



# Strategic Plan: 2017-2018 Progress Report





Dear Colleagues:

This has been a fast-paced, dynamic year at Citrus College, one marked by innovation, change and success. I congratulate the entire college community on the outstanding results of our collective efforts, which are documented in this report.

Research of best practices and collaborative discussions of new methods to increase student success led to the adoption of new college programs. To ensure that first-time, incoming students are properly assessed and placed in English and mathematics classes suitable to their knowledge and skill sets, the Multiple Measures Assessment Program (MMAP) was developed and piloted. Additionally, to assist new students with their financial needs and to provide support services, the Citrus College Promise was introduced. Both of these programs will be in place for the fall 2018 semester.

The college began the process of establishing a Guided Pathways model. Guided Pathways aims to support students in their academic journey through a more deliberate pathway to completion. The college rolled out a new student portal, mycitruscollege.edu, which will facilitate students' access to their personal information and college updates. A redesigned, user-friendly website went live this spring as well.

Citrus College is frequently recognized for its beautiful, safe and sustainable campus, which enhances the learning environment and is a source of pride for the institution. To build on excellence in this area, the college is taking action to install exterior emergency "blue phones" that provide around-the-clock direct communication with Campus Safety and can broadcast audible emergency notification, if necessary. In addition, many of the college's facilities received sustainable upgrades.

At the core of the college's completion efforts is its highly competent faculty and staff. This past year, this diverse group of outstanding professionals took part in a variety of professional development opportunities, including online teaching and learning training, multiple student engagement conversations, and training sessions on Microsoft Windows.

To keep pace with changing trends in social media, the college's external relations efforts included the integration of marketing and social media in a comprehensive plan to promote the college to a diverse and widespread student population. The results have been impressive. Other external relations activities connected Citrus College to its communities and elected representatives in a variety of meaningful ways. One such activity was the Annual K-14 Education Forum, which brought together the college's K-12 and university partners, elected officials and Foundation donors to celebrate the launch of the Citrus College Promise.

I am very proud that, once again, Citrus College has stepped up to meet the challenge for change in higher education currently being proposed by state and national organizations. I am also aware of the commitment of time and energy this level of productivity requires from all members of the college community. Without a forward-looking faculty and staff whose willingness to consider new ideas, best practices, and the imperatives for change, we could not remain on the leading edge of innovation in higher education.

Thank you for all you do to ensure the success of Citrus College!

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

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**Focus Area 1:** Preparedness  
**Strategy 1.1:** Increase college readiness through K-12 and adult education partnerships.  
**Contact:** Vice President of Student Services, Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. Student Services will work with the Institute for Completion (IFC) to develop a Citrus College Promise Program for all Early Decision students who are enrolled full-time.</li> <li>2. Student Services will work with Academic Affairs to increase course offerings and recruitments for College and Career Access Pathway (CCAP)/AB288 courses at the college's feeder high schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. By September 2017, plans for a Citrus College Promise Program, including cost models and timeline for related activities, will be provided to Cabinet. The plan will outline provisions to launch in August 2018 serving a minimum of 775 Early Decision students who enroll full-time and participate in the I Will Complete College (IWCC) program.</li> <li>2. High school student enrollment in the CCAP/AB288 program will increase by 10% from 315 students in the 2016-2017 academic year.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Promise Program proposal was developed and presented to various committees at the college in the fall 2017 semester. Citrus College Promise was formally launched during the K-14 Education Forum on April 27, 2018. Several solicitations with personal follow up are in process, and have resulted in pledges and gifts of over \$110,000 toward the Foundation's support of the Citrus College Promise. The program is on schedule to welcome its first class in the fall 2018 semester and will continue to be promoted during Early Decision and Parent Night events.</li> <li>2. A total of 384 students enrolled in CCAP/AB288 courses in the fall 2017 semester and 435 students enrolled in the spring 2018 semester, totaling 819 students for the academic year. This is a 160% increase from the 2016-2017 academic year, when a total of 315 students enrolled in the program.</li> </ol>

**Focus Area 1:** Preparedness  
**Strategy 1.2:** Improve the transition of enrolled students to collegiate courses.  
**Contact:** Vice President of Student Services, Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. Counseling and School Relations and Outreach will develop a fall parent/student open house for dual enrollment/CCAP students. The open house will introduce students and parents to Citrus College and orient them to the college's student support services.</li> <li>2. The Multiple Measures Strike Team will study the MMAP pilot program, develop a collegewide implementation plan, and provide staff development training. The Strike Team will also work with the statewide MMAP project to evaluate course success rates and identify the steps necessary to implement a collegewide plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students and parents who attend the open house event will have an increased awareness of the college's student support services as evidenced by the results of a post-orientation survey.</li> <li>2. By the fall 2018 semester, at least 35 math and English faculty will receive staff development training on the MMAP project, course success rates will be reviewed and a collegewide plan will be implemented.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent Night for CCAP students was held on November 7, 2017. There were 42 parents and students in attendance. The dean of Natural and Physical Sciences and Ms. Lisa Villa, Counseling faculty, presented on the best ways for parents to support their students and on the availability of student support services. Twenty-three parents completed an evaluation of the event. Survey results indicated that parents gained a better understanding of the benefits of the dual enrollment and CCAP programs.</li> <li>2. The Multiple Measures Strike Team provided staff development training on the MMAP project, AB 705, and multiple measures placement for over 50 math and English faculty in the fall 2017 semester. Student Services faculty and staff also received training in the winter 2018 term, and a collegewide forum was held on March 1, 2018. The Strike Team developed an implementation timeline for AB 705 in the fall 2017 semester and began using multiple measures criteria on March 7, 2018, for placing all students. Ongoing training and research has continued throughout the spring 2018 semester and will continue throughout the summer and fall 2018 semesters, with full implementation of AB 705 expected by the fall 2019 semester (see attached appendix).</li> </ol>

**Focus Area 1:** Preparedness  
**Strategy 1.3:** Increase students’ participation in activities designed to facilitate their transition to the collegiate environment.  
**Contact:** Vice President of Student Services, Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. Student Services will work with Academic Affairs to develop a student resource guide with information about college success strategies, support services, and co-curricular activities.</li> <li>2. Counseling and School Relations and Outreach will offer six orientations during the spring 2018 semester, and one at each participating high school, designed to address the needs of concurrent enrollment students.</li> <li>3. The Career/Transfer Center will develop an interactive <i>Focus 2</i> Career workshop for students who are undecided about a major and those who would like to learn more about career options.</li> </ol>	<ol style="list-style-type: none"> <li>1. School Relations and Outreach staff will distribute copies of the resource guide to students starting in November 2017 during the winter and spring registration period.</li> <li>2. The new student orientations will be deployed in the spring 2018 semester. The orientations will address the ways that concurrent enrollment students access support services and will increase focus on college readiness and tips for academic success.</li> <li>3. The workshop will be given in the fall 2017 semester. Participants will respond to a survey indicating that they are more confident in declaring a major.</li> </ol>	<ol style="list-style-type: none"> <li>1. A database was created to streamline the collection of program information from the various programs on campus. Thirty-seven programs have submitted their information. The team developed six articles related to student success strategies to be included in the resource guide. The content was submitted to External Relations in March 2018 to help with the design. The new resource guide is expected to be available in the summer 2018 term.</li> <li>2. In the fall 2017 semester, a full-time counselor was assigned to work exclusively with concurrent enrollment students. The School Relations and Outreach Office worked with Counseling to develop orientations specifically for concurrent enrollment students. Orientations took place at area high schools in the fall 2017 semester.</li> <li>3. The Career/Transfer Center (CTC) offered four (4) Choosing a Major/ <i>Focus 2</i> workshops in the fall 2017 semester. A total of 72 students attended the workshops, of which 83% indicated that the workshop helped them choose an educational goal (major/course of study) via post-workshop surveys. During the spring 2018 semester, the CTC offered one additional <i>Focus 2</i> workshop. In addition, a <i>Focus 2</i> presentation was held on April 9, 2018 in a Counseling 160 class.</li> </ol>

**Focus Area 2:**

Enrollment

**Strategy 2.1:**

Institutionalize scheduling that responds to the needs of traditional and nontraditional students, increases course/program completion, and maximizes college resources.

**Contact:**

Vice President of Academic Affairs, Vice President of Student Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. Academic deans will increase the number of online and evening course offerings.</li> <li>2. The Guided Pathways team will initiate a Guided Pathways model that will be used to streamline 2018-19 course offerings.</li> <li>3. The dean of Kinesiology, health, and athletics will increase the number of online classes in Kinesiology.</li> <li>4. The dean of Kinesiology, health, and athletics will increase the number of short-term classes offered in Kinesiology.</li> <li>5. The Enrollment Management Committee will work with Academic Affairs, Student Services, External Relations, and TeCS to implement the activities listed in the college's Enrollment Management Plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. By June 30, 2018, student enrollments in evening and online sections for 2017-18 will increase by 10% compared to evening and online enrollments from 2016-17.</li> <li>2. By June 1, 2018, counselors and program faculty will create clusters of degree and certificate programs to form the instructional components of Guided Pathways.</li> <li>3. Offering eight additional online classes in 2017-18 will lead to a 5% increase in student enrollment in Kinesiology classes and a 10% increase in Kinesiology certificate completions by June 2019.</li> <li>4. Enrollment in Kinesiology classes will be increased by 5% during the 2017-18 academic year when compared to the 2016-17 academic year.</li> <li>5. Program staff will implement the 90 activities listed in the 2017-18 Enrollment Management Plan in a concerted effort to grow enrollments.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Introduction to Online Teaching and Learning was offered again in the fall 2017 semester, with 18 faculty completing the training. Deans are actively adding new online sections to trained faculty. Enrollment in all online classes increased by 22%, from 15,208 in 2016-17 to 18,584 in 2017-18.</li> <li>2. The Guided Pathways team met in the fall 2017 semester to develop the Self-Assessment document. During the winter and spring 2018 semesters, a Guided Pathways Steering (GPS) Committee was formed, and six design teams were established. A formal work plan was submitted to the Chancellor's Office on March 30, 2018, with specific activities and expected outcomes identified for year one of the five-year implementation timeline. The development of "career clusters" is underway and the fall 2018 Convocation will include Guided Pathways activities designed for broad collegewide participation.</li> <li>3. Kinesiology added four online classes. Two online KIN classes have been approved by the Curriculum Committee and will be offered in the fall 2018 semester. One evening class was added for the spring 2018 semester. Enrollment in online KIN classes increased by 25%, from 1,108 in 2016-17 to 1,381 in 2017-18.</li> <li>4. Kinesiology added three additional short-term classes for the spring 2018 semester, in order to achieve the enrollment increase. Enrollment in all KIN classes increased by 1%, from 5,110 in 2016-17 to 5,150 in 2017-18.</li> <li>5. The majority of activities in the Enrollment Management Plan are in the process of being implemented or have been implemented. The most notable activities include changing the registration pattern from four times to twice each year, increasing the number of Early Decision students by expanding to more out-of-district high schools at the request of those schools, expanding the use of social media to promote attendance at the college, dramatically growing the number of Dual Enrollment course offerings at the high schools from 14 in 2016-2017 to 47 in 2017-2018, and increasing the number of online courses from about 11% to 15.5% to meet student demand.</li> </ol>

**Focus Area 2:**

Enrollment

**Strategy 2.2:**

Ensure that access to recruitment, admissions, and enrollment processes is efficient.

**Contact:**

Vice President of Academic Affairs, Vice President of Student Services, Chief Information Services Officer

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. TeCS will create a user-friendly, searchable, frequently updated list of open classes each semester/term.</li> <li>2. Coaches and the athletic counselor will make contacts with feeder districts and contiguous districts to present Citrus College athletics information and discuss National Collegiate Athletic Association (NCAA) transfer regulations with high school students.</li> <li>3. The International Student Center in collaboration with TeCS will implement Terra Dotta software to improve the efficiency, recruitment, admission, and enrollment of international students.</li> <li>4. School Relations and Outreach will expand efforts to visit out-of-district schools with the goal of increasing enrollment.</li> </ol>	<ol style="list-style-type: none"> <li>1. The report will be made available by the fall 2017 semester enabling students to easily find and register for open classes that meet their student educational plan and fit their personal schedule.</li> <li>2. The incoming high school students will have a better understanding of Citrus College athletics and NCAA transfer regulations as measured by pre- and post- test questionnaires.</li> <li>3. By the end of the spring 2018 semester, the spring 2017 yield rate of completed international student applications (75.9%) and the spring 2017 yield rate of enrolled students (47.7%) will increase by 5%, to 80.9% and 52.7% respectively, with the use of Terra Dotta software.</li> <li>4. The number of out-of-district students participating in Early Decision in the spring 2018 semester will increase by 5% from the 228 out-of-district students who participated in Early Decision in spring 2017.</li> </ol>	<ol style="list-style-type: none"> <li>1. This activity has been completed. A link to current classes with at least one open seat is available for viewing through the new student portal, my.citruscollege.edu. The list is updated approximately every five minutes.</li> <li>2. Coaches made contact with area high school coaches to get student athletes into Early Decision in time for the spring 2018 event, and they have discussed the new Citrus College Promise Program. Some athletes from the fall 2017 and winter 2018 seasons were able to attend. Some did not qualify. A presentation on NCAA transfer regulations was shared and discussed by Citrus College coaches and counselors with high school coaches and student athletes. The response received through the pre- and post-test questionnaires to confirm the high school athlete's understanding of NCAA regulations was too low to measure.</li> <li>3. Terra Dotta software was implemented on October 2, 2017. Approximately half of the applications for the spring 2018 cycle were submitted through the new software. The software includes an electronic prospect card, the online application, and the international student portal. Yield rates will be measured and compared against the prior year starting with the summer 2018 term.</li> <li>4. School Relations and Outreach conducted college presentations and application workshops at 16 district and out-of-district high schools from November 2017 to January 2018. The office scheduled 21 Early Decision events serving 18 high schools and a campus Early Decision day for district students who attend private schools or who are home schooled. During the previous academic year (2016-17), 228 out-of-district students participated in Early Decision. During the current academic year (2017-18), 293 out-of-district students participated in Early Decision, resulting in a 28% increase from previous year.</li> </ol>

**Focus Area 2:** Enrollment

**Strategy 2.3:** Institutionalize an efficient budget allocation model that funds FTES strategies.

**Contact:** Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The vice president of academic affairs will create and implement a budget allocation model that is based upon the prior year full-time equivalent students (FTES) results, student demand, and available funding with the goal of meeting or exceeding the FTES target for 2017-18.</p>	<p>1. The vice president of academic affairs will discuss the approved 2017-18 budget allocation model with the academic deans in September 2017, in order for the deans to acknowledge and not exceed their budget for the year.</p>	<p>1. Funding for adjunct and overload accounts were reviewed and allocated based upon potential growth or decline of courses offered throughout the curriculum. The accounts were shared with the academic deans to enable efficient management.</p>



**Focus Area 2:** Enrollment

**Strategy 2.4:** Implement a relevant, technologically advanced marketing and promotion plan to meet the annual enrollment goals of the college.

**Contact:** Vice President of Academic Affairs, Vice President of Student Services, Executive Director of Communications and External Relations

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Develop a marketing plan that integrates search engine marketing (SEM), targeted digital display, and social media marketing along with print advertising, outdoor display, streaming radio and grass-roots sponsorship efforts in feeder high schools. All marketing materials should reflect the college’s diverse and inclusive culture while reinforcing its mission.</p>	<p>1. By the fall 2017 semester, the Marketing Plan will be completed and implemented with the results tracked and optimized. Some of the metrics include impressions, clicks and click-thru rates, to demonstrate a broader coverage of the marketing efforts.</p>	<p>1. A marketing plan was implemented across multiple platforms: SEM, online display, social media, print, outdoor display, streaming radio and in-school outreach. All measurable digital metrics were carefully monitored and used to optimize campaigns or to make adjustments to the marketing spend. The metrics were also compared against those of the broader educational vertical to assess campaign performance versus those in the college’s competitive set. Ad creative was regularly refreshed to reflect current college initiatives and to maximize reader/viewer engagement.</p>

**Focus Area 2:** Enrollment

**Strategy 2.5:** Increase the number of underrepresented students enrolled in STEM programs of study.

**Contact:** Vice President of Academic Affairs, Vice President of Student Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The STEM grant manager will advertise STEM opportunities to all new students and include the same information as part of the orientation for Student Support programs such as CalWORKs and EOPS.</li> <li>2. The STEM grant manager will host a STEM information table at the Student Resource Fair in the fall 2017 semester to ensure students are aware of the opportunities provided by the various STEM grants.</li> <li>3. The Institute for Completion, in collaboration with the Catch a Wave grant at CSU Fullerton, will provide a STEM workshop focused on physics and gravitational waves.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interest and enrollment in STEM programs of study will increase by 8% in 2017-18 for students involved in Student Support programs such as CalWORKs and EOPS when compared to enrollment in STEM programs of study for 2016-17.</li> <li>2. A minimum of 50 students will learn about various opportunities in STEM as evidenced by sign-in sheets at the fall Student Resource fair. As a result, at least 10% of the students are expected to choose STEM for their program of study.</li> <li>3. A minimum of 40 students will attend the workshop and increase their understanding about careers in physics and the study of gravitational waves as measured by a post-workshop survey. It is expected that at least 10% of the students will choose STEM for their program of study.</li> </ol>	<ol style="list-style-type: none"> <li>1. In August 2017, EOPS staff were provided with STEM activity information to promote the activities to students. Fliers for the Annual Research Symposium and recruitment for the 2018 Summer Research Experience and Cohort 3 (spring 2018 - fall 2018 semesters) of Bridge to the Geosciences were distributed across campus and posted to faculty Canvas sites.</li> <li>2. An information table was set up at the fall 2017 Student Resource Fair. Over 300 students signed in at the event.</li> <li>3. The physics and gravitational waves workshop was held on April 5, 2018, with over 40 students, faculty and staff in attendance. The workshop was promoted to students via fliers, peer mentors who work with STEM students, and through faculty who teach STEM classes.</li> </ol>

**Focus Area 3:** Instructional Quality

**Strategy 3.1:** Citrus College faculty will develop innovative curriculum and instructional pathways that respond to students’ needs and promote program completion.

**Contact:** Vice President of Academic Affairs, Chief Information Services Officer

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The Astronomy program will provide online instruction for critical thinking and calculation-based homework assignments in Astronomy classes.</li> <li>2. The Online Education Faculty Coordinator will offer @One training courses to faculty as follows: Introduction to Online Teaching and Learning in the fall 2017 semester, and Assessment in the spring 2018 semester.</li> <li>3. Instructional deans will expand online course offerings by 1% by the spring 2018 semester.</li> </ol>	<ol style="list-style-type: none"> <li>1. Online tutorials for Mystery Solar System and Constellation components of ASTR 115 will be created which may result in an increased student success rate in ASTR 115 by 10%.</li> <li>2. The training courses will enable faculty to modify their course shells to enhance the learning experience for students which will lead to an increase in student success and retention in online and hybrid courses by 4% for 2017-18 compared to 2016-17 for the same faculty members.</li> <li>3. The average number of units taken by students will increase in the spring 2018 semester compared to the spring 2017 semester.</li> </ol>	<ol style="list-style-type: none"> <li>1. Astronomy currently offers online courses for both ASTR 115 and ASTR 116 leading to enhanced learning. Online tutorials for the Mystery Solar System and Constellation components have been created and implemented within the curriculum. The success rate for ASTR 115 has increased two and eight percentage points respectively when comparing the spring 2018 semester to the 2017 and 2016 spring semesters.</li> <li>2. Introduction to Online Teaching and Learning was offered in the fall 2017 semester. Eighteen new faculty members completed the course. Two faculty members completed the @One hosted Assessment in Digital Learning course.</li> <li>3. Enrollment in all online classes increased by 22%, from 15,208 in 2016-17 to 18,584 in 2017-18.</li> </ol>

**Focus Area 3:** Instructional Quality

**Strategy 3.2:** Investigate and implement state and national models of exemplary pedagogy that lead to course completion.

**Contact:** Vice President of Academic Affairs, Vice President of Student Services, Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. Academic Affairs and Student Services will collaborate to create and implement Guided Pathways.	1. First-time, full-time students who began in the fall 2017 semester will successfully complete at least 30 units by the end of the spring 2018 semester compared to the previous cohort.	1. The Citrus College Guided Pathways work plan was submitted to the Chancellor’s Office on March 30, 2018. Specific activities and expected outcomes were identified to increase the number of students completing 30 units in their first year and reduce student time to completion. The Citrus College Promise program will be launched in the fall 2018 semester and will require students to complete at least 30 units in their first year to be eligible to continue the program in their second year.

**Focus Area 3:** Instructional Quality

**Strategy 3.3:** Increase professional development opportunities and resources for faculty and staff.

**Contact:** Vice President of Academic Affairs, Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The Institute for Completion will offer professional development workshops to faculty regarding innovative teaching practices.</li> <li>2. The Human Resources Office will work with the Classified Staff Development Committee to expand staff development opportunities for classified employees. At least six professional development activities will be offered throughout the 2017-18 academic year. These activities will include the use of work related tools such as Microsoft Office, customer service awareness, and working with a diverse student and staff population.</li> </ol>	<ol style="list-style-type: none"> <li>1. At least six workshops will be offered to faculty during the 2017-18 academic year.</li> <li>2. The outcome of increased understanding of Microsoft Office, and customer service and diversity awareness will be reflected by the results of the pre- and post- workshop assessments pertaining to major topics of the training.</li> </ol>	<ol style="list-style-type: none"> <li>1. Three Student Engagement Series conversation events were held during the fall 2017 and spring 2018 semesters for a total of six events. Additionally, a year-long professional development series (eight sessions) is currently in progress, with 29 full-time and adjunct faculty members participating.</li> <li>2. During the fall 2017 semester, trainings were offered to classified staff on Microsoft Windows and on safe computing tips. During the spring 2018 semester, additional training sessions were offered to staff on Microsoft Word and Excel. In addition, the Classified Staff Development Committee offered workshops on topics such as interview skills, PERS and STRS, CPR/AED. A workshop on intercultural communication was offered on May, 4, 2018 and was attended by 10 staff members. A total of 32 workshops on various topics have been offered throughout the 2017-18 academic year. The Classified Staff Development Committee conducted a post-workshop survey for each workshop. The survey results indicate that the topics were very beneficial and the presenters were all highly rated.</li> </ol>

**Focus Area 4:** Instructional Responsiveness  
**Strategy 4.1:** Increase programming to meet the needs of viable regional industry clusters.  
**Contact:** Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The Natural, Physical, and Health Sciences dean will increase course offerings in Biotechnology to meet the needs of students and local industry.</li> <li>2. The Social and Behavioral Sciences dean will increase online course offerings in Administration of Justice and Child Development.</li> <li>3. The Kinesiology, Health, and Athletics dean will increase the number of skill awards/certificates offered in Kinesiology.</li> <li>4. The dean of Career/Technical and Continuing Education will increase course offerings beyond the minimum State Board requirements in Cosmetology to provide students with a competitive advantage in seeking entry-level employment.</li> <li>5. Develop and receive Board of Trustee’s and Chancellor’s Office approval for a new certificate program and courses in Construction Management in the Career/Technical and Continuing Education division.</li> <li>6. Academic Affairs will expand the cooperative work experience program course offerings across the curriculum.</li> <li>7. The dean of Career/Technical and Continuing Education will increase program options and course offerings in Computer Science and Information Systems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student enrollment and matriculation through course sequences will increase by 2% in 2017-18 compared to 2016- 17.</li> <li>2. Student enrollment in Administration of Justice and Child Development courses will grow by 5% each in 2017-18 compared to student enrollment for 2016-17.</li> <li>3. At least two new Kinesiology skill awards will be offered and one certificate will be submitted to the Curriculum Committee in 2017-18.</li> <li>4. Two new courses will be offered in the fall 2017 and spring 2018 semesters in Men’s Haircutting and Hair Extensions which is expected to yield approximately 100 enrollments.</li> <li>5. A certificate program and courses in Construction Management will be ready to offer in the fall 2018 semester.</li> <li>6. The number of students participating in approved work experience courses will increase at least 20% by June 30, 2018 compared to the 2016-17 year.</li> <li>7. The enrollment in the Computer Science and Information Systems program will be increased by 20% in 2017-18 compared to the number of enrollments for 2016-17.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course offerings in Biotechnology increased by 50% to include BIOT 125 to serve a general education audience.</li> <li>2. Online course offerings have increased by two classes in Administration of Justice. Enrollment in online AJ classes increased by 69%, from 307 in 2016-17 to 518 in 2017-18. Enrollment in all AJ classes increased by 6%, from 1,694 in 2016-17 to 1,792 in 2017-18. One of the full-time Child Development faculty members has been trained to teach online.</li> <li>3. Two new Kinesiology skill awards have been approved by the Curriculum Committee and will appear in the 2018-19 Citrus College catalog – Athletic Training and Coaching. The planned certificate has not been submitted but will be submitted in time for consideration to be included in the 2019-20 catalog.</li> <li>4. The Men’s Haircutting and Hair Extensions courses were developed and offered. There was a total enrollment of 62 students in the fall 2017 and spring 2018 semesters.</li> <li>5. Development of the Construction Management certificate is underway. A list of courses for the program has been developed. The curriculum process is in the early stages with the proposed certificate and new courses currently under review by the Regional Consortium. Locally, the proposed certificate and new courses will be submitted to the Curriculum Committee in time for approval and inclusion in the 2019-20 Citrus College catalog. The Construction Management certificate and associated courses will be available for students beginning in the fall 2019 semester.</li> <li>6. Multiple cooperative work experience courses have been successfully offered in Wildland Resources and Forestry. Six students were enrolled in FOR 698A in 2016-17 and 26 were enrolled in FOR 698A and 698B in 2017-18.</li> <li>7. Two certificates have been approved by the Chancellor’s Office and will be included in the 2018-19 Citrus College catalog: 1) IT Technician: Computer Retail Sales and Support; 2) IT Technician: Support Specialist. Enrollment in CS and ITIS increased by 21%, from 1,066 in 2016-17 to 1,201 in 2017-18. The CS: Gaming and Applications Development certificate is still awaiting approval from the Chancellor’s Office.</li> </ol>

**Focus Area 4:** Instructional Responsiveness

**Strategy 4.2:** Increase noncredit programming options in ESL, short-term vocational, and workforce preparation courses.

**Contact:** Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"><li>1. The Noncredit program will expand noncredit ESL offerings by scheduling two courses on Friday mornings to take advantage of facility availability and student preferred time of course offerings.</li><li>2. The Noncredit program will expand and increase noncredit ESL courses to include new courses that focus on speaking and pronunciation skills.</li></ol>	<ol style="list-style-type: none"><li>1. Enrollment in ESL courses for 2017-18 will increase by 15% compared to ESL enrollments for 2016-17.</li><li>2. At least two new courses will be scheduled in the fall 2017, winter and spring 2018 semesters.</li></ol>	<ol style="list-style-type: none"><li>1. In the fall 2017 semester, the Noncredit Program offered two noncredit ESL courses on Friday mornings: NC 315 ESL and Computer Literacy I and NC 316 ESL and Computer Literacy II. The enrollments for these two courses increased by 88.7% from 2016-17 to 2017-18 due to strategic facility usage and course offerings scheduled on Friday mornings.</li><li>2. The Noncredit Program has expanded and increased noncredit ESL courses to include: NC 318 ESL American English Pronunciation I and NC 319 ESL American English Pronunciation II. These courses were offered in the fall 2017 and spring 2018 semesters. Noncredit ESL speaking courses (offered at three levels – beginning, intermediate and advanced) have been approved at the college level and were recently approved at the Chancellor’s Office. The three NC ESL speaking courses, NC 325 ESL: Speaking - Beginning, NC 326 ESL: Speaking - Intermediate, and NC 327 ESL: Speaking - Advanced, are proposed to start in the winter and spring 2019 semesters.</li></ol>

**Focus Area 5:** Student Support

**Strategy 5.1:** Enhance services to students through the implementation of relevant, intuitive technology.

**Contact:** Vice President of Student Services, Vice President of Academic Affairs, Chief Information Services Officer

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. TeCS will implement a student portal to enhance services for students.</li> <li>2. The dean of Counseling and the dean of Enrollment Services will work with the chief information services officer to design, build and maintain articulation tables.</li> <li>3. The dean of enrollment services will work with TeCS to build an interface to implement an online International Student Application.</li> <li>4. The dean of Enrollment Services will work with TeCS to enable the sending and receiving of electronic transcripts.</li> <li>5. The dean of Enrollment Services will work with TeCS to enable students to update their course of study online.</li> <li>6. The vice president of Student Services and the vice president of Academic Affairs will work with the chief information services officer to coordinate an effort to develop electronic applications for enrollment into college programs, such as EOPS, nursing, and STEM.</li> </ol>	<ol style="list-style-type: none"> <li>1. A comprehensive intuitive student portal will be released before the end of the spring 2018 semester.</li> <li>2. Articulation tables will be designed and built before the end of the spring 2018 semester leading to full implementation of Degree Works for student educational plans.</li> <li>3. An interface will be built and will be operating by the spring 2018 semester.</li> <li>4. Citrus College will be able to send transcripts through eTranscript California by the spring 2018 semester.</li> <li>5. Students will be able to update their course of study on their student portal by the spring 2018 semester.</li> <li>6. Electronic applications will be available before the end of the spring 2018 semester.</li> </ol>	<ol style="list-style-type: none"> <li>1. The my.citruscollege.edu portal went live as scheduled on November 1, 2017. Five well-attended Portal Publisher staff training sessions took place in October 2017.</li> <li>2. Evaluators in the Admissions and Records Office, working in conjunction with the college’s articulation officer, began building articulation tables. The articulation tables for Mt. San Antonio College were completed during the fall 2017 semester. Scribing and tables for Pasadena City and Chaffey colleges was completed in the spring 2018 semester.</li> <li>3. The Admissions and Records Office and TeCS held an initial meeting with the Chancellor’s Office Technology Center. After further discussion, the offices agreed to pursue an alternative that utilizes the new Terra Dotta online application, so that students are not required to submit two applications. The goal is to build the interface between Terra Dotta and Banner in the spring 2019 semester.</li> <li>4. The college signed an agreement with XAP Corporation in January 2018. The Admissions and Records Office and TeCS are working with the vendor to create a test environment and develop a process for sending and receiving electronic transcripts through eTranscript California. The Admissions and Records Office expects to send transcripts by September 2018.</li> <li>5. The online course of study form went live in the fall 2017 semester. Students can now update their course of study/educational goal using the my.citruscollege.edu portal.</li> <li>6. The Honors Program electronic application is complete and able to accept online submissions. A programmer is configuring a generic application framework that will support both the EOPS and Honors Program needs. The EOPS application is in the final stages of testing and will go live before the end of July 2018.</li> </ol>



**Focus Area 5:** Student Support

**Strategy 5.2:** Adopt a service environment that is driven by student perspectives and needs.

**Contact:** Vice President of Student Services, Vice President of Academic Affairs, Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The Institute for Completion (IFC) director will work with pertinent stakeholders at the college to identify effective strategies to improve student services for nontraditional students.</li> <li>2. Develop and implement a plan to hire, train, and schedule student employees to staff the Student Services building lobby information kiosk year- round in order to provide critical guidance and support for students in navigating the services they need and where to find them.</li> <li>3. Increase the frequency of student services trainings to include various student services topics and customer service strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gaps will be identified and strategies will be implemented to improve student services for nontraditional students.</li> <li>2. Through a collaborative effort by various departments in Student Services, the Student Services building lobby information kiosk will be staffed five days a week by the fall 2018 semester.</li> <li>3. There will be enhanced customer service delivery driven by student perspectives and needs by the end of the spring 2018 semester. Survey results will provide feedback on how the trainings were received by staff and a decline in student complaints will show that the trainings were an effective mitigation strategy for student complaints and that trainings keep customer service at the forefront of employees minds.</li> </ol>	<ol style="list-style-type: none"> <li>1. IFC has completed a review of the relevant literature and prior college data. IFC has also conducted one-on-one interviews with eight non-traditional students and will randomly select additional students to participate in a focus group interview. A full write-up of the findings will be presented to the director of the Office of Institutional Research, Planning and Effectiveness as well as the vice president of Academic Affairs prior to the beginning of the fall 2018 semester.</li> <li>2. Student Services programs coordinated to staff the information kiosk five days a week during the fall 2017 and the spring 2018 semesters. The projected outcome has been met.</li> <li>3. The division hosted a training on August 11, 2017, which focused on customer service and verbal judo to help employees de-escalate difficult situations. Survey results indicate that 75% of participants found the customer service training informative, and 58% found that they learned something they could apply in their dealings with students and community members. A second training was held on February 8, 2018. This training focused on change, given all of the upcoming mandates (i.e. Multiple Measures, Guided Pathways, the Promise program and technology changes, such as Banner 9). Survey results indicate that 95% of participants found that they learned something they could apply and 96% agreed that bi-annual student services trainings are important.</li> </ol>

**Focus Area 5:** Student Support

**Strategy 5.3:** Increase and promote efficient and effective student support services.

**Contact:** Vice President of Student Services, Vice President of Academic Affairs, Chief Information Services Officer

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. Academic counselors and TeCS will release the electronic Student Educational Plan (SEP) through Degree Works for student viewing purposes only.</li> <li>2. Conducting a faculty survey of the Early Alert system to learn what faculty need or want in order to increase usage of the system (e.g. training, workshops, online tutorials, etc.).</li> <li>3. The Financial Aid Office will contact first-time students who missed their registration appointment and who have not applied for financial aid to encourage them to apply for financial aid and register.</li> <li>4. Student Support programs will follow-up with first- time college students in their program who missed their registration appointment to encourage the students to register.</li> </ol>	<ol style="list-style-type: none"> <li>1. By the fall 2017 semester, students will be able to access and create a Student Educational Plan online. Once the student created plan is approved by a counselor, students will be able to perform a degree audit and determine classes needed to complete their degree or certificate.</li> <li>2. Solutions for increasing faculty usage of the Early Alert system will be identified via a survey, and implemented by the end of the spring 2018 semester.</li> <li>3. All first-time students who missed their registration appointments will be contacted and offered assistance with the financial aid process, thereby increasing the fall-to-fall persistence rates of first-time college students by 2%.</li> <li>4. All first-time students who missed their registration appointments will be contacted and offered assistance with the registration process thereby increasing the fall-to-fall persistence rates of first-time college students by 2%.</li> </ol>	<ol style="list-style-type: none"> <li>1. Counselors and students are using Degree Works for degree audits and to view/create student educational plans and use the plans to create a schedule. The number of SEPs created in Degree Works from July 1, 2017 through April 13, 2018 is 4,723. This is significant, as the number of SEPs recorded for the pilot program beginning April 20, 2015, through June 30, 2017, was 728. This is a 549% increase in use.</li> <li>2. The Early Alert survey was administered during the fall 2017 semester and results were reviewed to implement solutions for increasing faculty usage. The following changes have been made: 1) an Early Alert link in Canvas was added; 2) a task was added to the portal directing students to Early Alert workshops and; 3) an Early Alert task for faculty has been added to the portal. A workgroup will review the findings of the survey and will convene focus groups to gather additional input from faculty before making recommendations.</li> <li>3. The Financial Aid Office emailed first-time students who missed their registration appointments for the spring 2018 semester, reminding them to apply for financial aid and register for classes. Emails were sent again to 7,141 students before the start of spring 2018 semester. There has been a 1% increase in financial aid applications in 2017-18 in comparison to 2016-17.</li> <li>4. An automated report that lists students who missed their spring 2018 registration appointments was available before the start of the spring 2018 semester. Student support programs used the report to contact the students and assist them with the registration process.</li> </ol>

**Focus Area 5:**

Student Support

**Strategy 5.4:**

Identify challenges to student success and implement mitigation strategies.

**Contact:**

Vice President of Student Services, Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The Multiple Measures Strike Team will offer professional development activities related to the Multiple Measures Assessment Project (MMAP).</li> <li>2. Successfully integrate the Student Success and Support Programs (SSSP), Student Equity (SE), and Basic Skills Initiative (BSI) programs by collaborating with stakeholders to coordinate program efforts.</li> <li>3. The Career/Transfer Center will work with Disabled Students Programs and Services (DSPS) to facilitate Transfer 101 workshops in the DSPS lab to facilitate the transfer to four-year colleges and universities of students with disabilities.</li> <li>4. The Career/Transfer Center will work with Financial Aid to offer workshops to facilitate the transfer of Pell recipients to four-year colleges and universities.</li> <li>5. In order to increase the number of students who are transfer prepared, the Career/Transfer Center will identify and send an email to students with 45 units or more inviting them to enroll in COUN 158: Transfer Planning in spring 2018. The Department added additional sections of the course on Fridays to accommodate students' schedules. Students enrolled in COUN 158 will receive in-depth information and assistance with the transfer process to four-year colleges/universities.</li> </ol>	<ol style="list-style-type: none"> <li>1. During the fall 2017 semester, more than 35 instructors will be invited to learn about statewide Multiple Measure Assessment models. During the spring 2018 semester, more than 35 faculty will attend Flex Day workshops related to helping students overcome learning disabilities to successfully complete basic skills math and English courses.</li> <li>2. The Integrated Planning Committee will complete a full draft of the Integrated Plan by September 1, 2017 and will 1) Present the draft to campus shared governance groups, 2) Present the draft to the Board of Trustees, and 3) Submit the final document to the CCCC by December 15, 2017.</li> <li>3. The Career/Transfer Center will offer at least two Transfer 101 workshops in the DSPS lab during the spring 2018 semester. Three percent of DSPS students who identified transfer as their goal will attend a Transfer 101 workshop, thereby increasing their understanding of the transfer process and being better prepared for transfer.</li> <li>4. The Career/Transfer Center and Financial Aid Office will offer two "Plan Ahead: How to Pay for a Bachelor's Degree" workshops during the winter and spring 2018 terms. Five percent of Pell/Full-time Student Success Grant recipients will attend a workshop to increase their awareness of the Community College Complete Grant, Cal Grant B, and other financial aspects of transfer.</li> <li>5. At least 50 students will enroll and complete the course. One-hundred percent of students who complete the COUN 158 course will have a better understanding of the difference between the California State University (CSU), University of California (UC), Private and Out of State Colleges/Universities systems.</li> </ol>	<ol style="list-style-type: none"> <li>1. More than 92 faculty received MMAP training in the fall 2017 semester. More than 20 faculty received training on Flex Day related to assisting students with disabilities. Eight additional MMAP trainings were held in the spring 2018 semester, with more than 200 faculty in attendance.</li> <li>2. The Integrated Plan was developed and presented to college shared governance committees and approved by the Board of Trustees at the January 16, 2018 meeting. The plan was submitted to the Chancellor's Office by the due date.</li> <li>3. The CTC and DSPS Office worked with TeCS and identified 615 DSPS students who have indicated transfer as their goal. Two Transfer 101 workshops, tailored to the DSPS student population, were scheduled during the spring 2018 semester. These students received two emails inviting them to attend the Transfer 101 workshops. Attendance was low; therefore, DSPS and CTC plan to strengthen their recruitment efforts and offer additional Transfer 101 workshops in the fall 2018 semester.</li> <li>4. The CTC and Financial Aid office scheduled two workshops titled, "Plan Ahead: How to Pay for College," during the spring 2018 semester. Targeted marketing was directed toward students who are Pell/Full-Time Student Success Grant (FTSSG) recipients. One thousand three hundred thirty-five students who are Pell/FTSSG recipients received three emails and phone calls inviting them to attend a workshop. Workshop attendance was low; therefore, the CTC and Financial Aid staff sent additional emails and conducted phone calls to invite students to attend future workshops.</li> <li>5. The CTC sent an email to 2,371 students who were enrolled at Citrus College in the spring 2017 or fall 2017 semesters and have completed between 30-45 units, inviting them to enroll in COUN 158: Transfer Planning in the spring 2018 semester. Enrollment did increase. Multiple efforts were made in an effort to meet the 50-student completion goal. The final enrollment number for COUN 158 in the spring 2018 semester was 70 students.</li> </ol>

**Focus Area 5:** Student Support  
**Strategy 5.5:** Increase student participation in college support programs.  
**Contact:** Vice President of Student Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The dean of students will work with the college nurse to increase awareness and utilization of mental health resources among students and staff by offering workshops and resources.</li> <li>2. School Relations and Outreach will work with I Will Complete College (IWCC) students to ensure that an increased number of students declare a course of study by the end of their first year.</li> <li>3. Identify and promote financial aid resources to enrolled students who do not have a financial aid application on record.</li> </ol>	<ol style="list-style-type: none"> <li>1. The awareness and use of mental health services among students and staff will increase by 3% before the end of the spring 2018 semester. Awareness will be measured based on student/faculty attendance at workshops and use of resources.</li> <li>2. The number of IWCC students who declare a course of study will increase by 10% by the end of the spring 2018 semester.</li> <li>3. The number of financial aid applicants, as measured by the number of enrolled students who submitted a FAFSA or Dream Act Application, will increase by 3% by June 30, 2018.</li> </ol>	<ol style="list-style-type: none"> <li>1. Appointments for mental health services have increased by approximately 8%, and attendance at personal counseling workshops has increased by approximately 30%. This outcome has been met based on the increase in use of resources and attendance at workshops. Attendance at workshops and use of the SHC resources will continue to be tracked. Three workshops took place in the spring 2018 semester: 1) Sleep and the Student; 2) Stressed and Depressed; and 3) Alcohol, Substance Abuse and Depression.</li> <li>2. Students who had not declared a course of study were contacted in the fall 2017 semester and asked to schedule an appointment with a counselor for assistance in selecting a course of study. As of the winter 2018 session, 363 out of 364 IWCC students have declared a course of study. This is an 11% increase. During the spring 2018 semester, the 2017-18 IWCC cohort was contacted by phone and by email urging them to declare a course of study</li> <li>3. The financial aid office has increased its marketing efforts and encouraged student participation in financial aid programs by making edits to the website, calling all students who were scheduled to be dropped for nonpayment, and emailing all students who had not applied for financial aid in the current academic year. The office advertised on campus marquees informing students to complete the FAFSA/CADA for 2017-18 academic year. Additional marketing included advertising on the financial aid TV monitor and on the white board in the lobby. As of June 2018, the number of FAFSA applications received is up by 453 compared to 2016-17 representing a 3% increase.</li> </ol>

**Focus Area 5:** Student Support

**Strategy 5.6:** Diversify methods used to connect and communicate with students.

**Contact:** Vice President of Student Services, Chief Information Services Officer, Executive Director of Communications and External Relations

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The dean of students will work with TeCS to send messages to students through the student portal to promote awareness of campus activities and increase participation in campus events.</li> <li>2. The Office of External Relations will work with TeCS to improve and increase digital communication with students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will begin receiving messages through their portal before the end of the spring 2018 semester.</li> <li>2. Students will be more informed and engaged with the college as the result of these efforts, as measured monthly through social media metrics.</li> </ol>	<ol style="list-style-type: none"> <li>1. The new student portal went live on November 1, 2017. TeCS provided five training sessions in October 2017 for employees to learn how to send announcements via the portal. It has since been used by various departments to send announcements and/or reminders to students (e.g. registration reminders, pop-up counseling notifications and club events).</li> <li>2. TeCS launched the my.citruscollege.edu portal on November 1, 2017. EGR posted an information video advertising the launch of the portal (created by PTK honors students) on the college YouTube channel and shared it across all social media platforms. EGR also custom created every icon graphic for the new portal. Social media metrics are tracked each month to ensure consistent growth (see Strategy 10.1), and EGR works with TeCS to explore new social media opportunities (e.g., the recent launch of the college’s official Instagram and YouTube platforms).</li> </ol> <p>The college’s new website was launched in February 2018. EGR created:</p> <ul style="list-style-type: none"> <li>• 10 custom banner images using recent high-resolution photos</li> <li>• 6 custom carousel images</li> </ul> <p>EGR also made sure the college’s growing social media platforms had a presence in the website footer.</p> <p>The new website features a new Newsroom interface, which showcases all of the latest press releases complete with hi-res images. This page includes interactive links to the main college publications (magazine, annual report and Citrus View), as well as a dynamic Twitter feed with the latest tweets from the college.</p>

**Focus Area 6:** Safe Environment

**Strategy 6.1:** Foster a strong awareness of safety and security to ensure preparedness and responsiveness to emergency situations.

**Contact:** Vice President of Student Services, Director of Institutional Research, Planning and Effectiveness, Director of Human Resources, Vice President of Finance and Administrative Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. Campus Safety, in collaboration with the Office of Institutional Research, Planning and Effectiveness (IRPE), the dean of students, and the Title IX coordinator will analyze the results of the Campus Climate Survey. The survey will identify perceptions of the campus climate pertaining to unwanted sexual contact and how the institution addresses and responds to sexual misconduct and the extent to which students have experienced unwanted sexual contact.</li> <li>2. The Emergency Preparedness Task Force will review the Emergency Operations Plan (EOP) and evaluate best practices related to emergency preparedness, drills, and training.</li> <li>3. Campus Safety, in collaboration with Facilities and TeCS, will implement blue light emergency phones through the campus interior using a multi-phase approach. Phase one (year one – 2017-18) will consist of interior campus phones, while phase two (year five – 2021-22) will consist of adding blue light emergency phones in parking lots and other areas on campus.</li> <li>4. Campus Safety will conduct educational workshops for students and employees in an effort to increase the usage of the Citrus Guardian mobile app.</li> <li>5. Throughout the course of the 2017-18 academic year, Human Resources in collaboration with Student Services will implement a collegewide Title IX awareness program which will include posters on campus, revised written materials for students and staff as well as a Title IX awareness event for students and one for faculty/staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. The results of the spring 2017 Campus Climate Survey will be evaluated in the fall 2017 semester and used to guide efforts for additional training, a wider awareness campaign, and to implement best practices by the end of the spring 2018 semester.</li> <li>2. The revised June 2018 EOP will ensure best practices related to emergency preparedness, drills, and training are implemented, conducive to overall campus safety.</li> <li>3. Easily identifiable blue light emergency phones will provide 24/7 direct communication with Campus Safety and will also be used to broadcast audible emergency notifications, such as Citrus Alerts, during a major emergency. Ten blue light emergency phones (contingent on cost) will be installed in the interior of campus by June 2018.</li> <li>4. Citrus Guardian mobile app usage will increase by 15% by June 2018. The baseline is approximately 300 current users of the app.</li> <li>5. Students and staff will gain a new awareness as to issues of sexual harassment and sexual assault and how to best assist students reporting like incidents. This increase in awareness will be measured by surveying faculty and students during the fall 2017 semester and at the end of the 2017-18 academic year.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Campus Climate Survey was completed in October 2017. The findings were presented to the Title IX workgroup on October 23, 2017. As a result, the workgroup’s goals have been established. Marketing (brochures, posters and flyers) materials have been created. An awareness campaign on how to report sexual assault is in progress.</li> <li>2. The Emergency Preparedness Task Force conducted two emergency drills during the fall 2017 semester and one in the spring 2018 semester, in accordance with the district’s AP and in alignment with the Emergency Operations Plan (EOP). All drills were assessed and lessons were learned. Specific needs were also identified. A complete revision of the EOP is expected to be completed by the end of the summer 2018 term.</li> <li>3. A demonstration of the blue light emergency phones was conducted by Talk-a-Phone on October 12, 2017, and the project received the Physical Resources Committee’s approval to move forward. Potential phone locations have been identified, and updated locations, quantities and phone types were re-assessed. A quote with the updated information is pending from the vendor. A project funding source and possible tie-in to a state contract has yet to be determined. The phones are expected to be installed by the fall 2019 semester.</li> <li>4. Campus Safety, in conjunction with the Office of Student Life and the Classified Staff Development Committee, conducted educational workshops during the 2017 fall semester. The Citrus Guardian app was highlighted in each of the two workshops. A total increase of 45 users was needed to meet the 15% goal. As of June 2018, there has been an increase of 46 users in the 2017-18 academic year.</li> <li>5. The Title IX Workgroup developed a <i>Know Your Rights</i> poster that has been placed throughout the campus, including all restrooms. A mandatory training for Managers/Supervisors was offered on February 6, 12 and 21, 2018. Training for the Associated Students of Citrus College (ASCC) occurred on February 9, 2018. Title IX training was offered during Flex Day on February 20, and a Title IX presentation was offered to all students in April as part of the ASCC’s Sex 101 Week. At the beginning of the fall 2017 semester, a written summary of Title IX and how to report sexual abuse/harassment was emailed to all students.</li> </ol>

**Focus Area 6:** Safe Environment  
**Strategy 6.2:** Promote a safe learning environment.  
**Contact:** Vice President of Student Services, Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. Student Affairs, the Student Health Center, and Campus Safety will collaborate by providing two employee workshops each being offered once during the fall 2017 and once during the spring 2018 semesters on how to assist difficult people and/or de-escalate difficult situations 1) Verbal Judo, and 2) How to Identify and Assist Students Experiencing Anxiety.</li> <li>2. The Office of Student Life and Leadership Development will work with Campus Safety to promote emergency preparedness by providing trainings and workshops for students during campus safety month in September 2017.</li> </ol>	<ol style="list-style-type: none"> <li>1. Employees who attend a workshop will be surveyed to ensure that they learned de-escalation techniques that will assist them in delivering student services.</li> <li>2. Four campus events promoting safety awareness and emergency preparedness will be provided to the college community during the month of September 2017.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Student Health Center (SHC) presented a Verbal Judo workshop during the Student Services training on Friday, August 11, 2017. Survey results indicated that 75% of the employees in attendance found the presentation informative. On November 29, 2017, the SHC hosted a workshop on how to assist students experiencing anxiety. Both workshops were offered again on March 2, 2018. The projected outcome has been met and this concludes the workshop series.</li> <li>2. In September 2017, during Campus Safety Awareness month, the following campus safety events took place: a Campus Safety info booth in the Campus Center mall during the first week (September 5); a Campus Safety info booth specifically for the Citrus Guardian app (September 11); Emergency preparedness workshop for students (September 21); Coffee with a Cop (September 27); a campuswide emergency drill (September 28).</li> </ol>

**Focus Area 6:** Safe Environment

**Strategy 6.3:** Mitigate hazards through a systematic review and evaluation of the internal and external college environment.

**Contact:** Vice President of Student Services, Vice President of Finance and Administrative Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"><li>1. Facilities and Campus Safety will observe all exterior lighting, including walkways and stairwells, during their daily rounds, to ensure compliance with IES (Illuminating Engineering Society of America) lighting standards.</li><li>2. The district's third-party risk insurer will complete a campuswide safety inspection report that will be used to mitigate potential safety hazards.</li></ol>	<ol style="list-style-type: none"><li>1. All lighting work orders for repairs and/or replacements will be completed within two weeks of receipt of all applicable required goods and/or services.</li><li>2. The district will receive a risk experience modification rating of less than 1.00 which will indicate an improvement in the amount of safety-hazard related claims filed against the district.</li></ol>	<ol style="list-style-type: none"><li>1. All lighting work orders are complete and up to date, based on receipt of all applicable goods and/or services.</li><li>2. The district's third-party risk provider completed a campuswide property and liability inspection report dated January 2018. The report noted that the district's current safety procedures are effective in helping to mitigate possible safety hazards that could occur on campus. Recommendations from the report have been reviewed by the Environmental Health &amp; Safety Supervisor and the Director of Facilities. Implementation of the reported recommendations are underway.</li></ol>



**Focus Area 7:** Sustainability

**Strategy 7.1:** Institutionalize cost-effective, efficient sustainable practices.

**Contact:** Vice President of Finance and Administrative Services, Chief Information Services Officer

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. A minimum of two available funding opportunities will be pursued to allow procurement of efficient methods of heating, ventilating, and air conditioning; lighting technologies; and alternative power generation sources.</li> <li>2. Recycling bins will be placed in at least four visible, prominent areas on campus to encourage collegewide recycling efforts.</li> <li>3. Maintain water conservation efforts through the procurement and installation of water-efficient bathroom fixtures in the Hayden Hall and Campus Center modernization projects.</li> <li>4. Participate in a pilot grant project through the CCC-IOU Partnership to upgrade existing computer “sleep” systems of desktop computers.</li> </ol>	<ol style="list-style-type: none"> <li>1. The college will receive grant revenues or utility rebates and incentives, totaling at least \$750,000, and will recognize a 10% reduction in total kWh.</li> <li>2. At least four recycling bins will be placed on campus to increase active collegewide recycling practices.</li> <li>3. All new toilet installations in Hayden Hall and the Campus Center will utilize 1.2 gallons of water per flush (GPF), compared to the previous 4.0 GPF fixtures, resulting in an overall reduction in water usage per flush.</li> <li>4. One thousand old “sleep” systems will be replaced with new technology, providing overall energy savings, as measured via the overall 10% reduction in kWh mentioned in #1 above.</li> </ol>	<ol style="list-style-type: none"> <li>1. The college has received grant funding in the amount of \$432,135 for Prop 39 Phase IV and has received grant funding of \$407,184 for Phase V. Reduction of kWh for these projects will exceed 10%.</li> <li>2. The four prominent locations have been identified as in or around the following buildings or areas: CC, Owl Café, Art &amp; Coffee Bar, PE and PC. Temporary recycling bins are currently in place, however, the Sustainability Committee identified the style of permanent bins to be procured. The new permanent bins will be installed in the 2018-19 fiscal year.</li> <li>3. The Hayden Hall project is complete with 1.2 GPF toilets installed and operational. The Campus Center is under construction and in process.</li> <li>4. The district was notified on January 2, 2018, that the California Energy Commission has approved the grant. Planning for the project is currently underway with TeCS and the CEC grant engineer.</li> </ol>

**Focus Area 7:** Sustainability

**Strategy 7.2:** Develop and implement learning programs that emphasize environmental sustainability.

**Contact:** Vice President of Finance and Administrative Services, Vice President of Academic Affairs, Vice President of Student Services,  
Executive Director of Communications and External Relations

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"><li>1. The Sustainability Committee, in conjunction with External and Government Relations and Student Services, will develop a campus-wide promotional campaign, consisting of such things as email blasts and fliers to encourage sustainable practices.</li><li>2. Academic Affairs will appoint an instructional representative to serve on the Sustainability Committee to act as a liaison with faculty to encourage service learning projects in the area of sustainability in at least two instructional courses.</li></ol>	<ol style="list-style-type: none"><li>1. Sustainable practices and the importance of environmental sustainability will be communicated at least three times to the college community via email blasts and fliers.</li><li>2. The importance of incorporating sustainability into our educational/learning programs will be promoted by the faculty teaching Water Technology and Forestry classes as evidenced by modifications to course syllabi.</li></ol>	<ol style="list-style-type: none"><li>1. A sustainability blast was issued via Facebook and Twitter in the fall 2017 semester regarding the campuswide xeriscaping project. A second informational blast regarding sustainable lighting practices was included in the June 2018 edition of the Citrus View. Information regarding the college’s upcoming hazardous waste and e-waste recycling event was posted on the colleges Facebook and Twitter accounts.</li><li>2. Academic Affairs has appointed an instructional dean to serve on the Sustainability Committee. A faculty representative also serves on the committee. Currently, faculty in the Water Technology and Forestry programs utilize, teach and encourage sustainability practices in their coursework.</li></ol>

**Focus Area 8:** Technological Advancement  
**Strategy 8.1:** Optimize the use of technology in teaching and learning to support innovative teaching practices.  
**Contact:** Chief Information Services Officer, Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. TeCS will engage a consultant to advise the college regarding the configuration of its wireless access points and implement the recommendations.</li> <li>2. TeCS will replace unstable virtual desktop computers with physical PC's in the library and lab computers in classrooms.</li> </ol>	<ol style="list-style-type: none"> <li>1. By the end of the spring 2018 semester, students, faculty and staff will have greater indoor and outdoor mobility while on campus without losing their wireless connection as evidenced by a decrease in reports of interrupted service.</li> <li>2. One hundred and twenty computers will be replaced by the end of the spring 2018 semester. Students and faculty will be able to rely on computers in the library and lab computers in classrooms to efficiently run the software used for instruction. This increased reliability will be evidenced by a decrease in TeCS service requests for library and lab computers in classrooms.</li> </ol>	<ol style="list-style-type: none"> <li>1. This project has been completed. The consulting engagement in August 2017 resulted in a campus firewall configuration change, which has allowed for more consistent and reliable wireless service.</li> <li>2. Approximately 100 virtual desktop computers were replaced with new physical PC's in the library during December 2017 and January 2018. In the spring 2018 semester, the remaining virtual desktop computers in the library and classroom labs were replaced per the computer replacement schedule. This activity is complete.</li> </ol>

**Focus Area 8:** Technological Advancement

**Strategy 8.2:** Provide a robust, secure, accessible technology infrastructure, which is adequately funded, to improve and facilitate college processes and provide data resources relevant to institutional decision making.

**Contact:** Chief Information Services Officer, Vice President of Student Services, Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The newly formed Website Redesign shared governance committee, in collaboration with SectorPoint, the college’s contracted vendor, will begin the process of redesigning the Citrus College website.</li> <li>2. TeCS will implement needed computer hardware and software changes to upgrade our current Enterprise Resource Planning (ERP) system to the latest version, Banner 9, and conduct training for end users. This will be carried out in stages beginning with the spring 2018 semester. Training will be conducted in the spring and summer of 2018.</li> </ol>	<ol style="list-style-type: none"> <li>1. The college website will be redesigned by the spring 2018 semester. It will have a new innovative appearance and be more intuitive for all college constituents (community members, current and potential students, faculty and staff), including those using assistive technology as evidenced by the results of a post-completion collegewide survey.</li> <li>2. Upon completion of Banner 9 upgrades, students will be able to register for classes using a “shopping cart” function to add classes directly from their student educational plan. Trained faculty and staff will be able to conduct college business using the new simplified Banner interface. Reduced training time will enable new employees to be more productive sooner.</li> </ol>	<ol style="list-style-type: none"> <li>1. The redesigned website was launched in February 2018. This project has been completed.</li> <li>2. The first phase of this project is currently under way. An Ellucian consultant is currently engaged in configuring the Ethos Single Sign-On, a foundational component for Banner 9. Selected TeCS staff attended workshops on Banner 9 at users conferences in March and April. Servers for the new system have been configured and the Oracle Database has been upgraded to version 12 (requirement for Banner 9).</li> </ol>

**Focus Area 8:** Technological Advancement

**Strategy 8.3:** Improve student success through strategically leveraging technologies that support student success initiatives.

**Contact:** Chief Information Services Officer, Vice President of Student Services, Vice President of Academic Affairs, Executive Director of Communications and External Relations

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The TeCS Department will form a working group to implement <i>my.citruscollege.edu</i> – a new college student portal; brand it with the Citrus College identity, and build out tasks (buttons) linking the portal to our primary services such as registration, catalog, schedule, grades, the learning management system (Canvas), and student email.	1. The rSmart OneCampus portal will be fully configured. Students will be able to use the portal to interact with WingSpan. Student Services and Academic Affairs will be able to use the portal as an additional means of communication with students. The portal is expected to go live on November 1, 2017.	1. This has been completed. The <i>my.citruscollege.edu</i> portal went live as scheduled on November 1, 2017. Five well-attended Portal Publisher staff training sessions took place in October 2017.

**Focus Area 9:** Diversity and Equity

**Strategy 9.1:** Broaden the scope of college outreach, promotion and marketing to attract a diverse student population.

**Contact:** Director of Human Resources, Vice President of Student Services, Executive Director of Communications and External Relations,  
Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Develop a marketing plan that integrates search engine marketing (SEM), targeted digital display, and social media marketing along with print advertising, outdoor display, streaming radio and grass-roots sponsorship efforts in feeder high schools. All marketing materials should reflect the college’s diverse and inclusive culture while reinforcing its mission.</p>	<p>1. By the fall 2017 semester, the Marketing Plan will be completed and implemented with the results tracked and optimized. Some of the metrics include impressions, clicks and click-thru rates, to demonstrate a broader coverage of the marketing efforts.</p>	<p>1. The marketing plan was fully implemented across multiple platforms: SEM, online display, social media, print, outdoor display, streaming radio and in-school outreach. All measurable digital metrics were tracked and used for campaign optimization, as well as to adjust the marketing spend to appropriately respond to campaign and platform performance.</p> <p>The copy, creative design and students depicted in ads and marketing materials were carefully chosen to reflect the college’s diverse and inclusive culture. Radio ads included both male and female voice talent, and they also featured accents for inclusivity and to appeal to a diverse audience. Spanish-language social media marketing initiatives have furthered this objective and slightly outpaced the performance of those in English. Digital advertising reach was expanded to include the Inland Empire in addition to the San Gabriel Valley.</p>

**Focus Area 9:** Diversity and Equity

**Strategy 9.2:** Enhance the successful recruitment and professional development of a diverse college workforce.

**Contact:** Director of Human Resources, Vice President of Student Services, Executive Director of Communications and External Relations,  
Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. In cooperation with the Academic Senate, develop a faculty internship program by the end of the 2017-18 academic year, designed to engage individuals nearing completion of their Master’s degree as interns, in order to increase the applicant pool for both adjunct and full-time faculty.</p>	<p>1. The developed program will provide interested individuals an opportunity to teach classes and take advantage of professional development opportunities related to teaching pedagogy. The program will be ready for implementation in time for the fall 2018 semester. The applicant pool for adjunct and full-time faculty will be increased.</p>	<p>1. A recommendation for a faculty internship program was approved in May 2018 by the Human Resources Advisory Committee. The approved recommendation will be forwarded to the Academic Senate in September 2018 for consultation. The new target for implementing the program is the spring 2019 semester.</p>

**Focus Area 9:** Diversity and Equity

**Strategy 9.3:** Develop and promote a college culture of inclusion and collegiality.

**Contact:** Director of Human Resources, Vice President of Student Services, Executive Director of Communications and External Relations,  
Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Office of Human Resources will collaborate with the Classified Staff Development Committee and the Faculty Learning Institute (FLI) to offer four workshops to faculty and staff over the course of the 2017-18 academic year. The workshops will be designed to further the discussion which began with the spring 2017 Flex Day keynote speaker, Tyrone C. Howard, Ph.D., regarding working with a diverse student and employee population.</p>	<p>1. At the beginning of the workshops, participants will provide a statement of issues or questions they have. At the end of the workshops, the participants will be asked to provide a response to each of the issues or questions presented.</p>	<p>1. On May 4, 2018, the Classified Staff Development Committee offered an Intercultural Communication Forum for all employees. There were 10 employees in attendance.</p>



**Focus Area 9:** Diversity and Equity

**Strategy 9.4:** Increase students’ global awareness through curriculum development and student activities.

**Contact:** Director of Human Resources, Vice President of Student Services, Executive Director of Communications and External Relations,  
Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Institute for Completion will provide workshops open to faculty, staff and students on diversity involving faculty, professional speakers, and campus resources to promote staff/faculty/student engagement.</p>	<p>1. A minimum of six professional development opportunities for campus constituents will be organized and offered during the 2017-18 academic year by the Institute for Completion to expose employees to effective methods of student engagement. Pre- and post-workshop surveys will be collected to measure the overall effectiveness of the workshops.</p>	<p>1. Three Student Engagement Series conversation events were held in the fall 2017 and spring 2018 semesters for a total of six events. Additionally, a year-long professional development series (eight sessions) is currently in progress with 29 full-time and adjunct faculty members participating. Mid-term survey/feedback has been collected and end-of year data will be collected in June 2018. Brief findings from these two data collection cycles will be submitted in July/August 2018.</p>

**Focus Area 10:** Image

**Strategy 10.1:** Enhance the college’s image as a leader in higher education by highlighting programs, services and staff and through consistent branding.

**Contact:** Executive Director of Communications and External Relations, Foundation Director, Superintendent/President

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. Develop and implement social media strategies to increase the frequency and quality of posts on the college’s official social media platforms, while growing their reach. This will include coordination of social media efforts across departments to ensure consistency of messaging and voice, as well as to enhance cross-promotion opportunities. Posts will reflect the college’s diverse and inclusive culture while reinforcing its mission.	1. The college’s social media presence will increase by the end of the academic year as follows: Instagram by 10%, Facebook by 5% and Twitter by 2%.	1. Growth is exceeding expectations. The college’s social media presence continues to grow. The following are percentage increase rates for the period of December 15 through March 30 and number of followers for the months of December 2017 and March 2018: a. Instagram: 62.6% December: 500 March: 813 b. Facebook: 31.9% December: 1,140 March: 1,504 c. Twitter: 4.5% December: 2,356 March: 2,462

**Focus Area 10:** Image

**Strategy 10.2:** Increase student, faculty, staff and administration participation in community activities.

**Contact:** Executive Director of Communications and External Relations, Foundation Director, Superintendent/President

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The executive director of communications and external relations, the protocol and government relations officer and the Office of the Superintendent/President will establish procedures to coordinate attendance at community events by Citrus College staff and faculty to increase community awareness of college programs and services.	1. By the end of the spring 2018 semester, Citrus College representatives will have attended and/or presented at community, civic or legislative meetings in each of the college district's main feeder cities.	1. Board members and college representatives have attended more than 40 events or meetings in the college's feeder cities. These events and meetings include: The Azusa Chamber of Commerce Installation Dinner, Duarte Chamber of Commerce meeting, Monrovia Chamber of Commerce Prayer Breakfast, Glendora State of the City and Schools Luncheon, Claremont Kiwanis Club meeting, Glendora Rotary meeting and Azusa State of the City and Schools Breakfast.

**Focus Area 11:** Community Relations

**Strategy 11.1:** Acquire favorable legislation and funding through advocacy efforts at the state and federal level.

**Contact:** Executive Director of Communications and External Relations, Superintendent/President, Foundation Director

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The protocol and government relations officer and the Office of the Superintendent/President will schedule and organize campus visits by legislators to provide the legislator with an opportunity to tour the campus to learn about college programs and priorities.</li> <li>2. The executive director of communications and external relations, the protocol and government relations officer and the Office of the Superintendent/President will develop procedures to ensure that Citrus College representatives attend events with local legislators to advocate for legislation and funding favorable to Citrus College.</li> </ol>	<ol style="list-style-type: none"> <li>1. By the end of the spring 2018 semester, the college will have hosted campus visits for four elected officials, including but not limited to Assemblymember Rubio, Senator Portantino, Supervisor Barger and Supervisor Solis.</li> <li>2. Board members and college managers and staff will be apprised, through emails and trustee updates, of local legislative meetings and events that take place during the 2017-18 academic year. Board members and/or college representatives will attend at least 50% of these meetings and events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Campus visits for Assemblywoman Blanca E. Rubio and Senator Anthony Portantino took place in the fall 2017 semester. A visit for Los Angeles County Supervisor Kathryn Barger took place February 9, 2018. Los Angeles County Supervisor Hilda Solis has been invited several times, but was unavailable. She will be invited again in the fall 2018 semester.</li> <li>2. Board members and college representatives have attended a minimum of 15 events or meetings with local legislators to date, which represents more than half of the meetings held. This includes the San Gabriel Valley Regional Chamber of Commerce’s New Faces of the San Gabriel Valley Luncheon, the Foothill Gold Line Groundbreaking Ceremony and Congresswoman Judy Chu’s Higher Education Roundtable. Thus far in the spring 2018 semester, board members and college representatives attended Citrus College’s Women’s History Luncheon, the San Gabriel Valley Economic Partnership’s 18<sup>th</sup> Annual Legislative Networking Luncheon, and Citrus College’s K-14 Education Forum and Promise program Signing Ceremony.</li> </ol>

**Focus Area 11:** Community Relations

**Strategy 11.2:** Build mutually beneficial relationships with local K-12 districts and community college organizations.

**Contact:** Executive Director of Communications and External Relations, Foundation Director, Superintendent/President

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The protocol and government relations officer will plan and execute the annual K-14 Education Forum with representation from Citrus College and all high schools within the district to enhance understanding of topics relevant to both groups and improve the working relationships between Citrus College and our district high schools.	1. The K-14 Education Forum will be held in the spring 2018 semester and attendance will be increased by 10% over the previous year. A survey will be distributed to attendees that will provide feedback on the program and gather input and ideas for future forums. Forum Proceedings will be published and distributed to attendees before the end of the spring 2018 semester.	1. The K-14 Education Forum was held on April 27, 2018, which was well attended by representatives from K-12 feeder districts and 4-year institution partners. The event also served as the rollout of the Citrus College Promise program.

**Focus Area 11:** Community Relations

**Strategy 11.3:** Build community partnerships and promote the image of the college through collaboration with business and community leaders.

**Contact:** Executive Director of Communications and External Relations, Superintendent/President, Foundation Director

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The executive director of communications and external relations, the protocol and government relations officer and the Office of the Superintendent/President will develop a process to assign Citrus College representative to local chambers of commerce to regularly attend meetings and events to promote Citrus College and build relations with local communities.	1. By the end of the spring 2018 semester, Citrus College representatives will have attended and/or presented at community, civic or legislative meetings in each of the college district's main feeder cities.	1. Citrus College representatives attended events in all five of the college district's main feeder cities, including Chamber of Commerce meetings, local school board meetings and other city and community events.

The Strike Team initiated a MMAP pilot program in the spring 2017 semester, where over 600 Early Decision students were placed into English and math courses for the fall 2017 semester using their high school record (overall GPA and highest math class completed with a “C” or better). In the fall 2017 semester, AB 705 was signed into law requiring colleges to place students into math and English courses *“using multiple measures that include the high school record”* in order to *“maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe.”*

The Strike Team developed an implementation timeline for AB 705 and began using multiple measures criteria for placing all students on March 7, 2018. The Strike Team adopted the RP Group’s recommendations for using a disjunctive approach for placement, where students are *“placed at the higher of either the placement test (Accuplacer) or the multiple measure model.”* As of April 13, 2018, over 700 Early Decision students have been placed into English and math courses for the fall 2018 semester using the disjunctive multiple measures method. Faculty from both English and math were involved in developing “cut scores” and “placement levels,” and they remain an integral part of the process as the college works towards full compliance of AB 705 by the fall 2019 semester.

At the curriculum level, the Math Program has eliminated the two lowest levels in the basic skills sequence, and the English Program has eliminated all basic skills courses effective as of the fall 2018 semester. The Math Program has developed two new corequisite support courses in statistics and algebra, and the English Program has modified its transfer level curriculum to accommodate all students. Several workshops and trainings have been offered to English, math and counseling faculty, including the following:

- September 2017- MMAP Training with John Hetts (24 faculty/staff attended)
- October 2017- California Acceleration Project (CAP) Corequisite Design and Development Institute (nine English and math faculty attended)

- November/December 2017- Multiple English and math faculty meetings to develop new curriculum and determine placement criteria (47 faculty, including adjuncts, attended)
- December 2017- AB 705 training for English adjuncts (12 faculty attended)
- January/February 2018- AB 705 Counselor Trainings (24 faculty attended)
- February 2018- Student Services Training (50 faculty/staff attended); February 2018- CAP Corequisite Open House at Cuyamaca College (6 faculty/2 staff attended)
- April 2018- Mathematics Corequisite Support Workshop (30 faculty attended)

Additional trainings are planned for both English and math faculty during the summer and fall 2018 semesters.

To ensure constituency groups are aware of the new law and how it is being implemented at Citrus College, a collegewide forum was held on March 1, 2018 and a presentation was given to the Academic Senate on March 7, 2018.

All Strike Team discussions and decisions have been informed by research both at the state and local levels. The college’s office of Institutional Research, Planning and Effectiveness (IRPE) has released the following studies related to this project:

- Fall 2017 Pilot Project results for English and math
- Fall 2017 self-reported GPA correlation study
- Gap analysis for the fall 2018 semester placement criteria
- Placement distribution analysis for the fall 2018 semester Early Decision cohort

IRPE will continue to analyze student placement data and will conduct a self-reported GPA correlation study for the fall 2018 cohort. IRPE will also examine success and progression rates in English and math for students placed through MMAP criteria during the 2018-19 academic year.