty use standardized exams across all sections of a course to ensure that all students are being assessed in an unbiased manner. Standardized exams provide a further measure of validation for the effectiveness of measuring student learning.

In addition, standardized exams developed at the state or national level help in assessing student's learning. One such example includes the Registered Nursing program. Students of this program attempt NCLEX licensure state standardized exam (see **Nursing Exit Tests**). The large sample size analyzed during development and revision for these state and national exams decreases test bias and increases validation. For example, as can be seen in the assessment findings in the **2018-2019 Chemistry Program SLO Assessment Cycle**, the Chemistry program uses ACE, a national exam, during coursework and for student learning outcomes assessment.

Many career and technical educational programs culminate in a standardized state or industry licensure/certification exam. An example would be the **Automotive Service Excellence (ASE) Certification Exams** recognized by the industry as a standard to determine a service technician's expertise in a specific service area. The Automotive Program uses data gathered by exam statistics from students to assess the validity of the instruction administered and refine the program to maintain instructional effectiveness.

Overall, Citrus College programs and departments have clear structures in place to determine pre-requisite criteria and to ensure their consistent application. For example, **AP 4236 Advanced Placement Credit** delineates that the College will grant 3 to 6 units of area or elective credit for an examination score of 3, 4, or 5 in subjects of the Advanced Placement program. Furthermore, **Board Policy (BP) and AP 4260 Prerequisite and Corequisite Advisories** note that all prerequisites, co-requisites, and advisories are established in accordance with Title 5 standards; are published in College publications available to students; and do not constitute unjustifiable obstacles to student access and success.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

### **Evidence of Meeting the Standard**

Citrus College awards course credit, degrees and certificates based on student attainment of learning outcomes (SLOs) and units of credit reflect generally accepted norms or equivalencies in higher education—and where relevant follow Federal standards for clock-to-credit-hour conversions—as noted below.

### **Analysis and Evaluation**

The College has policies and procedures in place that define the College's credit hour policy. For example, Section 3 of **AP 4020 Instructional Programs and Curriculum** defines the College's credit hour policy, which ensures consistency across the College in following accepted norms of higher education, as well as consistency with State and Federal standards, including the standards for clock-to-credit-hour conversions.

The College awards course credit, degrees and certificates based on student attainment of learning outcomes. For example, the Year 4 of the Program Review Plus One report includes a curriculum map that links courses to program level SLOs; as can be seen in the **Dental Assisting Program Review**. All course-level SLOs are tied to course assessment in the course outlines of record as are degree and certificate programs. For example, the **Course Outlines of Record for English 101 and the Physics ADT** clearly list the SLOs, and the English 101 course outline also shows that a 4-unit class meets for 72 class hours. The **Citrus College Catalog** page on Academic Policies and Requirements lists the definitions of the grades that students may earn at the course-level as defined in **Board Policy (BP) and AP 4230 Grading and Academic Records**.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

### **Evidence of Meeting the Standard**

Citrus College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. The College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own

courses. The College has developed articulation agreements appropriate to its mission. This can be seen in following links.

## Analysis and Evaluation

In the electronic **2020-2021 Citrus College Catalog**, the section under Admission and Registration details the College's policies for transfer-of-credit in the link for "transcripts." This clearly states the College's policy for students. **Administrative Policy 4050 Articulation** sets the foundation for how the College develops articulation agreements as appropriate to its mission. **AP 4235 Credit by Examination** establishes that individual departments and/or specialty areas may elect to grant course credit to students, who demonstrate that they have already mastered the student learning outcomes of a course. Citrus College articulation agreements with other institutions can be found on the ASSIST database. Meanwhile, Section 6: Official Transcripts of **AP 4100 Graduation Requirements for Degrees and Certificates** outlines how students can submit transcripts from other institutions. In addition, many college courses are approved through the C-ID approval system used through the state of California. The College provides clear information in the **C-ID Section of the 2019-2020 Catalog** and recognizes similar C-ID approved courses from other colleges. The Articulation Officer works closely with College Evaluators to build a database in the Transfer Evaluation System (TES), which contains course descriptions as well as information regarding evaluated and approved course equivalency courses. The **TES Sample** provided shows such equivalencies established for California State Polytechnic University-Pomona. New schools/courses are added to the database as these are approved. Counselors have access to the database and can refer to the information that is available on TES when working with students who have external transcripts.

*Figure 59. Transfer Evaluation System Sample*

CITRUS COLLEGE				
INSTITUTION LIST → EQUIVALENCY LIST				
		<input type="button" value="Search"/>	<input type="button" value="Reset"/>	<input type="button" value="Add/View My List"/>
CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	CITRUS COLLEGE	NOTE? BEGIN	END	
▶ ACC 2070 FINANCIAL ACCOUNTING FOR DECISION MAKING (3)	ACCT 101 FINANCIAL ACCOUNTING (4)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
▶ AG 100 ORIENTATION TO THE COLLEGE OF AGRICULTURE (1)	ELECTIVE-CITRUS DEGREE APPLICABLE ELECTIVE-CSU CSU TRANSFERABLE COURSEWORK ELECTIVE-UC UC TRANSFERABLE COURSEWORK		<input type="checkbox"/>	
▶ COM 100 PUBLIC SPEAKING (4)	SPCH 101 PUBLIC ADDRESS (3)		01/01/1994	
▶ CRM 2201 INTRODUCTION TO CRIMINOLOGY (3)	AJ 102 CONCEPTS OF CRIMINAL LAW (3) CITRUS-D1 HISTORY AND POLITICAL SCIENCE CSU-D SOCIAL, POLITICAL AND ECONOMIC INSTITUTIONS AND BEHAVIOR; HISTORICAL BACKGROUND IGETC-4 SOCIAL AND BEHAVIORAL SCIENCE PRREQ FOR ENGL 103 COMPOSITION AND CRITICAL THINK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
▶ ENG 1103 FIRST YEAR COMPOSITION (3)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

### **Evidence of Meeting the Standard**

Citrus College includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes, as evidenced by the following documentation.

### **Analysis and Evaluation**

The 2020 **Citrus College Catalog**, under Graduation Requirements for an Associate Degree, and page 30 of the **Student Learning Outcomes Assessment (SLOA) Handbook** list the core competencies and establish that students completing a degree or certificate must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies. The Core Competencies include communication, computation, creative/critical/analytical thinking, community/global consciousness/and responsibility, and technology. As evidenced by page 3 of the **Course Outline of Record for BIOL 105**, all course-level learning outcomes have long been categorized in these core competencies and the College is in the process of completing the same categorization for program-level outcomes.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

### **Evidence of Meeting the Standard**

Citrus College requires of all of its degree programs a component of general education based on a carefully considered philosophy for associate degrees that is clearly stated in its catalog. The College relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level, including a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

## **Analysis and Evaluation**

In the section under Graduation Requirements for an Associate Degree, the **2019-2020 Citrus College Catalog** outlines the College's general education philosophy and lists the three options for students to meet the general education requirements for associate degrees. Option one is locally defined, while options two and three are based on the IGETC and CSU-GE patterns. Moreover, **BP and AP 4025 Philosophy and Criteria for Associate Degree and General Education** outlines the College's general education philosophy, including the requirements that graduating students develop competencies in language and rationality, natural sciences, arts and humanities, social and behavioral sciences, and kinesiology and dance. In sections V.3 and V.4 of Part V: Transfer of the **Curriculum Handbook**, guidelines are set for determining the appropriateness of courses for inclusion in the general education curriculum. Assessment of student learning in major General Education areas occurs regularly as part of the dialogue surrounding the results of the **General Education Survey**, which is conducted every year or two.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

## **Evidence of Meeting the Standard**

All degree programs at Citrus College include focused study in at least one area of inquiry or in an established interdisciplinary core and the courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study, as evidenced by the following analysis and evaluation.

## **Analysis and Evaluation**

All degree programs include focused study in at least one area of inquiry with established student learning outcomes based on the coursework. For example, the **AA in Social Sciences, the ADT in Psychology, and the AS in Construction Management** demonstrate focused areas of study as highlighted. In each case, the degree SLOs are based on the learning outcomes for the requisite courses. Under the New Programs section, **AP 4020 Instructional Programs and Curriculum** demonstrates the relationship between the course and the degree or certificate. When creating new degrees and certificates, the College ensures that the proposed degree and/or certificate is vetted by an appropriate advisory committee for the appropriate level of rigor and specialized content. When creating the new degree and certificates in the Construction Management program, the College obtained approval of the proposed program through **the Los Angeles Orange County Regional Consortium (LAOCRC)**, the local regional consortium, prior to submitting for approval from the Chancellor's Office. LAOCRC provides local and regional decision makers with the increased capacity to measure regional progress toward goals

of efficiency and effectiveness, while also improving their access to indicators that measure student/ incumbent worker progress through the educational system.

All Citrus College degrees meet the requirements set forth in the California Community College Chancellor's Office **PCAH**. Specifically, on page 74 of the **PCAH** is a requirement that within associate degrees that "the 18 semester units or 27 quarter units in the major can be in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or it can be in an area of emphasis, defined as a more general grouping of lower division course work that prepares students for a field of study or specific major at a CSU or UC." In addition, as can be seen in the **List of Associate Degrees for Transfer**, Citrus College has approved 28 ADTs and awards more than 1,000 of these degrees to students each year as shown in the data section of this ISER. In 2018-2019, the College awarded 1,059 ADTs; the second year in a row that the College topped 1,000 such degrees. These degrees follow a template established by discipline experts at the state level and are required to have clearly defined major areas of inquiry to prepare students for transfer to the CSU system.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

### **Evidence of Meeting the Standard**

At Citrus College graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification, as noted below.

### **Analysis and Evaluation**

**AP 4102: Career Technical Education (CTE)** lays out the requirements needed to prepare students with the technical knowledge and skills needed to thrive in current or emerging professions. AP 4102 also defines the requirement that CTE programs have advisory councils, which include working professionals and employers in the appropriate field to ensure that certificate and degrees meet employment and other applicable standards. The CTE programs regularly meet with their industry partners to ensure that the programs stay up-to-date and meet the employment standards. The **Advisory Council Meeting Minutes** are posted on the College website. An example of action taken based on advisory council minutes is the addition of embedded tutors in Administration of Justice (AJ) 101. CTE programs ensure that graduates of CTE programs are well prepared for their external licensure. The licensure pass rates, which are publicly shared on the **Citrus College CTE Webpage**, are tracked and analyzed on an ongoing basis to ensure that curriculum aligns with the governing agency's licensure requirements.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

## **Evidence of Meeting the Standard**

Citrus College has policies in place to ensure that when programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements, so that enrolled students may complete their education in a timely manner with a minimum of disruption, as evidenced by the following administrative procedures.

### **Analysis and Evaluation**

Citrus College requires a detailed plan and timeline for phasing out a program with the least impact to students, faculty, staff, and community as laid out in Section IV, subsection C, item 2 of **AP 4021 Program Viability**. Due consideration is given to mechanisms to allow currently enrolled students to complete their course of study. Section V: Catalog Rights of **AP 4100 Graduation Requirements for Degrees and Certificates** establishes that students who maintain continuous enrollment may elect to graduate under the requirements of the catalog in effect at the time of enrollment. In the case of a discontinued program, students will be able to receive a degree in that program for up to five years from the time of discontinuance. The College has not had to implement the current procedure since it was approved in 2017.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

## **Evidence of Meeting the Standard**

Citrus College regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution and systematically strives to improve programs and courses to enhance learning outcomes and achievement for students, as evidenced below.

### **Analysis and Evaluation**

All instructional programs annually evaluate and make recommendations for improvement of the quality and currency of these programs through the program review process as outlined in **AP 4020 Instructional Programs and Curriculum** Section IV: Program Review Process. The **Program Review Template and Instructions** demonstrate the pertinent information that is included in the program review; meanwhile, the plus one reviews have their own templates. The **Program Review Completion Report** lists all of the programs that worked on the program review in 2019. This review includes analysis of student success and student learning data to improve programs and courses to enhance learning outcomes and achievement for students. Student success data includes specific information about online education success rates. As a result of the **Physics Program Review** process, in 2018 the Physics program recommended providing Physics students with more opportunities to participate in semester or year-long

research activities. This resulted in 14 physics students participating in an internship sponsored by the California Space Grant Consortium.

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### **Conclusions on Standard II.A. Instructional Programs**

Citrus College offers instructional programs aligned with its mission, conducts them at levels of quality and rigor appropriate for higher education, and allows for student attainment of student learning outcomes.

Citrus College's degrees and certificates serve student needs for transfer and employment. All degree programs include focused study in at least one area of inquiry with established student learning outcomes based on the coursework. The College offers GE patterns appropriate to either transferring or terminal degree students. When creating new degrees and certificates, the College ensures that an appropriate advisory committee vets them for the appropriate level of rigor and specialized content. In fact, Citrus College has been recognized for the fourth consecutive year as a Champion of Higher Education for the large number of ADTs earned by students wishing to transfer. CTE programs regularly meet with their industry partners to ensure CTE programs stay up-to-date and meet the employment standards.

In relevant publications, Citrus College clearly distinguishes the pre-collegiate curriculum from college-level curriculum. Recent changes to pre-collegiate course requirements have substantially narrowed student achievement gaps and have reduced the number of units in which students enroll to be prepared for collegiate classes. Thus, the College has set a goal of reducing the average number of units accumulated by all associate degree earners from 88 in 2016-2017 to 80 by 2021-2022.

In response to the COVID-19 emergency, Citrus College has moved all classes and academic support services into an online format. This expansion is expected to provide long-term and greater flexibility in meeting student equity needs in education. Several science classes with labs are expected to be offered online in the long term, allowing the College's GE pattern to be fully online. In addition, online counseling (both academic and personal) and robust tutoring platforms have been utilized during the pandemic and now are added to the College's repertoire of online services.

Citrus College faculty continually conduct program reviews to adjust instructional courses and programs, improve teaching and learning strategies, promote student success, and inform resource allocation. Student learning outcomes are listed on the course syllabi, Course Outline of Record (COR), and on degree and certificate descriptions. Citrus College notes the need to include student learning outcomes language in various existing APs, such as those for grading, graduation requirements, and instructional programs and curriculum (AP 4230, 4100, and 4020, respectively). Most importantly, the Citrus College program review process affirms that all instructional programs annually evaluate and make recommendations for improvement on the relevancy, appropriateness, achievement of student learning outcomes, currency, and future planning for all instructional programs.

## **Improvement Plan**

Not applicable.

## **Evidence List**

1-01\_Mission\_Statement  
1-02\_AP-4020\_Inst\_Prog\_Curr  
1-03\_Poli\_Sci\_Degree\_Cert  
1-04\_Catalog\_Accounting  
1-05\_ACCJC\_2020\_Annual\_Rpt

2-01\_AP-4020\_Inst\_Prog\_Curr  
2-02\_Curriculum\_Handbook  
2-03\_Speech\_100\_Outline  
2-04\_PR\_Plus\_One\_Templates  
2-05\_Math\_Data\_Packets  
2-06\_Math\_Program\_Review  
2-07\_Integrated\_Plan\_Model

3-01\_SLO\_Samples  
3-02\_SLOA\_Handbook  
3-03\_Sample\_Syllabus  
3-04\_SLOA\_Handbook

4-01\_AP-4100\_Grad\_Req  
4-02\_Curriculum\_Handbook  
4-03\_Credit\_ESL\_Table  
4-04\_BIOL-200\_Outline

5-01\_AP-4100\_Grad\_Req  
5-02\_AP-4020\_Inst\_Prog\_Curr  
5-03\_PCAH

6-01\_IRPC\_Minutes  
6-02\_IEC\_Minutes  
6-03\_Steering\_Minutes  
6-04\_Strategic\_Plan\_2.1  
6-05\_Auto\_PR\_Data\_Packets  
6-06\_BOT\_Minutes  
6-07\_Infosilem\_Software  
6-08\_Bus\_CAP\_map

7-01\_Online\_Ed\_Prog\_Rev  
7-02\_Distance\_Ed.\_Survey  
7-03\_Admissions\_and\_Records

7-04\_SEA\_Plan

7-05\_IM\_Survey\_Results

8-01\_AP-4235\_Credit\_by\_Exam

8-02\_Catalog

8-03\_Std\_Exam\_Chem\_SLOA

8-04\_Nurse\_Auto\_Exit\_Tests

8-05\_AP-4236\_AP\_Credit

8-06\_BP\_AP-4260\_Prereq\_Coreq

9-01\_AP-4020\_Inst\_Prog\_Curr

9-02\_Dental\_Assisting\_PR

9-03\_Outlines\_ENG\_and\_PHYS

9-04\_Catalog\_Sections

9-05\_BP\_AP\_4230\_Grade\_Symbols

10-01\_Catalog\_Sections

10-02\_AP-4050\_Articulation

10-03\_AP-4235\_Credit-by-Exam

10-04\_AP-4100\_Grad\_Req

10-05\_Catalog\_C-ID\_approved

10-06\_TES\_Sample

11-01\_Catalog\_Sections

11-02\_SLOA\_Handbook

11-03\_Outline\_BIOL\_105

12-01\_Catalog\_Sections

12-02\_BP\_AP-4025\_Phil\_AA\_GE

12-03\_Curr\_Handbook\_V.3\_V.4

12-04\_GE\_Dialogue\_Survey

13-01\_AA\_ADT\_AS

13-02\_AP-4020\_Inst\_Prog\_Curr

13-03\_LA-OC\_Regional\_Con

13-04\_PCAH\_AA\_AS\_Degree\_Std

13-05\_ADTs

13-06\_ISER\_Data\_Chapter

14-01\_AP-4102\_CTE

14-02\_Adv\_Coun\_Ind\_Partners

14-03\_Licensure\_Pass\_Rates

14-04\_CTE\_Exam\_Rates

15-01\_AP-4021\_Prog\_Viab

15-02\_AP-4100\_Grad\_Req

16-01\_AP-4020\_Inst\_Prog\_Curr  
16-02\_Prog\_Rev\_Templates  
16-03\_Prog\_Rev\_Comp\_Report  
16-04\_Physics\_Program\_Review

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## B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

### Evidence of Meeting the Standard

The College supports student learning and achievement by providing robust library, learning and student support services to students and faculty aligned with its mission that are of sufficient quantity, currency, depth, and variety in all modalities as evidenced in the following links.

### Analysis and Evaluation

The **Citrus College Catalog** lists the mission statements and descriptions for the Learning Center, Library Services, and Science, Technology, Engineering and Mathematics (STEM) Center, showing that the College provides necessary services and facilities to aid in student success. Students can easily access information about library research resources, facilities and learning support services using the **Library and Learning Support Services websites**. Faculty and staff in these support service areas assess the quality and rigor of their programs annually via Student Learning Outcome Assessments (SLOAs) in the program review process in addition to student and faculty surveys, Institutional Research reports, and internal data reports. The program review process facilitates the use of the results to improve educational quality and institutional effectiveness.

The Library offers ample library collections, providing sufficient quantity of print and electronic resources. In the **2018-2019 California Community Colleges Annual Library Data Survey (ALDS)**, Citrus College librarians reported 34,181 print books and 49 print periodical titles (see p. 6, No. 29). Additional resources include traditional media, such as CDs and DVDs. Based on book circulation and database usage reports, students are using more electronic resources, with the exception of reserve textbooks, which remain popular. Due to the increase in e-resource use, this collection has grown to include over 24,000 e-books and about 50 databases including streaming media, which has become increasingly more important due to the move to remote instruction. According to **Fall 2019 Student Library Survey** (see pp. 2-3) results most students report that they “agree” or “strongly agree” library collections and other learning support services are sufficient in quantity.

The Library ensures that the collection is of sufficient currency, depth and quantity. The Library’s reserve textbook collection is updated each term to reflect as many courses as possible. A library technician acquires print copies via publishers or via program faculty and aims to provide a variety of titles for in-library use. Librarians have primarily aligned print book purchases to focus on departments that are currently working on their comprehensive program

review. Each year acquisitions are focused on specific divisions in addition to updating the collection as needed. Acquisitions reflect a wide variety of perspectives on topics and issues reflected in course outlines and research topics.

Streaming media and e-books are primarily provided by a demand driven acquisition (DDA) model. In a DDA model, users have access to a large collection of e-books and specific usage behavior “triggers” a purchase. Librarians receive a weekly report of titles that have been triggered and those titles are purchased. Nursing media is updated regularly in conjunction with nursing program needs. E-audiobooks are purchased to reflect key titles for ENGL 101E courses to provide accessible options for students with disabilities or auditory learning preferences. Faculty also provide public links to Open Educational Resources on the Library website so students can easily access free online textbooks adopted by faculty.

Online databases include resources to support students, who are researching topics at varying levels. Some resources provide a basic overview and others a more in-depth analysis of a topic. The Library collection provides resources to support different learning styles like graphic formats appropriate for all levels of students (i.e., those learning English as their second language and visual learners).

As a result of the campus closure on March 18, 2020, due to the COVID-19 pandemic, the Library expanded its e-resource collection by purchasing more e-books, including and promoting free e-textbooks provided by publishers via VitalSource and RedShelf. The Library also quickly supported faculty relying on physical DVDs with expanded streaming media content to support coursework via Swank Digital Campus.

Nearly 260,000 users enter the Library annually and one of the most popular resources used are the computers (**ALDS** p.6, No. 34). The Library provides access to over 125 student computers including eight laptops as well as computers in seven of the 18 study rooms (**ALDS** p.2, No. 7). Two sets of classroom laptop carts can be checked out by Language Arts faculty for classroom use and mobile device users have access to Wi-Fi in the Library building and various places on campus. Before the campus closed in March 2020, Library staff checked out laptops to faculty and librarians assisted with Canvas to support faculty as they pivoted to remote instruction.

Many student visitors attend in-person, ongoing library instruction sessions taught by a librarian. Faculty can request library instruction via the Library website, as can be seen on the first page of the **Library and Learning Support Services Websites**. In 2018-19, over 5,300 students were served in 243 instruction sessions representing a wide variety of programs (**ALDS** p.9, No. 45a and b). In 2018 online instruction via ConferZoom increased ten-fold due to the efforts of the new instructional design librarian. Instruction also occurs between students and Library faculty at the Research Help Desk where librarians answered over 12,000 questions in 2018-19 of which 857 were research assistance related. As documented in the **Reference Chat Statistics 2018-2019**, over 200 questions were answered via online chat and over 300 via text message. Students can work individually with a librarian at the Research Help Desk or schedule a more in-depth consultation using the “Meet with a Librarian” link on the **Library Website**. The Library homepage provides students with access to many online research guides as well as a collection of YouTube video tutorials and links to step-by-step information regarding frequently asked

questions. Librarians often work collaboratively with faculty to create custom research assignments to complete during in-person group sessions in the library and in instructor classrooms that reflect course objectives.

After the campus closure, librarians continued to provide instruction to faculty and students synchronously and asynchronously via Zoom. Librarians also supported students, staff and faculty remotely by continuing to update the library website with resources and fielded reference questions via text, chat and email from off campus.

The Learning Center and STEM Center provide sufficient quantity of learning support services. The STEM Center and, as part of the Learning Center, the Writing Center, Speech Lab, and Tutorial Services, provide drop-in tutoring. Additional services include: embedded tutoring within the classroom, a main computer lab for student use; proctoring services for Online Education classes and Adapted Testing for students requiring accommodations. In 2018-19, the Learning Center and STEM Center facilitated over 44,000 student visits as seen in the **Flow of Activity for the Learning Center and STEM Center Report**. The **Tutorial Supports Course Report** shows that tutorial services assisted students in over 200 distinct courses and, as seen in the **Embedded Tutoring Overview Report**, embedded tutoring was provided to 155 classes. The Learning Center and STEM Center have developed materials, such as **Writing Center Handouts**, which students utilize for reference, and provide resources, including 40 laptop computers, 50 computer lab workstations, six computers for adaptive testing in distraction-reduced carrels, 10 computers in the STEM lab, five printers, six tablets, two microphones and 204 graphing calculators.

The Learning Center and STEM Center foster a culture that supports growth, which is focused on meeting the needs of students. In an effort to be proactive, the Learning Center and STEM Center have followed recent research highlighting the effectiveness of embedded tutoring. This has led to the expansion of the Embedded Tutor program, which now includes math, speech, administration of justice, and American Sign Language (see **Embedded Tutoring Overview Report**). Writing Center staff have offered embedded tutoring with conveniently scheduled Writing Center sessions to ensure the center was meeting the needs of students enrolled in English 101E. The Learning Center and STEM Center provide sufficient variety of student support services with the variation of tutoring subjects, hours of availability of services, types of support offered, and a variety of resources available to students.

The Learning Center and STEM Center Peer Tutors, Embedded Tutors, and Writing Consultants are required to complete the College Reading & Learning Association Level I & II tutor trainings, to have earned a grade of A or B in appropriate classes for which they are tutoring, and must also receive a letter of recommendation from the course instructor. Tutors are required to complete specialized tutor training upon their hire and supplemental trainings in various topics. In addition, new tutors are shadowed and observed prior to tutoring on their own. Staff trainings and orientations are held every semester to address updated material and techniques. Tutorial subjects are provided based on current expressed need from instructors, as well as availability of tutors in that subject. Any additional resources or materials provided by the Learning Center and STEM Center are reviewed and updated at the end of every semester. In an effort to maintain the quality of services and current needs of the students, surveys and reports are analyzed every

month, semester, and fiscal year by the deans and supervisors of each respective program. For instance, it was vital for the Learning Center to remain current in appropriate learning support services with the passage of California Assembly Bill 705, which encouraged colleges to provide different levels of support to assist students, including tutoring. The Learning Center began offering embedded tutoring support to the newly created English 101E transfer-level course. This approach was taken because Institutional Research reports demonstrate that having an embedded tutor makes a student more likely to attend the Writing Center and students who visit the Writing Center (at least once) have higher success rates overall.

In spring 2019, online tutoring was expanded in response to the COVID-19 pandemic. The Learning Center provides online tutoring in English, Speech, and 44 other non-STEM courses through Zoom conferencing and Pisces, an online collaboration tool for academic support. The Learning Center contacted over 2,800 students as soon as the crisis occurred and provided easy access to online tutoring services, including videos and demos on how to utilize the service. The Learning Center assisted 121 students remotely, as seen in the **Online Tutoring Report**. In addition, embedded tutoring was provided to 19 English 101E sections, seven other English classes, seven Speech 101 sections, two American Sign Language (ASL) classes, four administration of justice (AJ) classes, and two Japanese 101 classes prior to the pandemic and continued remotely via customized tutoring support. Support included online tutoring sessions for specific courses, essay and question drop-off, and close communication amongst tutors and instructors regarding necessary changes, topics, discussions, and materials. The STEM Center provides remote tutoring using Microsoft Teams where math and science questions are answered by highly-qualified peer tutors; this service is available to all Citrus College students. Over 214 students are frequently utilizing remote STEM tutoring services using Microsoft Teams; this number continues to grow on a weekly basis. Embedded tutors are available in 36 courses, primarily entry-level math courses, via Canvas.

The institution supports learning and achievement by providing sufficient learning support services. The Hayden Memorial Library, Learning Center, and STEM Center provide a wide variety of services to students and other personnel responsible for student learning and support. The College provides high quality programs because these services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including online education.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

### **Evidence of Meeting the Standard**

The College relies on the expertise of faculty and other learning support services professionals to select and maintain educational equipment and materials that support its mission and student learning through its program review process, College policies, and institutional master plans.

## **Analysis and Evaluation**

The College's Technology and Computer Services department (TeCS), maintains a College wide, computer replacement plan per the **Citrus Community College District Information Technology Master Plan 2017-2022**. Computers used by students are on a five-year replacement cycle, and scheduled replacements are conducted annually based on fund allocation. Per their annual goals, TeCS will continue regular and systematic replacements of student, staff and faculty equipment on a regular cycle. Library, Learning Center and STEM Center faculty and staff can submit TeCS Footprints work requests via the campus Intranet to report any issues with software and hardware.

Through the program review process, necessary equipment needed to support the College's mission can be requested and funded. For example, in the **2019 Library Program Review-Equipment Resource Request**, Library personnel requested six WEPA print kiosks to respond to student printing needs, which were approved. The kiosks are maintained primarily by a Library support staff member with the assistance of Library faculty to refill paper, toner and liaise with WEPA technical support for other issues that arise. Librarians presented the idea of a pay-for-print model to the Associated Students of Citrus College, as well as the Academic Senate, regarding the need for a more sustainable process for student printing. The outcomes of implementing this new printing system include increasing ease of use, expanding print locations, protecting student privacy, and reducing waste. This system has also allowed for more staff and faculty time to devote to research assistance.

The Learning Center collaborates with faculty to provide **Supplemental Resource Materials** to students. For instance, within the Speech Lab, there are instructor-specific speech binders that provide assistance to students throughout the process of developing a speech, including outlining, writing, and presenting, as well as tablets to practice recording speeches. Requests for materials have been included within the **Learning Center Program Review**, and needs are determined by relying on expertise of faculty. Within the Writing Center, handouts have been created in conjunction with English faculty on various popular topics, including grammar tips, MLA and APA (see **Supplemental Resource Materials**).

Library materials to support student learning are evaluated for sufficiency on an ongoing basis by faculty librarians in alignment with the current **Library Collection Development Policy** (see page 4) and in cooperation with program faculty, who select and deselect items. The policy outlines an acquisitions policy focused on developing in three levels of depth in the collection: research, study, and basic. The instructional design librarian serves on the Curriculum Committee and updates the print and electronic materials based on course and program needs. Librarians stay current with curriculum changes in order to adjust instruction tools, like Research Guides and handouts, to reflect relevant research topics and strategies. The instructional design librarian serves on the Online Education Committee to remain current with new approaches to online learning and participates in trainings regarding new educational equipment, like Learning Glass, to engage students in online sessions. During the campus closure, librarians have participated in webinars to raise awareness of equity issues, student privacy and accessibility in online instruction. Librarians are also investigating new instructional technology in library

instruction and evaluating user experience regarding Library websites. Library users may also recommend a purchase using the form on the Library website.

Faculty may request software and other materials via email or the recommendation form on the Library website. For example, *MuseScore* has been added to all Library computers to expand workstations on campus that can accommodate music students after classroom lab hours.

Learning technology is also available to students in specific Library spaces including adjustable computer workstations equipped with adaptive technology, including high-visibility keyboards, Job Access with Speech (JAWS), NaturalReader, ZoomText and Kurzweil. Computers in the STEM Lab are equipped with *MyMathLab*, *WebAssign*, and mathematical software including, *Winplot* and *3D Builder*. In the Library, students can also borrow headphones and handheld magnifiers at the Research Help and Media Desks.

Librarians and other learning support services professionals in the Library, Learning Center and STEM Center participate annually in the program review process. As part of this process, the mission and goals of the institution and the program are considered when presenting and selecting resource requests for computer software and equipment.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

### **Evidence of Meeting the Standard**

The College evaluates the adequacy of library and learning support services to assure students' needs are met through its program review process, student and faculty surveys, and institutional data. The results of these evaluations are used to improve services and assure student learning outcomes are met.

### **Analysis and Evaluation**

The program review process is the primary tool that College programs use to assure adequacy in meeting student needs. As can be seen in the **2019 Library Program Review**, part of the process includes creating student learning outcomes and assessments that are used throughout the year to evaluate the services. Other tools used for evaluation, include student surveys and faculty feedback. For example, according to Question 4 on page five of the **Fall 2019 Library Student Survey**, most students report that they "agree" or "strongly agree" that the following Library equipment is sufficient: Library computers, printers, study rooms, dry erase markers and erasers, and mobile device chargers. Survey data results were also used to improve students' awareness and quality of equipment to better meet their needs.

The Learning Center also uses the **Learning Center Program Review** and student surveys to evaluate sufficiency. As seen in the **2018-2019 Learning Center Surveys**, the results strongly suggest that Tutorial Services helped students identify areas in the subject that they needed to improve; the tutor was able to provide them with the support necessary to complete their

assignments or prepare for their exams; and that the tutor communicated effectively. Furthermore, the surveys suggest that the tutors helped them identify areas of their writing in which they needed to improve; helped identify and correct grammar errors; and gave them necessary support to complete a writing assignment using appropriate academic language. Positive results provide evidence that the Learning Center is meeting the needs of the students. The STEM Center also utilizes student surveys to ensure students' needs are met. The **Fall 2019 STEM Center Student Survey** demonstrates that 99 percent of students were extremely satisfied or very satisfied with the quality of tutoring services provided by the STEM Center.

The Learning Center surveys also include faculty feedback, which can help ensure that services are meeting student needs. The **2018-2019 Learning Center Surveys** strongly suggest that having an embedded tutor in class was helpful; that students were more likely to use the Learning Center because of the embedded tutor in the class; that instructors would recommend their colleague try using an embedded tutor; and that students reacted positively to having a peer tutor in the class. This feedback, along with the success recorded by **Institutional Research Report for the Writing Center**, has continued the development of the embedded tutor program in English and speech classes. Courses featuring embedded tutors increased the percentage of students seeking tutoring assistance, which Institutional Research has shown improves both success rates and retention rates. For example, during the spring 2019 semester, students, who were enrolled in an English 101S class with an embedded tutor, visited the Writing Center at a higher percentage than those without an embedded tutor (58 vs. 9 percent). The results are significant because the same report shows that students, who visited the Writing Center at least once, had higher success rates than students, who did not attend the Writing Center (76 vs. 50 percent). Similarly, students enrolled in Speech 101 classes with an embedded tutor utilized the Speech Lab at a higher percentage than those without an embedded tutor (62 versus 9 percent). The students who visited the Speech Lab at least once also had higher success rates than students who did not attend the Speech Lab (93 versus 72 percent).

Student and faculty feedback for the Learning Center, Library, and STEM Center has been positive, suggesting that library and learning support services are meeting the identified needs of the students. Ultimately, library and learning support services will continue to use this data to adjust services based on student and faculty needs.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

## **Evidence of Meeting the Standard**

The College takes responsibility for and assures that the security, maintenance and reliability of services are provided through the documentation of formal agreements, subscriptions, and memberships in order to ensure the effectiveness of services provided.

## **Analysis and Evaluation**

As a member of Council of Chief Librarians (CCL) for California Community Colleges (**see CCLC Membership and Subscription**), the library has access to discounted consortium pricing on subscription databases, other library services (like Springshare's LibGuides, LibAnswers, LibCal) that students use to access services including the library website, research guides, virtual reference services and online study room booking. CCL discounts also include implementation of **ExLibris**, a new library services platform (LSP). The California Community Colleges Chancellor's Office (CCCO) and the CCC Technology Center initiated a state-funded project to obtain and implement a single cloud-based LSP to replace the various integrated library systems now in use in any of the libraries that choose to participate. **ExLibris** implementation occurred January-December 2019. CCL and library faculty will participate in ongoing evaluation of this service as the College moves forward with implementation.

The College entered into a formal agreement with **WEPA Print** to provide six print stations on campus, three of which are in the library. Although the agreement is not with the library directly, the dean of Language Arts & Library Services, faculty librarians and library staff participate in assuring that the print stations are adequate for the College's intended purposes, are easily accessible and utilized. In the first six months after implementation, WEPA helped to reduce the pages printed by 70% as evidenced by the data provided by **PrintReleaf** on the library website.

Based on the benefit of reduced paper cost and ease and convenience of use for students and in relation with the zero cost of Wepa service to the College, the library decided to continue Wepa services with the agreement automatically renewing on June 1, 2020 for another year. However, in September 2020, all Wepa kiosks were removed from campus and the agreement will be revisited when the campus reopens.

The Learning Center is a **College Reading & Learning Association (CRLA)** member, which means that the center staff have received certification from CRLA to train and implement strategies to enhance student learning to tutors. This membership is regularly renewed and trainings are kept up to date.

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## **Conclusions on Standard II.B. Library and Learning Support Services**

The Hayden Memorial Library, Learning Center, and STEM Center offer services that are sufficient in quantity, currency, depth, and variety to support students' success and educational programs, including online education. Meeting these factors suggests that the College provides high-quality programs and support services. Citrus College utilizes the expertise of faculty and learning support professionals to maintain and select educational materials and equipment

designed to support learning. In addition, through the annual review process, the College evaluates library and learning support services to assure student needs are met and student learning outcomes are attained. Furthermore, Citrus College maintains contractual agreements with outside organizations and regularly evaluates the security, maintenance, and reliability of services provided by these outside organizations to ensure the effectiveness of their services.

## **Improvement Plan**

Not applicable

## **Evidence List**

1-01\_Catalog\_Sections  
1-02\_Lib\_and\_Learn\_Svcs  
1-03\_2018-19\_CCC\_ALDS  
1-04\_Fall\_2019\_Student\_Survey  
1-05\_Ref\_Chat\_Stats\_2018-19  
1-06\_Learn\_and\_STEM\_Ctr\_Rpt  
1-07\_Tutor\_Supports\_Course\_Rpt  
1-08\_Embd\_Tutor\_Rpt  
1-09\_Writing\_Ctr\_Handouts  
1-10\_Online\_Tutoring\_Rpt

2-01\_Info\_Tech\_Master\_Plan  
2-02\_Lib\_Prog\_Rev\_Res\_Req  
2-03\_Learn\_Ctr\_Sup\_Materials  
2-04\_Learn\_Ctr\_Prog\_Rev  
2-05\_Lib\_Coll\_Dev\_Policy

3-01\_2019\_Lib\_Prog\_Rev  
3-02\_2019\_Lib\_Student\_Surveys  
3-03\_Learn\_Ctr\_Prog\_Rev  
3-03\_2018-19\_Learn\_Ctr\_Surveys  
3-04\_Inst\_Research\_Rpt  
3-05\_2019\_STEM\_Ctr\_Survey

4-01\_CCLC\_Subscriptions  
4-02\_ExLibris\_Agreement  
4-03\_WEPA\_Agreement  
4-04\_WEPA\_PrintReleaf\_Data  
4-05\_CRLA\_Membership

## C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

### Evidence of Meeting the Standard

Citrus College evaluates the quality of student support services on an annual basis as evidenced by the integrated planning manual and comprehensive program review timeline. The program review process and other evaluation tools ensure and demonstrate that services, regardless of location or online, support student learning. The linking of each program's mission to the College's mission ensures that learning and development align with the College's mission.

### Analysis and Evaluation

Citrus College provides all students with appropriate student support services. Support programs annually assess program outcomes that lead to student learning and student development. As evidenced in the **2018-2019 Career/Transfer Center (CTC) Annual Program Review Mission Statement**, for example, annual program reviews include a program mission statement linked to the College's mission statement, ensuring that learning and development align with the College's mission.

The **Integrated Planning Manual** demonstrates that the College has a robust planning and evaluation process that links program plans and outcome assessments to the College's strategic plan and Annual Implementation Plan (AIP) process. Many program annual goals are linked directly to the College's Strategic Plan with some becoming activities in the AIP, which undergo their own review process. Annual program reviews merge program planning, goal assessment, student learning outcomes assessment, and resource allocation. The quality of student support services is evaluated in both annual program reviews and through comprehensive program reviews as demonstrated by the **2010-2015 International Student Center (ISC) Comprehensive Program Review Executive Summary**. Comprehensive program reviews are completed in a five-year cycle indicated in the **Comprehensive Program Review Timeline**. Support programs assess program outcomes on an annual basis as part of the annual program review process and use the results to assess the quality of the services and make improvements to services. In addition, as demonstrated by the **Fall 2018 I Will Complete College (IWCC) Cohort Progress Report**, some programs do additional ad hoc assessments with the Office of Institutional Research.

All student support programs participate in a fall retreat. The **Fall 2018 and Fall 2019 Student Services Program Review Retreat Agendas** show that programs review goals and outcome assessments from the prior year, programs discuss goals and outcome assessments for the next year, co-chairs from the College's Institutional Research and Planning Committee (IRPC) and Program Review committees provide updates on their respective committees, and the Office of Institutional Research and Effectiveness shares relevant planning information.

With the exception of the College's Early College program, in which classes are taught at local high schools, all other classes are taught on campus or online. The College evaluates the success and retention of Early College classes by reviewing the **CCAP Class Completion and Retention** data, which show significantly higher success and retention rates compared to classes offered on campus.

The number of students who enrolled in only online courses has increased each year and accounted for 13 percent of student enrollment in the 2018-19 academic year. The percentage of students enrolled online increased dramatically beginning in spring 2020 when all in-person courses were converted to online as a result of the COVID-19 pandemic. As demonstrated by the **2017-2018 CCCCO Online Education Survey**, the College annually assesses whether services are offered to students taking classes online and the survey shows that almost all student services offered by the College may be accessed online or through other means accessible to online students. The **Web Screenshots and Flyers** demonstrate that the College regularly increases the number of services offered online exemplified by the recent addition of an online chatbot that is available 24 hours a day; links to student services directly from the Canvas OER shell; and employs synchronous online counseling using SARS Zoom. The Admissions and Records and Financial Aid offices utilized new software tools to move all forms and document submissions online in response to the College moving all courses and services online in spring 2020.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

### **Evidence of Meeting the Standard**

Citrus College identifies and assesses learning support outcomes for its student population as part of the annual program review process. The College utilizes SLO assessment data to provide appropriate student support services and programs, as well as, to make improvements to those services and programs as evidenced below.

### **Analysis and Evaluation**

All Citrus College student services programs develop program-level student learning outcomes (SLOs). Every year, student support programs assess two to four program-level SLOs and all program SLOs are assessed at least once as part of the five-year comprehensive review cycle. On an annual basis at the annual program review retreat, program leadership discuss SLO assessments and results as demonstrated by the **Fall 2018 and Fall 2019 Student Services Program Review Retreat Agendas**. The data from the results determines appropriate student support services and programs to be provided to students, including applying necessary improvements to existing services and programs.

As part of the 2017-2018 annual program review, the Career Transfer Center (CTC) assessed one of the programs SLOs to determine that students understand transfer requirements and academic advantages of pursuing a specific transfer path to a four-year institution. The **CTC 2017-2018 SLO 2 Assessment and Results** assessed the effectiveness of California State University (CSU)/Associate Degree for Transfer (ADT) 101 workshops conducted in spring 2018. The assessment consisted of a six-question survey completed by students who attended the workshops. The results showed that the program successfully achieved the SLO and pointed toward the need to continue to offer those workshops and the need to place additional focus on the specific requirements of ADTs and the degree's guaranteed admission to the CSU system. The following academic year, the CTC offered four CSU/ADT 101 workshops as indicated in the **2018-2019 CTC CSU ADT 101 Workshop Flyers**. In fall 2019, the CTC incorporated a series of important announcements to Application Assistance Open Forums for students who were completing their transfer applications, including the **CTC Extended Profile Flyer**, which contains information on how to complete the Extended Profile, redirection for ADT applicants, and the benefits of the ADT. In addition, the CTC created the **CTC CSU Flyer** in fall 2019 including CSU requirements for transfer and added information about the ADTs, outlining the benefits of earning an ADT and requirements to complete the ADT. These new forums were developed and offered in response to the SLO assessment survey.

For the 2017-2018 academic year, the Financial Aid Office (FAO) assessed one program SLO to determine that current and prospective students will be made aware of financial aid resources. The FAO conducted two assessments shown in the **Financial Aid Annual 2017-2018 Student Learning Outcomes and Assessment (SLOA) 2 and SLOA 3**, one measuring the number of students who participated in the program's Cash for College outreach event and a second by measuring the number of students who submitted a Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA). The first assessment demonstrated the success of the Cash for College workshop as measured by the number of participants. During the January 28, 2017, workshop, there were 105 attendees, and during the October 21, 2017, workshop, there were 245 attendees. This resulted in a 133 percent increase. However, the second assessment showed less than expected growth in the overall number of FAFSA and CADAA applications. In 2016-2017, 17,770 applications were submitted, and in 2017-2018, 17,929 applications were submitted. This resulted in a one percent increase as opposed to the hoped for three percent increase, leading to recommendations for the 2018-2019 year focused on financial aid awareness among current students, improvements to the financial aid website, and requests for two new financial staffing positions: a new administrative assistant position as well as a financial aid analyst position.

In 2018-2019, the FAO implemented the recommendations identified in the 2017-2018 SLO assessments. In fall 2018, the FAO completely redesigned the program webpage, shown by the **Financial Aid Website Screenshot**, making it easier for students to locate pertinent information. The 2018-2019 FAO annual program review included a request for an administrative assistant and a financial aid analyst position. The assistant position was approved as part of the College's prioritization process, and the newly hired employee began working in November 2018. The FAO's spring 2019 email campaign, listed in the **Financial Aid Spring 2019 Email Campaign** document, reflected the office's goal of increasing outreach to enrolled students. The **Financial Aid Text Message Flyer** was used to promote a new opt-in text message service to improve

communication with students and began sending monthly messages to students in March 2019. Also, in March 2019, the FAO launched a chat robot (chatbot) on financial aid webpages that is available 24 hours a day, 365 days a year and uses artificial intelligence, a knowledge base of questions and custom made FAQs to provide information about financial aid resources as indicated in the **Financial Aid Chat Robot Flyer**. The financial aid chatbot had 1,725 conversations with 4,591 interactions for the remainder of the 2018-2019 academic year.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

### **Evidence of Meeting the Standard**

Citrus College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method through review and assessment of student support services and a proactive approach to implement needed services. As a result, the College offers a robust array of in-person and online services, programs, and resources that places student success at the center.

### **Analysis and Evaluation**

Citrus College provides appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Regular review of student support services through the annual and comprehensive program review process, includes the assessment of high-quality services offered along with service needs. In addition to this, the College submits an **Annual Distance Education Survey** to the Chancellor's Office that identifies whether a support program or service is available only on campus, online, partly online, via video, etc. for 54 different support programs and services. The survey was discussed at one of the regular meetings of Student Services deans and the Vice President of Student Services and serves as the main assessment of the adequacy of student support services. Other than test proctoring, peer-to-peer mentoring, health and wellness, and student activities (assessment testing is no longer offered by the College), all other programs and services offered may be accessed in person, online or through other means accessible to all students. As an update to the findings in the survey, due to the nature of the COVID-19 pandemic, the student services programs increased online, phone calls, and video conferencing formats, which provided expanded accessibility of services for all students.

During the spring of 2016, the Dean of Students worked with the Institutional Research office to develop a student survey in order to determine the needs of housing and food insecure students at Citrus College. In the 2016 survey, students indicated that they needed food, water, hygiene kits, and mental health or medical services. These responses brought the realization that students were not aware of many of the services that were already provided, so informational emails about basic needs resources on campus are now sent out to all College employees and students at the beginning of the fall and spring semesters. This includes the free bus pass (Class Pass), free over-the-counter medication, free medical visits, and free personal counseling through the Student Health Center, as demonstrated by the **Resources for Students in Need Webpage**. In 2017,

three modest food pantries were then established and five months later (May 2017), the College hosted the first mobile food pantry in which 250 students were served and each received up to 30 pounds of food. When the mobile food pantry program first began, it visited the campus once per month. However, in September 2018, the food pantry began visiting the campus twice per month resulting in about 500 individuals being served each month. Since then, approximately 57,134 cases of food have been distributed to members of the Citrus College community over the last 3.5 years. Today, a CalFresh representative attends mobile food pantry events in order to encourage students to enroll. The mobile food pantry has visited Citrus College an estimated 31 times. Each visit has drawn more than 200 people from the College community and has provided an average of 500 cases of food. The purpose of these basic needs efforts has been to remove any barriers that students may face in realizing their academic goals.

Student support services is composed of numerous support areas, programs, and resources as demonstrated by the **Student Services Webpage** and the **College Catalog, Student Services and Student Life** section. The **Student Resource Guide** allows students the ability to look up information about all College programs and services in a mobile friendly online document, including resource articles on topics such as tips for taking online courses. Programs and services listed in the guide include: admissions and records, career planning, transfer planning, counseling and advisement, student affairs, veterans services, disabled students services, student life and leadership development, school relations and outreach, and a first-time college preparation program. All programs and services can be accessed by all students on campus, most of which are located conveniently in the Student Services Building. Some of the programs have extended hours until 7:00 pm, which includes the Admissions and Records Office, Counseling and Advisement Center, Cashier, Financial Aid Office, CTC, Extended Opportunity and Services and Cooperative Agencies Resources for Education, and the Campus Center.

Student support services are available to all students in person, and also includes an abundance of services offered via phone calls, online and web/video conferencing as demonstrated by the **Counseling and Advisement Center Webpage**. The Center provides online workshops for the College orientation and students on probation using Comevo software; however, with the COVID-19 pandemic, the counseling department moved quickly to synchronous online counseling services utilizing Zoom software. Now, besides offering individual counseling appointments using Zoom, the workshops and group sessions are also offered in a web/video conferencing format. A multitude of services include individual counseling and advisement appointments, orientation workshops, probation workshops, educational planning workshops, quick question drop-in sessions, registration assistance sessions, and college success workshops.

The College continually adds services that increase access for students due to the robust number of online courses and hybrid courses offered. For the 2018-2019 academic year, over 40 percent of students enrolled in at least one online or hybrid class, and students who enrolled in those classes enrolled on average of 7.4 units for the year. The number of students who enrolled in only online courses has increased each year and accounted for 13 percent of student enrollment in the 2018-19 academic year. Beginning in spring 2020, 100 percent of students were enrolled in online classes due to the COVID-19 pandemic. Online courses use the Canvas learning management system, which includes a direct link to all student support programs. The addition of a new **Student Portal** in 2018 improved access to support services for students by facilitating

the migration to online forms and services. For example, 64 admissions and records related tasks give students the opportunity to order transcripts online, clear prerequisites online, and update student information, such as name or address online.

In March 2019, the Financial Aid Office launched a chat robot (**Chatbot**) on **financial aid Webpages**. In the first four months since implementation, the financial aid chatbot had 1,725 conversations, 4,591 interactions, with 40 percent of the conversations coming during periods of time when the financial aid office was closed and likely serving the online student population. The chatbot also embeds financial aid videos that explain concepts and processes and began answering questions in Spanish in fall 2019. The Admissions and Records Office launched their version of the chatbot in November 2019. Since then, chatbot was expanded to the Counseling and Advisement Center and to seven additional Student Services programs.

In the 2019-2020 academic year, 1,168 high school students participated in the **College and Career Access Program (CCAP)**, early college classes offered at area high schools. The CCAP program is a state program that provides a seamless pathway to college for students who may not be college bound or who are underrepresented in higher education through the offering of college classes on high school campuses and allowing students the ability to earn both college and high school credit simultaneously. The College has signed agreements with each of the five K-12 area districts and the agreements stipulate that both parties will coordinate student support services for participating students. An assigned counselor oversees counseling services for concurrent enrollment students, and coordinates placement and orientation for those students. Additionally, CCAP students have access to all of the same services as general population students including late afternoon/evening counseling appointments on campus, online counseling and the health center. Students in the program may also avail themselves of support services offered at the high school. Over the past year, the assigned counselor implemented a new intervention whereby any student in the program who fails or withdraws from a course must meet with a counselor and receive the counselor's recommendation before being able to continue to enroll in college courses as a high school student. As a result of these interventions, the program has enjoyed tremendous success with students in the program having a 3.16 average GPA while completing an average of 7.0 units. Since the program began in spring 2017, the class success rate has been 91 percent and the class retention rate has been 97 percent. The remarkable success of the program demonstrates that the support services provided to this off-site population of students is appropriate and comprehensive.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

### **Evidence of Meeting the Standard**

The co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. The

College has responsibility for the control of these programs, including their finances, and are conducted with sound educational policy and standards of integrity.

## **Analysis and Evaluation**

### **The Student Life and Leadership Development (SLLD) Annual Program Review 2018**

**Mission Statement** demonstrates that co-curricular programs are suited to the objectives of the College's mission. Co-curricular campus involvement is a vital element of student development, promoting student growth as well as engagement and satisfaction. The **Campus Clubs and Student Organizations List** includes a variety of groups representing an array of interests that contribute to the social and cultural dimensions of the educational experience. Examples include Alpha Gamma Sigma, Black Student Union, Citrus College Filmmakers' Association, Gender and Sexuality Alliance, Latinos Unidos Student Association (L.U.S.A.), Math Owls, Speech Club, and Veterans Network. All clubs and organizations abide by their Constitution and By-laws, which indicates their primary objective, as demonstrated by the **International Friendship Club Constitution and By-laws Article I**.

In addition to the student-led clubs and organizations, Citrus College offers many other co-curricular programs. Science, Technology, Engineering, and Math (STEM) at Citrus College offers enriching activities that support and expand classroom learning, provide students with real-world experiences, build soft skills valued by employers, help clarify education and career goals, and build a community of learners among students with shared interests. The Honors Transfer Program promotes scholastic excellence through hands-on educational opportunities, transfer and scholarship/grant opportunities, encourages student leadership skills, and fosters student care and commitment to civic responsibility. In the Study Abroad program, students live in and learn to understand different cultures; they are challenged to re-examine themselves, their attitudes and their studies. Destinations for study abroad have included Japan, Italy, England, Spain, and Costa Rica. Students evaluate the quality and effectiveness of their experience at the conclusion of the study abroad program. The Haugh Performing Arts Center programming is selected to support the academic needs of the Citrus College students as many of the performances showcase students presented by the Visual and Performing Arts division.

The mission statement of the **Kinesiology-Athletics Instructional Program Review 2018** demonstrates that the athletics program is suited to the objectives of the College's mission. The opportunity to become a member of a Citrus College athletic team is open to all eligible students based solely on ability and effort as judged by the members of the coaching staff. The athletic program organizes and administers the complete education curriculum of student athletes and contributes to the health and happiness, physical skill, emotional maturity, social competence and sound value system of participants. The **Athletics Webpage** further demonstrates how the program is suited to the institution's mission as it provides comprehensive information about the athletic programs (including the **online Recruitment Form**), eligibility information, academic resources, student achievement, and student support services.

Citrus College has responsibility for the control of these co-curricular programs, including their finances, and the programs are conducted with sound educational policy and standards of integrity. The Associated Students of Citrus College (ASCC) Executive Board is the governing student body that coordinates and integrates the activities of all campus clubs and organizations

of the College, as evidenced by **Board Policy (BP) and Academic Procedure (AP) 5400 Associated Students** Organization. ASCC conducts itself in accordance with state laws and regulations, standards of conduct, and administrative procedures established by the Superintendent/President. By authority of the Board of Trustees, the Superintendent/President of Citrus College is directly responsible for the control and regulation of all student activities, including student funds, demonstrated in the finance by-laws known as the **ASCC Financial Code**. Declining enrollment reduced the amount of the Student Service Fee collected, which supports the ASCC budget. As a result, the ASCC reduced financial support to College programs.

Student clubs and organizations must follow the procedures established in **AP 5450 Student Clubs and Organizations** as they relate to the areas of organization, minutes, activities and events, finances, and club advisors. Oversight and guidance of clubs and organizations is provided by the SLLO Office and the Inter-Club Council.

As demonstrated by **BP and AP 5700 Intercollegiate Athletics**, the Citrus Community College District operates the intercollegiate athletics program and also controls the program's funding, as demonstrated by **BP and AP 6300 Fiscal Management**. The College's participation in California Community College Athletics Association (CCCAA) sponsored sports is governed by CCCAA, Western State Conference, and Southern California Football Association Constitutions and By-laws. The CCCAA Constitution and By-laws guides members on the administration and offering of sport opportunities for students. The institution and associated personnel receive training and must pass a compliance examination on an annual basis. The athletics program also conducts ongoing self-evaluations of its program for compliance with Title IX regulations. The athletics department submits two annual self-evaluations focused on compliance with Title IX regulations: U.S. Department of Education's Equity in Athletics Data Analysis (EADA) and California Community College Athletic Association's **Statement of Compliance of Title IX Gender Equity (Form R-4)**. These self-evaluations report on opportunities for students to participate in athletic activities, numbers of student-athletes, and resources provided to the participants.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

### **Evidence of Meeting the Standard**

Citrus College provides counseling and advising programs to support student development and success. The College also prepares faculty and other personnel responsible for the advising function. The counseling and advising programs orient students to ensure they understand the requirements related to their programs of study. The counseling and advising programs ensure students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

## **Analysis and Evaluation**

Through **BP and AP 5110 Counseling**, Citrus College commits to offer counseling programs that provide services to support student development and success. Counseling services include academic counseling, transfer counseling, personal counseling, career counseling and referrals to other support services. In addition, Citrus College also provides specialized counseling programs and/or counselor liaisons in other programs such as Athletics, California Work Opportunity and Responsibility for Kids (CalWORKs), Career and Technical Education, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOP&S)/ Cooperative Agencies Resources for Education (CARE), Visual and Performing Arts, Nursing, STEM, Veterans Success Center, and Noncredit Education.

Citrus College develops, implements, and evaluates counseling services through the program review process in both annual program reviews and through the five-year comprehensive program review as demonstrated by the **Counseling and Advisement Center Comprehensive and Annual Program Reviews**. In addition, other counseling programs, such as CalWORKs, Career/Transfer Center, Counseling and Advisement Center, DSPS, and EOP&S/CARE complete the program review process. Program reviews merge program planning, goal assessment, student learning outcomes assessment, and resource allocation.

The counseling programs also offer a variety of activities and workshops to further help students successfully meet their goals as demonstrated in the **Counseling Events and Workshops Flyers** for fall 2019. For example, the CTC offers university campus tours, transfer information/requirement workshops, career development workshops, university transfer fairs, and university application assistance sessions. The Counseling and Advisement Center provides and maintains the new student online orientation and online probation workshops, student educational plan workshops, and registration assistance sessions. Through the annual program review process, counseling programs assess program outcomes and use the results to assess whether services enhance student development and success and recommend improvements. As demonstrated in the **Counseling and Advisement Center Annual Program Review 2019, Student Learning Outcomes and Assessment 1**, counselors facilitated new student orientations during the spring 2019 semester, which focused on how to be a successful student and understand how to use the Student Education Plan (SEP) to earn an associate degree or transfer. A total of 1,047 students completed a six-question survey. As a result of the assessment, the number of DegreeWorks SEP planning workshops offered in counseling classes doubled from four to eight workshops. Although the assessment success criteria were met, the program recommended continued discussion among counseling faculty on how to help students create an SEP and register for classes.

Citrus College prepares faculty and other personnel responsible for the counseling and advising function through ongoing professional development offered College wide and within the counseling department. The Student Services Division hosts a Student Services Staff Development Training every fall and spring semester, that prepares faculty and other staff to support student success and development as demonstrated by the **Student Services Staff Development Training Agenda**. All full-time and part-time counselors and advisors also participate in monthly training sessions which cover topics such as tips and tools when working with DSPS students, campus department updates, and transfer information from university

representatives. In addition, each counseling program, such as EOP&S and DSPS, conducts team meetings on a monthly basis to further prepare the team when working with students.

Counselors/advisors also attend the spring and fall Transfer Advisory Committee meetings. When the need arises, such as the implementation of the electronic DegreeWorks system (the College's online degree audit and educational planning tool), additional intensive training is provided to counselors and advisors as demonstrated by the **DegreeWorks Navigation Tips and Practices for Counselors and Advisors**.

Nineteen counselors and advisors attended the 2019 Ensuring Transfer Success Conference (University of California) to stay current with admission and transfer changes at the university level. Counselors who serve unique student populations such as athletes, veterans, EOP&S, DSPS, honors and international also participate in external conferences and trainings to help them work more effectively with those student populations as demonstrated by the **Specialized Trainings and Conferences for 2019**.

Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study. New students are required to complete the orientation process as demonstrated by the **Orientation Services Webpage and Schedule**, which includes topics such as degree, certificates and transfer information, career resources, guidelines for success, and other resources on campus. Students then attend an **SEP Workshop** that includes a career workshop, review of certificate, degree and transfer requirements, and the creation of a one-semester **DegreeWorks Abbreviated SEP**. Citrus College is currently implementing **Guided Pathways CAPs**, a framework that provides all students with a set of clear course-taking patterns which promote better enrollment decisions and prepares students for future success. In addition to the College orientation process, program specific orientations are provided for athletes, veterans, international students, EOP&S, CARE and CalWORKs students.

Counseling and advising programs ensure students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. **BP and AP 4100 Graduation Requirements for Degrees and Certificates** demonstrate that the College provides accurate information about academic requirements and the information is also available in the College catalog. In addition, the career/transfer director actively participates in the Region VIII Transfer Directors Meetings and Southern California Higher Education Council to liaison with and receive transfer information from university partners as demonstrated by the **CTC Guaranteed Agreements Webpage**. Citrus College also takes a proactive approach and contacts students annually who complete 15 units and 45 units of coursework. The students are encouraged to meet with a counselor to complete a comprehensive SEP to determine remaining courses to complete an associate degree and/or transfer goal. As a result of these efforts, The Campaign for College Opportunity, a California-based nonprofit research and advocacy organization, has named Citrus College a Champion of Higher Education for Excellence in Transfer for four consecutive years based on the number of associate degrees awarded. Citrus College was ranked eighth out of more than 1,100 community colleges in the United States for awarding associate degrees to Hispanic students, according to the August 2019 issue of Hispanic Outlook on Education.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

### **Evidence of Meeting the Standard**

Citrus College has adopted and adheres to admission policies and procedures consistent with its mission that specify the qualifications of students appropriate for its programs. To aid in student success and completion, the College defines and advises students on clear pathways to complete degrees, certificates and transfer goals. Indeed, the College also proactively provides students with pathway and career exploration resources from the start of their educational journey.

### **Analysis and Evaluation**

Citrus College's open enrollment policies, adopted by the Board of Trustees, allow for the admission of all students who have graduated high school and students over the age of 18 as demonstrated by **Board Policy (BP) and Administrative Procedure (AP) 5010 Admissions and Concurrent Enrollment**. The College also allows admission of certain K-12 students and international students in adherence with state law governing admission of high school and younger students and federal regulation governing admission of foreign students, in accordance with **AP 5011 High School and Other Young Students** and **AP 5012 International Students**. The admission policies are appropriate for an open enrollment institution, aligned with state and federal regulations, and allow students to pursue certificates, degrees, transfer, career/technical education and basic skills proficiency as stated in the College mission statement evidenced in the **College Mission Statement Screenshot**. The open enrollment policies are widely publicized on the College website and in the **Admission and Registration** section of the College catalog.

All programs are open to all admitted students with the exception of the Certified Nurse Assistant, Licensed Vocational Nursing, and Registered Nursing programs, which due to limited capacity and in accordance with state regulations, have additional admission requirements prior to enrollment into the program. The requirements ensure that students have appropriate qualifications to successfully complete the program and provide a fair way to select the most qualified applicants as shown in the **Associate Degree in Nursing Program Requirement** document. Developed by faculty and administrators, those admission policies are regularly evaluated and published on the respective programs' webpages.

The College Catalog provides a detailed list of course requirements for each degree and certificate program, as exemplified by the **Associate Degree for Transfer in Art History**, as well as information about each of the three general education patterns. The College is in the middle of a multi-year implementation of Guided Pathways with the aim of providing students with a set of clear course-taking patterns toward completion of degrees, certificates, and transfer goals outlined in the **Guided Pathway Website**. The first major step in the implementation of Guided Pathways has been the grouping of majors and programs into **CAPs**. Next steps include creating term-by-term course maps that outline specific course-taking patterns for each program. Currently, students can use DegreeWorks, an online educational planning and degree audit software, to

review their progress toward completing degrees, certificates and transfer requirements as well as to ascertain remaining course and program requirements. DegreeWorks also allows students access to their SEP online and provides them with the ability to create their own individual plan. To aid students when utilizing the DegreeWorks system, the DegreeWorks website contains a step-by-step guide on how to navigate the software provided in the **Navigation Tips for DegreeWorks** document, a counseling course is offered that teaches students how to utilize DegreeWorks, and demonstration workshops are offered throughout the year.

The College's orientation process begins with an online orientation, followed by an **SEP Workshop** presented by a counselor and utilizing DegreeWorks. Students who attend the SEP Planning Workshop will be oriented to degree, certificate and transfer requirements, including information about associate degrees and general education patterns. During the session, students complete an abbreviated (one semester) SEP with recommended courses based on the student's major. After completion of 15 units or one semester, students are notified via email to meet with a counselor to complete a comprehensive SEP that outlines the student's entire course-taking pattern required for completion of their program. Upon meeting with the counselor, students receive a copy of their comprehensive SEP as demonstrated in the **DegreeWorks SEP Example**, and thereafter may also access the SEP on their own through DegreeWorks.

Applicants, who do not complete the College's admission application as well as all students who finish the College application, are guided to the MyPath portal, shown in the **MyPath Screenshot**, which encourages students to explore careers, programs, and services. Students who selected undecided as their major or who selected a major but indicated that they were not sure about the major or their career goal on their college application receive a copy of the **Career/Transfer Center Letter to Applicants** encouraging the student to meet one-on-one with a career counselor, attend career workshops, complete the Focus 2 Career Planning and Assessment Program, and enroll in career counseling courses.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

### **Evidence of Meeting the Standard**

Citrus College regularly evaluates admissions and practices to validate effectiveness while minimizing biases as can be demonstrated in the following documents. The College utilizes multiple measures to determine student placement into math and English courses instead of placement instruments.

### **Analysis and Evaluation**

Citrus College is an open access institution where all applicants are admitted. The College has established processes to regularly evaluate admissions practices to validate their effectiveness while minimizing biases. **Board Policy 5010 Admissions and Concurrent Enrollment** demonstrates that the written policy is regularly evaluated. Although policies are reviewed on a three-year cycle, BP 5010 Admissions and Concurrent Enrollment has been reviewed, on average, every two years. As seen in the **Student Services Committee Meeting Minutes from**

**January 11, 2018**, the Student Services Committee, which is an institutional standing committee, initiated that board policy review process. The policy is then moved through the shared governance review process before receiving approval by the Board of Trustees. Additionally, the Admissions and Records Office conducts annual program reviews and a comprehensive program review on a five-year cycle (see **Admissions and Records Office Comprehensive Program Review and Plan 2010 to 2015**) that assesses program outcomes, identifies challenges, and makes recommendations for improvement. The **2018-2019 Catalog's** Admission and Registration section outlines admissions information and practices, which are reviewed on an annual basis.

In October 2017, Governor Brown signed Assembly Bill 705 (AB 705), which required colleges to use multiple measures such as high school coursework and grade point average to determine English and math placements, and to maximize successful completion of transfer-level math and English courses in one year. A result of the Common Assessment Initiative and multiple measures assessment project (MMAP), two State initiatives, a cross-functional workgroup called Strike Team was formed in 2015-2016. The workgroup's charge included regularly evaluating placement instruments and practices to validate the effectiveness while minimizing biases. The **Strike Team Agenda and MMAP and AB 705 Implementation Activities Timeline**, a document reviewed regularly by the Strike Team, demonstrates that the workgroup met on a monthly basis and that several studies were conducted to evaluate placement instruments and practices, which were used to validate the effectiveness of placement while minimizing biases. The **English and Math Completion Success Data** study conducted by the Office of Institutional Research, Planning and Effectiveness (IRPE) evaluated the success of students who were placed based solely on high school GPA and highest math course completed. The report showed that the cohort of students who attempted transfer-level English and math for the first time achieved a higher throughput rate compared to prior years when students were placed based on an assessment test. The study also showed that the one-year transfer-level English and math completion rates by ethnicity (pages 2 and 5) improved among all ethnicities.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

### **Evidence of Meeting the Standard**

Citrus College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained through established policies and procedures in accordance with federal and state laws and regulations. The College publishes and follows established policies and procedures for release of student records in accordance with federal and state laws.

### **Analysis and Evaluation**

Citrus College has an established process to maintain student records permanently, securely, and confidentially. **BP and AP 5040 Student Records, Directory Information, and Privacy** and

**BP and AP 3310 Records Retention and Destruction** demonstrate that Citrus College has procedures in place that assure the maintenance, protection, confidentiality, classification, retention and destruction of student records in accordance with federal and state laws and regulations, including the permanent maintenance of records that are classified as Class 1-Permanent. The **Family Educational Rights and Privacy Act (FERPA) Training Presentation**, an annual training for new employees who work with student records, trains employees on the confidentiality of student records. The **Admissions and Records (A&R) Office Process Manual's** Classification of Student Records section provides instruction on how to classify and maintain student records. The **Board of Trustees (BOT) Agenda from August 20, 2019**, demonstrates that the College follows procedures for the classification of records and for the destruction of disposable records.

The College's process to maintain student records permanently, securely, and confidentially, include provisions for secure backup of all files regardless of the form in which those files are maintained. **AP 3724 Data and Information Protection** ensures that information contained in records, in whatever form they exist, are properly classified into three categories which are restricted, sensitive, or public based on legal requirements, institutional risk, and program access requirements. That assessment informs how information is stored, backed up, and transmitted, including use of encryption and proper access controls. The **TeCS Comprehensive Program Review 2012-2017** provides a narrative description of the extensive security built around the technology infrastructure, including physical access restrictions, protection from malicious emails and malware, firewalls to campus networks, systematic patching and updating software, and user access restrictions to networks. **Data Backup Logs** demonstrate that the College ensures proper maintenance of student records through periodic backup of data files, thus providing for their permanent storage.

Citrus College widely publishes its established policies for release of student records. **AP 5040 Student Records, Directory Information, and Privacy**, which is available on the College website, contains a public notice on maintenance of student records and policies for access to student information and release of student records. The **College Catalog**, in the College Policies and Notices section, contains a Student Rights and Privacy Act section that reinforces the College's policy with regard to the confidential maintenance of student records as well as a student's access rights to the records, such as the right to reserve access to directory information, the right of a student to access their own college record, and the right for a student to challenge the accuracy of a student record. The **Schedule of Classes** contains the required annual Notification of Rights under FERPA, which details students' education rights, such as the right to access their record, the right to request amendment of records, the right to provide written consent before the release of personal identifiable information, and the right to file a complaint with the Department of Education for alleged failures to comply with the requirements under FERPA. The Notification of Rights under FERPA also informs students of exceptions to disclosure of personal indefinable information as well as students' rights to prevent disclosure of student directory information. The notice is published in English and Spanish to ensure greater access to the notice. **BP and AP 5035 Withholding of Student Records**, which is also available online, notifies students when access to certain student records, such as access to transcripts information, is withheld as a result of, for example, disciplinary process. **AP 5045 Student Records Challenging Content and Access Log**, also available online, provides detailed

instruction on how students may request access to student records, how students may challenge content in a student record, and for the maintenance of a log of all requests for information about a student and the student's right to review such log.

The College follows these established policies for release of student records. The **Withhold Directory Information Form**, available on the Admissions and Records webpage and in person at the Admissions and Records counter, gives students the right to permanently withhold their name from directory information. The **Release of Information Form** facilitates students' rights to give access to their student records to third parties. This form is shared among the Admissions and Records Office, the Financial Aid Office, and Fiscal Services and is available on the Admissions and Records webpage and in person at the Admissions and Records counter.

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### **Conclusions on Standard II.C. Student Support Services**

The College provides robust student support services determined by a thorough and comprehensive review process in an effort to provide high quality, appropriate, and accessible programs and services to its students. As demonstrated by the evidence, with consistent review and extensive planning, including assessment by mode of delivery, the College continuously strives to make positive changes to services and programs.

### **Improvement Plan**

In review of the evidence and analysis presented, there are no identified gaps in the offerings and delivery of student support services and programs. The College has made many technology-driven changes to expand high quality and accessible services such as adding a chatbot and student portal, using Zoom for remote services, and providing forms in an online format. Student support services plans to further expand the use of technology by adding the chatbot to additional departments, creating specific CCAP and Guided Pathways CAP orientations with the use of Comevo software, and moving the financial aid verification process online.

### **Evidence List**

1-01\_CTC\_Prog\_Rev  
1-02\_Int\_Planning\_Manual  
1-03\_ISC\_Prog\_Rev\_Summary  
1-04\_Comp\_Prog\_Rev\_Timeline  
1-05\_IWCC\_Progress\_Report  
1-06\_SS\_Prog\_Rev\_Agendas  
1-07\_CCAP\_Comp\_Retention  
1-08\_Online\_Education\_Survey  
1-09\_Web\_Screenshots\_Flyers

2-01\_SS\_Prog\_Rev\_Agendas  
2-02\_CTC\_SLOA2  
2-03\_CTC\_ADT\_Workshop\_Flyers

2-04\_CTC\_Profile\_Flyer  
2-05\_CTC\_CSU\_Flyer  
2-06\_Fin\_Aid\_SLOA2\_SLOA3  
2-07\_Fin\_Aid\_Screenshot  
2-08\_Fin\_Aid\_Email\_Campaign  
2-09\_Fin\_Aid\_Text\_Flyer  
2-10\_Fin\_Aid\_Chat\_Flyer

3-01\_Distance\_Ed\_Survey  
3-02\_Needs\_Screenshot  
3-03\_SS\_Screenshot  
3-04\_Student\_Life\_Screenshot  
3-05\_Student\_Resource\_Guide  
3-06\_Coun\_Center\_Screenshot  
3-07\_Canvas\_Menu\_Screenshot  
3-08\_Admissions\_Screenshot  
3-09\_Fin\_Aid\_Chatbot\_Flyer  
3-10\_Financial\_Aid\_Screenshot  
3-11\_CCAP\_Agreement

4-01\_SLLD\_Mission Statement  
4-02\_Clubs\_and\_Student\_Org  
4-03\_Constitution\_and\_By-laws  
4-04\_Kin-Athletics\_Mission  
4-05\_Athletics\_Webpage  
4-06\_Recruitment\_Form  
4-07\_BP\_AP-5400\_ASO  
4-08\_ASCC\_Financial\_Code  
4-09\_AP-5450\_Clubs\_and\_Org  
4-10\_BP\_AP-5700\_Athletics  
4-11\_BP\_AP-6300\_Fiscal\_Mgmt  
4-12\_Title-IX\_Compliance

5-01\_BP\_AP-5110\_Counseling  
5-02\_Counseling\_Ctr\_Rev\_2014  
5-03\_Counseling\_Flyers  
5-04\_Counseling\_Ctr\_Rev\_2019  
5-05\_Staff\_Training\_Agenda  
5-06\_DegreeWorks\_Tips  
5-07\_Training\_and\_Conf\_2019  
5-08\_Orientation\_Webpage  
5-09\_SEP\_Workshop  
5-10\_DegreeWorks\_SEP  
5-11\_Guided\_Pathways\_CAPs  
5-12\_BP/AP-4100\_Grad\_Req  
5-13\_Guaranteed\_Agreements

6-01\_BP\_AP-5010\_Concur\_Enrl  
6-02\_AP-5011\_Young Students  
6-03\_AP-5012\_Intl\_Students  
6-04\_Mission\_Statement  
6-05\_Admission\_and\_Reg  
6-06\_AA\_Nursing\_Prog\_Req  
6-07\_ADT\_in\_Art\_History  
6-08\_Guided\_Pathway\_Website  
6-09\_CAPs  
6-10\_Nav\_Tip\_DegreeWorks  
6-11\_SEP\_Workshop  
6-12\_DegreeWorks\_Example  
6-13\_MyPath\_Screenshot  
6-14\_Letter\_to\_Applicants

7-01\_BP-5010\_Concur\_Enroll  
7-02\_SS\_Comm\_Minutes  
7-03\_Admissions\_Plan  
7-04\_2018-2019\_Catalog  
7-05\_Strike\_Team\_Agenda  
7-06\_MMAP\_AB-705\_Timeline  
7-07\_Completion\_Success\_Data

8-01\_BP\_AP-5040\_Records  
8-02\_BP\_AP-3310\_Retention  
8-03\_FERPA\_Presentation  
8-04\_A\_and\_R\_Process\_Manual  
8-05\_BOT\_Agenda\_8-20-2019  
8-06\_AP-3724\_Info\_Protection  
8-07\_TeCS\_Review\_2012-2017  
8-08\_Data\_Backup\_Logs  
8-09\_Catalog\_Privacy\_Info  
8-10\_Schedule\_FERPA\_Info  
8-11\_BP\_AP-5035\_Records  
8-12\_AP-5045\_Student\_Records  
8-13\_Directory\_Info\_Form  
8-14\_Release\_of\_Info\_Form

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## **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### **A. Human Resources**

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

### **Evidence of Meeting the Standard**

The College assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are appropriately qualified to provide and support the College's programs and services. Job descriptions and announcements establish the education and experience qualification for all personnel. Board Policies (BPs) and Administrative Procedures (APs) publicly state the procedures for recruitment and selection of all personnel.

### **Analysis and Evaluation**

For all administrative, management, supervisory and classified staff positions, the College maintains job descriptions, which clearly identify the minimum qualifications, as may be established by the California Community Chancellor's Office (California Code of Regulations, Title 5, sections 53400 through 53430), as well as the preferred qualifications for a particular position. For examples of such job descriptions, see **Dean of Enrollment Services (Academic Management)**, **Performing Arts - Technical Supervisor (Supervisor)**, and **Completion Specialist (Classified Staff)**.

In response to the variations in positions within a general classification and to generally ensure a recruitment process targets the needs of the College, for each recruitment, a job posting is developed which, in addition to setting forth the primary duties, sets forth preferred qualifications for the particular position. For an example, see the **Biology Instructor Job Announcement**. These job postings clearly identify the minimum qualifications as may be established by the California Community Chancellor's Office (California Code of Regulations, Title 5, sections 53400 through 53430), as well as the preferred qualifications for the particular position.

For all academic positions, faculty and administrators, the College provides for an equivalency process to establish attainment of the minimum qualifications for a particular position. Minimum

qualifications are established to ensure applicants have the requisite education and experience to meet the requirements of a particular position, while seeking to permit a wide array of job applicants.

Moreover, the College's policies and procedures for recruitment and selection of personnel are clearly stated in multiple board policies (BPs) and administrative procedures (APs), which have been adopted and are available to the public on the College's webpage. The relevant BPs and APs are: **BP and AP 7201 Recruitment and Selection: Full-time Faculty**, **BP and AP 7202 Recruitment and Selection: Adjunct Faculty**, **BP and AP 7301 Recruitment and Selection: Classified**, **BP and AP 7401 Recruitment and Selection: Academic Administrators**, **BP and AP 7501 Recruitment and Selection: Classified Administrators/Managers and Supervisor/Confidential**. These BPs and APs are regularly reviewed as evidenced by the included Board approval and desk review dates. Additionally, all such board policies and administrative procedures are reviewed with the Academic Senate and the California School Employees Association in its role as the classified representative for shared governance.

For all employee categories, the College's recruitment and selection procedures ensure that all employees meet the required education, training and experience and that each recruitment is tailored to ensure the successful candidate exceeds minimum qualifications by meeting specific preferred qualifications. The recruitment process for each category of employees is clearly set forth and made publicly known by posting all recruitment and selection procedures and job postings on the Human Resources page on the College's website. The focused recruitment and selection process, as evidenced by job descriptions, job postings and board policies and administrative procedures, all effectively support the College's mission of providing "students with quality educational experiences and support services that lead to successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency."

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

### **Evidence of Meeting the Standard**

All faculty job announcements, in addition to specifying the minimum and preferred qualifications, specifically state that the faculty position includes assessment of learning and participation in curriculum activities. This is evidenced by the following information.

### **Analysis and Evaluation**

The use of tailored job announcements for each full-time faculty recruitment ensures that the College communicates to potential candidates the scope of the assignment in terms of education requirements and the specific professional and discipline expertise required of the assignment. In addition, each job posting provides an overview of the College and a statement to its mission.

Job postings also clearly communicate the College's expectation that faculty members provide students with clear student learning outcomes, which are assessed by the faculty member.

The **Biology Instructor** is an example of a full-time faculty job posting that reflects the manner in which the College provides a job description for each faculty assignment setting forth the requirements of the position and the commitment the College is seeking with respect to teaching skills, the District's mission and assessment of student learning.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

### **Evidence of Meeting the Standard**

The College ensures all administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

### **Analysis and Evaluation**

All job descriptions for administrative (management) positions, both academic and classified, clearly set forth the required minimum qualifications for the position. In addition, all job postings for academic and classified management positions set forth preferred qualifications in order to better focus the successful requirements for the specific position. For examples see **Dean of Enrollment Services (Academic Management)** and **Director of Campus Safety (Classified Management)** Job Descriptions.

The College's adherence to established minimum qualifications for all administrative and management level positions, the establishment of preferred qualifications focused on the particular College's needs and the clear delineation of required job knowledge and skills in each job posting leads to sustained effectiveness of the College's administrative and management team. The **Dean of Counseling Programs and Services (Academic Administrator)** and **Associate Director of Facilities and Construction (Classified Manager)** Job Announcements exemplify how the education and experience requirements are articulated in job postings for academic and classified administrator/manager positions.

The selection and recruitment process for administrative and management level positions is predicated on identifying and selecting individuals who not only meet minimum qualifications, but also meet stringent preferred qualifications. Preferred qualifications are designed to meet the specific needs of the different academic and student support services areas in order to ensure that the person selected has the requisite skills and experience to effectively lead their respective area.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

### **Evidence of Meeting the Standard**

The College requires that degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

### **Analysis and Evaluation**

Title 5, Division 6, Chapter 4, Section 53406 of the California Code of Regulations requires that all degrees for faculty and academic managers be from an accredited institution, which is defined as a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation. The regulation further requires the College to determine the equivalency of foreign degrees.

Applicants for all faculty and administrator/manager positions must provide a copy of transcripts for all degrees, and all job postings clearly indicate that degrees must be from an accredited institution. In addition, the job posting further advises applicants that any degree from a foreign institution must also be from an accredited institution and the transcript of such a degree must be evaluated by a bona fide United States evaluation service to establish the degrees United States equivalency. These requirements are clearly stated in the following example job postings for **Dean of Counseling Programs and Services (Academic Administrator)** and **Biology Instructor (Full-time Faculty)**.

With respect to classified positions, for those positions for which a degree is required, the applicant is similarly required to provide degree transcripts and is advised in the job posting that the degree must be from an accredited institution. These requirements are stated in the job posting for **Human Resources Technician II (Classified Staff)**.

All information needed to ensure that applicants for positions possess the required degree from an accredited institution is collected through the employment application. Early in the recruitment process, Human Resources staff screen applicants to ensure that all degrees are verified by transcripts from an accredited institution and that any degree from a foreign institution has been appropriately verified as equivalent to a degree from a United States institution.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

## **Evidence of Meeting the Standard**

The College regularly and systematically evaluates all personnel to assess their effectiveness and encourage improvement. Actions taken following evaluations are formal, timely, and documented as will be shown below.

### **Analysis and Evaluation**

The evaluation process for each category of employees is somewhat unique and clearly articulated in either language set forth in a collective bargaining agreement or a relevant board policy and administrative procedure.

The evaluation process for full-time faculty is set forth in **Article 20 of the Faculty Association Collective Bargaining Agreement**. The evaluation provides for a comprehensive process for both contract (probationary) and tenured full-time faculty setting forth the principles of the evaluation process, evaluation criteria and the timeliness and process for evaluations. For all full-time faculty, the guiding principle for evaluation is described as, “The principle purposes of the evaluation process are to recognize and acknowledge good performance, to enhance satisfactory performance, to help employees who are performing satisfactorily further their own growth, to identify weak performance, to assist employees in achieving needed improvement and to document unsatisfactory performance.” Contract full-time faculty are evaluated each year of their probationary status. Tenure full-time faculty are evaluated every three years. The evaluation process for full-time faculty teaching online classes requires at least one observation of a distance education class by one of the members of the evaluation committee, as well as the distance education faculty coordinator.

The evaluation process for adjunct faculty is set forth in the **Adjunct Federation Collective Bargaining Agreement**. Adjunct faculty members are evaluated once during their first semester and at least once every six regular semesters thereafter. The collective bargaining agreement provides that adjunct faculty members are evaluated by either a full-time or part-time faculty member from within the adjunct faculty member's division. Sources of information for evaluating part-time faculty include student evaluations (if student evaluations are not feasible, a self-evaluation is mandatory and a brief rationale should be attached to the evaluation); observation (classroom, library, or counseling) or review of course documents (including, but not limited to, the class syllabus, handouts, tests, quizzes and/or lesson plans); professional growth; administrative input; and, self-evaluation. Either at the request of the immediate supervisor or on a voluntary basis, adjunct faculty members submit a professional growth report with each evaluation. In the event that an adjunct faculty member receives an unsatisfactory evaluation, he/she receives a follow-up evaluation the next semester.

The evaluation process for all faculty, full-time and part-time, provides for a comprehensive peer review and direct feedback to faculty and, where deficiencies are articulated, and provides for remedial steps for the faculty member to show improvement.

The elements and process of the evaluation of academic administrators, classified administrators, and supervisor and confidential employees are set forth in **Administrative Procedure (AP)**

**7402 Evaluation: Academic Administrators, AP 7502 Evaluation: Classified Administrator/Manager, and AP 7510 Evaluation: Supervisor/Confidential Employees**, respectively. The process for each of these management categories is identical. The evaluation process includes the development and review of short-term and long-term objectives, a review of the manager or supervisor employee's performance and leadership skills, a self-evaluation along with a survey of selected faculty and staff every third year is included as part of the evaluation process. In the event that a manager/supervisor employee receives a rating of less than meets expectations, she/he is required to submit a written plan for improvement. The evaluation procedure for classified staff is set forth in the **California School Employees Association (CSEA)** Chapter 101 Collective Bargaining Agreement, Article 6. Each new (probationary) classified employee is evaluated at the end of his/her third month, and each third month thereafter during the first year. Probationary employees become permanent after one year. Permanent classified employees are evaluated once per year in January or July. Supervisors conducting evaluations of classified staff members complete an on-line form and assess an employee's performance based on established performance objectives and the specific duties listed in the staff member's job description. All classified employees are given a copy of their written evaluation with their response, if any. Another copy is kept by the evaluator, and the original is returned to human resources and placed in the employee's personnel file. In the event that a classified employee receives a less than satisfactory evaluation, the responsible manager/supervisor may conduct additional periodic evaluation.

The Office of Human Resources is responsible for ensuring that evaluations are conducted on a regular and timely basis and are maintained in an employee's confidential personnel file. To ensure the timeliness and completeness of the evaluation process, the Human Resources sends out periodic notices to all employees engaged in an evaluation process as due dates.

While the College has achieved full compliance with the evaluation of full-time faculty, classified staff, administrators/managers and supervisor/confidential employees, many part-time faculty are not evaluated as required. The College addressed this issue in the recent negotiations with the adjunct faculty federation but due to the current remote class environment due to the coronavirus pandemic, available options are not practical.

6. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

## **Evidence of Meeting the Standard**

The College maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

### **Analysis and Evaluation**

Section One of **Administrative Procedure (AP) 7201 Recruitment and Selection: Full-Time Faculty** highlights the identification of full-time faculty position needs. The assessment of the need for part-time faculty is determined by the number of sections offered in each division during the fall or spring semesters and the availability of full-time faculty to teach the offered sections. Full-time faculty are entitled to teach sections to meet their full-time teaching load and on an overload basis. Any remaining sections are then offered to part-time faculty. As such, the need for part-time faculty fluctuates for each fall and spring semesters.

The identification of the need for full-time faculty is determined through the following three inputs: direct input from instructional program reviews, for example **Biology and Natural History Annual Program Review for 2018-2019**, the College's Faculty Needs Identification Committee (FNIC) ranking and the faculty obligation number attributed to the College by the state Chancellor's Office.

Through this annual process of full-time faculty needs identification, the College ensures that it meets its required faculty obligation number and certifies this result each year with the Chancellor's Office. Part-time faculty needs are determined and evaluated at the time of the development of the class schedule for each semester and as need may arise during an academic term.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

## **Evidence of Meeting the Standard**

The College has employment policies and practices in place which provide adjunct faculty with orientation, oversight, evaluation, and professional development. The College also provides opportunities for integration of adjunct faculty into the life of the institution as noted below.

### **Analysis and Evaluation**

The College provides part-time faculty with an orientation at the beginning of the fall and spring semesters, which not only provides orientation to Citrus College but also opportunities for

professional development. As exemplified by the February 13, 2019, **Adjunct Faculty Welcome and Orientation Agenda**, during orientation, the part-time faculty are provided workshops related to topics, such as Campus Safety and Title IX awareness. Part-time faculty are required to be evaluated as described above in Standard III.A.5. One of the components of the evaluation is documenting professional development activities. The **Adjunct Federation Collective Bargaining Agreement, Article 8-Evaluations, Section 8.4 and Appendix E-Adjunct Faculty Professional Growth Report** highlight these requirements. Adjunct faculty are an important constituent group within the College's shared governance. Adjunct faculty regularly participate in Academic Senate meetings, the College's Steering Committee and division meetings as indicated by the **Citrus Community College District Academic Senate Council Minutes for November 13, 2019**.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

### **Evidence of Meeting the Standard**

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

### **Analysis and Evaluation**

Classified staffing needs are articulated through program review, as can be seen in the **Human Resources Five Year Comprehensive Program Review 2010-2011 to 2016-2017** and/or the request to fill a vacant or new position (see **Request to Fill Form: Classified Staff**). All requests are reviewed to ensure the duties align with the requested job classification and are reviewed and approved by the Superintendent/President. Since fall 2013 the number of new classified positions has increased by approximately fourteen new positions. This is in addition to regularly filling vacant positions.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

### **Evidence of Meeting the Standard**

The College is committed to maintaining a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes as evidenced by the following documentation.

## **Analysis and Evaluation**

All staffing needs, including for administrators, managers and supervisors, are articulated through the program review process, for an example see **Institutional Support Annual Program Review 2018: Facilities and Construction**, and/or the request to fill a vacant or new position, see **Request to Fill Form: Management Positions**. All requests are reviewed to ensure the duties align with the requested job classification and are reviewed and approved by the Superintendent/President.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

## **Evidence of Meeting the Standard**

The College establishes, publishes, and adheres to fair and equitable personnel policies and procedures that are consistently administered, as evidenced by the following documentation.

## **Analysis and Evaluation**

For bargaining unit employees, relevant human resources policies are set forth in the respective collective bargaining agreement. Additional human resources policies are set forth in the **7000 series of the Board Policies (BP) and Administrative Procedures (AP)** on the College's website. For managers, supervisors and confidential employees, human resources policies are set forth in the BP and AP 7400 series for academic managers and in the BP and AP 7500 series for supervisors and confidential employees.

Each of the collective bargaining agreements provides a process for resolution of alleged misapplication of the terms of the collective bargaining agreement in board policies or administrative procedures. Please see the excerpts from the **Faculty Association Collective Bargaining Agreement**, the **Adjunct Federation Collective Bargaining Agreement**, and the **CSEA Collective Bargaining Agreement**.

The District's human resources procedures, as set forth in the various collective bargaining agreements and in board policies and administrative procedures.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

## **Evidence of Meeting the Standard**

The College assures through its policies and practices that it creates and maintains appropriate programs, practices, and services that support its diverse personnel and regularly assesses its record in employment equity and diversity consistent with its mission as noted in the links below.

## **Analysis and Evaluation**

The College maintains legally sound equal employment opportunity policies and practices and regularly assesses demographic information for faculty and classified recruitments. The College also regularly provides in-service training on issues of diversity. **The College's Equal Opportunity Plan: 2019** and the **Citrus College Strategic Plan: 2019-2020 Annual Implementation Plan, Focus Area 9, Strategy 9.2** showcase the College's commitment to support equity and diversity in its employment decisions.

The College regularly engages in activities and reviews its recruitment and selection procedures designed to improve the diversity of its employees. The October 2020 **Human Resources Committee Agenda** highlights this focus.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

## **Evidence of Meeting the Standard**

The College has established and upholds a written code of professional ethics for all of its personnel, including consequences for violation as demonstrated by the following documentation.

## **Analysis and Evaluation**

The College maintains written policies concerning professional ethics for all employees, as shown in **BP 3050 General Institution Code of Ethics** and the **Academic Senate Faculty Code of Ethical Conduct**. Violations of the College's code of ethics may result in an appropriate level of disciplinary action.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

## **Evidence of Meeting the Standard**

The College plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the College's mission and based on evolving pedagogy, technology, and learning needs. Moreover, the College systematically evaluates

professional development programs and uses the results of these evaluations as the basis for improvement. This is evidenced by the following documentation.

### **Analysis and Evaluation**

Citrus College provides robust professional development opportunities throughout the academic year as exemplified by the **2019-20 Professional Development Activities List**. These professional development activities are both offered on campus as well as online. The topics to be offered are determined by either the Faculty Learning Institute, the Classified Development Committee, and/or through other divisions, such as the Institute for Completion's Faculty Engagement Series. Effective fall 2018, through the College's membership in the National Institute for Staff and Organizational Development, the College provides all employees with additional ongoing professional development webinars. Funding is also available for faculty to attend off-campus conferences and classified employees may seek funding for academic classes related to their position with the College. All professional development activities are assessed through **Online Surveys**, the results of which help determine future professional development opportunities.

In addition, the Office of Human Resources annually provides all administrators, managers, supervisors and confidential employees with training on various human resources related topics. This training includes yearly training on sexual harassment and Title IX (student gender discrimination/harassment).

The College has in place a systematic process for identifying and providing all employees with professional development programs.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

### **Evidence of Meeting the Standard**

The College makes provision for the security and confidentiality of personnel records and ensures that each employee has access to his/her personnel records in accordance with law.

### **Analysis and Evaluation**

The College takes the confidentiality of personnel records seriously. The Human Resources Office keeps all personnel files in a file system designated for personnel files. Each employee has a personnel file. All personnel files are kept confidential and are only accessible by Human Resources staff and are securely locked during non-business hours.

For all bargaining unit positions, the collective bargaining agreements set forth the right of employees to access his/her personnel file, as shown in the **Faculty Association Collective Bargaining Agreement, Article 14**, the **Adjunct Federation Collective Bargaining Agreement, Article 7**, and the **CSEA Collective Bargaining Agreement, Article 5**.

All employees, as required under law and/or applicable collective bargaining agreement, have the right to inspect her/his personnel file and make copies of all documents in the file except as legally prohibited.

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### **Conclusions on Standard III.A. Human Resources**

The College engages in an ongoing collaborative process to ensure that the human resources related board policies and administrative procedures clearly set forth the process for hiring qualified faculty, staff, managers and supervisors. The College is committed to fair and equitable employment practices, which is evidenced by College policies and plans. The College ensures that the determination of the number of positions needed in each employment category is based on an assessment that draws from program reviews and input from the College constituent groups.

### **Improvement Plan**

The District will renew a dialog with the adjunct federation to determine appropriate means to increase the number of adjunct faculty evaluated each academic year, when the District is permitted to return to on-campus classes.

### **Evidence List**

1-01\_Dean\_Enrollment\_Svcs  
1-02\_Technical\_Supervisor  
1-03\_Completion\_Specialist  
1-04\_Biology\_Instructor  
1-05\_BP\_AP-7201\_Recruit\_Fac  
1-06\_BP\_AP-7202\_Recruit\_Adj  
1-07\_BP\_AP-7301\_Recruit\_Class  
1-08\_BP\_AP-7401\_Acad\_Admin  
1-09\_BP\_AP-7501\_Mgr\_Spvr

2-01\_Biology\_Instructor

3-01\_Dean\_Enrollment\_Svcs  
3-02\_Director\_Campus\_Safety  
3-03\_Dean\_Counseling  
3-04\_Associate\_Director

4-01\_Dean\_Counseling  
4-02\_Biology\_Instructor  
4-03\_HR\_Technician II

5-01\_Article\_20\_Evaluations  
5-02\_Article\_8\_Evaluations  
5-03\_BP\_AP-7510\_Evaluations  
5-04\_BP\_AP-7402\_Evaluations  
5-05\_BP\_AP-7502\_Evaluations  
5-06\_Article\_6\_Evaluations

7-01\_AP-7201\_Recruitment  
7-02\_Biology\_Prog\_Rev

8-01\_Adjunct\_Orientation  
8-02\_Article\_4-Union\_Rights  
8-03\_Article\_8-Evaluations  
8-04\_Senate\_Minutes

9-01\_2019\_Fact\_Book  
9-02\_HR\_Comp\_Prog\_Review  
9-03\_Request\_Form\_Classified

10-01\_2019\_Fact\_Book  
10-02\_Inst\_Support\_PR  
10-03\_Request\_Form\_Mgmt

11-01\_HR\_BPs\_and\_APs  
11-02\_Faculty\_CBA  
11-03\_Adjunct\_CBA  
11-04\_CSEA\_CBA

12-01\_Equal\_Opportunity\_Plan  
12-02\_AIP\_Strategy\_9.2  
12-03\_HR\_Comm\_Agenda

13-01\_BP-3050\_Inst\_Ethics  
13-02\_Faculty\_Code\_of\_Ethics

14-01\_Professional\_Dev  
14-02\_Eval\_of\_programs

15-01\_Faculty\_CBA\_Article\_14  
15-02\_Adjunct\_CBA\_Article\_7  
15-03\_CSEA\_CBA\_Article\_5

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## **B. Physical Resources**

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

### **Evidence of Meeting the Standard**

Citrus College views safety, security and a healthy environment as a top priority across the campus. Subsequently, the College facilities are constructed and maintained with this priority focus in order to provide an effective learning and working environment as demonstrated below.

### **Analysis and Evaluation**

**The 2011-2020 Educational and Facilities Master Plan (EFMP)** is the institutional plan that has driven Citrus College facilities over the last ten years and provides the outlined facility needs centering on the educational mission for the College. The College's construction and modernization projects are a result of the needs, such as expanded instructional space, and modernized buildings and offices that are identified in the Educational and Facilities Master Plan (2011-2020). The Implementation Plan for build-out of the facilities is aligned with the Master Plan and together with other assets, the institution assures safe and sufficient physical facilities for coursework, programs, and support services. Measure G, passed by the voters in 2004, is the primary funding mechanism for the College to realize the construction of facilities that were identified in the Educational and Facilities Master Plan. The construction and modernization build-out of the College is in alignment with the Educational and Facilities Master Plan (2011-2020). The current **2020-2030 EFMP** serves as the institutional plan going forward.

The Division of the State Architect (DSA) is the authority with jurisdiction over all community college buildings pursuant with Title 24, California Code of Regulations (CCR) for structural safety, fire and life safety, and access compliance. The DSA, a result of the Field Act (1933), certifies by established process that California's community college buildings are designed, constructed and closed out with certification thereby assuring a safe and accessible facility. All College facilities that undergo construction or modernization are subject to DSA review, approval and certification. All College buildings are fully certified compliant by the Division of the State Architect as evidenced in the **DSA Certification Letters**.

The County of Los Angeles Fire Authority conducts annual inspections of College facilities to ensure compliance with the California Fire Code. The report produced by the Fire Authority will list any corrections needed via a corrective order, and a re-inspection will occur within 30 days. The College is subject to Fire Authority inspection annually whereby a Fire Authority inspector will randomly notify district personnel of inspection. Citrus College buildings are County of Los Angeles Fire Authority inspected and there are no open corrective orders, as can be seen in the **County of Los Angeles Fire Authority Inspection Report 2018-2019**. Citrus College buildings are fully accountable to, and compliant with, County of Los Angeles Fire Authority fire inspections, ensuring a safe environment.

Citrus College holds building, upgrading and maintaining facilities for effective utilization and support of programs to the highest standard. Accordingly, the College complies with South Coast Air Quality Management District (SCAQMD) requirements and California Air Resources Board (CARB) requirements for hazardous materials testing, mitigation and reporting. All hazardous material testing is performed by licensed industrial hygienists and any required mitigation is performed. **The SCAQMD 2017 Report** and **CARB SF6 2020 Report** show Citrus College is in full compliance with state regulations for environmental health and safety.

The District contracts with Keenan & Associates, a third-party administrator, for conducting annual facility risk assessments and report development. Keenan & Associates physically visits all the College facilities, develops a comprehensive list of findings, annotates any corrective action needed and performs a follow-up visit to assure accountability and compliance. The District complies with the annual inspection, receives the annual report and fully addresses any corrective measures that have been identified, such as removing electrical cords, securing heavy objects, like cabinets, and replacing cracked concrete trip hazards, etc. Citrus College's facilities are accountable to and compliant with the Keenan & Associates annual facility risk assessments as shown in the **Keenan Annual Inspections 2019-2020** report.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

### **Evidence of Meeting the Standard**

Citrus College plans for continued success of physical assets via building quality facilities and maintaining physical assets for effective use in support of College programs and services, thereby achieving the mission of the College.

### **Analysis and Evaluation**

The **Implementation Plan** is the master document that references the Educational and Facilities Master Plan (2011-2020) for implementation and build-out of identified projects, thereby assuring effective space utilization and quality support of programs and services. Working from the Educational and Facilities Master Plan, projects constructed and modernized are a direct result of the College's educational needs identified on the Implementation Plan for construction and modernization. All construction and modernization projects are in alignment with the Implementation Plan and the Implementation Plan is in alignment with the Educational and Facilities Master Plan (2011-2020), as evidenced by the phased and sequential build-out of each project.

Voters approved Measure G in 2004, a \$121 million general obligation bond for funding of district construction and modernization projects. Measure G is a Proposition 39 (School Facilities Local Vote Act of 2000) bond requiring a Citizens Bond Oversight Committee (CBOC). The District has established a formal CBOC. The CBOC conducts four quarterly

meetings annually, produces **CBOC Meeting Minutes**, presents a formal **CBOC Annual Report** to the Board of Trustees annually and produces a printed Annual Report to the community. All documented activities of the CBOC are made available to the public in electronic form on the District website or in printed form. Citrus College staff manages the bond construction program and the CBOC provides accountability that the program is within the parameters of the voter-approved requirements. The Citizens Bond Oversight Committee fully meets the legal requirements of Proposition 39 and assures the bond assets are effectively utilized.

The District partnered with Cordoba Corporation in 2016 for development of an **Americans with Disabilities Act (ADA) Transition Plan**. The ADA Transition Plan documented all College wide access compliance issues pertaining to the Americans with Disability Act of 1990. Continued effort is put into mitigating access issues including flatwork, barrier removal and signage. The Citrus College work order system, entitled the FIXit Line, provides accountability for continued progress toward college wide access compliance by documenting when a specific ADA matter is mitigated. The ADA Transition Plan is continually updated as items are mitigated, and is compliant with Title 24, California Code of Regulations, and California Building Code (CBC). Additionally, as the Division of the State Architect (DSA) reviews and approves all College building construction, all modernization and new building projects are compliant with the latest adopted edition of the CBC.

As one can see in the **Sustainability Committee Meeting Minutes**, the Sustainability Committee manages and oversees the **Sustainability Plan** and reports directly to the Physical Resources Committee with updates on College wide sustainable activities. Additionally, the Sustainability Committee provides an annual report to the Board of Trustees (BOT). Financial statistics, energy statistics, educational operations and general overview are topics covered on the annual report to the BOT. The Citrus College inaugural Sustainability Plan culminated with the closeout of the five-year Prop. 39, California's Clean Energy Jobs Act program. As the Educational and Facilities Master Plan (2011-2020) has come to an end as well, the newly approved Educational and Facilities Master Plan (2020-2030) assisted in the development of the College's second five-year Sustainability Plan. Recently approved by the BOT, this second-generation Sustainability Plan supports the Educational and Facilities Master Plan by enhancing sustainable efforts College wide and supporting College programs and services. Critical items such as carbon reduction, energy efficiency and green energy are all topics supported by both plans.

Citrus College annually distributes allocated **Scheduled Maintenance and Instructional Equipment** grant funding in accordance with the California Community Colleges Chancellor's Office (CCCO) funding program. Funding provided by the grant has led to replacement of roofing, upgrading of mechanical equipment and improvement of technology. For example, over the past five years, the PAC, ED, PS, LH/LS and PC buildings have received roofing replacements. The Administrative Services Division works collaboratively with the Academic Affairs Division for distribution of funds based upon instructional needs. Citrus College is fully compliant with the CCCO Scheduled Maintenance and Instructional Equipment funding program for replacing or upgrading physical assets.

The **FIXit Line**, a computer-based work order database system for managing all regular maintenance items and requests for service, provides responsibility and accountability in assuring that requests for service are addressed. As a best management practice (BMP), the FIXit Line implements proactive maintenance, routine maintenance, and effective call-in service in full support of physical resources and effective programs, thereby supporting the mission of the College.

Citrus College participated in the California Clean Energy Jobs Act (Proposition 39) program for each of the five “one-year” programs. All of the Prop 39 projects have been installed, constructed, completed and closed out successfully with the Investor Owned Utility (IOU) and the Chancellor’s Office as shown by the **Prop. 39 Close-out & Reporting 2014-2018**. The College has been extremely successful with the Prop 39 projects and has been able to reduce annual energy usage by approximately 2.5 million kWh. Citrus College is in complete compliance with state regulations for close-out of Proposition 39 projects.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

### **Evidence of Meeting the Standard**

Citrus College continually strives to support the educational programs for students by planning for proper facilities and utilization of space in the long-term. Utilizing the Educational and Facilities Master Plan along with other data tools and program reviews supports this goal.

### **Analysis and Evaluation**

Recently approved by the Board of Trustees (BOT), the **Educational and Facilities Master Plan (EFMP) 2020-2030** fully identifies facilities needs in conjunction with the educational needs of the College. Identifying growth areas, such as STEM and CTE, considering laboratory needs and adequacy of instructional space, as well as access to College facilities, provide data for better management of space and for better planning of buildings and construction. The EFMP is the prominent tool for the planning process and is fully aligned with the mission of the College for supporting institutional programs and services.

Enrollment management and planning are critical for effective use of facilities as can be seen in the **Enrollment Management Committee Meeting Minutes 2019**. Data on student enrollment, facility room classification, occupancy, and long-term Weekly Student Contact Hours (WSCH) enrollment forecasting are data sets utilized for effective planning. These data sets indicate where facilities need enhancement due to over-utilization and where facilities require re-purposing due to under-utilization. The College, in conjunction with the California Community Colleges Chancellor’s Office (CCCCO) protocol, uses the Facility Utilization Space Inventory Option Net (FUSION) program for space inventory and Five-Year Construction Plan reporting as can be seen in the **FUSION & WSCH Forecast Report 2017-2020**. Updated annually, the Citrus College space inventory is comprised of room use, capacity, dimensions and space utilization for all spaces on campus. The CCCCCO uses the reported data for prioritization of projects

throughout the community college system. Prioritization of projects by the CCCCO is then used as a rating method for distribution of limited funding dollars.

Each program within the College, including the Facilities Department, performs an annual program review - for example, the **Program Review Facilities Department Evaluation 2019** - and a comprehensive program review every five years. This viable tool assures that programs, facilities and equipment are being evaluated regularly for continued support of the College mission. Any identified needs are addressed and appropriately mitigated, which ensures continued effective support of institutional programs and services.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

### **Evidence of Meeting the Standard**

Citrus College continually strives for improvement and to better the educational experience for students while planning for long-term needs and accounting for the total cost of ownership. Physical resources and facilities are therefore re-examined, evaluated and data is compiled for the purpose of continual improvement. This can be demonstrated in the documents listed below.

#### **Analysis and Evaluation**

The **2020-2030 Educational and Facilities Master Plan (EFMP)** is fully completed and approved by the Board of Trustees. Data gathering, needs assessment, collaboration with all groups, evaluation, and compiling of all data have been completed and organized. The process for development of the plan occurred over several months, encompassed study sessions across the College community and involved meetings with all constituency groups. The resultant data collected from the process underwent refinement thereby leading to a viable plan, which will serve the College for the next ten years. The EFMP supports institutional improvement and is fully aligned with the mission of the College and the strategic plan.

The **Five-Year Construction Plan** outlines all capital projects, commensurate with the Implementation Plan, and scheduled maintenance projects that are being undertaken. The Five-Year Construction Plan is updated annually with the CCCCO and is effective in supporting long-range capital planning. Citrus College is in full alignment with the CCCCO protocol and with the mission of the College for supporting institution improvement goals.

As the **Annual Budgeting Process Resource Allocation** demonstrates, the annual budgeting process supports the effective allocation of fiscal resources and reflects the total cost of ownership of facilities and equipment by adequately budgeting for routine, planned and scheduled maintenance. Within the budgeting process, long-range capital planning, scheduled maintenance planning and planned maintenance projects are accounted for and funded accordingly. All of the projects are aligned with the 2011-2020 EFMP, the Implementation Plan and with the Five-Year Construction Plan. Together, these tools support institutional improvement goals and reflect projections of the total cost of ownership.

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## **Conclusions on Standard III.B. Physical Resources**

Utilizing institutional physical resources, Citrus College is committed to fostering continued student success. Following the mission of the College via collaborative discussion, engaging in shared governance, and abiding and complying with state agency mandates regarding building and safety thereby allows the institution to provide, construct, and maintain a healthful learning environment. Additionally, the College effectively utilizes physical assets in a feasible, efficient and productive manner that supports programs and services. Complementing the ongoing institutional support structure, the College not only has a long-range capital plan, but has a documented history of successful implementation, successful maintenance and responsible stewardship illustrating the total cost of ownership of new facilities and equipment.

### **Improvement Plan**

Not applicable.

### **Evidence List**

1-01\_2011-2020\_EFMP  
1-02\_2020-2030\_EFMP  
1-03\_DSA\_Closed\_Cert  
1-04\_LA\_Fire\_Inspections  
1-05\_SCAQMD\_Report\_CC\_2017  
1-06\_CARB\_SF6\_Report\_2020  
1-07\_Keenan\_Inspections

2-01\_Implementation\_Plan  
2-02\_CBOC\_Minutes\_Report  
2-03\_ADA\_Transition\_Plan\_2016  
2-04\_Sustainability\_Comm  
2-05\_Sustainability\_Plan  
2-06\_Sched\_Maint\_Inst\_Equip  
2-07\_FIXit\_Workorder\_Report  
2-08\_Prop-39\_Reporting

3-01\_2020-2030\_EFMP  
3-02\_Enrollment\_Mgmt\_Minutes  
3-03\_FUSION\_WSCH\_Forecast  
3-04\_Prog\_Rev\_Evaluation

4-01\_2020-2030\_EFMP  
4-02\_Construction\_Plan  
4-03\_Budget\_Allocation

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### C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

#### Evidence of Meeting the Standard

Citrus College ensures appropriate and adequate services, support, facilities, hardware and software are provided to meet the needs of the College's management and operational functions, academic programs and support services, as evidenced by the following documentation.

#### Analysis and Evaluation

The College Information Technology Committee (CITC) is a shared governance committee that meets monthly to plan and prioritize technology needs of the College. The Technology and Computer Services (TeCS) department is the operational area tasked with implementing and supporting technology on the campus. Together CITC and TeCS ensure that appropriate and adequate services, support, facilities, hardware and software are provided to meet the needs of the College's management and operational functions, academic programs and support services. Guided by the CITC, TeCS ensures the implementation of the Citrus Community College District Information Technology Master Plans (**see example Technology Master Plan, Year Three**); assesses and prioritizes technology needs that are identified through the **TeCS Annual Program Reviews**; and provides input and feedback from specific College departments and programs, such as the Online Education Committee. For example, an identified need to pilot teleconferencing technology in the classroom was brought forward during the June 10, 2019, meeting of CITC, as can be seen **June 10, 2019 CITC Meeting Minutes**. This project was added to the **2019-2020 Annual Implementation Plan** and plans were made to conduct a pilot for two classes in the fall as can be seen in the **September 9, 2019 CITC Meeting Minutes**. TeCS implemented the technology in two class meetings of HIST 103H, and the results of a survey of students participating in the pilot were reviewed by CITC as can be seen in the highlighted portions of the **November 2, 2019 CITC Meeting Minutes**. This pilot project improved the ability of TeCS to support the College in the rapid adoption of remote class instruction in the wake of the campus closure due to the COVID-19 pandemic in Spring 2020.

The TeCS department manages the College network and related infrastructure, including but not limited to: the central server room; the telephone system and related infrastructure; desktop computers and related peripherals for faculty, staff, classrooms and laboratories; and the administrative applications including the Banner Wingspan Enterprise Resource Planning (ERP) system and related support applications.

The TeCS Department consists of twenty-one staff members organized into two functional areas to provide appropriate and adequate technology services and professional support to the College in response to both new initiatives and ongoing operations (**see TeCS Organizational Chart and Job Descriptions**).

As can be seen in the **TeCS Organizational Chart**, the Network, Central Computing and Telecommunications (NCT) area is responsible for networks, email, central hardware, software systems, databases, interfaces between systems, security, and application programming. This group also supports campus construction projects, ensures that state and federal reporting requirements are met, and manages the College's web site.

The NCT team consists of a supervisor, an instructional and administrative systems development lead, five programmer analysts, two database administrators, and a web page specialist. Projects are assigned and tracked using the Smartsheet application, and the team completes approximately 500 software support projects each year as can be seen in the **Software Projects Completed Recently Report** generated from the Enrollment Management Plan Report.

Software projects range in complexity from a single report of students in a specific cohort to a major initiative incorporating several projects and tasks. An example of a major initiative in 2019 involved the implementation of Early Alert in the Banner ERP system, which simplified the ability of faculty to refer at-risk students to counseling or tutoring services, which was publicized in a **Technology and Computer Services (TeCS) eMemo** from March 2019. In 2019, 502 out of 510 software support requests were successfully completed as can be seen on the final page of the **Software Projects Completed Recently Report**. This completion rate of 98.4% is evidence of an appropriate and effective level of support.

According to the **Record Counts for Banner Report**, the Banner ERP system contains twelve years of data and consists of approximately 450,000 personal records. The data is replicated into a number of training and test environments, and approximately 35 terabytes of data are archived on a nightly basis to a Rubrik backup appliance, which encrypts the data at rest and transfers copies offsite to the cloud for disaster recovery (see **Rubrik Backup Reports**). The **Application Count by Term Table 2018-19** shows that over 23,000 students applied to Citrus College using the CCC-Apply online application system. This resulted in nearly 22,000 students conducting over 110,000 enrollment transactions. During peak registration periods the Banner ERP system processes between 7,000 and 10,000 registration transactions per day, and over 300 staff members access the Banner ERP system regularly to update student and employee records, ensuring that the services are adequate to support the institution's management and operational functions.

Each class in the system has a course shell in Canvas automatically created for use by faculty members. A total of 567 sections were taught online in 2018-2019, and approximately 1,000 course sites are actively used each term for both online learning and to supplement traditional classroom instruction, ensuring that all courses have access to the necessary technological resources to support teaching and learning.

Each month the my.citruscollege.edu portal is accessed over 40,000 times, with the most popular activity being the link to Canvas, followed by the link to WingSpan Self-Service as can be seen in the table of the **Most Active Portal Task**. The link to Student E-mail in Office 365 is accessed by students from the portal over 10,000 times each month. The Citrus Mobile app was downloaded 4,553 times and received nearly 200,000 visits by students, staff and faculty in 2018-19.

DegreeWorks is used for educational planning and degree audits by counselors and evaluators, and it is available online for students to use in mapping their education and exploring different programs. As the **DegreeWorks Table** demonstrates, DegreeWorks hosts over 16,000 student educational plans and the degree audit functionality in the application was used to facilitate the awarding of 2,814 degrees and 2,181 certificates in 2018-19.

In response to a need identified in multiple program reviews, there are approximately 250 wireless access points in buildings throughout campus, and 10 outdoor wireless access points that help keep students connected as they traverse between buildings. The wireless network receives approximately 3,000 connections each week. The PacketFence Network Access Control (NAC) system ensures authorized access to the network (see the **September 19, 2019 CITC Minutes**), and the campus is protected from malicious traffic by a Palo Alto Networks firewall appliance (see **May 2018 Citrus Memo**). These systems help ensure the reliability and security of our systems.

At Citrus College, e-mail is a critical tool for communicating with students, staff, faculty and the public. An on-premises Microsoft Exchange server is used to transmit and receive approximately 30,000 e-mail messages each day to and from the campus. A Sophos secure e-mail gateway is used to block spam and malicious content delivered via e-mail, and Sophos anti-virus software is run on all desktop computers to block malicious content while accessing the web. As can be seen in **Sophos Graph**, on an average day the software blocked almost 9,000 messages and relegated almost 14,500 more to spam. A DataCove email archiving appliance is used to ensure compliance with retention policies and comply with record requests involving e-mail.

As outlined in the **TeCS Organizational Chart**, in addition to the NCT team, the Technology Operations and Support Services (TOSS) area performs all tasks and activities related to desktop hardware and software in classrooms, labs and offices; supports faculty with technology in classrooms; operates two help desks; manages a work order system; and delivers technology training to staff and faculty (see **TOSS Summary Reports**).

The TOSS team consists of a supervisor; one part-time and seven full-time IT support specialists; and student workers. Tasks are assigned and tracked using the Footprints application. As can be seen in the **Work Order Summary 2019**, the team completed approximately 2,700 service tickets involving projectors, printers, desktop computers, software, network, and telephones, ensuring that necessary equipment is in good working order to support the functions of the College. Support is conducted primarily in person, although software updates, login requests and telephone issues can be resolved remotely. IT support specialists maintain and support nearly 2,000 desktop computers on campus, which include computers used by staff and managers for administrative purposes and computers used by faculty and students for instructional purposes. In response to a need identified by CITC and TeCS through the planning process (see the **2018 TeCS Program Review** and **May 14, 2018 CITC Minutes** from May 14, 2018), an Information Technology Security Analyst position was created and filled in 2019. This position reports directly to the Chief Information Services Officer and ensures system login requests are properly handled and systems are configured and maintained to ensure data is kept private and secure.

The TeCS department has demonstrated the ability to provide appropriate and adequate technology and support in an efficient and responsive manner. In response to the spring 2020

campus closure resulting from the COVID-19 pandemic, TeCS quickly implemented software to allow over 50 college telephone extensions to be answered using home computers; implemented approximately 260 remote virtual desktop accounts to enable staff to connect to campus resources from home; integrated Zoom teleconferencing software with the SARS appointment system for remote counseling and advising sessions; created Office 365 accounts for all faculty and staff; and installed software into the Canvas learning management system to allow faculty to conduct virtual labs for science instruction as can be seen in the **May 11, 2020 CITC Meeting Minutes**.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

### **Evidence of Meeting the Standard**

The College continuously and regularly plans, updates, and replaces technology to ensure adequate support of its mission, operations, programs and services.

### **Analysis and Evaluation**

The CITC develops a comprehensive Information Technology Master Plan every five years and updates it on a yearly basis as can be seen in the **Information Technology Master Plan**. The plan is an integral component of the Integrated Planning Process in which technology is called out as a focus area in the **2016 – 2021 Strategic Plan**. The College's AIP includes a number of technology objectives that are undertaken each year to support the College's mission, operation, programs and services.

Included in the Information Technology Master Plan is a desktop computer replacement plan to ensure that desktop computers are replaced every five years. Funds are allocated in the budget and renewed each year to support this process. As can be seen in the **April 2019 Technology Update Presentation** to the Board of Trustees, the College's Enterprise Resource Planning (ERP) system was upgraded from Banner 8 to Banner 9, 412 desktop computers, 16 data projectors and 13 document projectors throughout campus were all replaced.

The software applications used throughout the College are regularly updated to ensure regulatory compliance, reliability and eligibility for support. Microsoft Windows updates are pushed out remotely to desktop computers approximately one week after release by the vendor. Banner updates for Financial Aid are installed every quarter and required upgrades to related products (such as the Banner Student module) are installed to support Financial Aid releases or resolve software defects. Pending Banner upgrades are announced via college wide e-mails, and documented in the bi-monthly TeCS newsletter, as exemplified by the **September 2019 Technology and Computer Services (TeCS) Update**. Argos and DegreeWorks are updated on an annual basis.

As can be seen in the **TeCS Annual Program Review 2019**, the annual TeCS program reviews also provide documentation of the technology updates and replacements that occurred during the prior twelve-month period, and establishes annual recommendations and goals for ensuring the technological infrastructure will support the mission, operations, programs and services of the College. For example, in the 2018-19 academic year, the College was given an opportunity to increase the internet connectivity of the College by a factor of 10 (from 1 gigabit to 10 gigabit). As can be seen in the **May 23, 2018 Memo**, this required a plan that was presented and approved by the President's Cabinet, and the purchase and installation of a new firewall appliance as is documented in the **Annual Implementation Plan (AIP) 2018-19**. This successful project resulted in faster internet speeds for the campus and the ability to better support future classroom activities dependent on high-definition streaming video content.

Departmental needs are addressed through the annual program review process. Academic areas, such as the Online Education Program, can identify technology needs through program review requests, as can be seen in the **Program Review Technology Items Summary 2019-20**. All technology requests are compiled and reviewed by CITC early in the calendar year. For example, the **March 11, 2019 CITC Minutes** demonstrate this review and prioritized for funding and implementation by TeCS. In support of online teaching and learning, TeCS purchased and installed Snagit (a screen capture program), and webcams. Software applications, like Softchalk, have been installed on campus computers for use in online instruction.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

### **Evidence of Meeting the Standard**

The College has a variety of means for assuring that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

### **Analysis and Evaluation**

Citrus College offers courses, programs and services online, on high school campuses and in a few off-site settings, with the majority of services provided on the physical College campus. The technology infrastructure consists of resources located both on the campus and hosted on the Internet through cloud service providers. Exemplified by the **OneCampus Pricing Proposal**, Contracts for cloud services include statements that ensure reliability and compliance with regulatory requirements. Cloud services include CCC-Apply for admission applications; the College's website; the my.citruscollege.edu portal; the ExLibris library catalog system; the Canvas learning management system; the Citrus Mobile application; Office 365 for student e-mail, document creation and storage; Terra Dotta for international student processing; Taskstream for program review; CourseLeaf for the online catalog and curriculum management; and iParq for parking system management. These services are available anywhere there is an Internet connection and at all locations where the College offers courses, programs and services.

The local technology infrastructure includes: the Banner ERP system (known as WingSpan); DegreeWorks; Infosilem, Argos; Microsoft Active Directory; the Mitel phone system; the SARS scheduling system; the Microsoft Exchange system for staff and faculty e-mail; physical and virtual servers; a storage area network (SAN) hosting numerous departmental file shares; the campus firewall; archiving systems; a network access control system; and network routers distributed in buildings across campus. Remote access to critical administrative systems is only available through a Virtual Private Network (VPN) connection or through the Workspace ONE remote virtual desktop system.

The critical technology hardware resides in the data center in Information Services on campus. The data center is protected by an Uninterruptible Power Supply (UPS) system and a natural gas-powered generator system that provides backup power, and the equipment is maintained at an optimum operating temperature through three air conditioning systems. Network equipment outside the data center are protected by UPS systems. Data is archived via a Rubrik appliance on a nightly basis, as can be seen in the **Rubrik Backup Report** from December 2019, and copies are stored offsite in an encrypted form via **Amazon Web Services**, ensuring safety and security. Hardware and software applications in use at the College are covered by support contracts to ensure reliability and provide regular maintenance. Upgrades to critical infrastructure are completed on a regular basis, as evidenced by the IS Servers Patch Tuesday January 2020 Spreadsheet. As can be seen in the **Campus Switches Status Spreadsheet**, in 2019 software updates were installed in over 150 network switches across campus to increase security and eliminate known vulnerabilities. The campus firewall, desktop virus protection application and e-mail gateway all have regular, automated updates to ensure safety and security. Windows updates are delivered automatically to desktop computers approximately one week after being released by the vendor.

Login permissions to these services are controlled through single sign-on (SSO), which leverages the College's Active Directory system, ensuring that access and authorization is granted only to known users with an appropriate role (such as student, employee or faculty member). Access to sensitive data in our administrative systems requires a **System Login Request Form** signed by a designated manager, and access is removed when appropriate. As described in the **Information Technology Security Analyst Job Description**, the Information Technology Security Analyst has primary responsibility for ensuring the security of the College's technology resources, and security is a critical component of each job description within TeCS.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

### **Evidence of Meeting the Standard**

The College provides appropriate instruction and support in the effective use of technology and technology systems to the College community through a variety of platforms and media to support academic programs, services and institutional operations.

## **Analysis and Evaluation**

TeCS provides training to faculty, staff and administrators on software applications in use at the College. As can be seen in the **Training and Enrollment Report**, 42 training courses were scheduled in 2019, and approximately 200 employees attended at least one class. Topics included navigating the new Banner 9 ERP system, operating technology in the classroom, running reports in Argos (the Banner reporting tool), publishing on the portal, and creating accessible documents. Faculty and staff can also take advantage of free online training through approximately 13,000 courses offered from the Vision Resource Center (hosted by the California Community Colleges Chancellor's Office), accessed via the **Citrus College Training Calendar**. Training class offerings are announced to the College community through a TeCS Newsletter that is distributed every two months and are also posted on the **Security Matters Web Page** on the TeCS website. As evidenced by the **September 2019 TeCS Newsletter**, these newsletters also include recommendations and best practices with regard to secure computing practices.

Training on technology and technology systems is also provided promptly in response immediate needs. For example, when the College announced a transition to remote instruction on March 11, 2020, as a result of the COVID-19 pandemic, TeCS quickly scheduled and conducted twenty training sessions for faculty and staff on using Zoom for meetings and remote instruction as evidenced by the **March 11, 2020 TeCS eMemo**.

Faculty, staff and administrators are also provided with instruction and support on the effective use of technology and technology systems through professional development workshops offered during the annual FLEX day prior to the start of the spring semester. As evidenced by the **Spring 2020 FLEX Day Agenda**, these workshops cover topics, such as using the Canvas Learning Management System and secure computing practices. When new software applications or instructional technology solutions are implemented, especially in specialized areas, contracted training from the vendor is provided. For example, upon the adoption of new scheduling software, Infosilem held an **Infosilem Training Presentation** on May 7 and 8, 2019 at the College. Faculty, staff and administrators are also provided instruction and support through personal service visits initiated through a service ticket recorded at the TeCS help desk. Handbooks and quick reference guides, such as the **Banner 9 Navigation Handbook**, **Banner 9 Requisitions User Guide**, and the **ShoreTel 230/230g IP Phone Quick Reference**, are available on the TeCS Intranet page. The **Admissions and Records Faculty Handbook: Enrollment, Privacy and Grading** is available on the admissions and records public web page, providing faculty with step-by-step instructions on entering grades, printing attendance rosters and providing feedback for Early Alert. Guides for creating accessible documents and secure computing practices are available under the **Resources for Online Accessibility** of TeCS Public web page. The Human Resources site on the Intranet links to the **Citrus Hiring Manager Manual**, which provides instructions on the use of the Applicant Tracking System. Curriculum is entered into the CourseLeaf system and instructions are available in the **Curriculum Handbook, Part III** on the Curriculum Committee website. The program review process is contained in Taskstream, and **Taskstream Custom Guides** have been developed and are hosted within Taskstream.

Students are supported through help desks located in the Information Services (IS) and Student Services (SS) buildings. As can be seen in the **Spring 2020 Help Desk Schedule**, the help desks are staffed weekdays from 8 a.m. to 5 p.m. by approximately 10 student workers, who assist fellow students with logging in, resetting passwords, connecting to e-mail, connecting to the wireless network and accessing Canvas. More complicated issues and matters involving faculty and staff are logged into the Footprints tracking system and are routed to TeCS staff. As the **User Activity Summary Report for Fall 2019** shows, over 3,300 calls were received by the help desk during the Fall 2019 semester. Help desk staff not only respond to phone calls and walk-in traffic, but also respond to and resolve account issues logged by students in the online "Student Account Issues" form. As shown by the **Student Ticket Resolved Chart-March 17 to May 18, 2020**, during the first two weeks of the campus closure in spring 2020, help desk staff remotely resolved 902 student issues. Additionally, Canvas provides 24x7 support for students and faculty and online guides are linked from the **Faculty Online Education Resources** section of the Citrus College website.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

### **Evidence of Meeting the Standard**

The College has a number of board policies (BPs) and administrative procedures (APs) to guide the appropriate use of technology in the teaching and learning process. Additionally, the appropriate use of technology is addressed in other documents made readily available to faculty, staff, and students.

### **Analysis and Evaluation**

The College has a variety of BPs and APs that address the appropriate use of technology in teaching and learning processes, for example, **BP and AP 3720 Computer and Network Use**, **BP and AP 3727 Information and Communications Technology Accessibility**, **AP 3721 Computer and Network Account and Password Management**, **AP 3724 Data and Information Protection**.

The College Information Technology Committee (CITC) reviews and updates administrative procedures and board policies on a regular basis (for example see **CITC Meeting Minutes**) and the Chief Information Systems Officer (CISO) ensures that these documents are reviewed by shared governance groups and approved by the Board of Trustees (BOT). Administrative procedures and board policies are also made available to the public on the Citrus College website (see **BPs and APs Web Page Screenshot**). The Online Education Committee (OEC) reviews policies and best practices as related to the use of technology in teaching and makes recommendations for modifications or the need for new technology to the Academic Senate and CITC. Innovative technologies used in the teaching and learning process are evaluated and implemented in keeping with College's policies.

The **Technology and Computer Services (TeCS) Web Page** contains procedures guiding the appropriate use of technology in sections directed to students, faculty and staff. TeCS distributes a bi-monthly newsletter containing recommended practices, especially with regard to information security and privacy. The **July 2019 TeCS Newsletter** is a typical example of these newsletters. The **Library Web Page** contains guidelines for students regarding the appropriate use of technology, and handouts are available at both the TeCS help desk and the library circulation desk.

The OEC provides training opportunities both on campus and through the statewide @One online resource for faculty to guide them in the appropriate use of technology in the learning environment. The **Frequently Asked Questions (FAQ's)** and other resources are also available on the Online Education Committee web page for faculty and staff.

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### **Conclusions on Standard III.C. Technology Resources**

The College provides appropriate and adequate services, support, facilities, hardware and software to meet its mission. This is accomplished through effective planning, evaluation, maintenance, and implementation of technology resources that serve the College community. The College ensures reliable access, safety and security, in addition to providing appropriate instruction and support in the use of technology to faculty, staff, and students. Appropriate use of technology is guided by a number of board policies and administrative procedures and is reinforced in training and information documents made readily available to faculty, staff and students. Training and instruction further support effective use of technology and technology systems in the College's operational functions, academic programs, and campus services.

### **Improvement Plan**

Expanded survey of technology needs and training: faculty, staff, and students

### **Evidence List**

- 1-01\_CITC\_Minutes
- 1-02\_TeCS\_newsletters
- 1-03\_TeCS\_org\_chart\_job\_desc
- 1-04\_Tech\_Master\_Plan
- 1-05\_TeCS\_program\_reviews
- 1-06\_2019-202\_AIP
- 1-07\_Software\_Proj\_Completed
- 1-08\_e-mails\_upgrades\_trng
- 1-09\_meeting\_minutes
- 1-10\_lists\_of\_software\_apps
- 1-11\_computer\_inventory
- 1-12\_helpdesk\_schedule
- 1-13\_user\_accounts
- 1-14\_Argos\_reports

- 1-15\_interface\_document
- 1-16\_Canvas\_activity
- 1-17\_BoT\_agendas\_tech\_purch
- 1-18\_footprint\_tickets
  
- 2-01\_Tech\_Master\_Plan
- 2-02\_TeCS\_program\_review
- 2-03\_TeCS\_comp\_prog\_review
- 2-04\_Minutes\_Coll\_Tech\_Comm
- 2-05\_agendas\_TeCS\_staff\_mtgs
- 2-06\_TeCS\_newsletters
- 2-07\_budget\_documents
- 2-08\_AIP\_2016–21\_Strat\_Plan
- 2-09\_BoT\_agendas\_presentations
- 2-10\_upgrades\_replacements
  
- 3-01\_Computer\_Network\_Use
- 3-02\_AP-3721\_Acct\_Pass\_Mgmt
- 3-03\_AP-3722\_Connect\_Access
- 3-04\_AP-3724\_Data\_Protection
- 3-05\_Access\_Request\_logs
- 3-06\_Argos\_rprt\_User\_Security
- 3-07\_Footprints\_reports
- 3-08\_Ransomware\_protect\_doc
- 3-09\_Network\_security
- 3-10\_Job\_desc\_security\_items
- 3-11\_Job\_desc\_IT\_Sec\_Analyst
  
- 4-01\_TeCS\_newsletters
- 4-02\_user\_guides\_Grade\_Entry
- 4-03\_Banner\_Nav\_and\_Reqs
- 4-04\_Online\_Accessibility
- 4-05\_Student\_Login\_Guide
- 4-06\_FAQs\_TeCS\_web\_page
- 4-07\_Security\_Awareness\_blog
- 4-08\_Online\_Trng\_Calendar
- 4-09\_Research\_Guides
  
- 5-01\_BP-3720\_Comp\_Network\_Use
- 5-02\_BP-3727\_Info\_Comm\_Access
- 5-03\_AP-3720\_Comp\_Network\_Use
- 5-04\_AP-3721\_Acct\_Pass\_Mgmt
- 5-05\_AP-3727\_Tech\_Access
- 5-06\_AP-3724\_Data\_Protection
- 5-07\_AP 4105 Online Education
- 5-08\_TeCS\_newsletters

5-09\_Lists\_of\_FAQs

5-10\_Canvas\_guides

5-11\_Content\_accessibility

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## D. Financial Resources

### Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

### Evidence of Meeting the Standard

To ensure the distribution of financial resources adequately supports programs and services, and that financial resources are managed in a manner which ensures financial stability, the College follows a robust budgetary and planning process, as evidenced by the following documents.

### Analysis and Evaluation

The College's annual budget development process begins with the development of budgetary priorities, designed to uphold a commitment to the College's mission and planning priorities, while ensuring short- and long-term financial stability. These priorities, as described on page seven of the **2019-2020 Adopted Budget Book**, ensure a commitment to supporting the College's educational and student support programs and services, and continual institutional effectiveness.

The Integrated Planning Model, identified on page six in the **2020-2022 Integrated Planning Manual**, portrays the ongoing and systematic cycle of evaluation that ensures the improvement of institutional effectiveness. The resource allocation process links program reviews and strategic planning to the resources needed to accomplish the College's institutional goals, in a transparent and informed manner. This effort, as described in Appendix C and D of the **2020-2022 Integrated Planning Manual**, is coordinated in collaboration between the Program Review Committee and the Financial Resources Committee.

The College maintains a multi-year fiscal planning perspective to honor institutional planning priorities and to ensure financial stability in the current and long-term. This includes a distinction between ongoing and one-time resources as part of the annual budget development process. This is described on page nine of the **2019-2020 Adopted Budget Book**. For the fiscal year ended June 30, 2019, the College reported an unrestricted general fund ending balance of \$21.2 million. As a percentage of total expenditures, this represents an ending fund balance reserve level of approximately 26 percent. The College's 2018-2019 ending fund balance is described on page nine of the **2019-2020 Adopted Budget Book** and on slide #5 of the **2019-2020 Adopted Budget Forum Presentation**.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial

stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

### **Evidence of Meeting the Standard**

To ensure sound financial practices, financial stability, and transparency, the College follows a robust budgetary and planning process, ensuring financial information is disseminated timely, as evidenced below.

#### **Analysis and Evaluation**

As depicted in the Integrated Planning Model, located on page six of the **2020-2022 Integrated Planning Manual**, dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation. The College's Mission, Vision and Values inform the Strategic Plan, which guides the development of the Educational and Facilities Master Plan, the Enrollment Management Plan, and the Institutional Support Plans, all of which are linked to and inform the resource allocation process.

The annual resource allocation process upholds a commitment to the College's mission and planning priorities as it begins with development of a defined set of budget priorities. The Financial Resources Committee establishes these priorities via a participatory process at the beginning of each annual budget development cycle. An example of this can be found on page seven of the **2019-2020 Adopted Budget Book**, and in the **August 28, 2019 Minutes of the Financial Resources Committee**.

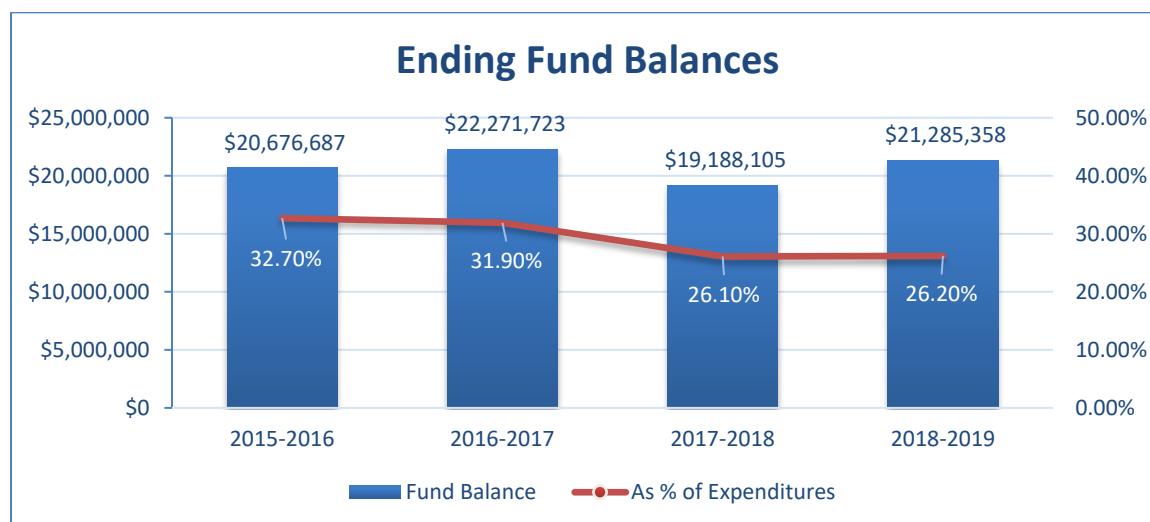
The resource allocation process links program reviews and strategic planning to the resources needed to support the College's institutional goals and objectives in a transparent and informed manner. This effort, as described in Appendix C and D of the **2020-2022 Integrated Planning Manual**, is coordinated in collaboration between the Program Review Committee and the Financial Resources Committee. This planning process allows for resource allocations of additional discretionary funds for one-time purposes identified through the program review process. This process incorporates the Financial Resources Committee as a recommending body to the Steering Committee, to ensure a transparent resource allocation process, which is linked to planning. An example of this is found in the **February 6, 2019 Meeting Minutes of the Financial Resources Committee** and the **February 25, 2019 Meeting Minutes of the Steering Shared Governance Committees**. In addition to one-time resources, ongoing resource allocations are also linked to the College's institutional planning process, through the program review process. An example of this is the Faculty Needs Identification Committee process, which is used to allocate resources for full-time faculty positions approved for hiring, as outlined in **Board Policy (BP) and Administrative Procedure (AP) 7201 Recruitment and Selection Full-Time Faculty**.

The College maintains adequate internal controls and reserves to ensure sound financial practices and financial stability. **BP and AP 6300 Fiscal Management** provide the guiding principles related to the College's sound fiscal management practices. The College's favorable audit opinions provide affirmation of the College's sound internal control practices, as most recently

evidenced in the **June 30, 2019 Audit Report**, which contained an unmodified opinion, no findings, and no audit adjustments made to the College's annual financial report. Evidence of this can be found on pages 2-4; 85; and 100-102 of the report.

**BP and AP 6250 Budget Management** provide guidance regarding the College's minimum reserve level and budget management requirements. The College has adopted the Chancellor's Office prudent recommended minimum reserve level of five percent. However, recognizing the cost of the College's annual operating expenses and the economic uncertainties related to the Student Centered Funding Formula, the rising CalPERS and CalSTRS employer contribution rates, and other economic factors, the College has maintained reserves in excess of five percent, positioning the College in a financially stable position. An analysis of the College's ending fund balance position at June 30, 2019, is found on page nine of the **2019-2020 Adopted Budget Book**. The College's ending fund balance, also defined as its unrestricted general reserves, for the fiscal year ended June 30, 2019, was approximately 26 percent. The following chart provides the College's ending fund balances over the last four fiscal years.

*Figure 60. Ending Fund Balances: 2015-16 to 2018-19*



To ensure transparency, the College disseminates financial information throughout the College in a variety of ways, including regular shared governance meetings of the Financial Resources Committee, reporting at least quarterly to the Board of Trustees via a quarterly financial status report known as the CCFS-311Q, and a formal process of reporting key information regarding the Tentative Budget and the Adopted Budget to the entire College community in the form of memos and budget forums. Examples of these communications are provided in the **May 19, 2020 May Revise Memo** to the College community and the **2020-21 Tentative Budget Forum Presentation** that was conducted on June 11, 2020.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

## **Evidence of Meeting the Standard**

The College follows established guidelines and processes to ensure constituent participation in the financial planning and budget development process, as described below.

### **Analysis and Evaluation**

The College follows a systematic financial planning and budget development process, as defined in the **Budget Flowchart**, an example of which can be found on page 16 of the Governance Handbook. In accordance with the **Budget Flowchart**, the Financial Resources Committee develops an annual **Budget Calendar**, which is subsequently approved by the Board of Trustees (BOT), to guide the budget development process and to identify key dates in the process to ensure participation by the broader College community. An example of this can be found in the **February 5, 2020 Financial Resources Committee Meeting Minutes** and the **June 16, 2020 BOT Meeting Minutes**. The Financial Resources Committee is the shared governance committee responsible for maintaining effective communication concerning College's financial resources and business operations, including reviewing income and expenditure assumptions, addressing academic and facility needs, making recommendations, and informing various College constituent groups of the status of funding and expenditures and any modifications made to the budget throughout the year in response to funding changes. The committee meets monthly and its membership is comprised of College wide representation from all constituent groups, as defined in the committee's purpose statement which can be found on page 71 of the **Governance Handbook**.

Financial planning begins with the development of the **Budget Assumptions** in which the College identifies available resources and determines funding allocations accordingly, to ensure sound financial stability. The **Budget Assumptions** are initially developed in May of each year, by the Financial Resources Committee and subsequently approved by the BOT. An example of this is found in the **June 3, 2020 Financial Resources Committee Minutes** and the **June 16, 2020 BOT Meeting Minutes**.

In addition to regular and consistent reporting of key financial and budgetary information, the Tentative and Adopted Budgets, developed under the framework of the **Budget Assumptions**, are formally presented to the broader College community, twice per year, in the form of Budget Forums. These forums are open to the entire College community and are regularly attended by members of the Board of Trustees, faculty, students, classified employees, supervisors and managers. Examples of the content of these forums are provided in the **2019-20 Adopted Budget Forum Presentation** and the **2020-21 Tentative Budget Forum Presentation**. To ensure broader participation, the budget forums have been recorded, with the video recordings made available on the College's website.

### **Fiscal Responsibility and Stability**

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

## **Evidence of Meeting the Standard**

The College follows a systematic budget development process that ensures an informed, appropriate and realistic assessment of resource availability and development of additional financial resources, as evidenced by the following documents.

### **Analysis and Evaluation**

The College's annual budget development process begins with establishing a set of reasonable budget assumptions, starting with developing a set of ongoing revenue assumptions based on state budget information. The College's Vice President of Finance and Administrative Services and Director of Fiscal Services routinely monitor the state budget information and are involved in numerous statewide committees, such as through the California Community Colleges Chancellor's Office and the Association of Chief Business Officers. This ensures the most up-to-date information and allocations are utilized to inform the College's Budget Assumptions development process, in consultation with the Financial Resources Committee. Since much of the College's apportionment revenue is based on the generation of Full-Time Equivalent Students (FTES), the Budget Assumptions begin with establishing a reasonable FTES target. An example of this is provided in the first page of the **2020-21 Tentative Budget Assumptions** document. Development of the annual FTES target is based on an assessment of recent FTES trends and is developed in consultation with the Superintendent/President's Cabinet and the Financial Resources Committee. Once the annual FTES Target is established, the Enrollment Management Committee monitors actual results and enrollment strategies to best position the College to meet its target.

Once the ongoing revenue assumptions are established, providing a reasonable estimate of anticipated available resources, ongoing expenses are determined, the largest category of which is personnel costs for all permanent employees' salaries and benefits. This is done utilizing an automated position control system to ensure that all continuing positions, new hires, retirements/resignations are accounted for, including any step, column, longevity, or negotiated salary increases, as well as any increases for health premiums, CalSTRS and CalPERS employer contribution rates, and any other changes in statutory benefit rates. Personnel costs make up the largest share of the College's ongoing expenditure assumptions, as evidenced on page five of the **2020-21 Tentative Budget Assumptions** document. To ensure prudent management of this largest fixed portion of the College's ongoing expenditures, a strict approval process for any new or replacement positions is followed. For full-time faculty positions, this process involves an assessment of the College's Full-Time Faculty Obligation Number (FON), as determined by the State Chancellor's Office, in conjunction with the Faculty Needs Identification Committee and **Board Policy (BP) and Administrative Procedure (AP) 7201 Recruitment and Selection: Full-Time Faculty**. For non-faculty positions, this process begins with a **Request to Fill** form to begin the request process. The purpose of the form, with designated signature requirements prior to consideration, is to determine if the position is currently funded at the requested level of salary and benefits, to determine the overall budget impact for the position on an ongoing basis, and to document the respective duties to justify the position request, including if the request is tied to program review. The final signature approval authority for all Requests to Fill rests with the

Superintendent/President, upon discussion with members of the Superintendent/President's Cabinet.

The College continuously pursues the development of additional financial resources and partnerships, as evidenced by the number of federal, state and local grants that the College has secured over the years. These include grants and contracts accounted for in the Restricted General Fund, the Financial Aid Fund and the Capital Outlay Fund. In addition, the College issued general obligation bond funds under Measure G, approved by voters in 2004, and continues to fund capital construction projects utilizing Measure G funds. Examples of these are included in **2019-2020 Adopted Budget Book**, in the Grant Detail section on pages 22 - 27, and in the Other Funds section on pages 29 - 31.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

### **Evidence of Meeting the Standard**

The College is committed to sound fiscal management principles, internal control processes, and to the timely and accurate dissemination of financial information.

### **Analysis and Evaluation**

**Board Policy (BP) and Administrative Procedure (AP) 6300 Fiscal Management** establish procedures to ensure that adequate internal controls exist, that fiscal objectives, procedures and constraints are accurately communicated to the Board of Trustees (BOT) and the College community, that the management information system provides timely, accurate and reliable fiscal information, that responsibility and accountability for fiscal management are clearly delineated, and that the College's financial records are maintained in accordance with the California Community Colleges Budget and Accounting Manual.

The College accounts for its financial resources in accordance with federal and state regulations and guidelines as set forth by the Office of Management and Budget Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Grants, and the California Community Colleges Budget and Accounting Manual. Financial records are maintained using two parallel systems: Los Angeles County Office of Education PeopleSoft Financial Software System and Ellucian Banner Finance System. Annual audits are performed by an independent public accounting firm. The College's financial integrity is evidenced by the consistent issuance of unmodified audit opinions with no audit adjustments. Examples of this can be found on page three of the **June 30, 2019, June 30, 2018, and June 30, 2017 Audit Reports**, which conclude that the College's "financial statements...present fairly, in all material respects, the...financial position....of the District...in accordance with accounting principles generally accepted in the United States of America."

The College's internal control processes include separation of duties for human resources and payroll; purchasing, vendor maintenance and accounts payable processing; and cashiering and bank reconciliation functions. The College also incorporates spending limits and purchase authorization controls into the LACOE and Banner financial management systems, to ensure adherence to budgets by authorized users, appropriateness of expenditures per regulations and restrictions, and multi-level authorizations. Such authorization controls also ensure that purchases adhere to Purchasing guidelines and the California Public Contract Code, as specified in **BP and AP 6330 Purchasing**. Financial transactions are requested, executed and approved by different parties. Financial activity is reviewed by Fiscal Services and is distributed to program managers and/or is available for review in Banner. All budget managers have direct access to the College's Banner financial management system, as well as the Argos reporting system to ensure real-time access to financial information. Additionally, Fiscal Services staff are available to meet with budget managers, review expenditures, and answer questions to assist them in better understanding their budgets and financial activity.

Public forums are held at each major iteration of the budget process and the presentation handout is posted on the College's website, along with a video recording of the forum. Budget books are made available at the BOT meeting in which the Adopted Budget public hearing is held. Upon adoption, the **Adopted Budget Book** is published on the College website. Also, following adoption of the budget by the BOT, the College submits the budget to the state Chancellor's Office and to the Los Angeles County Office of Education, in their prescribed formats. Additionally, CCFS-311Q quarterly financial status reports are provided to the BOT and shared with the Financial Resources Committee. Examples of this can be found in the **May 13, 2020 Financial Resources Committee Minutes** and in the **May 19, 2020 BOT Meeting Agenda**.

The College ensures a formal evaluation process of its financial management and internal control system through the annual audit, conducted by an independent certified public accounting firm, specializing in audits of California community colleges. An example of this can be found on pages 97 - 98 of the **June 30, 2017 Audit Report**, which contained one finding of non-compliance for a federal program. Immediately following, the College successfully made corrections, restored funds to the federal program within the grant period to preserve financial integrity, implemented new procedures, and strengthened its internal control processes accordingly. Procedures were changed to ensure program managers receive detailed financial information on a regular basis. Program managers are required to review the financials upon receipt and return acknowledgements that indicate substantial accuracy or a detail of items in need of review/correction. As a result, subsequent audits yielded favorable results, with no findings or adjustments. This is evidenced on page 87 of the **June 30, 2018 Audit Report** and on page 92 of the **June 30, 2019 Audit Report**, which conclude that the audits did not identify any deficiencies in internal control that are considered to be material weaknesses.

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

## **Evidence of Meeting the Standard**

The College's financial documents are accurate and credible and the College's budget allocation process supports student learning programs and services.

### **Analysis and Evaluation**

Financial and budgetary documents reflect the appropriate use of financial resources to support student learning programs and services. The Vice President of Finance and Administrative Services and Director of Fiscal Services, in conjunction with the Financial Resources Committee, develop budget assumptions based on enrollment/FTES figures, revenue projections utilizing the state's recently adopted Student-Centered Funding Formula (SCFF), and other factors such as the state economic situation, especially as currently affected by the COVID-19 health pandemic. Expenditure allocations are then allocated to cover ongoing expenditures such as salaries and benefit costs, utilities, and cost center allocations to support institutional objectives. Additional funds are allocated from one-time funding sources, such as carryover dollars, to be used to support other College planning priorities, such as professional development and allocations specifically linked to planning, awarded through the program review process. Page nine of the **2019-2020 Adopted Budget Book** provides a description of such allocations. The College's budget priorities, as reflected on page seven of the Budget Book, and budget allocation processes, support student learning programs and services, in accordance with the College's one overarching goal of increasing student success and completion, as defined in the **2016-2021 Strategic Plan**.

Each year, following adoption by the Board of Trustees (BOT), the College submits the budget to the state Chancellor's Office and to the Los Angeles County Office of Education. The BOT is subsequently provided with quarterly financial status (CCFS-311Q) reports, which include a measure of how the established budget is trending against actual results. An example of this is included in the **May 19, 2020 Agenda of the BOT Meeting** in which the **CCFS-311Q** for the quarter ended March 31, 2020, was presented for review and approval.

To ensure that financial reports reflect appropriate use of financial resources, the College undergoes an annual independent audit, conducted by a certified public accounting firm, which specializes in California community college financial and compliance audits. The College has received an unmodified opinion for over the past six years, indicating that the financial statements present fairly, in all material respects, the financial position of the College. Recent examples of this are reflected on page 99 of the **June 30, 2019 Audit Report**; page 94 of the **June 30, 2018 Audit Report**; and page 95 of the **June 30, 2017 Audit Report**.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

## **Evidence of Meeting the Standard**

The College responds to any external audit findings in a comprehensive and timely manner, and communicates such findings appropriately, as evidenced by the following documents.

## **Analysis and Evaluation**

The Board of Trustees (BOT) engages an independent certified public accounting firm to perform an annual financial and compliance audit of all College funds and accounts. Upon conclusion of the audit, any audit findings are communicated to the area manager, the Director of Fiscal Services, and the Vice President of Finance and Administrative Services. College leadership immediately reviews the circumstances of the finding to ensure a thorough understanding of the matter and to ensure that all appropriate information and documentation was correctly provided to the auditors. Upon verification of the finding, the Vice President of Finance and Administrative Services communicates the finding to the Superintendent/President and discusses it in a Superintendent/President's Cabinet meeting.

To ensure timely, corrective action, the Director of Fiscal Services and Vice President of Finance and Administrative Services are responsible for obtaining a response to the finding from the appropriate area manager. The Director and Vice President also work with the area to ensure procedures are enhanced and/or revised, to prevent the finding from reoccurring.

Three of the past six years' audit reports (June 30, 2015, 2016 and 2017) contained audit findings. In all cases, the College responded to the findings in a comprehensive and appropriate manner, making corrections to avoid reoccurrences. This is evidenced in the Status of Prior Year Findings section in each subsequent year's audit report, indicating the current year status of the previous year's finding as "implemented." The College communicates audit findings to the broader College community through the Financial Resources Committee, the audit subcommittee, and ultimately to the public via open session of a BOT meeting. An example of this is evidenced in the **June 30, 2017 Audit Report**, which included a finding of non-compliance over federal funds. Timely corrections were made in the subsequent year to restore funds to the grant within the grant period and preserve financial integrity. The Vice President of Finance and Administrative Services, in conjunction with the Superintendent/President's Cabinet, created a Labor Distribution Change Form process to ensure a stricter review process over the circumstances that led to the noted finding. In addition, procedures were changed to ensure categorical program managers receive detailed financial information on a regular basis, requiring program managers to review the financials and return acknowledgements to Fiscal Services, indicating substantial accuracy of the reported information or a detail of items in need of further review/correction. The College's corrective action plan and resultant procedural changes proved to be effective in addressing the audit finding as no findings were noted in subsequent audits (see **June 30, 2018 and June 30, 2019 Audit Reports**).

The auditors also review any findings with the audit subcommittee, a committee made up of the Board President, the Superintendent/President, the Vice President of Finance and Administrative Services, and the Director of Fiscal Services, and subsequently to the entire Board of Trustees and the public, at the December meeting of the BOT. At this meeting, the external auditors review the contents of the audit report and are available to address any questions or concerns from any members of the Board. This is evidenced in the **December 5, 2017 Board of Trustees Meeting Agenda**. Upon Board acceptance of the audit report, the report is then made available to the public via the College's website. Additionally, the audit results are reviewed/discussed

with the Financial Resources Committee, as evidenced in the **November 1, 2017 Financial Resources Committee Meeting Minutes** where the June 30, 2017 audit finding was discussed.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

### **Evidence of Meeting the Standard**

The College's financial and internal control systems are regularly evaluated and assessed for validity and effectiveness, and improvements are made accordingly, as evidenced by the following information.

#### **Analysis and Evaluation**

**Board Policy (BP) and Administrative Procedure (AP) 6300 Fiscal Management** establish procedures to ensure that adequate internal controls exist. The College's internal control processes include separation of duties for human resources and payroll; purchasing, vendor maintenance and accounts payable processing; and cashiering and bank reconciliation functions. The College also incorporates spending limits and purchase authorization controls into the Los Angeles County Office of Education (LACOE) and Banner financial management systems, to ensure appropriateness of expenditures per regulations and restrictions, and multi-level authorizations. Such authorization controls also ensure that purchases adhere to purchasing guidelines and the California Public Contract Code, as specified in **BP and AP 6330 Purchasing**.

The College ensures a formal, ongoing and systematic evaluation of its financial and internal control systems through the annual audit, conducted by an independent certified public accounting firm, specializing in audits of California community colleges. Audit opinions issued by the College's external auditors have included favorable opinions of the College's internal control systems, as evidenced in the **June 30, 2019 and June 30, 2018 Audit Reports**. This indicates that the College's internal control systems are effective.

The College utilizes this ongoing, systematic evaluation and assessment as a continual basis for improvement. As such, the College effectively addresses any audit findings or recommendations in a timely manner, improving processes and controls to ensure that matters of concern are corrected in the subsequent fiscal year. An example of this can be found on pages 97 - 98 of the **June 30, 2017 Audit Report**, which contained one finding of non-compliance for a federal program. Immediately following the reporting of this matter, the College implemented new procedures to strengthen its internal control processes related to labor distribution charges, by creating a **Labor Distribution Change Form** process to ensure a stricter review process over the circumstances that led to the noted finding. The College also modified procedures in its Fiscal Services department to ensure that program managers receive and review detailed financial information on a regular basis, evidenced by the requirement that they return signed acknowledgements to Fiscal Services, indicating substantial accuracy of the reported information or a detail of items in need of further review/correction. The College's corrective action plan and resultant procedural changes proved to be effective in addressing the audit finding as subsequent

audits yielded favorable results, with no findings or adjustments. This is evidenced on page 87 of the **June 30, 2018 Audit Report** and on page 92 of the **June 30, 2019 Audit Report**, which conclude that the audits did not identify any deficiencies in internal control that are considered to be material weaknesses.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

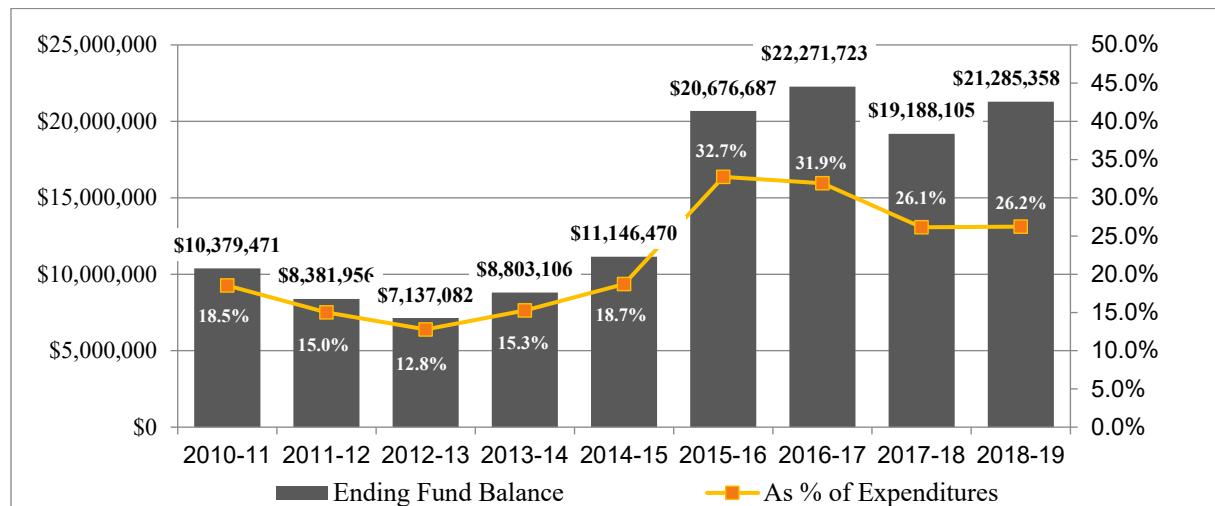
### **Evidence of Meeting the Standard**

The College maintains sufficient cash flow and reserves to maintain stability, maintain its risk management, and respond to financial emergencies and unforeseen occurrences.

### **Analysis and Evaluation**

**Board Policy (BP) and Administrative Procedure (AP) 6250 Budget Management** provide guidance regarding the College's minimum reserve level. The College has adopted the Chancellor's Office prudent recommended minimum reserve level of five percent. However, recognizing the cost of the College's annual operating expenses and the economic uncertainties related to the Student-Centered Funding Formula, the rising CalPERS and CalSTRS employer contribution rates, and other economic factors, the College has maintained reserves in excess of five percent, positioning the College in a financially stable position. An analysis of the College's ending fund balance position at June 30, 2019, is found on page nine of the **2019-2020 Adopted Budget Book**. The College's ending fund balance, also defined as its unrestricted general reserves, for the fiscal year ended June 30, 2019, was approximately 26 percent. The following chart provides the College's ending fund balances over the last six fiscal years.

*Figure 61. Ending Fund Balances: 2010-2011 to 2018-2019*



The College preserves sufficient liquidity to maintain a strong cash flow position. In addition to the Unrestricted General Fund, the College has cash and investments in other internally designated funds that may be used on a temporary or long-term basis, if needed, for interfund borrowing. Maintaining sufficient cash sources allows the College to better respond to financial emergencies or unforeseen occurrences, such as cash deferrals or the COVID-19 pandemic. For example, even with state cash deferrals peaking at their highest in 2011-12, at \$15 million, the College was able to maintain sufficient cash balances to address its cash flow needs, as seen in the following table.

*Table 62. Cash Flow: 2015 to 2019*

Fund	Cash and Investments as of June 30				
	2015	2016	2017	2018	2019
Unrestricted General Fund	\$14,857,380	\$23,878,649	\$20,489,656	\$24,593,252	\$24,996,764
Capital Outlay Fund	\$13,978,338	\$16,891,589	\$20,062,748	\$23,016,161	\$23,492,189
Irrevocable Trusts (OPEB & PERS/STRS)	\$11,550,697	\$11,615,348	\$12,499,668	\$13,935,728	\$18,840,135
Internal Service Funds	---	---	\$2,231,647	\$3,011,799	\$4,132,924
Associated Student Fund	\$1,647,379	\$1,455,828	\$1,582,667	\$1,183,392	\$2,361,095
Enterprise Service Funds	\$317,444	\$351,306	\$255,322	\$328,761	\$290,306

Based on the College's strong cash flow position, it has not had to utilize short-term borrowing through the issuance of a Tax Revenue Anticipation Note (TRAN), or utilize borrowing from the Los Angeles County Treasurer.

To further ensure sufficient resources to maintain stability related to emergencies and unforeseen occurrences, the College also maintains appropriate policies for managing risk. **BP and AP 6540 Insurance** stipulate that the College maintain a comprehensive insurance plan that covers property, liability and workers' compensation. As such, the College is a member of the Statewide Association of Community Colleges (SWACC), the largest Joint Powers Authority (JPA) for property and liability insurance for California community colleges. Through SWACC, the College maintains a retained limit of \$5,000 with additional coverage provided in accordance with the SWACC Memorandum of Coverage, and through SAFER for additional excess layers of coverage. The College also belongs to the Protected Insurance Program for Schools (PIPS) JPA for workers' compensation coverage. Over the past six years, the College has maintained representation on the boards of all of these JPAs.

In addition to maintaining sufficient insurance coverage, the College also actively manages risk to limit its exposure to claims and damages. Through its JPAs, the College participates in periodic workshops, trainings, and ongoing inspections of College facilities. The College's Environmental Health and Safety Supervisor, Director of Business Services, and Director of Campus Safety are responsible for mitigating risk through safety inspections, emergency preparedness, workers' compensation safety practices, and contract review.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

### **Evidence of Meeting the Standard**

The College practices effective oversight of finances, including federal, state and local programs, contracts, auxiliary organizations, and investments, as evidenced by the following documents.

### **Analysis and Evaluation**

**Board Policy (BP) and Administrative Procedure (AP) 6300 Fiscal Management** provide for responsible stewardship of resources, as directed by sound and effective fiscal management and compliance over all books and records of the College, including its auxiliary organizations, and financial aid and other externally funded programs. **BP and AP 6320 Investments** provide guidance over institutional investments, in accordance with the California Government Code, to ensure proper safeguarding of College assets.

The College maintains an effective internal control structure over the use of its financial resources, including auxiliary and grant funds. The College's accounting technicians are assigned to oversee and monitor auxiliary funds, financial aid programs, and other federal, state and local programs, to ensure expenditure compliance in accordance with the guidelines of each program agreement, ensuring that all funds/programs adhere, as applicable, to the California Community College's Budget and Accounting Manual, the California Education Code, any established guidelines and requirements for grants and other externally funded programs, and Generally Accepted Accounting Principles (GAAP). This is evidenced by the results of the College's annual external audits which have consistently yielded unmodified opinions, the highest level of assurance provided by an external audit, in all areas including compliance with financial aid and other externally funded programs. Recent examples of such opinions are found on pages two and three of the **June 30, 2017, 2018, and 2019 Audit Reports**.

The external audit also includes an annual, comprehensive compliance examination of the Student Financial Aid Cluster of Programs. Oversight of the financial aid process is jointly managed by the Financial Aid Department, which oversees the awarding of financial aid and the reporting and compliance process, and the Fiscal Services Department, which oversees the cash management process of financial aid, including drawdowns and remittance of funds to the College's third-party payment servicer. The Financial Aid Department processes thousands of applications for financial aid each year, adhering to federal and state regulations governing the various aid programs. This is evidenced by the results of the external audit findings in which no audit findings related to the Student Financial Assistance Cluster of programs have been noted in the preceding six fiscal years. Examples of this are best found on pages 100 - 102 of the June 30, 2019, pages 95 – 97 of the June 30, 2018, and pages 96 - 99 of the June 30, 2017 **Audit Reports**.

Per **BP and AP 6320 Investments**, the majority of the College's cash is invested in the Los Angeles County Treasurer's Investment Pool, through the County Office of Education. The College also maintains investments in two irrevocable trust agreements, Futureis for post-

employment health benefits and PARS for funding employer contributions associated with the CalSTRS and CalPERS pension programs. The College monitors these investments and performance results on a quarterly basis, with quarterly investment memos provided to the Superintendent/President and Board of Trustees, an example of which is found in the **June 30, 2020 Quarterly Investment Memo**.

The College administers contractual relationships in accordance with **BP and AP 6340 Bids and Contracts**. All contractual relationships undergo a thorough review process before the College executes a contractual agreement. Contracts are first reviewed by the initiating department personnel. If approved by the respective area's vice president, all contracts are then forwarded to the Vice President of Finance and Administrative Services or the Director of Business Services for final review and authorization. If the contractual agreement necessitates a more thorough analysis, the College will engage legal counsel. Contracts are reviewed to protect the College and limit risk exposure, while allowing each party to function at its highest level of honesty and integrity. Contracts contain language regarding mutual indemnification and hold harmless agreement clauses, insurance requirements, and appropriate termination clauses, for cause or for convenience. All authorized contracts, in accordance with the above procedures, are then submitted to the Board of Trustees (BOT) for approval/ratification. An example of this is provided on pages 41 - 42 of the **August 18, 2020 BOT Meeting Agenda**.

The Citrus College Foundation is a separate, 501(c)(3) legal entity. The Foundation's Board of Directors is responsible for overseeing the management of Foundation investments and adhering to donor restrictions. The Foundation is the major fundraising entity that supports the College, by providing scholarships for students, financing initiatives that foster innovative learning, student success and completion, and funding certain capital improvements. The Foundation undergoes an annual external audit by an independent certified public accounting firm, hired by the Foundation. The results of the Foundation's independent audits have yielded consistently favorable results, indicating that the Foundation's financial statements present fairly, in all material respects, the financial position of the Citrus College Foundation. Recent examples of this are found on page two of the **June 30, 2017, 2018, and 2019 Foundation Audit Reports**.

## Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

## **Evidence of Meeting the Standard**

The College maintains both a short-term and long-term perspective in its financial and budgetary management practices, addressing long-term obligations, while assuring financial stability and solvency, as evidenced by the following documents.

## **Analysis and Evaluation**

The College's institutional budget management process upholds a commitment to maintaining sufficient reserves to ensure long-term financial stability and solvency. **Board Policy (BP) 6250 Budget Management** provides that the College's general reserves shall be no less than five percent and that any revenues accruing in excess of budgeted expenditures shall be added to the College's reserve for contingencies. In recognition of the College's annual operating expenses and the economic uncertainties related to the Student-Centered Funding Formula, the rising CalPERS and CalSTRS employer contribution rates, and other economic factors, the College has consistently maintained reserves in excess of five percent, positioning the College in a financially stable position. An analysis of the College's ending fund balance position at June 30, 2019, is found on page nine of the **2019-2020 Adopted Budget Book**. The College's ending fund balance, also defined as its unrestricted general reserves, for the fiscal year ended June 30, 2019, was approximately 26 percent.

The College's annual budgeting process funds short-term priorities while also maintaining a multi-year, long-term perspective. The College's annual budget development priorities, as established by the Financial Resources Committee, provide that the College's budget development process "maintain a multi-year fiscal planning perspective which honors institutional planning priorities." This is evidenced on page seven of the **2019-2020 Adopted Budget Book**. This aligns with **BP 6200 Budget Preparation**, which states that budget projections shall address long-term goals and commitments. As such, the College consistently plans for short- and long-term commitments, such as capital commitments, other post-employment benefit (OPEB) obligations and future CalPERS and CalSTRS employer contribution commitments, within its annual, ongoing budget. Examples of this are included in the **2019-20 Adopted Budget Assumptions** in which the ongoing budget contains an ongoing transfer to the Capital Outlay Fund for scheduled maintenance capital needs, an ongoing transfer to the Retirement Health Fund for future OPEB obligations, and an ongoing transfer to a CalPERS/CalSTRS set-aside fund for future employer contribution pension obligations.

As a result of the College's multi-year, long-term fiscal/budgetary planning approach, the College has effectively addressed future obligations for capital needs, OPEB and CalPERS/CalSTRS. As reflected on page 31 of the **2019-2020 Adopted Budget Book**, the College has over \$20 million of resources available, outside of any general obligation bond funds, to address capital improvement and scheduled maintenance needs. The College also maintains a solid credit rating, which positions the College well should it need to secure additional capital funding through general obligation bond measures. The College recently received an upgraded credit rating from Moody's Investor's Service, from Aa2 to Aa1, and a reaffirmed rating of AA from Standard & Poor's (S&P), as reflected in the **2020 Moody's and S&P Rating Reports**. Also, as reflected on page 69 of the **June 30, 2019 Audit Report**, the College's actuarially determined OPEB obligation is nearly 87 percent funded, just \$2.2 million shy of being fully funded in the Irrevocable Trust. In addition to the Irrevocable Trust, the College also has funds designated for OPEB in its Retirement Health Fund, which as of June 30, 2019 had a fund balance available to transfer of \$2.4 million. This can be seen on page 33 of the **2019-2020 Adopted Budget Book**. Additionally, the College has an Irrevocable Trust to fund future CalPERS and CalSTRS employer contribution rates. As reflected in the **June 30, 2020**

**Quarterly Investment Memo**, the College had a current portfolio value of \$4.5 million in this Trust. To date, the College has not utilized any of the funds in this Trust as the current employer contribution rate obligations have been included in the College's short-term budget planning, as part of its annual, ongoing budget.

In addition to long-term capital, OPEB and CalPERS/CalSTRS obligations, the College's long-term financial planning also adequately takes future employee compensation into perspective, planning for step and column advances, planned growth positions, health and welfare benefit premium increases, and any negotiated salary increases. As such, the College utilizes a multi-year financial planning model, which allows for regular review and updates as additional budgetary information becomes available. This model is based on conservative budget assumptions for ongoing revenues and expenditures, without reliance on one-time resources to support ongoing expenses, to ensure financial solvency.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

### **Evidence of Meeting the Standard**

The College's actuarial studies are prepared as required by appropriate accounting standards and the College adequately plans for and allocates appropriate resources for the payment of future employee-related obligations, such as OPEB, as evidenced by the following information.

### **Analysis and Evaluation**

The College provides post-employment healthcare benefits for certain employees, as defined in collective bargaining agreements and summarized on page three of the College's most recent **Actuarial Report**, dated September 29, 2019. In accordance with Governmental Accounting Standards Board (GASB) statements, the College engages an actuarial firm annually to complete a required valuation or roll-forward, per GASB Standards, on a rolling two-year biannual cycle.

The College plans for and allocates appropriate resources for the payment of compensated absences and other employee-related obligations, such as load banking and a group term life insurance liability. Accruals for these liabilities are recorded annually on the College's books, against the applicable fund(s) of the College, to ensure amounts are available to repay obligations as they come due. The College's accrued liabilities for such amounts are reflected in Note 10 (page 42) of the **June 30, 2019 Audit Report**. The College also effectively plans for OPEB obligations and future CalPERS/CalSTRS obligations through establishment of irrevocable trusts and funding of those trusts. In 2007, the College established a **Futuris** irrevocable trust to meet applicable funding requirements for the payment of future retiree health and welfare obligations and post-employment benefits obligations. As reflected on page 69 of the **June 30, 2019 Audit Report**, the planned fiduciary net position as a percentage of the total OPEB liability was 87 percent, leaving a remaining net OPEB liability of \$2.2 million. The

College also maintains an amount in its Retirement Health Fund, which on June 30, 2019, had a balance of \$2.4 million in holding, awaiting transfer to Futuris, at which point the College's total actuarially determined OPEB liability should be fully funded. In 2018, the College established a PARS irrevocable trust to meet the rising CalPERS and CalSTRS employer pension obligations and as of the **June 30, 2020 Quarterly Investment Memo**, the portfolio value of this trust was \$4.5 million. The College continues to annually fund the pay-as-you-go costs for retirees and the CalPERS and CalSTRS employer contribution amounts from its current operational budget, leaving the amounts in the irrevocable trusts intact for future needs.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

### **Evidence of Meeting the Standard**

The College annually assesses its locally incurred debt and allocates resources for any debt instruments that may affect the College's financial condition, as evidenced below.

### **Analysis and Evaluation**

The College generally takes a conservative approach to locally incurred debt, exercising financial prudence as it relates to long-term obligations. As such, the College has not entered into debt instruments or incurred debt at a level that would have an adverse impact on the College's overall financial condition. This is evidenced on page 42 of the College's **June 30, 2019 Audit Report**, which shows the total value of all locally incurred debt instruments, as of June 30, 2019, excluding multiple-employer defined benefit pension plans maintained by agencies of the State of California, was \$111.8 million, of which the current portion (amount due within one year) was \$3.1 million. The breakdown of this total debt, by debt instrument, follows:

*Table 63. Outstanding Debt*

	Balance as of June 30, 2019	Amount due within one year
Measure G General Obligation Bonds	\$106,101,871	\$2,315,000
Compensated Absences & Load Banking	2,169,953	791,222
Group Term Life Insurance	928,000	0
Aggregate net OPEB Liability	2,577,411	0
<b>Total:</b>	<b>\$111,777,235</b>	<b>\$3,106,222</b>

The Measure G General Obligation Bond liability does not have a direct impact on the financial condition of the College as it is an obligation to be repaid from property tax assessments, managed by the Los Angeles County Assessor's Office. It is the responsibility of the County Assessor to levy assessments sufficient to repay the voter-approved Measure G bonded debt. The County maintains a Bond Interest and Redemption Fund on behalf of the Measure G debt and issues the bond repayments directly from that fund. This has no direct financial impact on the College's general fund. Nonetheless, the College exercises its fiduciary responsibility for this

debt, evidenced by a recent refunding of Measure G bonds, which yielded nearly \$10.5 million in future tax assessment savings to taxpayers. Evidence of this can be found in the **2020 Refunding Bond Official Statement**.

The current portion of the College's liability for compensated absences represents a minimal amount of the overall annual, ongoing, unrestricted general fund budget: approximately one percent. At such a small percentage, this debt does not have a significant effect on the overall financial condition of the institution. In addition, the College's group-term life insurance costs, as well as the costs for Other Post-Employment Benefits (OPEB), are funded on a pay-as-you-go basis from the unrestricted general fund. In order to plan for future OPEB costs, the College has established an irrevocable trust with Futuris which is 87 percent funded, as evidenced on page 69 of the College's **June 30, 2019 Audit Report**.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

### **Evidence of Meeting the Standard**

The College's financial resources, including short- and long-term debt instruments, auxiliary activities, fundraising efforts and grants are used with integrity in a manner consistent with the intended purpose of the funding source, as evidenced by the following analysis.

### **Analysis and Evaluation**

The College maintains adequate internal controls and a comprehensive, multi-layer review process over all funding sources to ensure integrity and compliance with intended purposes. Purchase requests originate through the College's Banner financial system. A purchase requisition typically requires review and approval by at least three separate individuals or departments. Each approver is responsible for ensuring that the proposed expenditure complies with applicable laws, regulations, or donor restrictions. For example, purchases utilizing state categorical funds or federal grant funds are reviewed for compliance with allowable expenditure restrictions, whereas expenditures utilizing the College's Measure G general obligation bond funds are reviewed for compliance with Proposition 39 requirements. Also, expenditures from fundraised auxiliary funds are reviewed to ensure compliance with the purpose(s) for which they were fundraised. The final approval in the queue for all requisitions is that of either the Director or Associate Director of Fiscal Services, to not only verify compliance with laws, regulations and restrictions as to use but also to ensure adherence to the California Community Colleges Budget and Accounting Manual. After clearing this approval process, the requisition is then routed to the Purchasing Department where it is also reviewed to ensure compliance with purchasing guidelines and Public Contract Code.

In addition to the procedures described above, state and federal grant funds also undergo a monthly compliance review of all posted expenditures, beginning with the designated fiscal services accounting technician assigned to the program. The technician prepares a

reconciliation of all expenditures posted in either the Banner or County Office of Education PeopleSoft system, reviewing transaction details for any unusual postings. The reconciliation is then forwarded to the responsible manager over the grant, for review and certification of the reported expenditures, ensuring compliance with program regulations on a monthly basis. These procedures were added by the College to strengthen its grant compliance review processes, after obtaining a finding of non-compliance over Federal funds in the June 30, 2017, audit report. The College takes such matters very seriously and works expeditiously to review and correct any audit findings. The College's responsiveness and corrective action plan, and resultant procedural changes, proved to be effective in addressing the audit finding as no findings were noted in subsequent audits. This is evidenced on pages 100 - 103 of the **June 30, 2019 Audit Report**.

Other than auxiliary activities, major fundraising efforts are coordinated and managed by the Citrus College Foundation, which is a separate 501(c)(3) organization, formed to provide financial support to the College and to provide scholarships to students. The Foundation maintains its own set of internal control processes, working in conjunction with its Board of Directors and subcommittees, to ensure endowments and other donations are expended in accordance with donor restrictions.

In accordance with **Board Policy (BP) and Administrative Procedure (AP) 6400 Audits**, the College undergoes an annual independent audit, which includes all funds, books, and accounts under the control of the jurisdiction of the College. Such audit includes not only a financial audit but also a compliance audit over state programs, in accordance with the California Community Colleges Contracted District Audit Manual, and over federal grants in accordance with the Office of Management and Budget standards. The College also undergoes two annual audits of its Measure G bond funds, in accordance with the requirements of Proposition 39. Additionally, the Citrus College Foundation undergoes an annual audit, in accordance with Financial Accounting Standards Board (FASB) regulations.

The College has consistently obtained unmodified audit opinions, indicating effective internal controls, oversight and management of financial resources. This is evidenced on pages 2 - 4 and 92 - 97 of the College's **June 30, 2019 Audit Report**; pages 2 - 3 and 16 - 17 of the College's June 30, 2019 **Measure G Audit Report**; and pages 1 - 2 of the **June 30, 2019 Citrus College Foundation Audit Report**.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

### **Evidence of Meeting the Standard**

The College's Financial Aid Department effectively monitors and manages student loan default rates in compliance with federal requirements, as evidenced by the following documents.

## Analysis and Evaluation

The Citrus College Financial Aid Department monitors all student financial aid programs, including student loans. The student loan default rates, revenue streams, and assets are closely monitored and managed to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The College's practice is to be diligent in following up with student loan applicants who are selected for verification. The College utilizes the services of Educational Credit Management Corporation, a consulting firm that analyzes data received from the College to report on any potential defaults. As a matter of practice, students are advised to seek all other available financial aid resources before applying for, and committing to, a loan. The College follows the compliance guidelines issued by the Office of Management and Budget (OMB) Super Circular for Federal Awards for guidance and to avoid deficiencies. This is evidenced by the fact that there have been no Financial Aid Award findings for at least the last two fiscal years, as demonstrated on pages 100 - 103 of the **June 30, 2019 Audit Report**.

The following table, summarized from the U.S. Department of Education Official Cohort Student Loan Default Rate, demonstrates that the Citrus College student loan default rates for the past three reported cohort years is well below the maximum federal default rate of 30 percent. This information is evidenced in the **USDE Letter Dated September 2020** for the 2017 Cohort.

*Table 64. Loan Default Rates: 2014 to 2017*

	Cohort Year 2014	Cohort Year 2015	Cohort Year 2016	Cohort Year 2017
Loan Default Rate	17%	14.1%	10%	4.3%

## Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

## Evidence of Meeting the Standard

The College's contractual agreements with external entities support the mission and goals of the College, are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution, as noted below.

## Analysis and Evaluation

All contractual agreements with external entities are governed by board policies and administrative procedures and follow a strict review process prior to the College entering into any agreements with external entities. Specifically, **Board Policy (BP) and Administrative Procedure (AP) 6340 Bids and Contracts** stipulate that any contractual relationships are not enforceable obligations until they are ratified by the Board of Trustees (BOT). Further, **BP and**

**AP 6100 Delegation of Authority** identify the few authorized positions that are delegated the authority to execute contractual agreements on behalf of the College.

All contractual relationships undergo a thorough review process before the College executes a contractual agreement. Contractual relationships that are consistent with the mission and goals of the College are first reviewed by the initiating department personnel. If approved by the respective area's vice president, all contracts are then forwarded to the Vice President of Finance and Administrative Services or the Director of Business Services for final review and authorization. If the contractual agreement necessitates a more thorough analysis, the College will engage legal counsel. Contracts are reviewed for compliance with established codes, regulations, policies, and procedures, and to protect the College and limit risk exposure, while allowing each party to function at its highest level of honesty and integrity. As part of the review process, the College ensures that contracts contain adequate indemnification and hold harmless clauses, appropriate insurance requirements, and appropriate termination clauses, for cause and/or for convenience. All authorized contracts, in accordance with the above procedures, are then submitted to the BOT for approval/ratification.

**BP and AP 6340 Bids and Contracts** define bidding and expenditure limits of purchasing activities. The Purchasing Department is responsible for ensuring that the College obtains the best possible price while adhering to state regulations. The Purchasing Department employs both formal and informal bidding processes, depending upon the projected cost of a purchase order or if it falls above or below the state-mandated threshold requiring competitive bidding.

The adequacy of established purchasing practices is reviewed annually, as part of the College's external audit process. This includes testing of expenditures for bids and contracts. The College's procedures, processes and practices are appropriate and sufficient to maintain the integrity of the College and the quality of its programs, services and operations, as evidenced by the fact that there have been no findings cited for contractual agreements through the audit process, as demonstrated on pages 100 - 103 of the **June 30, 2019 Audit Report**.

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### **Conclusions on Standard III.D. Financial Resources**

Citrus College has a long history of sound financial management, compliance and oversight practices, as evidenced by favorable independent external audit results. Guidance to ensure high-quality financial standards is outlined in board policies and administrative procedures. Financial management is transparent and follows generally accepted accounting and internal control principles. The College ensures strong internal control practices, with annual external audits serving as the formal means of evaluation and assessment.

All constituent groups are represented on the College's Financial Resources Committee and participate in the resource allocation process. The College holds two College wide budget forums, on the Tentative Budget and the Adopted Budget, prior to Board adoption, to ensure active participation and transparency in the budget development process. The budget

development process identifies priorities and assumptions to guide the building of a sound budget which utilizes information from external sources to project ongoing resources, fund all ongoing expenditures, and to address capital and other long-term employment commitments.

The College maintains a long-term financial and budgetary planning perspective to ensure fiscal solvency. Resources are allocated based on programmatic needs, as identified through the program review process, which aligns with the College's Strategic Plan, Educational and Facilities Master Plan, and other College support plans, in accordance with the College's Integrated Planning Model.

The College maintains sufficient reserves, exceeding the Chancellor's Office prudent recommended minimum reserve level of five percent. The College also maintains a high level of liquidity to ensure sufficient cash to fund its operational needs. The College adequately manages its risk exposure through participation in the SWACC, SAFER and PIPS joint powers authorities, along with ensuring an overall safe environment for its employees, students and visitors.

The College plans for and funds long-term obligations with established and sufficiently funded irrevocable trusts for OPEB and future CalPERS and CalSTRS employer contribution rates. The College has the financial means necessary to meet future obligations and emergencies through its reserve balance and long-term financial projection model.

The College's Financial Aid Department monitors and manages student loan default rates in compliance with federal requirements and contracting practices and agreements support the College's mission, goals and objectives, and are in compliance with established board policies and administrative procedures, providing effective management and oversight in external financial agreements.

## **Improvement Plan**

Not applicable.

## **Evidence List**

1-01\_2019-20\_Adopted\_Budget

1-02\_2020-22\_Int\_Plan\_Manual

1-03\_2019-20\_Budget\_Forum

2-01\_2020-22\_Int\_Plan\_Manual

2-02\_2019-20\_Adopted\_Budget

2-03\_Fin\_Resources\_Minutes

2-04\_Steering\_Minutes

2-05\_BP/AP-7201\_Selection

2-06\_BP/AP-6300\_Fiscal\_Mgmt

2-07\_6-30-2019\_Audit\_Report

2-08\_BP/AP-6250\_Budget\_Mgmt

2-09\_May\_Revise\_Memo

2-10\_Ten\_Bud\_Presentation

3-01\_Budget\_Flowchart

3-02\_Budget\_Calendar

3-03\_Fin\_Resources\_Minutes

3-04\_BOT\_Minutes

3-05\_Gov\_Handbook

3-06\_Budget\_Assumptions

3-07\_Budget\_Presentation

3-08\_Ten\_Bud\_Presentation

4-01\_2020-21\_Assumptions

4-02\_BP\_AP-7201\_Recruitment

4-03\_Request\_to\_Fill\_Form

4-04\_2019-20\_Adopted\_Budget

5-01\_BP\_AP-6300\_Fiscal\_Mgmt

5-02\_Audit\_Reports\_2017-2019

5-03\_Fin\_Resources\_Minutes

5-04\_BOT\_Meeting\_Agenda

5-05\_BP\_AP\_6330\_Purchasing

5-06\_2019-20\_Adopted\_Budget

6-01\_2019-20\_Adopted\_Budget

6-02\_2016-21\_Strategic\_Plan

6-03\_BOT\_Meeting\_Agenda

6-04\_CCFS-311Q

6-05\_Audit\_Reports\_2017-2019

7-01\_Audit\_Reports\_2017-2019

7-02\_BOT\_Meeting\_Agenda

7-03\_Fin\_Resources\_Minutes

8-01\_BP\_AP-6300\_Fiscal\_Mgmt

8-02\_BP\_AP-6330\_Purchasing

8-03\_Audit\_Reports\_2017-2019

8-04\_Labor\_Dist\_Change\_Form

9-01\_BP\_AP-6250\_Budget\_Mgmt

9-02\_2019-20\_Adopted\_Budget

9-03\_BP\_AP-6540\_Insurance

10-01\_BP\_AP-6300\_Fiscal\_Mgmt

10-02\_BP\_AP-6320\_Investments

10-03\_Audit\_Reports\_2017-2019

10-04\_Qtrly\_Investment\_Memo  
10-05\_BP\_AP-6340\_Bid\_Contract  
10-06\_BOT\_Meeting\_Agenda  
10-07\_Fndtn\_Audit\_Reports

11-01\_BP-6250\_Budget\_Mgmt  
11-02\_2019-20\_Adopted\_Budget  
11-03\_BP-6200\_Budget\_Prep  
11-04\_2019-20\_Assumptions  
11-05\_2020\_Credit\_Reports  
11-06\_2019\_Audit\_Report  
11-07\_Qrtly\_Investment\_Memo

12-01\_2019\_Actuarial\_Report  
12-02\_2019\_Audit\_Report  
12-03\_2020\_Qrtly\_Invest\_Memo

13-01\_2019\_Audit\_Report  
13-02\_2020\_Refund\_Statement

14-01\_2019\_Audit\_Report  
14-02\_BP\_AP-6400\_Audits  
14-03\_2019\_Measure-G\_Report  
14-04\_2019\_Found\_Audit\_Rpt

15-01\_2019\_Audit\_Report  
15-02\_USDE\_Letter

16-02\_BP\_AP-6100\_Authority  
16-03\_2019\_Audit\_Report

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## **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### **A. Decision-Making Roles and Processes**

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

### **Evidence of Meeting the Standard**

The following statements, manuals, plans, and policies and procedures provide evidence of the manner through which institutional leaders create and encourage innovation that leads to institutional excellence. They also detail how various constituent groups take initiative for improvement with institutional processes, planning and implementation.

### **Analysis and Evaluation**

The **Citrus College Mission, Vision and Values Statement** contains seven distinct categories of values that guide the Institution. The values of Excellence and Technology provide evidence of the emphasis and commitment to innovation, while the value of Collaboration illustrates the commitment to the broad inclusiveness of institutional processes (see highlighted sections). As seen in the highlighted sections, **Board Policy (BP) and Administrative Procedure (AP) 2510 Participation in Local Decision Making** demonstrates through written policy and procedure authorization of administrators, faculty, staff and students to participate in decision-making processes. It also details the five pillars of governance philosophy that guide the decision-making processes of the various shared governance committees. These pillars of shared vision, engagement, respect, information, and risk, specify the manner in which individuals bring forward ideas that benefit the fundamental health of the College. **BP and AP 3250 Institutional Planning** demonstrates through written policy and procedure the authorization of broad constituent group participation in policy, planning, and special purposes committees (see highlighted sections).

The annual updates to the **Citrus College Organization and Governance Handbook** ensure that shared governance processes are responsive to initiatives from the local, state or national

level. The **Integrated Planning Model**, found on pages seven and eight of the Citrus College Integrated Planning Manual, illustrates dialogue regarding the improvement of institutional effectiveness that occurs in an ongoing and systematic cycle of evaluation. Assessment findings then inform program improvement for the next planning cycle to begin. The current **2016-2021 Strategic Plan**, with its primary goal of increasing student success and completion, guides innovative planning. This planning is implemented in a systematic manner through the **Citrus College Annual Implementation Plan (AIP)**, which is a specified list of activities that all constituent groups develop to further the various objectives of the Strategic Plan. The **2020-2030 Educational and Facilities Master Plan (EFMP)** was developed with participation of all constituent groups and serves as the document utilized to implement long-range planning and program development. The College's program review process is comprehensive, inclusive and systematic; a detailed explanation of this process is provided in prompt four of this Standard. There are also informal methods through which College improvement occurs. An example of this is informal dialogue that occurred with students that led to a change to the College's smoking policy. Students were not pleased that smoking was still allowed on campus and through their advocacy, **BP and AP 3570 Smoking/Vaping on Campus** were revised in December 2018 to ban all smoking and vaping on campus grounds. Citrus College leaders foster innovation and excellence through inclusiveness and extensive planning.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

### **Evidence of Meeting the Standard**

Citrus College ensures that administrators, faculty and staff are authorized to participate in decision-making processes, while also fostering student participation through the Board Policies and Administrative Procedures listed below. Further evidence of student involvement in campus government can be found in the constitution of the student governing board, and the manner in which these groups bring forward ideas is detailed in the College governance handbook as well as in meeting minutes listed below.

### **Analysis and Evaluation**

As can be seen in the highlighted sections, **BP and AP 2510 Participation in Local Decision making**, **BP and AP 3250 Institutional Planning**, and **BP and AP 5400 Associated Students Organization** demonstrate through written policy and procedure that there are provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest; they also detail the manner in which individuals use the framework of the Colleges' committee structures to bring ideas forward that arrive ultimately to the Steering Committee and then the Board of Trustees (BOT). These policies and procedures also name administrators, faculty and staff as active participants of these processes. Active student participation and dialogue are encouraged in all shared governance committees. Student reports

are standard procedure for student representatives on committees, such as the Academic Senate and the Steering Committee, as well as the student trustee report given at each BOT meeting (see highlighted section of **Board of Trustees Meeting Minutes, October 1, 2019; Steering Committee Meeting Minutes, February 24, 2020; Academic Senate Meeting Minutes, February 26, 2020**). Article 1, Section 2E of the **Associated Students of Citrus College Constitution** states that one of their primary purposes is “To provide effective student representation in the College’s shared governance process.” To that end, the Associated Students of Citrus College leadership meets at the beginning of each semester to assign student representation on all shared governance committees as set forth in the highlighted sections of the **Citrus College Organization and Governance Handbook**, as well as special purpose committees, such as those established for Guided Pathways, Accreditation, or the Educational and Facilities Master Plan. Citrus College ensures through policy and procedure that all constituent groups, including students, utilize shared governance processes including committees, special committees and informal dialogue to bring forward ideas for College innovation and improvement.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

### **Evidence of Meeting the Standard**

At Citrus College, both administrators and faculty are active participants in institutional decision making and have substantive, clear and substantial roles and voices in policies, planning and budget as established in board policies and administrative procedures and evidenced by committee membership rosters and minutes.

### **Analysis and Evaluation**

Section 1, subheading a., of the **BP and AP 2510 Participation in Local Decision Making**, specifically recognizes the Academic Senate as the primary body representing faculty as participants in shared governance. In Section 1, subheading d., the Citrus College Management Team is recognized as the body representing administrators in shared governance. In Section 1, **BP and AP 3250 Institutional Planning**, it recognizes both faculty and administrators as participants in planning decisions related to human, physical, technology and financial resources. Committees, such as the Financial Resources, Physical Resources, Enrollment Management and Guided Pathways, are co-chaired by a manager and a faculty member. The **2021-2026 Strategic Planning Work Group Membership** and the **Educational and Facilities Master Plan (EFMP) 2020-2030 Membership** include substantial representation by both administrators and faculty as can be seen in the highlighted sections. **BP and AP 6200 Budget Preparation** note that the Financial Resources Committee approves a budget calendar and budget assumptions annually in March. The **Financial Resources Committee Meeting Minutes April 3, 2019** detail the diverse committee membership, as well as the discussion and approval of the following year’s budget assumptions as dictated in the Budget Preparation procedure (see highlighted sections). As noted earlier, **2021-2026 Strategic Planning Work Group membership** as well as

the **2020-2030 Educational and Facilities Master Plan membership**, also serves to exhibit the broad and inclusive nature of these large-scale plans. Citrus College ensures through policy and procedure that both administrators and faculty are active participants in institutional decision-making and have substantive, clear and substantial roles and voices in policies, planning and budget.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

### **Evidence of Meeting the Standard**

At Citrus College, both faculty and administrators have responsibility for recommendations regarding curriculum, student learning programs and services through board policies and administrative procedures as well as through integrated planning documents and program review processes. This is evidenced by the following documents.

### **Analysis and Evaluation**

**BP and AP 4020 Program, Curriculum, and Course Development** identify program and curriculum development as academic and professional matters under the purview of the Academic Senate. These processes are initiated by faculty and submitted for approval to the Program Review Committee, the Educational Programs Committee and the Curriculum Committee; all of these committees are comprised of both faculty members and administrators, which illustrates the collaborative nature of the process. The Vice President of Academic Affairs is identified as the administrator who has oversight of the process. **BP and AP 4021 Program Viability/Instructional Program Viability** detail a thorough, comprehensive approach to examine program viability. This approach, led by the Academic Senate, is collaborative in that the viability committee is comprised of faculty, administrators, students, and classified staff (see highlighted section).

The Curriculum Committee regularly evaluates curriculum approval processes. As the College changed software programs for curriculum approval from Curricunet to Courseleaf during the 2017-2018 academic year, approval processes were evaluated and implemented to streamline and improve effectiveness. Recommendations regarding curriculum, student learning programs and support services are documented and addressed through the program review process. The academic program review cycle, which begins each academic year with faculty and then progresses with recommendations addressed in tandem with administrators, provides evidence of the collaborative nature with which program recommendations are addressed. The program review areas of Student Services, Academic Support and Institutional Support have similar cycles that occur during spring semester and include faculty, administrators and classified staff as integral contributors to the process.

Appendices found in the Integrated Planning Manual illuminate the well-defined structures of the College's program review process. The cyclical nature of program review is detailed in the **Citrus College Integrated Planning Manual Appendix A: Program Review Activity Cycle**.

This table shows the annual timeline that faculty and administrators follow to document program recommendations and resource requests in the areas of Academic Affairs, Student Services, Institutional Support and Academic Support. **Citrus College Integrated Planning Manual Appendix B: Comprehensive Program Review Cycle** details the comprehensive five-year cycle that all areas of the institution follow through this collaborative process. The **Citrus College Integrated Planning Manual's Appendix C: Program Review Resource Request Process Flow Chart** and **Citrus College Integrated Planning Manual's Appendix D: Program Review Resource Request Process Narrative** document a detailed flowchart and narrative of the program review resource request process. This collaborative process begins with the individual program reviews and culminates with approval by the Steering Committee and then the Board of Trustees. The Program Review Committee conducts surveys for each of these areas as a means of evaluation, discussion and improvement. For example, the **Fall 2018 Instructional Program Review Survey Results** provide faculty an opportunity to give feedback to the Program Review Committee regarding suggestions for improvement to the processes. Additionally, Career and Technical Education (CTE) programs utilize advisory boards to inform, shape and evaluate curriculum to meet current and future needs of the workplace.

Citrus College ensures both faculty and administrators have responsibility for recommendations regarding curriculum, student learning programs and services through board policies and administrative procedures as well as through integrated planning documents and program review processes.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

### **Evidence of Meeting the Standard**

Citrus College ensures appropriate consideration of relevant perspectives across all constituent groups through board policies and procedures, and extensive planning models that embed timely action plans into the planning models. Additionally, committee structures driven by individual and collective expertise ensure that these processes move the College forward in ways that benefit student success and completion. This is evidenced in the following links.

### **Analysis and Evaluation**

**BP and AP 2510 Participation in Local Decision Making** specifically name the Academic Senate, the Associated Students of Citrus College, the California School Employees Association (classified staff), the Citrus College Management Team and the Supervisor/Confidential team as participants in the shared governance processes of the College. Through a process of shared vision, engagement, respect, information, and risk, these groups have representation on all college wide decision-making committees. Committee chairs are chosen so that their expertise is aligned with the committee's primary function. For example, the Steering Committee is chaired by the Superintendent/President, the Financial Resources Committee is co-chaired by the Vice President of Financial and Administrative Services, and the Vice President of Academic Affairs

provides oversight of the Curriculum Committee. **The Steering Committee Constitution** details the broad constituent group participation in the committee and the philosophy that guides the committee to ensure its work considers all relevant perspectives (see highlighted sections). The Steering Committee is the body that has representation from the major shared governance committees at the College. The progress on plans, initiatives, and governance decisions receive vetting and final approval by the Steering Committee and are forwarded to the Board of Trustees (BOT) for approval. Examples of the diverse, collaborative perspectives of these committees can be found in the **Steering Committee Minutes from November 25, 2019** in the highlighted sections. The newly formed Guided Pathways Team is co-chaired by one faculty member and the dean of counseling. The Student Equity and Achievement Program (SEAP) has a committee structure that guides equity success initiatives from a diverse group of constituents. The **SEAP Committee Meeting Minutes of May 14, 2020** demonstrate the ongoing commitment to programs, such as the Learning Center, the STEM tutoring center, and Communities of Practice within the math program to promote student success (see highlighted sections).

**BP and AP 2000 Board Policy and Procedure** detail a process by which almost all College policies and procedures are reviewed on a three-year cycle involving all constituent groups as participants (see highlighted section). In the case where a particular policy or procedure is not identified as needing changes, it is labeled as “Desk Review;” however, any constituent group can change this status to an active review process. This enables all groups, including administrators, faculty, classified staff, and students to have an active and substantial voice in the process of review. The flowchart for decision-making is detailed in the **Integrated Planning Model**, located in the Integrated Planning Manual, and shows the alignment of process with expertise. Also, within the Integrated Planning Manual, each of the various plans is accompanied by a plan purpose, a plan process, and a plan timeline (see **Plan Purposes and Processes** and **Plan Timelines**). These three elements provide evidence that institutional governance is done in a manner that is deliberate, methodical, comprehensive, and timely. An example of the manner in which plan action, improvement and reporting occur can be found in the **Strategic Plan 2019-2020 Progress Report** (see highlighted sections on Page 1). This report details the yearly activities of the Annual Implementation Plan (AIP) of the Strategic Plan; these activities included the actions needed, expected outcomes, and reporting of progress toward these goals. The Curriculum Chair oversees the process of curriculum updates. All courses are divided into a six-year cycle for Title 5 review. Each year, a file of the courses due for review is distributed by the Office of Academic Affairs to the appropriate faculty who are then required to work with colleagues within that discipline and guide each course through the entire curriculum process as can be seen in the **Curriculum Committee Six-Year Review table**.

Citrus College ensures appropriate consideration of relevant perspectives across all constituent groups through board policies and procedures, and extensive planning models that embed timely action plans into the planning models.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

## **Evidence of Meeting the Standard**

Citrus College ensures that processes for decision-making and the resulting decisions are documented and communicated widely across the institution through governance handbooks, committee goals, plans, master plans and progress reports to the surrounding communities as evidenced by the following documents.

### **Analysis and Evaluation**

The dissemination of information regarding College decision-making is robust and comprehensive. The **Citrus College Organization and Governance Handbook's Purpose Statements and Committee Annual Goals**, which is updated annually during the early weeks of fall semester, evidences and documents the purpose statements and annual goals for all of the standing College wide committees. The purpose statements and goals included in this handbook are usually the result of the work of two or three meetings of each of the various standing committees. This gives ample time for the representatives on the committees to report out to and receive feedback from their constituent groups before the goals are finalized. The document serves as a reference for the entire College for the broad goals and purposes of the various committees and is easily accessible on the College website. Meeting minutes for all committees are distributed in hardcopy form at each of the meetings, emailed to members and are posted on the College website; most committee agendas and meetings go back several years to create an active archive of each committee's work. For all standing and ad-hoc College committees, minutes are taken and distributed to committee members as well as posted on the College website for the entire college community. The **Steering Committee Minutes from October 7, 2019**, the **Board of Trustees (BOT) Meeting Minutes from October 1, 2019**, and the **Academic Senate Meeting Minutes from February 4, 2020** are all examples of minutes that evidence the documentation and dissemination of committee decision-making. As there are multiple committees that report to the Steering Committee, such as the Academic Senate, Educational Programs Committee, Financial Resources Committee and Associated Students of Citrus College (ASCC), the **Steering Committee Webpage** is an excellent resource for the College community to locate multiple agendas and minutes in one comprehensive location. The **BOT Highlights from October 15, 2019** evidences the manner in which Board decisions are widely communicated across the College beyond published minutes. This document, which is distributed by College wide email within two weeks of each Board meeting, is an excellent resource for the College community to be informed of Board decisions and discussion in a "user-friendly" format. Additionally, the **2020-2021 BOT Annual Goals**, which are developed in their annual retreat, finalized in an open forum, and published on the College website each fall semester, inform the College community of the focus areas the Board will undertake in the coming year. The **2018-2019 Annual Implementation Plan (AIP) Progress Report** and the **2020-2030 EFMP** provide evidence of the manner in which major College planning decisions and implementation of those decisions are distributed widely to the College community. The Annual Implementation Plan Progress Report, compiled and distributed in the latter part of spring semester each year, is an excellent example of how progress on planning documents is distributed to the College community. The report lists the specific annual goals/activities targeting aspects of the five-year Strategic Plan, the projected outcome of the activities, and an update of the activities undertaken. This report also contains addenda that document decisions and activities pertaining to new initiatives, like Guided Pathways. Decisions and activities

regarding long-term plans, such as the EFMP are disseminated through public forums, hard copies, and posted on the college website. The **2019-2020 Annual Report to the Community** evidences the manner in which institutional decisions and updates on major plans are distributed widely to both the College and surrounding communities. This document updates the public on College activities, changes to personnel and accolades received; it is distributed via bulk mail as well as being posted electronically on the College website. Citrus College ensures processes for decision-making and their resulting decisions are documented and widely communicated across the College.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

### **Evidence of Meeting the Standard**

Citrus College ensures that leadership roles and the integrity and effectiveness of institutional governance decision-making policies, procedures and process are regularly evaluated through systematic review cycles, committee reviews and surveys. The results of these processes are communicated widely and used for improvement through College discussion forums that then drive College improvement.

### **Analysis and Evaluation**

**BP and AP 2000 Board Policy and Procedure** ensures that the three-year review process for Board policies and procedures is inclusive in that it involves all constituent groups, and that needed changes are instituted through broad discussion ensuring integrity and broad campus communication. The **Citrus College Organization and Governance Handbook** is a “living document” in that the purpose statements are revised annually. Committee goals reflect constituent group evaluation of all areas under committee purview and facilitate a mechanism for change and revision when needed. **Minutes of the Standing Committee for Development of Board of Trustees (BOT) Annual Goals, Self-Evaluation, and Annual Retreat from April 19, 2019** reflect a process in which each spring semester the BOT meets to establish a retreat date to set new annual goals and assess past goals, usually in July, and then a date to report out these findings in the fall semester to the College community. Every two years, the College conducts the Community College Survey of Student Engagement (CCSSE), which provides data from the student’s perspective on classroom engagement in conjunction with the Community College Faculty Survey of Student Engagement (CCFSE), which provides data from the faculty’s perspective on classroom engagement. The **Community College Survey of Student Engagement (CCSSE) 2016 Key Findings** reports areas where the College is above the mean and/or below the mean in national rankings as is used for College wide discussions and workshops to foster pedagogical improvement in the classroom. The CCSSE is then used as a tool to garner student feedback to drive discussions for change and improvement. In all areas of the program review process, survey tools are utilized to gather feedback and to stimulate dialogue and make improvement plans. The most recent surveys and results are located on the **Institutional Effectiveness Committee (IEC) Survey Results Webpage**, allowing for these

survey results to be widely distributed and easily accessible to multiple parties. The **IEC Meeting Minutes from April 20, 2020** evidence discussions and improvements regarding program review surveys and the Integrated Planning Manual (see highlighted sections). As demonstrated by the previous evidence, Citrus College leadership roles and the integrity and effectiveness of institutional governance decision-making policies, procedures and process are regularly evaluated through systematic review cycles, committee reviews and surveys. The results of these processes are communicated widely and used for improvement through College discussion forums that then drive College improvement.

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### **Conclusions on Standard IV.A. Decision Making Roles and Processes**

Citrus College engages in ongoing evaluation of its governance and decision-making structures. Processes are in place that reflect a long-standing, institutionalized commitment to self-evaluation. The processes are utilized to modify governance and leadership as needed and are based on data, results, surveys, and shared-governance open dialogue that results from this engagement. Leadership structures are developed with shared governance as the motivating philosophy and is evidenced through both standing and ad-hoc committees that, in the vast majority of instances, have one administrator and one faculty co-lead. This commitment to shared governance is the conduit through which active and collaborative decision-making occurs across divisions and constituent groups. In this way, diverse perspectives and unique approaches to problem solving can work in conjunction to further the College's primary goal of increasing student success and completion. Thorough, thoughtful, and deliberate assessment occurs on established timelines; in turn, these assessments are then utilized for continuous improvement as the cycles begin anew. Administrators, faculty, classified staff, and students make a concerted and continual effort to work together for institutional excellence within given structures, but also to utilize those structures as mechanisms for improvement when necessary.

### **Improvement Plan**

Not applicable.

### **Evidence List**

- 1-01\_Mission\_Vision\_Values
- 1-02\_BP\_AP-2510
- 1-03\_BP\_AP-3250
- 1-04\_Governance\_Handbook
- 1-05\_Int\_Planning\_Model
- 1-06\_Strat\_Plan\_2016-2021
- 1-07\_Annual\_Imp\_Plan
- 1-08\_2020-2030\_EFMP
- 1-09\_BP\_AP-3270

2-01\_BP\_AP-2510  
2-02\_BP\_AP-3250  
2-03\_BP\_AP-5400  
2-04\_BOT\_Minutes\_10-1-2019  
2-05\_Steering\_Min\_2-24-2020  
2-06\_Senate\_Minutes\_2-26-20  
2-07\_Students\_Constitution  
2-08\_Governance\_Handbook

3-01\_BP\_AP-2510  
3-02\_BP\_AP-3250  
3-03\_Strat\_Plan\_Membership  
3-04\_EFMP\_Membership  
3-05\_BP\_AP-6200  
3-06\_Fin\_Resources\_Minutes

4-01\_BP\_AP-4020  
4-02\_BP\_AP-4021  
4-03\_Int\_Plan\_Manual-A  
4-04\_Int\_Plan\_Manual-B  
4-05\_Int\_Plan\_Manual-C  
4-06\_Int\_Plan\_Manual-D  
4-07\_PR\_Survey\_Results

5-01\_BP\_AP-2510  
5-02\_Steering\_Constitution  
5-03\_Steer\_Minutes\_10-25-19  
5-04\_SEAP\_Minutes\_5-14-2020  
5-05\_BP\_AP-2000  
5-06\_Int\_Planning\_Model  
5-07\_Purpose\_and\_processes  
5-08\_Plan\_timelines  
5-09\_Strat\_Plan\_Progress  
5-10\_Curric\_Six-Year\_Review

6-01\_Governance\_Handbook  
6-02\_Steer\_Minutes\_10-7-19  
6-03\_BOT\_Minutes\_10-1-2019  
6-04\_Senate\_Minutes\_10-9-19  
6-05\_Steering\_Cmte\_Webpage  
6-06\_BOT\_Highlights\_10-15-19  
6-07\_2020-21\_BOT\_Goals  
6-08\_2019-20\_AIP\_Progress  
6-09\_2020-30\_EFMP  
6-10\_2019-20\_Annual\_Report

7-01\_BP\_AP-2000  
7-02\_Governance\_Handbook  
7-03\_Stand\_Cmte\_of\_BOT\_Min  
7-04\_CCSSE\_2016\_Key\_Findings  
7-05\_IEC\_Minutes\_4-20-2020

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## **B. Chief Executive Officer**

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

### **Evidence of Meeting the Standard**

The CEO of Citrus College is charged with primary responsibility for institutional quality and effective leadership, which is demonstrated in the following discussion of models, plans and board policies and administrative procedures.

### **Analysis and Evaluation**

The CEO is charged with primary responsibility for institutional quality, which is documented in several ways. **Board Policy (BP) 3250 Institutional Planning** designates the CEO as the primary leader in institutional planning and includes oversight of the following plans: Educational and Facilities Master Plan (EFMP), Five-Year Construction Plan, Employment Opportunity Plan, Student Equity and Achievement Plan, Transfer Center Plan, and Extended Opportunity Programs and Services Plan. **Administrative Procedure (AP) 3250 Institutional Planning** directs the College to analyze and plan with a focus on institutional effectiveness and measurable goals and outcomes. The CEO oversees the planning process, which emphasizes data-driven planning and assessment of institutional effectiveness. These plans are all related to, and implement, the College's mission, vision, and values. The CEO provides direction and serves as a member of the workgroup responsible for the development of the **Strategic Plan 2016-2021**, which identifies student success and retention as the primary goal of the College and outlines 19 measurable objectives that represent institution-set standards (pages three and four). Additionally, the College tracks the ACCJC and the California Community College Chancellor's Office Vision for Success standards, which are reported annually. The CEO ensures that an annual implementation plan and progress report on the Strategic Plan are presented annually to the Board of Trustees and communicated to external stakeholders through a variety of publications.

The CEO ensures that planning is linked to resource allocation, which is documented in College institutional planning documents. The **Integrated Planning Manual**, pages 7-18, and the **Integrated Planning Model**, on page six, demonstrate how planning is linked to the College's mission, vision, and values as well as resource allocation. The CEO chairs the Steering Committee, which has three primary standing committees related to budget and planning: the Financial Resources Committee, the Institutional Effectiveness Committee, and the Institutional Research and Planning Committee. Furthermore, the model and manual also show constituent groups' annual contributions to planning and performance review and analysis.

**BP 7201 Recruitment and Selection Full-Time Faculty, BP 7301 Recruitment and Selection Classified Staff, and BP 7401 Recruitment and Selection Academic Administrators** demonstrate that the CEO plays a primary role in selecting all new full-time faculty members, managers, and supervisory/confidential staff. The CEO interviews all finalists for these positions

and then makes the final selection with a recommendation to the Board of Trustees. The CEO is responsible for overseeing development of college personnel. The CEO guides the development of personnel through several different strategies, which ensure a comprehensive approach to the enrichment of all personnel. These strategies include **Professional Development Workshops** for faculty, management, classified and supervisory/confidential staff. The Citrus College Training Calendar provides access to nearly 13,000 online and on-demand courses for staff training, including topics such as leadership, communication, and technology. The CEO also supports the professional development of faculty and staff through their participation on regional and statewide committees, accreditation teams and conference attendance.

**BP 6100 Delegation of Authority, Business and Fiscal Affairs** delegates the CEO's authority for oversight and implementation of business and fiscal procedures for the College, including annual budgets, audits, and accounting. The CEO provides direction and oversight for the College's annual budget planning process through collaboration with the Vice President of Finance and Administrative services as demonstrated in **BP 6200 Budget Preparation**. The Vice President of Finance and Administrative services, in concert with the Financial Resources Committee, sets the College's budget priorities that are driven by the College's planning processes and program review. The CEO recommends final approval of the annual budget to the Board of Trustees. The Vice President of Finance and Administrative services presents the adopted budget to the College and community through an annual forum.

The fact that the College has received unmodified opinions on recent **Audits** supports that the fiscal process is effective. Additionally, many instructional and learning support funding requests, as seen in the sample **Taskstream Resource Request Report**, have been approved each year allowing programs to improve outcomes, which demonstrates the linkage of institutional research, planning, and resource allocation. Increases in **Student Success, Completion, and Retention Data** support that the CEO leads the College effectively in an analytical culture of evidence focused on student learning.

In addition to reporting Strategic Plan and institution-set standards progress to the Board of Trustees and making the progress available publicly through the College website, the CEO regularly communicates with the College and community in a variety of ways. For example, the CEO provides an update to all personnel regarding recent accolades and focus for new initiatives during each convocation and flex day. She provides additional and timely information to all personnel through e-memos, the Citrus View, and the Citrus College Bulletin. The CEO provides effective leadership through her communication to internal and external stakeholders regarding the College's goals and achievements through publications such as the Annual Report and through meetings such as the K-14 Forum (see **Sample Communications** for examples).

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

## **Evidence of Meeting the Standard**

The CEO delegates authority, while maintaining and evaluating the administrative structure and staffing, as evidenced by the following discussion of documents.

### **Analysis and Evaluation**

The CEO delegates authority and collaborates with senior managers in weekly cabinet meetings. The president's cabinet consists of the CEO, the three vice presidents (academic affairs, student services, and finance and administrative services), the chief information services officer (CISO), and the director of human resources. Cabinet meets weekly with minutes documenting dialog and process decisions. Three additional managers report directly to the CEO including the foundation director, the executive director of communications and external relations, and the director of institutional research, planning, and effectiveness. All eight managers attend bi-weekly, one-on-one meetings with the CEO discussing planning, day-to-day operations, and troubleshooting issues. Managers prepare and propose completed staff work (CSW) memos to request approval for changes in practice or organizational structure and other requests of a significant nature.

The Board of Trustees (BOT) empowers the CEO to delegate authority to other College leaders as appropriate as highlighted in **AP 2430 Delegation of Authority**. The BOT further delegates authority to the CEO with respect to effective and appropriate organizational structure in **BP 3100 Organizational Structure**. The **Organizational Chart** shows the hierarchy of management at the College. Each time the CEO makes a change in structure and/or a new manager or supervisor is hired, the organizational chart is updated and posted to the College webpage, including a revision date in the lower right-hand corner.

The CEO regularly oversees and delegates authority to the eight managers mentioned above in a variety of ways. Examples include weekly cabinet meetings (**Cabinet Minutes Sample**); tracking lists with each direct report (**Tracking List Sample**); and annual evaluation meetings and memos (**Direct Report Evaluation Memo Sample**). Managers reporting directly to the CEO initiate organizational change (which may include additional positions or modifications to current positions) through CSW memos submitted to the CEO for review and approval (**Completed Staff Work Sample – Vice President, Financial & Administrative Services**). Additionally, the CEO delegates authority with respect to accreditation planning and implementation to the accreditation liaison officer (ALO) as highlighted in **BP and AP 3200 Accreditation**. The CEO delegates authority in business and fiscal affairs to the vice president of finance and administrative services as demonstrated in **AP 6100 Delegation of Authority, Business and Fiscal Affairs**.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
  - establishing a collegial process that sets values, goals, and priorities;
  - ensuring the college sets institutional performance standards for student achievement;
  - ensuring that evaluation and planning rely on high quality research and analysis of

- external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

## **Evidence of Meeting the Standard**

The CEO guides institutional assessment, planning and implementation for improvement as supported through the following discussion of evidence, which includes meeting minutes, planning documents, and reports.

### **Analysis and Evaluation**

The CEO guides institutional assessment, planning and implementation for improvement in a variety of ways. The College mission, vision, and values undergird all College plans which are reflected in the Integrated Planning Model and work done by the Institutional Effectiveness Committee, Institutional Research and Planning Committee, Program Review Committee, and Steering Committee. Each committee contributes to review, analysis, and/or implementation of goals and development of new goals, ensuring that the College maintains accredited status and meets all federal and state requirements.

The CEO, as the chair of the Steering Committee, the lead participatory governance committee of the College, guides the processes responsible for setting values, goals and priorities, including evaluating and approving plans before submitting them to the Board of Trustees (BOT) for review. The Steering Committee initiates review of the College mission, vision, and values as well as development of new strategic plans as demonstrated by **Steering Committee Meeting Minutes from 5/20/19 and 6/6/16** (mission, strategic plan). The goals and objectives in the five major plans (Educational and Facilities Master Plan; Five-Year Construction Plan; Employment Opportunity Plan; Student Equity and Achievement Plan; Transfer Center Plan; and Extended Opportunity Programs and Services Plan) and program reviews map to either the 19 measurable objectives or focus areas in the Strategic Plan. The Institutional Effectiveness Committee (IEC), a standing committee of the Steering Committee, examines the institution-set standards and makes recommendations regarding process on meeting the standards. For instance, the **IEC Minutes from 10/21/19** document the collegial review and approval of updated strategic plan objectives as an example. The **IEC Minutes from 2/24/20** document review and approval of institution-set standards and progress for the ACCJC annual report. The **BOT minutes 10/6/20, page 5**, document the review of an annual implementation plan for the strategic plan and annual progress report.

The CEO places a high value on data provided by the Office of Institutional Research for planning and directs the distribution of data and analysis in support of all college planning efforts. The **list of annual projects from 2019-20** demonstrates various types of data generated and used throughout the year. The recent **Educational and Facilities Master Plan (EFMP)** required data and analysis for every program at the College, including academic affairs, student

services, instructional support, and institutional support. The extensive data show how the College utilizes high quality research and analysis of external and internal conditions to provide the necessary information for planning related to future student success and facilities needs. Furthermore, annual program reviews require high quality data for program recommendations and goals. For example, career technical education (CTE) program reviews include labor market analysis every other year as shown beginning on page 13 in the **AJ program 2019 CTE program review**. Student support programs, such as **Extended Opportunity Programs and Services**, analyze data such as that from surveys, which is then linked to new program goals.

The BOT empowers the CEO as the leader of College planning as evidenced in **BP 3250 Institutional Planning**. As chair of the Steering Committee, the CEO guides the review and modifications to the planning and resource allocation process. The IEC and program review committees, two standing committees of the Steering Committee, assess and analyze the process of resource planning and allocation. The **Integrated Planning Model** shows the linkage between program review and resource allocation. The College utilizes Taskstream software to generate resource request reports to support the program review/resource allocation process. The sample **2018-2019 Resource Request Report** demonstrates how requests are tracked and linked to planning, as well as whether funding was provided.

Increases in student success and retention related to professional development also support the linkage between allocation of resources and improvement in student learning and achievement. **AB 705 Student Success Data from Math Courses** show a correlation between faculty training and increased student success.

The CEO directs the assessment of college planning as shown on the **IEC Purpose Statement**. Each major college plan is mapped to the strategic plan, which focuses on the mission of the College, ensuring that all other plans align with the mission as well. Additionally, all plans provide annual progress reports to related governance committees, such as the Steering Committee and IEC (**IEC Minutes**). The IEC evaluates the entire planning process bi-annually and this may result in modifications to any part in the planning cycle. Additionally, through the regular review of the Integrated Planning Manual, the IEC examines the alignment of major plans or program reviews with the strategic plan.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

### **Evidence of Meeting the Standard**

The CEO provides leadership for accreditation and includes and involves faculty, staff, and other administrators in assuring compliance with accreditation requirements as shown in the following discussion of evidence, including board policies and administrative procedures, reports, planning documents, and memoranda.

## **Analysis and Evaluation**

The Board of Trustees identifies the CEO as the leader for accreditation through board policy and administrative procedure. The CEO works closely with the Accreditation Liaison Officer (ALO), the vice president of academic affairs, to establish procedures that ensure that the College meets or exceeds accreditation standards at all times.

**Board Policy (BP) 3200 Accreditation** demonstrates that the Board of Trustees (BOT) charges the CEO with the primary leadership role for accreditation, and **Administrative Procedure (AP) 3200 Accreditation** shows that the CEO delegates authority to the ALO for certain responsibilities (see highlighted language). The **Tracking List for the Vice President of Academic Affairs**, which is developed in consultation with the CEO during bi-weekly one-on-one meetings, shows the regular dialog and detail provided as the CEO and ALO guide the accreditation process (timeline and tracking completion of tasks). The Steering Committee, chaired by the CEO, ensures that the College meets or exceeds Eligibility Requirements and Commission Policies through an annual **Eligibility Requirements and Commission Policies Report** by the ALO. The purpose statements, like the **Educational Programs Committee Purpose Statement** (see highlighted language), of the standing committees of the Steering Committee demonstrate the charge of the committees and how they align with the Standards.

The CEO takes a leadership role in creating a culture of commitment to continuous quality improvement demonstrated by **BP 3250 Institutional Planning**. The highlighted language shows that the Board of Trustees charges the CEO with implementation of a broad-based comprehensive, systematic, and integrated system of planning.

The CEO leads the College in awareness of and participation in accreditation, which is documented in the current **Accreditation Team Roster** and shows the wide and varied leadership and participation across all constituent groups. The CEO communicates with the commission through a variety of reports, such as the latest **Annual Report**. The CEO communicates with the College and community regarding accreditation through **Memoranda** concerning accreditation status.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

## **Evidence of Meeting the Standard**

The CEO assures implementation of statutes, regulations, and governing board policies and assures alignment with the mission through a variety of mechanisms as evidenced by the following discussion of board policy and administrative procedure, meeting minutes, reports, memos, and planning documents.

## **Analysis and Evaluation**

The CEO assures implementation of statutes, regulations, and governing board policies through close interaction with the Board of Trustees (BOT) and other College leadership. The Governance Handbook and Integrated Planning Manual guide implementation and provide a means to evaluate and improve implementation practices. **Board Policy (BP) 2000 Board Policy and Administrative Procedure** authorizes the BOT to adopt appropriate policies and assigns the CEO the duty of developing and implementing administrative procedures. **AP 2000 Board Policy and Administrative Procedure** further identifies steps to develop, modify, and adopt board policies and administrative procedures, which includes approval at the Steering Committee, chaired by the CEO. Other examples that demonstrate regular CEO communication regarding statutory and compliance expectations include: **Information Sections of BOT Minutes: AB 705 implementation; Budget Adoption; Audit Report; and Annual Security Report**. The CEO communicates regularly with the BOT via weekly trustee updates and legislative updates. The CEO assures that the accredited status of the College is provided to internal and external audiences by posting relevant **Commission Correspondence** on the accreditation webpage.

In addition to assuring implementation of statutes, regulations, and board policies, the CEO works closely with College leadership, to align College practices with the College mission and policies. The **Integrated Planning Model** shows the central role of the College mission in all College planning. The **Organization and Governance Handbook** highlights the roles with which the Steering Committee and all standing committees of the Steering Committee are tasked. The **Budget Calendar Flowchart**, page 16 of the Organization and Governance Handbook, shows the stages and timeline involved for development and implementation of budget processes including effective control of budget and expenditures.

6. The CEO works and communicates effectively with the communities served by the institution.

## **Evidence of Meeting the Standard**

The CEO regularly communicates with the College and broader community regarding planning, accomplishments, and community collaboration. This communication is achieved informally and formally through reports, memoranda, College emails, and public speaking as demonstrated in the following discussion of evidence.

## **Analysis and Evaluation**

The CEO communicates with College students, staff, and faculty informally and formally. Informally, the CEO provides updates to governance committees, such as Steering Committee and Management Team. For example, see the **Management Team Agenda**. Formally, the CEO sends emails to the College and/or to individual constituent groups as shown by the example of an **All-staff-email**. The CEO provides periodic communication to community groups including the Citrus College Foundation.

The CEO communicates with service communities collectively and individually regarding the status of the College, opportunities at the College, and collaborative events. For examples of such community communication, please see **Annual Report**, **K-14 Report Sample**, and **Press Release Sample-Social Media**. These examples demonstrate regular and effective communication with the community-at-large as well as with individual service areas. The **K-14 Report**, in particular, highlights on-going collaboration with our service area K-12 districts and communicates effective follow-through regarding the topics discussed at each annual forum.

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### **Conclusions on Standard IV.B. CEO**

Supported by the Board of Trustees and led by the CEO, the College relies upon contributions and collaborations among organizational leadership to promote student success, high academic quality, integrity, fiscal stability, and continuous organizational improvement. Board policies and administrative procedures charge the CEO to provide leadership that guides decision making and practices surrounding support of student learning and institutional effectiveness.

The Organization and Governance Handbook and Organizational Chart show the ways in which the CEO promotes a robust culture of shared leadership, which contributes to the success of the College.

### **Improvement Plan**

Not applicable.

### **Evidence List**

1-01\_BP-3250\_Inst\_Planning  
1-02\_AP-3250\_Inst\_Planning  
1-03\_Strat\_Plan\_2016-2021  
1-04\_Int\_Planning\_Manual  
1-05\_BP-7201\_FT\_Faculty  
1-06\_BP-7301\_Class\_Staff  
1-07\_BP-7401\_Acad\_Admin  
1-08\_Prof-Dev-Workshops  
1-09\_BP-6100\_Del\_Authority  
1-10\_BP-6200\_Budget\_Prep  
1-11\_Audit\_Fall\_2019  
1-12\_2018-19\_Res\_Request  
1-13\_2019\_AIP\_obj\_status  
1-14\_Sample\_Communications

2-01\_AP-2430\_Del\_Authority  
2-02\_BP-3100\_Org\_Structure

2-03\_Organizational\_Chart  
2-04\_Cabinet\_Minutes\_Sample  
2-05\_Tracking\_List\_Sample  
2-06\_Cabinet\_Eval\_Memo  
2-07\_Completed\_Staff\_Work  
2-08\_BP\_AP-3200\_Accred  
2-09\_AP-6100\_Del\_Authority

3-01\_Steering\_Minutes  
3-02\_Inst\_Effect\_Cmte\_Min  
3-03\_IEC\_Minutes\_2-24-20  
3-04\_Board\_Minutes  
3-05\_IR\_Project\_List  
3-06\_EFMP\_10-6-20  
3-07\_PR\_Data\_Analysis  
3-08\_BP-3250\_Inst\_Planning  
3-09\_Int\_Planning\_Model  
3-10\_2018-19\_Request\_Report  
3-11\_AB-705\_success\_data  
3-12\_IEC\_Purpose\_Statement  
3-13\_IEC\_Minutes\_HR\_Plan

4-01\_BP-3200\_Accreditation  
4-02\_AP-3200\_Accreditation  
4-03\_VPAA\_Tracking\_List  
4-04\_ER\_Commission\_Policies  
4-05\_Ed\_Prog\_Purpose\_Stmnt  
4-06\_BP-3250\_Inst\_Planning  
4-07\_Accreditation\_Roster  
4-08\_ACCJC\_Annual\_Rpt\_2020  
4-09\_Accreditation\_Memo

5-01\_BP-2000  
5-02\_AP-2000  
5-03\_BOT\_minutes  
5-04\_Accred\_Status\_Memos  
5-05\_Int\_Planning\_Model  
5-06\_Governance\_Handbook  
5-07\_Budget\_Calendar\_Chart

6-01\_Mgmt\_Team\_Agenda  
6-02\_All-staff-email  
6-03\_Annual\_Rpt\_Community  
6-04\_K-14\_Forum\_Sample  
6-05\_Press\_Release

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## C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

### Evidence of Meeting the Standard

The Board of Trustees (Board) has the authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and the financial stability of the institution, as evidenced the following documents.

### Analysis and Evaluation

Through their role in the College's planning process, the Board adopts College policies that align with the College's mission, vision, values to ensure academic quality, integrity and effectiveness of student learning programs and services. **Board Policy (BP) 2000 Board Policy and Administrative Procedure** authorizes the Board to adopt policies that ensure the efficient operation of the College, according to current California guidelines and law. **BP 2200 Board Duties and Responsibilities** demonstrates additional duties and responsibilities for the Board as defined by California Education Code, which include establishing policies that define the institutional mission and set prudent, ethical, and legal standards for College operations; assure fiscal health and stability of the College; and monitor institutional performance and educational quality to ensure that it is meeting current community needs and future trends.

**BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management** demonstrate the budgeting schedule and management details, including regular reporting to the Board before ultimate approval by the Board. The **Budget Flowchart** further identifies the timeline related to budget development and management. The four stages of the approval process (budget calendar, preliminary budget assumptions, adoption of a tentative budget, and final approval) are outlined in the flowchart, with each step requiring approval by the Board.

As stated earlier, **BP 2200 Board Policy and Administrative Procedure** charges the Board with monitoring institutional performance and educational quality. **The Integrated Planning Manual** defines the extensive planning process utilized by the College and guided by the Board. On page four of the 2020-2022 Integrated Planning Manual the Chief Executive Officer (CEO) and Board explain the purpose of the planning manual. The Planning Model, on page six, and the process for Board goal setting and adoption, on page nine, further demonstrate the Board's oversight role in ensuring academic quality, integrity, and effectiveness of student learning programs.

Board authority and responsibility for policies related to academic quality, integrity and effectiveness are documented in **Board Agendas and Minutes**. During the COVID-19 outbreak, the Board swiftly moved to maintain academic continuity and integrity for the College by issuing **Resolution N0. 2019-20-11** on March 17, 2020. The resolution delegated powers to the "Superintendent/President and/or her designee to take any and all actions necessary to prepare

for and implement measures to respond to the potential spread of COVID-19 in order to ensure the continuation of college classes, and the health and safety of students and staff at District Sites.”

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

### **Evidence of Meeting the Standard**

The Board acts as a collective entity as evidenced by the following Board Policies, meeting minutes and interview.

### **Analysis and Evaluation**

**BP 2715 Code of Ethics/Standards of Practice** charges the Board with the following overarching ethical construct: “Once the Board has decided on a policy or position, a trustee must be prepared to support it publicly. It is unethical to try to use authority independently from the Board, to speak out against, or try to sabotage a Board decision.” Furthermore, all College employees and Board members adhere to the ethical standards spelled out in **BP 3050 Institutional Code of Ethics**. In practice, as exemplified by the **Board’s Meeting Minutes from June 2019**, after some discussion, the Board typically votes unanimously on action items. A final piece of evidence that demonstrates Board collaboration and unity is the interview on **May 22, 2019, with board member Trustee Susan M. Keith**. In the interview she stated, “Despite differences of opinions when a decision is made, we all work together to support the decision.”

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

### **Evidence of Meeting the Standard**

The Board adheres to a clearly defined policy for the selection and evaluation of the Superintendent/President as evidenced by the following documents

### **Analysis and Evaluation**

The Board adheres to **BP and AP 2431 Superintendent/President** and **BP and AP 2435 Evaluation of Superintendent/President** as they specifically address the process for the selection and evaluation of the Superintendent/President, who is the “CEO” of the College. The current Superintendent/President was selected in July 2008 and has continued to serve in this position since that time.

As established in **AP 2435**, the Board conducts an annual evaluation of the Superintendent/President. The evaluation includes an agreed upon evaluation tool “based on goals set by the Superintendent/President at the beginning of the academic year” with feedback

from members of the Board. The evaluation of the Superintendent/President is discussed and conducted in closed session over three to four meetings as evidenced by the **Board Meeting Minutes of August 18, 2020, and June 18, 2019**, for example the minutes also demonstrate adherence to the established policy and timeline. The **Board Meeting Minutes of October 6, 2020, and November 19, 2019** provide approval of the employment agreement between the Board and the Superintendent/President, which concludes the evaluation process.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

### **Evidence of Meeting the Standard**

The Board has the authority to adopt policies that reflect the public interest and assure the academic quality, integrity, and effectiveness of the College. The Board governs on behalf of the Citrus Community College District and advocates for and protects the College.

### **Analysis and Evaluation**

The Board is an independent body, established by policy that reflects the public's interest as evidenced by **Interviews with the Board President**. The Board is composed of five members, who are elected to represent their respective areas, which include Azusa, Bradbury, Claremont, Duarte, Glendora, Monrovia, and portions of San Dimas, Pomona, Arcadia, Covina, and Irwindale. Each member serves a four-year term. The Board also includes a nonvoting student trustee, who is elected annually by the student body.

The Board is independent in policy making with the power to direct revisions to its policies. As elected officials of each respective community, the Board represents the public's interest as required by **BP 2200 Board Duties and Responsibilities**. Additionally, **BP 2712 Conflict of Interest** requires each Board member to file an annual **Form 700 Statement of Economic Interest Form** no later than April 1, which discloses any reportable investments, interests in real property, or business positions held on the effective date of the code. No member of the Board may work in a District office, nor accept any gifts, making them free from influence or pressure.

The Board reflects the public interest of the College's educational quality as reflected in the various reports and initiatives at the College which are reported to the Board throughout the year. California Assembly Bill 288 College and Career Access Pathways, which allows high school students to enroll in college courses at their high school, is at different stages of implementation, depending on each high school district's need. The bill enables students from district high schools to obtain a head start on their college education at no additional cost to the student.

The Board protects the College from undue influence or political pressure by adhering to **BP 2712 Conflict of Interest**, and, as outlined in **AP 2712 Conflict of Interest Code**, which provides for a transparent process that allows for the College to operate without inappropriate influence. Evidence can be found in a variety of Board agenda minutes that reflect the College's

contract bid and awarding process, which includes a public hearing, as reflected in **Board Meeting Minutes of July 16, 2019** regarding the bid for solar work.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

### **Evidence of Meeting the Standard**

The Board establishes policies consistent with the College's mission of strengthening student success and completion by ensuring that students have access to a high-quality education and necessary support services. The Board demonstrates oversight of academic quality, legal matters, financial integrity, and stability of the College through the following policies, meeting minutes, and planning documents.

### **Analysis and Evaluation**

Information related to the College's educational quality, legal matters, and financial integrity can be found in the Board agendas, minutes and in the College's BPs and APs. The various College procedures, and polices that address ethics, organizational structure, curriculum, course development, program viability, standards of scholarship, fiscal management and audits can be found in several locations and College documents, including the College website, Board meeting minutes, and in various College plans. For example, please see **Strategic Plan and Annual Implementation Plan**.

More specifically, **BP 6250 Budget Management** requires that the Board approves major expenditures or fund transfers. **BP 6300 Fiscal Management** necessitates that the College's fiscal objectives and procedures be communicated to trustees and that they be presented with quarterly reports showing the financial and budgetary conditions of the College. **BP 6340 Contracts** requires that all contracts be reviewed and approved by the trustees for them to be enforceable. The Board meeting minutes show approval of expenditures/transfers and budget reports. For example, see **Board Meeting Minutes from August 20, 2019 and October 15, 2019**.

The College's current five-year Strategic Plan, which spans from 2016-2021, was approved by the Board on August 16, 2016 (see **Board Meeting Minutes from August 16, 2016**). The Board abides by **BP 4220 Standards of Scholarship**, which establishes the standards for educational quality at the College. The Board is routinely updated about the progress being made in the College's Strategic Plan, as well as approves any changes to curriculum proposed by the College (**Board Meeting Minutes - May 19, 2020**).

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

## **Evidence of Meeting the Standard**

The Board publishes board polices and administrative procedures that address the Board's size, duties, responsibilities, structure, and operating procedures, which are available to the public via the College's webpage. This can be demonstrated by the documents listed below.

### **Analysis and Evaluation**

The College's BPs and APs are available online via the College website and are accessible to the public. BPs in the 2000 category contain the Board policies and member information, which delineate their duties, responsibilities, and operating procedures. **BP 2010 Board Membership** states that the Board shall consist of five members. **BP 2015 Student Trustee** adds that the Board shall include a non-voting student member. **BP 2210 Officers** outlines the responsibility of each position on the Board, as well as indicates that an annual organizational meeting shall occur in December. This is evidenced in the **December 3, 2019 Board Meeting Minutes**, in which new positions were elected and the annual meeting dates were approved.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

## **Evidence of Meeting the Standard**

The Board acts in a manner consistent with its policies and bylaws. The College website hosts all polices and administrative procedures, which are available to College constituents and the public. The College adheres to a self-imposed review cycle that ensures that policies and procedures are up-to-date as evidenced by the following documents.

### **Analysis and Evaluation**

The Board has institutionalized the process through which board policies and procedures are regularly assessed for their effectiveness in fulfilling the College's mission. The College primarily follows a three-year review cycle in which board policies and procedures are reviewed and revised as outlined in **BP 2000 Board Duties and Responsibilities**. Policies are also updated when laws related to those policies or procedures change or when the College receives an advisory notice from the California Community College League of California (CCLC). The College's review cycle for policies is addressed in the Board's Standing Committee for Development of Board Annual Goals, Self-Evaluation and Annual Retreat (**BP 2740 Board Education** and **BP 2745 Self-Evaluation**) as addressed in the College's **Integrated Planning Manual**.

Board meeting minutes and the College's Steering Committee minutes further reflect this practice. Board minutes demonstrate the Board's process for reviewing all BPs twice before

acting upon them and providing sufficient time for feedback. For example, in the **Board Meeting Minutes from July 16, 2019**, the Board approved an updated mission. The Superintendent/President's office maintains a list of BPs and APs and publishes the policies on the College website.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

### **Evidence of Meeting the Standard**

The Board receives frequent reports from Academic Affairs and Student Services administrators that include the College's assessment of key learning indicators and improvement of academic quality.

### **Analysis and Evaluation**

The Strategic Plan is the College's guiding document concerning goals for student success and improving academic quality. Multiple presentations that include student learning and the achievement of key indicators keep the trustees apprised of the latest student and College outcomes. For example, the following presentations have been provided over the last year: Strategic Plan Annual Implementation Plan and Objectives; 2020 AB 705 Presentation; the Student Equity and Achievement Program; and the Citrus College Transfer Plan. As can be seen in the **Board Meeting Minutes from May 19, 2020**, the Strategic Plan and Annual Implementation Plan and Objectives were presented to the Board. The information showed a 67 percent increase in usage of the College's Early Alert Program by faculty members. The Early Alert Program notifies counselors regarding insufficient student progress in course work. In the same presentation, it was noted that the percentage of student educational plans that were added to DegreeWorks increased by 34 percent from the previous year, well exceeding the goal of ten percent laid out in the previous iteration of the plan.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

### **Evidence of Meeting the Standard**

The Board undergoes ongoing training and development by attending annual retreats, trainings, and by providing orientations to new members. Board members also receive a handbook as a reference source. In addition, trustees are elected to staggered terms for consistency on the Board. This is evidenced by the following documentation.

### **Analysis and Evaluation**

The Community College League of California (CCLC) Trustee Handbook is provided to new members with the initial training they need to get started as newly elected members. Various

trustee-specific trainings, including conferences hosted by the Association of Community College Trustees (ACCT), the American Association of Community Colleges (AACC), and the CCLC, provide additional training. Members report out on these trainings during their Board reports at trustee meetings. For example, in the **Board Meeting Minutes from November 19, 2019**, a Board member reported out on her attendance at the ACCT Leadership Conference. The Board also held its most recent annual Board retreat on August 18, 2020, in which it reviewed the progress of previous goals, developed new goals for the upcoming year, and a plan for new Board member orientation and strategies for legislative advocacy (see **Board Meeting Minutes from August 18, 2020**). **BP 2100 Board Elections** also ensures that there is stability among the trustees by establishing staggered terms so that approximately one half of the trustees shall be elected at each election, thereby ensuring that there is a continuity of leadership on the Board from year to year.

**BP 2715 Code of Ethics/Standards of Practice** requires that trustees devote time to understanding and effectively performing their duties and responsibilities as Board members so that they can provide successful and effective leadership. This policy also requires that trustees engage in regular and ongoing training for continuous improvement. As such, Board members hold regular retreats in which they review their accomplishments and goals for the District (**Board Meeting Minutes from August 18, 2020**). **BP 2740 Board Education** requires that new Board members participate in an orientation and that all members engage in “study sessions” and attendance at conferences or other activities that promote Board member education and development (see **Board Meeting Minutes from August 20, 2019** and **Board Meeting Minutes September 3, 2019**).

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

### **Evidence of Meeting the Standard**

The Board has in place processes for evaluation and assessment. Additionally, the individual trustees receive training through professional development organizations, including the ACCT.

### **Analysis and Evaluation**

In 2016, the Citrus College governing Board of Trustees established a standing committee of the Board for the purpose of assisting the trustees in the development of annual Board goals, its self-evaluation, and the organization and implementation of an annual retreat. The standing committee meets once a year, usually in April, and provides a draft of proposed goals for the academic year and refines the self-evaluation tool. Usually in June, the entire Board reviews the results of their self-evaluation during their regular Board meeting. Generally, in July, the governing Board hosts a retreat and refines their goals, which are adopted at the August meeting and published on the Citrus College webpage. **BP 2745 Board Self-Evaluation** demonstrates

that the governing Board has a self-evaluation process defined in policy. **Board Meeting Minutes from June 21, 2016, June 20, 2017, June 19, 2018, June 18, 2019 and June 16, 2020** show that the Board evaluation was agendized each June and that improvements regarding Board role, functioning, and effectiveness were documented. Given that the Board agendas and meeting minutes are published online, evaluation results are publicly available.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

#### **Evidence of Meeting the Standard**

The Board upholds and adheres to its code of ethics as seen in its policies, agendas, and meeting minutes.

#### **Analysis and Evaluation**

Board policies regarding code of ethics and conflict of interest define expectations clearly. BPs and APs are regularly reviewed and modified as needed. Although a conflict of interest has never been reported, **BP 2710 Conflict of Interest, BP 2712 Conflict of Interest Code, BP 2715 Code of Ethics/Standards of Practice, BP 2720 Communication Among Board Members, and BP 3050 Institutional Code of Ethics** are regularly reviewed and acted on by the Board.

**BP 2710 Conflict of Interest** specifically lays out what would be considered a conflict of interest of an individual trustee member and discloses responsibilities of the individual Board members. In **BP 2712 Conflict of Interest Code**, all employees of the College, including the members of the Board, must disclose any “financial interests, which he/she foreseeably can affect materially through the conduct of his/her office.”

**BP 2715 Code of Ethics/Standards of Practice** sets forth the tenet that no member of the Board may act individually. All members of the Board must work collectively to support all policies and actions, and all policies and actions may only be put into effect via the Board meeting process. **BP 2720 Communication Among Board Members** disallows members of the Board to communicate regarding upcoming agenda items prior to their official meeting. Lastly, **BP 3050 Institutional Code of Ethics** details the expectations of all employees and Board members in order to create a climate of respect and trust across the College.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

## **Evidence of Meeting the Standard**

The Board delegates responsibility and authority to the CEO to implement BPs without interference and ensures the CEO is accountable for the operation of the College, which is evidenced by the following documentation.

### **Analysis and Evaluation**

**BP 2430 Delegation of Authority to Superintendent/President** delegates administrative authority to the Superintendent/President. The governing Board grants the authority to the CEO to administer BPs as the Board sees fit and holds the CEO accountable in the Board's annual review. This policy further establishes that any information requested by one Board member (if not unduly burdensome or disruptive to College operations) will be provided to all Board members. As described in Standard IV.C.3, as a condition of the Superintendent/President's evaluation, the Board sets clear expectations regarding regular reports on educational quality, legal matters, and financial integrity. These regular reports are typically provided during Board meetings and may be provided in weekly or legislative updates to the Board.

The Board annually evaluates the Superintendent/President in accordance with **BP 2435 Evaluation of Superintendent/President**, which requires the Superintendent/President to carry out his/her delegation of authority effectively.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

## **Evidence of Meeting the Standard**

The Board is regularly informed about the College's eligibility requirements, accreditation standards and processes, commission policies, and accredited status through presentations at Board meetings. Through its policies, the Board supports the College's efforts to improve and excel. Board members participate in the evaluation of trustee roles and functions in the accreditation process and have a Board Policy in place, which delineates their roles, responsibilities, and functions.

### **Analysis and Evaluation**

The Board meeting minutes demonstrate that the trustees are apprised of accreditation activities as they occur. Examples include informational reports on:

- The accreditation self-evaluation process (see **Board Meeting Minutes from October 15, 2019**)
- Meeting and exceeding the accreditation standards (see **Board Meeting Minutes from November 19, 2019**)
- Recommendations for improvement (**Board Meeting Minutes from May 19, 2020**).

BPs and APs relating to accreditation and the role of the Board members in the process include **BP and AP 3200 Accreditation** and **BP 3201 Board Representatives Role in the Accreditation Institutional Self-Evaluation**, which outline the Board members' roles and functions in the accreditation process.

**BP 3200 Accreditation** requires that the Superintendent/President keep Board members apprised of the accreditation process and ensure that Board members participate in the process when required. Per **BP 3201 Board Representatives Role in the Accreditation Institutional Self-Evaluation**, a trustee is appointed to serve as a liaison on the College's self-evaluation report committee team for Standard IV.C. As evidenced by the **Board Meeting Minutes from May 19, 2020**. The Board also receives periodic updates regarding the status of the accreditation process.

At the conclusion of the accreditation process, the Superintendent/President provides the Board with a summary of actions taken and recommendations made in the accreditation report. The trustees reviewed and approved the Institutional Self-Evaluation Report during the November 17 and December 15, 2020 Board meetings, which can be found in Board agendas and minutes. Through the Board's involvement in the accreditation process and the policies that it has established, the Board works toward supporting the College's efforts to improve and excel.

Additionally, the College's comprehensive Annual Implementation Plan, which details 80 specific activities that the College will complete in four years, is presented to the Board. The final presentation, which showed the completed activities under 11 focus areas and 36 strategies reflected in the District's Strategic Plan, was presented to the Board, as seen in the **Board Meeting Minutes from May 19, 2020**.

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### **Conclusions on Standard IV.C. Governing Board**

As laid out in various BPs and APs and as evidenced by actionable Board minutes, the Board is responsible for the academic quality and financial stability of the College. The evidence shows that the Board works collaboratively to make decisions, and independently ensures that the College adheres to all District policies. The Board engages in annual training, evaluation, and ethics reviews in order to maintain Board integrity. Board Policies and minutes are readily available via the College's website, and the policies are reviewed on a regularly scheduled basis. Board members are frequently updated regarding the College's progress in a number of areas and ensure that all programs are in line with the College's mission. Ultimately, the Board functions as it should, helping to promote and oversee the College's success.

### **Improvement Plan**

Not applicable.

## Evidence List

1-01\_BP-2000  
1-02\_BP-2200\_Duties  
1-03\_BP-6200\_Budget\_Prep  
1-04\_BP-6250\_Budget\_Mgmt  
1-05\_BP-6300\_Fiscal\_Mgmt  
1-06\_Budget\_Flowchart  
1-07\_Int\_Planning\_Manual  
1-08\_BoT\_Minutes\_3-17-20  
1-09\_Resolution\_2019-20-11

2-01\_BP-2715\_Code\_Ethics  
2-02\_BP-3050\_Inst\_Ethics  
2-03\_BOT\_Minutes\_6-18-19  
2-04\_S\_Keith\_Interview

3-01\_BP\_AP-2431\_Selection  
3-02\_BP\_AP-2435\_Evaluation  
3-03\_BOT\_Minutes\_6-18-19  
3-04\_BOT\_Minutes\_11-19-19  
3-05\_BOT\_8-18-2020  
3-06\_BOT\_10-6-2020

4-01\_Interviews\_Board\_Pres  
4-02\_BP-2200\_Duties  
4-03\_BP-2712\_Conflict\_Int  
4-04\_Form-700  
4-05\_AP-2712\_Conflict\_Int  
4-06\_BOT\_Minutes\_7-16-19

5-01\_Strategic\_Plan  
5-02\_Annual\_Imp\_Plan  
5-03\_BP-6250\_Budget\_Mgmt  
5-04\_BP-6300\_Fiscal\_Mgmt  
5-05\_BP-6340\_Contracts  
5-06\_BOT\_Minutes\_8-20-19  
5-07\_BOT\_Minutes\_10-15-19  
5-08\_BOT\_Minutes\_8-16-16  
5-09\_BP-4220\_Scholarship  
5-10\_BOT\_Minutes\_8-16-16  
5-11\_BOT\_Minutes\_5-19-20

6-01\_BP-2010\_Board\_Member  
6-02\_BP-2015\_Student\_Trustee  
6-03\_BP-2210Officers

6-04\_BOT\_Minutes\_12-3-19

7-01\_BP-2000\_Duties  
7-02\_Int\_Planning\_Model  
7-03\_BP-2740\_Education  
7-04\_BP-2745\_Self-Eval  
7-05\_Int\_Planning\_Manual  
7-06\_BoT\_Minutes\_7-16-19

8-01\_BoT\_Minutes\_5-19-20  
8-02\_BoT\_Minutes\_1-21-20  
8-03\_BoT\_Minutes\_11-19-19

9-01\_BOT\_Minutes\_11-19-19  
9-02\_BOT\_Minutes\_8-18-20  
9-03\_BP-2100\_Board\_Elections  
9-04\_BP-2715\_Code\_of\_Ethics  
9-05\_BP-2740\_Board\_Education  
9-06\_BOT\_Minutes\_8-20-19  
9-07\_BOT\_Minutes\_9-3-19

10-01\_BP-2745\_Self-Eval  
10-02\_BOT\_Minutes\_6-21-16  
10-03\_BOT\_Minutes\_6-20-17  
10-04\_BOT\_Minutes\_6-19-18  
10-05\_BOT\_Minutes\_6-18-19  
10-06\_BOT\_Minutes\_6-16-20

11-01\_BP-2710\_Conf\_Interest  
11-02\_BP-2712\_Conf\_Int\_Code  
11-03\_BP-2715\_Code\_Ethics  
11-04\_BP-2720\_Communication  
11-05\_BP-3050\_Inst\_Ethics

12-01\_BP-2430\_Delegation  
12-02\_BP-AP-2435\_Evaluation

13-01\_BOT\_Minutes\_10-15-19  
13-02\_BOT\_Minutes\_11-19-19  
13-03\_BOT\_Minutes\_5-19-20  
13-04\_BP\_AP-3200\_Accred  
13-05\_BP-3201\_Board\_Rep\_Role  
13-06\_AP-3200\_Accreditation

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## **H. Quality Focus Essay**

### **Introduction of Projects**

Citrus College has chosen to highlight the completed work and plans for Guided Pathways implementation, which will impact and increase student learning and achievement through modifications to practice in both academic and support services. In particular, plans related to implementation and scaling of efforts related to equity will be addressed.

#### **Setting the Stage for Guided Pathways**

The College embarked on Guided Pathways planning in 2018 and developed a plan, or Scale of Adoption (SOA), which coincided with several projects already at full scale and implementation. The implementation of California Assembly Bill 705 (Student Success Act of 2012: matriculation: assessment), the Multiple Measures Assessment Project (MMAP), and the I Will Complete College (IWCC) program positioned the College to begin work on Guided Pathways when the California Community College Chancellor's Office (CCCCO) initiative was made available. The AB 705/MMAP work, which modified initial assessment and placement of students in English, mathematics, and English as a Second Language (ESL) courses, was initiated in 2015. Pre-collegiate courses were either greatly reduced or eliminated and co-requisite courses were developed to provide just-in-time remediation for students placed into college-level courses.

Initial data from the year following implementation of AB 705/MMAP were very promising showing increased rates of completion and reduced time to completion for students in all three course categories. These data set the stage for the College to respond promptly and eagerly to the CCCCCO's Guided Pathways Initiative goal that "The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course taking patterns to promote better enrollment decisions and prepare students for future success." The first two of four pillars of Guided Pathways are Clarify the Path and Enter the Path; the MMAP success outcomes, where most students were placed into college-level classes shortening the time to complete these core classes demonstrated the importance of these two pillars.

The third and fourth pillars, Stay on the Path and Ensure Learning, respectively, connect to modifications related to MMAP. Mathematics, English, and ESL faculty not only changed course sequencing (including the development of co-requisite support classes), but also developed new student-centered teaching strategies that have contributed to student success and retention. In addition, embedded tutors were utilized in classes to support students outside of the classroom providing continuity of support.

The second major program, which influenced the College's readiness to respond to the call for Guided Pathways adoption was the IWCC. Citrus College developed the IWCC program in 2015 to provide new, first-time college students with additional resources to be successful and complete their goals. The IWCC program correlates and employs all four Guided Pathways pillars. Students must meet requirements to participate including: participating in Early Decision, completing orientation, completing abbreviated or comprehensive Student Education Plan (SEP),

completing a FAFSA application, maintaining full-time enrollment status, being a recent high-school graduate, maintaining consecutive enrollment each semester in English and mathematics until all major requirements are satisfied, and signing the I Will Complete College completion pledge. Benefits of the program include: two additional years of priority registration, registration assistance, financial aid assistance, student success workshops, school supplies, and coaching and follow-up services. Students participating in the IWCC demonstrate enhanced success and retention rates (IWCC students show 7% higher success rates and 4% higher retention rates compared with non-IWCC students in Fall 2019); due to these increases in success, features of the IWCC program are included in the SOA for the College's Guided Pathways plans.

Other College programs have provided important context and strategies during Guided Pathways development and planning as follows:

#### Career and Technical Education (CTE) – Career focus

Career and Technical Education at Citrus College has provided a career-focused approach for students for decades. Advisory boards have consistently provided career-oriented guidance on curriculum, industry hiring needs and practices, and opportunities for work experience for credit. Recent additions of dedicated/embedded counselors for CTE have provided opportunities for students to update SEPs and discuss career choices related to choosing skill award, certificate, or degree pathways as well as success strategies for their courses. This career-focused model provided key details and features for consideration in the development of the SOA practices.

#### Science, Technology, Engineering and Mathematics (STEM) - support

Citrus College has a long history of successful grant application and awards for initiatives related to support of STEM students and programs. Grants have included implementation of high impact practices such as tutoring, embedded tutors, supplemental instruction, a STEM success center, faculty training, faculty inquiry groups, and summer research. The intent is to continue these programs and blend them into Guided Pathways plans.

#### Equity

For many years, Citrus College has analyzed student achievement and outcomes data to inform plans that support student success and provide equitable educational opportunities for students. The CCCCO has provided guidance and resources in support of these efforts, which is known as the Student Equity and Achievement Program (SEA Program). The major plan for the SEA Program, the Student Equity Plan, identifies Citrus College's disproportionately impacted (DI) student populations and outlines goals to improve student achievement and outcomes, including course success, retention, and goal completion. Many of the strategies identified in the Student Equity Plan to improve outcomes for DI populations may be scaled up and are included as Career and Academic Pathway success team strategies in the Guided Pathways SOA.

## Diversity, Equity, and Inclusion Task Force

Charged by the CCCCO and Citrus College Board of Trustees, in June 2020, the College formed the Diversity, Equity, and Inclusion (DEI) Task Force. The DEI Task Force will work toward elimination of systemic racism while promoting diversity, equity, and inclusion; help provide training and guidance for faculty, staff, administrators, and students; make recommendations to improve policy, planning, and practice; analyze and critically review the Guided Pathways SOA to promote adoption and implementation of practices that lead to improved student support services, college experience, and curriculum; and, in particular, seek to identify practices that focus on improved outcomes for students who have been historically under-represented and under-served.

## Guided Pathways at Citrus College

Although the initiatives mentioned previously have provided positive experiences and outcomes for many students, Guided Pathways provides the opportunity to scale up proven practices for all students. Initially, the Guided Pathways committee conducted an inquiry/gap analysis, which identified needs in career counseling, clarity and simplification of academic pathways, and personalized and intentional communication to students. As a result, Citrus College has identified design teams tasked with planning and implementation of features leading to support for the four pillars. These groups include:

- Entry/Student Support/Advising
- Mapping/Career Academic Pathways (CAPs)
- Instructional Methodology
- Communication

## Citrus College Guided Pathways Structure

Each design team works collaboratively on the development and implementation of efforts described in the SOA and detailed in the Action Plan section below. Guided Pathways is led by two representatives, one from academic affairs and one from student services, to ensure that these two areas develop synergistic plans. These two leads chair the Guided Pathways Steering Committee, which meets monthly during fall and spring terms. Each workgroup meets according to need. Two CAPs and the related success teams have been implemented in fall 2020: Business and Information Technology; and Social and Behavioral Studies (administration of justice, psychology, and sociology pathways). Success teams meet once or twice a month. Additional CAPs are planned for implementation over the next two years.

## Completed Work to Date

The College has made significant progress in the areas governing the first two pillars: Clarify the Path and Enter the Path. The Action Plan section of the QFE will focus on work yet to be

accomplished primarily in the Stay on the Path and Ensure Learning areas. The following outcomes represent substantial accomplishments thus far:

Mapping Pathways to Student End Goals (Planning to Scale, Scaling in Progress, or At Scale):

- Seven CAPs were finalized in Spring 2019.
- Program mapping, including milestones, for the two pilot CAPs has been completed.
- Career counseling support has been organized including customization of the Career Coach program, which focuses on Career and Technical Education as well as Focus 2, a career and education planning software that helps students make decisions about careers relative to each of the seven CAPs.
- Appropriate mathematics courses have been aligned with the field of study for all seven CAPs

Helping Students Choose and Enter a Program Pathway (Planning to Scale, Scaling in Progress, or At Scale):

- About one third (1/3) of new, first-time students complete the first half of a career assessment during orientation.
- Several general or CAP-specific career counseling classes are offered each term.
- Guided Pathways design teams have identified gateway courses for the two pilot CAPs and new, first-time students are encouraged to register for and complete mathematics and English during the first semester; each course may be offered at college-level with or without co-requisite support.
- For students enrolling in co-requisite support classes for mathematics and English, embedded tutors provide additional support.
- Additional intrusive support is provided by other programs, such as EOP&S, CARE/CalWORKs, the Veterans Success Center, and the Institute for Completion.
- The College works with district high schools to offer dual-enrollment courses as well as providing support for application, career exploration, and registration upon high school graduation.

### **Anticipated Impact on Student Learning and Achievement**

The Citrus College Guided Pathways implementation will impact student outcomes in many ways which are likely to include: increases in goal completion, shortened time to completion, increases in course success, retention, and goal completion for disproportionately impacted groups and students historically under-served and under-represented, increased career awareness and job placement, increased transfer to four-year universities and colleges, and increased sense of support and belonging at the College.

## Outcome Measures

The four pillars of Guided Pathways include: 1) Clarify the Path; 2) Enter the Path; 3) Stay on the Path; and 4) Ensure Learning. Different measures and outcomes are expected for each area with equity considerations threaded throughout as follows:

- 1) Clarify the Path: Students will be able to clearly identify the path from their entry through completion of their academic goal(s). Measures of achievement include increases in goal completion, increases in declared major, shortened time to goal completion, and clear advertisement and promotion of potential pathways.
- 2) Enter the Path: Students will be able to easily choose and enter a program pathway. Measures of achievement include increases in the number of students who complete a comprehensive education plan, declare majors, enroll in gateway courses, and enroll in appropriate mathematics and English courses early in the pathway.
- 3) Stay on the Path: Students will be able to choose, register for, and successfully complete courses on the path. Measures of achievement include increased student support connections between CAP Success Teams and students, synergy between student demand for, and offering of, gateway courses in the course schedule, and increased utilization of student support services such as counseling and tutoring.
- 4) Ensure Learning: Students will be able to successfully complete courses on their pathway having acquired knowledge, skills, and abilities needed for future courses on the pathway and employment in the field. Measures of achievement include increased student success and retention in pathway courses, licensure pass rates, increases in employment rates, and decreased average numbers of total units and time to complete educational goals.

## Action Plan(s)

### Clarify the Path

Activity	Responsible Party	Resources	Timeline
Marketing and branding of Career and Academic Pathways development is in progress.	Guided Pathways Communications Design Team and CAP Success Teams	Human resources: existing personnel and meeting time and space; possibly software.	To be finalized by fall 2021 when all seven CAP Success Teams are implemented.
Develop curriculum maps for five remaining CAPs and Guided Pathways web site structure and design.	Articulation Officer, Curriculum Chair, Mapping, Instructional Methodology, and Communication Design Teams	Human resources: existing personnel and meeting time and space; possibly software.	To be finalized by fall 2021.
CAP program information for each related associate degree and certificate program as well as branding and marketing are in development.	Articulation Officer, Curriculum Chair, Mapping, Instructional Methodology, and Communication Design Teams	Human resources: existing personnel and meeting time and space; possibly software.	To be finalized by the fall 2021 semester.

### Enter the Path

Activity	Responsible Party	Resources	Timeline
Develop and deliver at least one CAP-specific career event for the two pilot CAPs (Business/Information Technology and Social and Behavioral Studies) each fall and spring term.	CAP Success Teams, GP Co-leads; Career and Transfer Center	Human resources: existing personnel and meeting time and space; promotional materials.	To be implemented fall 2020 and ongoing each primary term.
Additional career exploration courses to support CAPs have been created and will be offered: Counseling 203- Building Grit and Resiliency for Lifelong Learning and Career Counseling 207- Pathways to Careers in Business and Information Technology.	Counseling faculty; GP Co-Leads	Human resources: existing personnel and meeting time and space.	To be implemented fall 2020 and ongoing each fall term.

Counseling courses for the following CAPs are in development and will be offered: Communication, Literature and Languages, Social and Behavioral Studies and Visual, Performing Arts and Design.	Counseling faculty; GP Co-Leads	Human resources: existing personnel and meeting time and space.	To be implemented fall 2021.
Analyze gateway courses for each program within the two pilot CAPs and determine how students will be supported through these gateway courses.	Mapping Design Team; Pilot CAP Success Teams; Office of Institutional Research, Planning, and Effectiveness	Human resources: existing personnel and meeting time and space.	To be implemented fall 2020 and ongoing.
Identify what factors impede student progress in each CAP. All program maps will schedule related transfer-level math and English courses in the first year of their program.	Entry/Student Support and Advising Design Teams; Academic Affairs VP and deans; Pilot CAP Success Teams; Office of Institutional Research, Planning, and Effectiveness	Human resources: existing personnel and meeting time and space.	To be implemented fall 2020 and ongoing.
Analyze course success rates for English and mathematics with co-requisite support courses to determine if additional support measures are needed (with an emphasis on impacts on DI groups).	Office of Institutional Research; English faculty and dean; mathematics faculty and dean	Human resources: existing personnel and meeting time and space.	To be implemented fall 2020 and ongoing.
Analyze team effectiveness and identify necessary proactive support interventions.	Pilot CAP Success Teams; GP Co-Leads; Office of Institutional Research, Planning, and Effectiveness	Human resources: existing personnel and meeting time and space.	To be implemented fall 2020 and ongoing (scale for all seven CAPs by fall 2021).
Develop plan to incorporate Guided Pathways into dual enrollment College and Career Access Pathways (CCAP)/Early College program.	Pilot CAP Success Teams; GP Steering	Human resources: existing personnel and meeting time and space.	To be implemented fall 2020 and ongoing (scale for all seven CAPs by fall 2021).

Stay on the Path

Activity	Responsible Party	Resources	Timeline
Model and implement CAP Success Teams for two pilot CAPs and develop Success Teams for remaining five CAPs	Pilot CAP Success Teams; GP Co-Leads; others to be identified as teams are developed	Human resources: existing personnel and meeting time and space.	To be implemented fall 2020 and ongoing (scale for all seven CAPs by fall 2021).
Scribe all program maps for seven CAPs into DegreeWorks.	Articulation Officer; Counseling program; Mapping Design Team	Human resources: existing personnel and meeting time and space.	To be implemented fall 2021 and ongoing for any new programs.
Track student momentum points and data, and provide outreach to students.	Pilot CAP Success Teams and Office of Institutional Research, Planning, and Effectiveness	Human resources: existing personnel and meeting time and space.	To be implemented fall 2020 and ongoing (scale for all seven CAPs by fall 2021).
Provide outreach to students identified as being unlikely to successfully enter limited-access programs to discuss their career path and potential alternative options.	CAP Success Teams	Human resources: existing personnel and meeting time and space.	To be implemented fall 2020 and completed by spring 2022.
Install and implement course scheduling software (Infosilem).	VP, Academic Affairs and deans; Scheduling and Curriculum Assistant; TeCS (IT) staff	Human resources: existing personnel and meeting time and space. Software has been purchased.	To be implemented upon physical return to the College. The pandemic has prevented implementation. Expected implementation date: fall 2021.

## Ensure Learning

Activity	Responsible Party	Resources	Timeline
Develop and implement new learning-communities course partnerships to support CAPs.	Instructional Methodology Design Team	Human resources: existing personnel and meeting time and space; professional development.	To be implemented fall 2020 and completed by spring 2022 and ongoing.
Identify and implement classroom best practices and innovative pedagogy; provide faculty professional development for new practices to enhance the teaching of critical thinking.	Instructional Methodology Design Team	Human resources: existing personnel and meeting time and space; professional development.	To be implemented fall 2020 and completed by spring 2022 and ongoing.
Establish internships and cooperative learning opportunities for pilot CAP students; scale to all seven CAPs.	The Career and Technical Education Career Pathways Specialists; CAP Success Teams	Human resources: existing personnel and meeting time and space.	To be implemented fall 2021 and completed by spring 2022 and ongoing.
Assess pilot CAP program learning outcomes and skill-building across programs within CAPs; scale to all seven CAPs.	SLOA Coordinator; CAP Success Teams; program faculty; Office of Institutional Research, Planning, and Effectiveness	Human resources: existing personnel and meeting time and space.	To be implemented fall 2020 and completed by spring 2022 and ongoing.
Integrate Guided Pathways related program and student learning outcomes assessment into College program review process (initially with pilot CAPs; scale to all seven CAPs).	Program Review Coordinator; SLOA Coordinator, Office of Institutional Research, Planning, and Effectiveness; CAP Success Teams; related program faculty	Human resources: existing personnel and meeting time and space.	To be implemented fall 2021 and completed by spring 2022 and ongoing.
Identify and implement tools for students to develop Portfolios/e-Portfolios.	CAP Success Teams	Human resources: existing personnel and meeting time and space; possible software purchase.	To be implemented fall 2021 and ongoing through spring 2022.