

Citrus College

Strategic Plan Annual Implementation Plan 2010-2011

Citrus College

1000 West Foothill Boulevard, Glendora, CA 91741-1899
www.citruscollege.edu





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Dr. Geraldine M. Perri,
Superintendent/President

Dear Colleagues:

I am pleased to present the 2010-2011 Annual Implementation Plan (AIP), the next level of activities and initiatives our college community will undertake to continue advancing the Citrus College Strategic Plan.

Through the implementation of this Annual Implementation Plan, we are able to see our mission, vision and values in action. This plan aims to align our collegewide efforts with our four major strategic goals: student success, student learning outcomes, fiscal transparency, and communication.

As we address these strategic goals, we are ensuring the success of our students through innovative support services and high quality academic courses and programs. By enhancing practices to promote fiscal transparency, we are creating an environment of openness and collegiality. Through increased communication within the college and with our broader local community, we are working effectively to keep our community apprised of significant college milestones and new developments.

I am grateful to the members of the Board of Trustees for their vision and guidance in support of this process and to our faculty, staff and students for their contribution to this important effort.

Sincerely,

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

**CITRUS COLLEGE STRATEGIC PLAN
ANNUAL IMPLEMENTATION PLAN 2010-2011**

1) Student Success; 2) Student Learning Outcomes and Assessment; 3) Fiscal Transparency; 4) Communication

	<u>Strategic Planning Goals</u>	<u>Objectives</u>	<u>Primary Contact</u>	<u>Specific Activities</u>	<u>Projected Measurable Outcomes</u>
1.	Student Success	1.1. Improve and expand the college's orientation services.	Student Services Committee (SSC), Matriculation and Assessment Committee (MAC), and College Success Advisory Committee (CSAC)	1.1.A. Continue to implement the in-person and online orientation program.	The number of non-exempt students who have completed orientation (online or in-person)
				1.1.B. Continue to track and evaluate the effectiveness of the orientation program for a full academic year.	The number of students who participate in the orientation program and the assessment results
				1.1.C. Track the number of students using the Accessible, English, and Spanish versions of the online orientation program.	The number of students tracked using the services
		1.2. Continue to implement a proactive model of steps for students to complete in order to increase transfer to four-year schools.	Student Services Committee (SSC), Career/Transfer Center	1.2.A. Increase the number of students who complete a TAG contract for UC, by offering workshops and appointments, as well as counselor trainings.	An increase in the number of students who complete a TAG agreement as compared to the last three years
				1.2.B. Invite students to attend CSU/UC application workshops and make individual appointments to assist with independent college applications.	The number of students who attend the workshops and their feedback
				1.2.C. Send emails reminding students of important transfer deadlines and dates for four-year university previews and college events.	The number of updates written and sent to students regarding transfer applications and university-hosted events

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Student Success		1.3. Continue to improve articulation to four-year colleges and universities.	Student Services Committee (SSC), Articulation Officer	1.3.A. Continue to maintain up-to-date articulation agreements with top feeder colleges and universities by working with Citrus College faculty for appropriate and timely submissions to the UC and CSU systems.	The number of major preparation articulation agreements submitted
		1.4. Continue to improve student engagement at the college.	SSC and Educational Programs Committee (EPC)	1.4.A. The Faculty Learning Institute will continue to provide faculty/staff development training on student engagement strategies.	Additional training opportunities, a greater number of participants, and feedback from participants
	1.4.B. Complete the curriculum for an introductory course in ethnic studies.			Curriculum for the introductory course completed	
	1.4.C. Implement “Student Portal” to improve connection with students.			The portal implemented by 2010-2011 academic year	
	1.4.D. The College Success Program will continue to implement the Basic Skills Initiative action plan activities designed to improve student engagement.			The number of students participating in the programs and their feedback	
	1.4.E. Continue to carry out the HSI STEM (Science, Technology, Engineering and Math) grant activities, including peer mentoring, enrichment workshops, and supplemental instruction for math and science classes.			The number of students participating in the programs and their feedback	

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	Student Success	1.5. Implement a proactive model of steps to increase certificate completion and career placement.	EPC, Dean of Career, Technical and Continuing Education, Dean of Counseling and Chief Information Officer	1.5.A. Define and initiate the certificate tracking project and establish a timeline for completion.	Certificate tracking system selected and the process of implementation begun
				1.5.B. The Career, Technical and Continuing Education (CTE) counselor will continue to work with CTE students.	The number of student education plans developed, individual students seen, overall appointments, and number of degrees and certificates awarded
				1.5.C. Expand degree and certificate review, as well as course mapping to all CTE areas; institutionalize the process with instructional program review.	The number of programs that have undergone the mapping process and been integrated with the program review process
				1.5.D. Collaborate with local high schools and Regional Occupational Programs (ROP) to ensure career pathways from high school to community college to workplace are recognized under institutional agreements, secondary courses are sequenced, and personnel collaborate to ensure pathway is as efficient as possible.	The number of institutional, career pathway, and course-to-course articulation agreements established
		1.6. Continue to improve the non-credit curriculum for senior citizens.	EPC, Dean of Career, Technical and Continuing Education	1.6.A. Obtain college and state approval for newly developed courses targeting older adults.	The number of courses written and/or approved

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2	Student Learning Outcomes and Assessment	2.1 Complete the course-level SLOs for credit classes and continue to improve the number of programs with SLOs developed and assessed.	The HotShots Committee, SLOA Coordinator	2.1.A. Serve as the college resource center to provide help and guidance in SLO writing and assessment.	Completed course-level SLOs for credit classes
				2.1.B. Promote and refine the use of CurricUNET as the collection source for SLO's and Assessment tools and the annual and six-year Program Review process as the mechanism for assessment documentation.	The first comprehensive assessment report developed by using college-wide Annual Program Reviews
				2.1.C. Conduct a survey of the faculty regarding development and assessment of SLOs, including their sense of the value of the process.	Baseline data collected on SLO development and assessment
		2.2. Identify and assess GE Student Learning Outcomes.	The HotShots Committee, General Education Committee	2.2.A. Use the six-year Program Review Curriculum and SLO Assessment Map to glean information regarding specific GE course SLO's and their assessment results.	An assessment of SLOs for specific GE courses that have been documented throughout the six-year program review process from 2010 to 2016
				2.2.B. Coordinate with the GE committee on assessment and reporting.	The first comprehensive assessment report on GE outcomes

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	Student Learning Outcomes and Assessment	2.3. Design program level assessment with linkage to course SLOs, GE SLOs, and resource allocation.	The HotShots Committee	2.3.A. Design and link instructional support and student services SLOs to GE SLOs when appropriate.	An established connection between program SLOs and GE SLOs Resource allocation data collected and compiled from annual program review budget impact reports
				2.3.B. With assistance from Student Services, the Office of External Relations and student leadership focus groups, launch a student SLO awareness campaign by posting signs in classrooms and various high profile locations campus wide.	Number of poster signs created and posted An analysis of initial focus group results

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3.	Fiscal Transparency	3.1. Continue the practice of open budget preparation, execution, and reporting. Provide an operating budget that reflects the proposed cuts by the Governor due to the economic uncertainty in the state.	Financial Resources Committee (FRC)	3.1.A. The superintendent/president and vice president of finance and administrative services will hold a budget forum explaining the budget development information and the budget process, and updated state budget climate.	Number of attendees at the training session and their feedback
		3.2. Make reliable, comprehensive, understandable, and timely district fiscal data available to the college constituency groups.	Financial Resources Committee (FRC)	3.2.A. The vice president of finance and administrative services or designee will hold budget presentations at various committees and meetings.	Number of constituent groups that received the budget presentation
				3.2.B. Send an evaluation survey to the recipients of e-mails from the CCLC and the California Community Colleges Chancellor's Office to determine the usefulness of the information.	Number of recipients and feedback of the evaluation

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	Fiscal Transparency			3.2.C. Publish detailed accounting reports on the intranet.	Number of cost centers receiving/requesting reports and their feedback
		3.3 Promote assurances of financial integrity.	Financial and Administrative Services departments	3.3.A. Follow the annual audit process.	Number of findings
				3.3.B. Provide fraud training.	Number of attendants at the training sessions
				3.3.C. Disseminate WeTIP whistleblower information to college groups.	Number of reports received

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4.	Communication	4.1. Expand communication with the external community and advocate for issues of importance to Citrus College.	superintendent/president and executive director of advancement and external relations	4.1.A. The superintendent/president and members of the board of trustees will provide periodic guest columns and opportunity educational pieces to the media.	The number of articles provided to the media
				4.1.B. The superintendent/president and board of trustees will provide letters of support to the Community College League of California on critical issues in higher education.	The number of letters provided to the League
				4.1.C. The superintendent/president will provide input to local, state and national legislators on matters pertinent to the college and education.	Input provided to the legislators and possible impact
				4.1.D. The superintendent/president and the board of trustees will provide tours of the college to local community leaders from business, industry, education and government.	The number of tours hosted and the numbers of guests who visited the college
				4.1.E. The college will hold a college-wide budget forum on state and college budgets.	The number in attendance and their feedback
				4.1.F. External Relations will increase college press releases.	The number of press releases published

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				4.1.G. The superintendent/president and External Relations will produce college “Fast Facts” sheet of college accomplishments.	The number of “Fast Facts” sheets distributed
	Communication	4.2. Continue to promote a culture that encourages college-wide communication.	superintendent/president and executive director of advancement and external relations	4.2.A. The superintendent/president will work with the college Foundation and External Relations to produce a Foundation and Alumni Association newsletter.	The number of editions of the newsletter published and number disseminated
4.2.B. The superintendent/president will send periodic letters to the college to provide an update on significant issues such as: budget, emergency preparedness, accreditation, end-of-year reports, etc.				The numbers of letters sent by the superintendent/president	
4.2.C. The superintendent/president will make a presentation on the state of the college.				The number in attendance and their feedback	
4.2.D. External Relations will oversee production of an end-of-year progress report to the college community.				The production and dissemination of the college community report	
4.2.E. The college will develop an Annual Implementation Plan to support the goals of the Strategic Plan.				The production of the Annual Implementation Plan	

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	Communication	4.3. Acknowledge and recognize contributions to the college by the members of the college community.	superintendent/ president	4.3.A. The superintendent/president will send letters acknowledging the faculty and staff.	The number of letters sent
				4.3.B. The superintendent/president will send notes of congratulations on special accomplishments, awards, and/or recognition received by individuals of the college community.	The number of notes sent
				4.3.C. The superintendent/president and executive director of advancement and external relations will send letters of thanks to donors to the Foundation.	The number of letters sent
		4.4. Communicate with, support and recognize the work of students.	Superintendent/ President	4.4.A. The superintendent/president and cabinet will sponsor an orientation meeting for the ASCC college leadership.	Feedback from ASCC
				4.4.B. The college will publish the names of honor students in local Chamber of Commerce publications.	The number of students recognized