

Citrus College

2020 2021

STRATEGIC PLAN PROGRESS REPORT





Dear Colleagues:

Five years ago, the 2016-2021 Citrus College Strategic Plan was launched with one overarching goal of increasing student success and college completion rates. Since that time, the entire college community has diligently worked to fulfill the plan's 19 objectives. While impressive advancements have been made throughout the plan's implementation, I am pleased to present this report that specifically highlights the progress from the 2020-2021 academic year.

This was definitely a unique year for Citrus College. Although the outbreak of COVID-19 made it necessary to transition to an online/remote environment, our faculty and staff continued to make an impressive amount of progress. In addition to reaching established objectives, they invested time and effort into sustaining college operations during the global pandemic. From providing our students with a sound educational experience coupled with comprehensive student support services and

maintaining campus grounds to providing regular COVID-19 updates and launching three digital promotional campaigns, 2020-2021 was marked by innovation, change and success.

Some of Citrus College's most notable progress occurred in the area of technology. For example, academic counselors held virtual workshops to help students learn how to use Degree Works (a web-based program that enables them to easily track their academic progress), as well as how to create their own personalized student education plans. Additional examples of innovative technology use occurred in the Career/Transfer Center, where videos, handouts and online seminars were created to promote student achievement during these unprecedented times.

Academic programs have always been a priority at Citrus College, so it is no surprise that this was another area of growth during the 2020-2021 academic year. The dual enrollment program increased its visual and performing arts and career technical and continuing education offerings; Career and Academic Pathways (CAPs) mapping was completed for several degree, certificate and skill award programs; and the implementation of AB 705 was enhanced by including embedded tutors and diversity course content.

As it was for many organizations throughout the United States, diversity, equity and inclusion (DEI) were key areas that Citrus College focused on during this past year. One activity that demonstrated the college's commitment to diversity was the Men of Color Conference, which was hosted by extended opportunity programs and services during the spring 2021 semester. Spring Flex Day 2021, with its DEI workshops and discussion forums, was another example of the college's efforts to create an improved culture of access and opportunity.

The progress Citrus College has made over the last five years is impressive, as evidenced by the examples highlighted above. In fact, the college has developed and acted on over 400 activities since the plan was introduced in 2016. As superintendent/president, I have been impressed by the efforts of the entire college community. Our board of trustees, faculty and staff deserve much thanks and praise for the excellent work they have completed on behalf of our students.

As you know, we are currently developing the 2021-2026 Citrus College Strategic Plan. When this plan is introduced, the college community will have new records to set and more milestones to achieve. I am certain that the lives of students and the residents of our communities will continue to be impacted in positive and transformative ways.

Once again, please accept my gratitude for all you have done to advance our worthy goals and objectives.

Sincerely,

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>
<p>1. The dean of Visual and Performing Arts (VPA) will expand the current dual enrollment program and will offer general education courses at California School of the Arts-San Gabriel Valley (CSArts-SGV).</p>	<p>1. The number of Citrus College dual enrollment courses offered each semester at CSArts-SGV will expand to 24 VPA courses and 5 general education courses for the 2020-21 academic year.</p> <p><i>Impact Statement: Expanded dual enrollment partnership; increased level of preparedness of incoming new students to Citrus College</i></p>	<p>1. Twenty-four sections were offered at CSArts-SGV in fall 2020. Among those, five were general education sections (four offerings of MUSE 113: History of Rock and Roll, and one PSY 101: Intro to Psychology). In spring 2021, twenty-three sections were offered, with three of the offerings in GE categories: two sections of MUSE 113 and one section of ENGL 101E: Reading and Composition – Enhanced.</p>
<p>2. The dean of Career Technical and Continuing Education (CTCE), with the appropriate deans and faculty from various divisions, will work with the Foothill K-12 Consortium to increase concurrent and dual enrollment opportunities for career and technical education (CTE) programs.</p>	<p>2. At least one dual enrollment course in Information Technology and one dual enrollment course in Administration of Justice will be offered in the 2020-21 academic year.</p> <p><i>Impact Statement: Expanded dual enrollment partnerships; increased level of preparedness of incoming new students to Citrus College</i></p>	<p>2. At Gladstone High School, ITIS 150: Web Design with Dreamweaver was offered in fall 2020 and ITIS 168: Designing Web Sites was offered in spring 2021. Several Administration of Justice (AJ) courses were offered at Azusa, Duarte, and Monrovia high schools. Four sections were offered in fall 2020: two sections of AJ 101: Intro to AJ; one section of AJ 102: Concepts of Criminal Law; and one section of AJ 105: Criminal Investigation. Five sections were offered in spring 2021: three sections of AJ 101 and two sections of AJ 102.</p>
<p>3. The director of the Institute for Completion will work to transition the pre-algebra, algebra, geometry enrichment (PAGE) program from a grant activity to a noncredit program to ensure continued preparedness of local students in the area of mathematics.</p>	<p>3. The program curriculum will be written in a noncredit format and will seek local curriculum approval to be offered in summer 2021.</p> <p><i>Impact Statement: Increased level of preparedness of incoming new students to Citrus College</i></p>	<p>3. Curriculum for four PAGE courses were developed and approved in December 2020., The PAGE program has been offered in summer 2021. Four courses have been offered (for rising 6th, 7th, 8th and 9th graders) with a total enrollment of 75 students. Academic Affairs anticipates an on-campus program in summer 2022 with doubled enrollment.</p>
<p>4. The dean of CTCE will work with the Citrus College Adult Education Consortium to transition students from adult education into the college’s noncredit program.</p>	<p>4. Enrollment of adult education students into noncredit will increase by 10 students for the 2020-21 academic year.</p> <p><i>Impact Statement: Increased level of preparedness for noncredit students</i></p>	<p>4. In fall 2020, 16 Adult Education students enrolled in NC 200: Prep for Academic Success, which is one of two bridge classes developed to help students transition from Adult Education to Noncredit. Of these 16 students, 7 have enrolled in at least one additional noncredit class for spring 2021, and one student enrolled in a credit American Sign Language (ASL) class for spring 2021. NC 200 is being offered again for spring 2021, and we expect additional noncredit enrollments in summer and fall 2021 as a result. NC 201: Career Self-Assessment, has been approved by the Curriculum Committee and will be offered in fall 2021.</p>

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>
1. The Counseling and Advisement Center will revise the New Student Orientation to ensure students have a better understanding of math courses as they pertain to their Career and Academic Pathways.	1. The revised New Student Orientation will be completed by the end of spring 2021. Impact Statement: Increased students' understanding of their appropriate Career and Academic Pathway and increased number of students who complete transfer-level math	1. Information about guided self-placement, Guided Pathways, the CAPs, and the potential math courses for each CAP was incorporated into the New Student Orientation. The updated version of the New Student Orientation was implemented in March 2021. Survey questions pertaining to students' confidence and understanding in selecting the appropriate math course for their major and/or academic goal was administered at the conclusion of the New Student Orientation. Survey responses demonstrate that nearly all students (99%) strongly agree/agree that they feel confident in selecting the appropriate math course for their major and/or academic goal.

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>
<p>1. School Relations and Outreach will collaborate with Counseling and Advisement to develop by the end of fall 2020 a College and Career Access Pathways (CCAP)/dual enrollment online orientation using Comevo software.</p>	<p>1. Beginning spring 2021, all new CCAP students will complete the customized online orientation.</p> <p><i>Impact Statement: Better transition to college life and increased course completion rate of students</i></p>	<p>1. School Relations and Outreach collaborated with the Counseling and Advisement Center to create a CCAP/dual enrollment online orientation using Comevo software. A total of 296 students completed the new online orientation in fall 2020, and, as of week eight, 79 students have completed the new orientation in spring 2021.</p>
<p>2. The Student Health Center (SHC) will provide two employee workshops on how to better assist students and two student workshops on how to manage stress and anxiety during remote learning. The workshops will be offered during fall 2020 and spring 2021.</p>	<p>2. Ninety percent of participants will have a better understanding of the workshop topics as evidenced by the results of surveys conducted at the conclusion of each workshop.</p> <p><i>Impact Statement: Empowered employees who can better assist students; students' increased course completion as a result of learning to manage stress and anxiety</i></p>	<p>2. The Student Health Center conducted two employee workshops and two student workshops in fall 2020. A total of 45 employees and 20 students attended the fall workshops. In the spring 2021, 14 workshops were held with a total of 106 attendees. One hundred percent of workshop attendees surveyed agreed that they learned a new skill after attending each workshop.</p>

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>
<p>1. The dean of Social and Behavioral Sciences will promote the Social Justice associate degree for transfer (ADT). Courses in the ADT will be offered in the 2020-21 academic year and promoted through faculty-student interactions, counseling, and in collaboration with the Office of Communications and External Relations. Students taking certain required Social Justice ADT and elective courses will be surveyed to determine if they have developed an improved sense of belonging at the college as a result of completing the course(s).</p>	<p>1. Survey results will be shared with program faculty and the dean and are expected to show a positive correlation between taking the course and the students' sense of belonging at the college thus increasing the likelihood of completing their ADT.</p> <p>Impact Statement: Sense of inclusion and deeper appreciation of cultural diversity among students</p>	<p>1. Courses in the ADT such as SOC 130: LGBTQ Studies and HIST 111: History of African Americans to 1876 were offered in the fall 2020. In spring 2021, SOC 130 was added to the Social Justice ADT as a core required course. Promotion of the ADT is underway in classes like SOC 130, HIST 111, and HIST 112: History of African Americans since 1876. Previous survey results indicate an increased sense of belonging and awareness of diversity from these classes.</p>
<p>2. Academic deans will work with the Guided Pathways Mapping team to develop career/academic pathway (CAP) sequencing patterns in Business, Administration of Justice, Psychology, and Sociology to model future pathways.</p>	<p>2. Modified or new course patterns will be developed by the end of fall 2020 for Business, Administration of Justice, Psychology, and Sociology.</p> <p>Impact Statement: More streamlined scheduling and course offerings leading to timely completion</p>	<p>2. The CAP program mapping is complete for the Business A.S., the Business ADT, and the Business certificates and skill awards. The maps were displayed and well-received by students at the Mix & Mingle Business zoom event on 3/17/21. The Information Technology and Information Systems (ITIS) program maps will be completed in September 2021 and the Economics program maps will be completed by fall 2022. The CAP program mapping is complete for Administration of Justice, Psychology, and Sociology.</p>

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Admissions and Records Office will generate an automated monthly report for distribution to student support programs. The report will include a list of new student applicants who indicated an interest in a specific program on their college application. Student support programs will begin receiving the monthly reports before the end of the fall 2020 semester and will use the reports to recruit students.</p>	<p>1. The number of students who enroll at Citrus College in spring 2021 will increase by 1% compared to spring 2020.</p> <p><i>Impact Statement: Increased number of applicants who enroll at Citrus College</i></p>	<p>1. In fall 2020, Admissions and Records began providing student support programs with a weekly report that contains contact information of new applicants who expressed an interest in the respective support program on their admissions application. Programs receiving the weekly emails include Athletics, CalWORKs, Career/Transfer Center, DSPS, EOP&S, Financial Aid, and Veterans Success Center. The programs use the lists to send a communication to prospective students informing them of their services and encouraging them to enroll. In spring 2021, Admissions and Records added the Dream Resource Center to the list of programs receiving weekly reports.</p>
<p>2. School Relations and Outreach will send monthly recruitment notifications with enrollment information and the latest Citrus College press releases to prospective students who submit an interest card indicating a desire to receive additional information about Citrus College.</p>	<p>2. At least 80% of prospective students who submit an interest card will indicate that the monthly emails made them more likely to enroll at Citrus College as indicated in a survey to be conducted in spring 2021.</p> <p><i>Impact Statement: Increased number of applicants who enroll at Citrus College</i></p>	<p>2. School Relations and Outreach began sending a monthly newsletter at the end of spring 2020. Prospective students are added to the distribution list as they complete the online interest card or participate in a recruitment activity. The newsletter distribution list has grown to over 1,500 recipients. In a survey conducted in spring 2021, 86% of respondents indicated that they agreed that the information provided in the monthly emails encouraged them to enroll at Citrus College.</p>

Focus Area 2: Enrollment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. Develop a plan for collegewide and divisional Full-Time Equivalent Student (FTES) targets that align with the budget allocation for 2020-21.	1. All eight academic divisions will reach the college’s annual FTES target without exceeding their 2020-21 budget allocation. Impact Statement: Identified specific FTES targets for each division leading to increased FTES	1. Enrollment has been declining due to COVID-19, among other factors. As such, the college is working with consultants to better understand and develop enrollment strategies to help meet future projected FTES targets. In winter 2021, the Deans were trained in enrollment management calculations and building strategic class scheduling. The deans have applied some of the new scheduling strategies for spring 2021.

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. The Office of Communications and External Relations will work with Academic Affairs and Student Services to determine program priorities, needs, and challenges as they relate to marketing and the changing educational landscape due to COVID-19.</p>	<p>1. A comprehensive marketing strategy will be implemented throughout 2020-21 to address enrollment and student equity goals and to provide key messages and campaign themes to reach target audiences.</p> <p><i>Impact Statement: More targeted outreach and enhanced communication to students leading to increased enrollment</i></p>	<p>1. Throughout the year, discussions took place with the Academic Affairs and Student Services vice presidents regarding special consideration due to COVID-19. Messaging is focused on online/remote classes and 8-week accelerated classes, as well as the college community being available for students to help them succeed during these challenging times.</p>
<p>2. The Office of Communications and External Relations will work with the dean of CTCE to develop a marketing plan specifically for CTE that complements the state Chancellor’s Office and regional CTE enrollment and awareness efforts.</p>	<p>2. Targeted marketing campaigns will occur throughout 2020-21 to encourage enrollment in various CTE programs.</p> <p><i>Impact Statement: Enhanced communication to students in CTE leading to increased enrollment</i></p>	<p>2. Drafts of marketing materials for 17 of the CTE programs have been created for approval. Marketing priorities shifted within the CTE division to focus on creating user-friendly webpages, and are being discussed within the larger Guided Pathways framework. Due to COVID-19 and limited on-campus offerings, paid marketing campaigns did not take place, but flyers and social media posts were created and shared to promote the automotive technology program, as it was designated as an essential program by the state and county and had modified on-campus offerings.</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>
<p>1. With input from the dean of Mathematics and Business, the dean of Natural, Physical, and Health Sciences will develop and implement marketing strategies to increase STEM student enrollments.</p>	<p>1. The college will experience enhanced enrollment in STEM disciplines and a 1% enrollment increase in STEM courses for 2020-21 compared to 2019-20.</p> <p>Impact Statement: Enhanced awareness of STEM pathways leading to more STEM majors and increased persistence</p>	<p>1. The COVID-19 pandemic has hampered our ability to recruit new students into STEM disciplines; however, deans worked with External Relations to develop marketing strategies while the newly awarded NSF Pathways to STEM grant will be leveraged to attract STEM students, post-pandemic. The new STEM CAP Committee convened in April 2021, and the subject of marketing and recruitment has been added to the agenda for each monthly meeting.</p>

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, Director of Human Resources

Activity 3.1.1 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Natural, Physical, and Health Sciences faculty will offer Biology of Cancer and Biology of Infectious Diseases as online courses to draw new students and will continue online labs for natural sciences' BIO 105, BIO 200, ESCI 120 and ANTH 212.</p>	<p>1. There will be a 1% increase of enrollment and retention of non-traditional students in online lab courses.</p> <p>Impact Statement: Increased interest in STEM disciplines especially among non-traditional students</p>	<p>1. For the first time, the NPHS department offered the traditionally face-to-face BIO 108: Biology of Cancer class in a virtual format in fall 2020 and spring 2021. The department also offered virtually the traditionally face-to-face Biology of Infectious Disease class during the spring 2021 semester. Biology faculty worked hard to make the transition happen and this marks significant progress in transforming traditionally in-person classes to the online format. Equally important, the lab component of courses such as BIO 105, BIO 200, ESCI 120 and ANTH 212 has always been offered in the traditionally face-to-face format and never online. However, in fall 2020, online labs for BIO 105, BIO 200, ESCI 120 and ANTH 212 were offered and were well received by students. It is likely those labs will continue to be offered in the online format even beyond the return to campus. The department plans to consistently offer these two courses in an online format for all future fall and spring semesters. Additionally, BIO 105, BIO 200, ESCI 120 and ANTH 212 were offered during the spring 2021 semester, and enrollment remained strong. Future plans include indefinitely offering each of these courses in an online format.</p>

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, Director of Human Resources

Activity 3.1.2 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>2. English and math faculty will continue to fully implement AB 705 curricular changes and monitor the student engagement and outcomes by conducting a student survey. The STEM and Writing centers will ensure students are supported by embedded tutors and study sessions that enhance classroom instruction.</p>	<p>2. Student success and throughput rates for English and math courses will be monitored and shared with faculty. Students’ experiences in the classes will continue to improve as measured by the survey.</p> <p><u>Impact Statement: Increased success in English and math courses and persistence among students toward degree and certificate completion</u></p>	<p>2. For English, the fall 2020 survey results indicated faculty found the embedded tutors helpful in class, and students were more likely to use the Writing Center because of the embedded tutor. In addition, winter 2021 surveys revealed that students find the online embedded tutors helpful in helping them reach their academic goals. The spring 2021 results indicated that, while embedded tutors are very helpful to students and instrumental to instructors, the challenge with synchronous learning via Zoom is maintaining the students’ engagement in the tutoring sessions. In math, student surveys were distributed at the end of the fall 2020 term, with questions addressing the remote learning environment. Students recognize that faculty have worked hard to improve their zoom classroom content delivery. On average, more than 88% of student respondents indicated that the diversity of content delivered in zoom was helpful, compared to 75% from the previous survey. Students are struggling more with working in groups than they did when the courses were on-campus. On average, the percent of students who attended at least one virtual instruction office hour has decreased from 63% in the spring to 57% in the fall 2020. Student surveys were also administered at the end of spring 2021, with questions included to address the remote learning environment. On average, 89% of students found the zoom share screen and the virtual whiteboard moderately or very helpful, compared to 88% of students in fall 2020. Students are becoming more comfortable and agile in the online environment. On average, the percent of students who attended at least one virtual instruction faculty office hour has increased from 57% in fall 2020 to 65% in spring 2021.</p>

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, Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The dean of Online Education will identify and promote models of exemplary pedagogy with a focus on equity to support online teaching and learning.</p>	<p>1. At least one faculty professional development workshop will be offered in fall and spring semesters by the Institute for Completion and Faculty Learning Institute (FLI).</p> <p><i>Impact Statement: Increased offerings of innovative and equitable instructional methods designed to promote online learning success, persistence, degree completion and transfer</i></p>	<p>1. In fall 2020, IFC presented a two-day workshop on Universal Design for Learning (UDL) and a workshop on contract grading and assessment. In addition, the college hosted five facilitated @One training sessions in summer and fall, and three more were offered in winter and spring 2021. For all staff at the college, FLI had Dr. Frank Harris as the keynote speaker who presented an equity and inclusion workshop during Flex Day spring 2021. The IFC collaborated with Online Education and FLI and offered two sessions during spring 2021 focusing on humanizing online teaching and learning. The sessions were attended by faculty from various divisions.</p>
<p>2. A series of 12 Community of Practice (COP) group meetings, discussing student outcomes and appropriate AB 705 changes, will be held by math faculty during 2020-21 to implement exemplary teaching strategies that enhance corequisite class success especially for students in DI groups.</p>	<p>2. The percent of students completing transfer-level math courses in DI groups, as indicated in the Student Equity Plan, will increase by 2%.</p> <p><i>Impact Statement: Increased course success, persistence, degree completion and transfer among DI groups</i></p>	<p>2. Math COP groups met in fall and spring to continue to evaluate the success of their courses and discuss enhancements focused on improving DI group performance. The math 065/165 COP learned about new textbook options and developed the class workbook pages. The COP faculty leads also met monthly to share COP group discussions and identify common themes across the COP groups. A fall 2020 co-requisite math student survey indicated increased satisfaction with the course pedagogy, diversity of content, and course materials. Students indicated the zoom classroom learning environment improved from spring 2020, but pre-pandemic terms still have higher satisfaction levels.</p>

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

Activities 3.3.1 and 3.3.2 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. English and math faculty will participate in strategic online professional development activities in support of AB 705 curricular changes and online teaching.</p>	<p>1. English and math faculty will attend at least one online professional development workshop per term like those hosted by the California Acceleration Project (CAP) and the RP Group (Strengthening Student Success).</p> <p><i>Impact Statement: Greater collaboration among faculty regarding shared innovative and online teaching strategies to support student learning and retention</i></p>	<p>1. In fall 2020, four English faculty attended a CAP webinar series, and three attended the Strengthening Student Success conference virtually. Math faculty presented at the Strengthening Student Success conference in October 2020. In spring 2021, three English faculty attended the CAP webinar series.</p>
<p>2. FLI will structure Flex Day offerings to respond to the Chancellor’s Office “Call to Action” and the June 16, 2020 Board of Trustees resolution to address structural racism and to focus on multiple facets of diversity, equity, and inclusion.</p>	<p>2. There will be an increase in knowledge of diversity, equity, and inclusion among faculty and staff as measured by a post-FLEX Day survey.</p> <p><i>Impact Statement: Increased diversity, equity and inclusion</i></p>	<p>2. The spring 2021 FLEX Day program was dedicated to workshops and discussions on Diversity, Equity and Inclusion with Dr. Frank Harris who served as our Keynote speaker. He presented a three-hour morning workshop titled: “Advancing Racial Equity and Justice on Campus: Aligning Culture and Strategy.” The FLI Chairs are currently evaluating our practices and workshops to ensure that they align with the vision and direction of the Diversity, Equity and Inclusion Taskforce. The FLI Committee is using information from the completed post-workshop survey to plan and design workshops and Flex Day activities for 2022.</p>

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

Activities 3.3.3 and 3.3.4 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>3. The director of the Institute for Completion will provide research that supports faculty understanding of student departure and provides literature-based strategies that reinforce efforts to increase persistence and degree completion.</p>	<p>3. A study of first-time freshmen fall-to-fall persistence and rates of departure complemented with approaches to growing student persistence will be completed and distributed to the college community in spring 2021.</p> <p><i>Impact Statement: Increased faculty understanding of research, leading to increased persistence, transfer, and degree completion among DI groups</i></p>	<p>3. The research brief has been completed and will be distributed to the college community in fall 2021.</p>
<p>4. The Office of Human Resources will make available online webinars for faculty and staff.</p>	<p>4. A listing of available online professional development opportunities will be provided each month by the Office of Human Resources.</p> <p><i>Impact Statement: Empowered faculty and staff</i></p>	<p>4. Throughout the academic year, via the Office of Human Resources' monthly newsletter, staff and faculty have been provided with a list of available online training webinars. Examples of topics included: "Transforming Resolutions into Goals" through the Employee and Family Assistance Program (EASE); and "Meeting Students Where They Are." The spring 2021 webinars are through the National Institute for Staff and Organizational Development (NISOD). These webinars are in addition to the online training listed on the District's training calendar.</p>

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>
<p>1. Faculty in the division of Social and Behavioral Sciences will enhance current curriculum and develop new curriculum addressing equity, race, and social justice in the administration of justice system possibly leading to a new certificate in Administration of Justice (AJ).</p>	<p>1. Current courses will be enhanced and one new AJ course and possibly an AJ certificate will be developed and submitted to the Chancellor’s Office by fall 2020.</p> <p><i>Impact Statement: Increased awareness and intolerance of structural racism in the administration of justice system</i></p>	<p>1. The deadline to enhance a new AJ course and possibly develop an AJ certificate has been moved to the fall 2021 curriculum cycle and is in development during spring 2021. Administration of Justice faculty worked on online education addendums during fall 2020.</p>
<p>2. The dean of CTCE, in collaboration with academic deans and faculty, will analyze labor market information to identify new and emerging career education programs based on industry needs.</p>	<p>2. Develop and submit for approval by December 2020, a new and emerging career education program entitled “Product Design and Development Technology.”</p> <p><i>Impact Statement: Broadened degree options for CTE students</i></p>	<p>2. The newly proposed Product Design and Development Technology program is in the process of being revised based on industry feedback. It is anticipated that this program will be submitted for approval in fall 2021. Three new certificates in Accounting, along with new certificates in Real Estate Sales, Real Estate Appraisal, and Media Arts, were approved for inclusion in the 2021-22 catalog. In addition, four existing skill awards – one in Real Estate and three in Public Works – were converted to low-unit certificates.</p>

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>
1. The noncredit program will expand and increase Career Development and College Preparation (CDCP) courses to bridge the noncredit to credit programs.	1. Office Technology and Customer Service certificates will be developed by the end of spring 2021 to align with the priorities of the Strong Workforce Noncredit College and Career Readiness Regional Project and to bridge noncredit to credit career education. Impact Statement: Increased enrollment as noncredit learners advance to credit courses	1. Five new workforce development certificates have been developed in noncredit: Business Information Worker, Workforce Readiness Customer Service, Customer Service Call Center, Customer Service for Retail, and Business Entrepreneurship. All of these certificates include CDCP courses and will help bridge noncredit to credit in the areas of Business, Office Technology and Information Technology. Office Technology and Customer Service certificates were offered in spring 2021.

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, Vice President of Finance and Administrative Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Veterans Success Center (VSC) will create a virtual tour of the VSC facilities for recruitment purposes and increased enrollment. The virtual tour will also cover VSC services offered.</p>	<p>1. The virtual tour will help to promote the VSC which will result in a 10% increase in student veteran enrollment for spring 2021.</p> <p><i>Impact Statement: Increased number of veteran applicants who enroll at Citrus College</i></p>	<p>1. The VSC staff developed a video tour of the center for use in recruitment efforts and program orientations. An email was sent to approximately 251 prospective students informing them of the program orientation and video tour. The video is posted on the VSC Canvas site. This activity is complete.</p>
<p>2. The Student Health Center (SHC) will create a Canvas shell for students by the end of fall 2020 in order to increase access to information about SHC services and workshops.</p>	<p>2. The number of students who use SHC services in 2020-21 will increase by 5% from the 7,370 students who used the services during 2019-20 (an increase of 368 additional students).</p> <p><i>Impact Statement: Better supported students, leading to increased student success and course completion</i></p>	<p>2. The Student Health Center uses Canvas to advertise information about the center and promote its services and workshops. Unfortunately, as of June, the number of students who used SHC services decreased by approximately 295 students in fall 2020 and by 565 students in spring 2021 compared to the previous year due to the decline in enrollment that resulted from COVID-19 disruptions.</p>

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, Chief Information Services Officer, Vice President of Finance and Administrative Services

Specific Activities	Projected Outcomes	Update to Activities
<p>1. By the end of fall 2020, California Work Opportunity and Responsibility for Kids (CalWORKs) will create step-by-step guides and instructional videos aimed toward increasing students' comfort level with online learning and knowledge of county services.</p>	<p>1. In a survey to be conducted in spring 2021, seventy-five percent of CalWORKs students will report greater knowledge of online learning and county services which may lead to increased online learning proficiency and usage of county resources.</p> <p><i>Impact Statement: Increased course completion of CalWORKs students</i></p>	<p>1. The CalWORKs counselor created two step-by-step guides and two videos instructing CalWORKs students in completing county forms, retrieving county documents online, and utilizing and accessing their Student Educational Plan from the Citrus College portal. As a result of a survey conducted in December, the CalWORKs counselor is creating a scholarship guide to assist CalWORKs students in applying to the Foundation for scholarships. The survey results were very favorable with 100% of respondents saying that the guides/videos were extremely or somewhat useful. All respondents also said that as a result of the guides/videos, they are more comfortable using the resources and would do so more frequently.</p>
<p>2. The Student Life and Leadership Development Office (SLLD) will host CalFresh Zoom workshops during the fall 2020 and spring 2021 semesters. The workshops will inform students of CalFresh eligibility requirements and the application process.</p>	<p>2. Ninety percent of participants in a post-workshop survey will indicate that they are more knowledgeable about CalFresh eligibility requirements and the application process.</p> <p><i>Impact Statement: Increased persistence as a result of students' increased awareness of available basic needs resources</i></p>	<p>2. A CalFresh workshop was offered in November 2020. Ten people attended the workshop. One hundred percent of participants who responded to the workshop survey indicated that they are more knowledgeable about CalFresh eligibility requirements and the application process as a result of participating in the workshop. Another CalFresh workshop was offered in May, 2021. Three people attended the workshop. One hundred percent of participants who responded to the workshop survey indicated that they are more knowledgeable about CalFresh eligibility requirements and the application process as a result of participating in the workshop.</p>

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, Vice President of Finance and Administrative Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Counseling and Advisement Center will launch a promotional campaign in fall 2020 that encourages students to create with assistance from counselors an Abbreviated SEP using Degree Works.</p>	<p>1. The number of Abbreviated SEPs completed in 2020-21 using Degree Works will increase by 5% compared to the previous year.</p> <p>Impact Statement: Increased student persistence</p>	<p>1. In September 2020 and in March 2021, the Counseling and Advisement Center emailed a total of 2,031 students, who earned less than 30 units, to encourage them to develop an Abbreviated SEP with a counselor. Counselors explained the features of Degree Works during all Abbreviated SEP counseling appointments. In addition, Counselors demonstrated Degree Works in 22 SEP workshops offered throughout the year for new students. The number of Abbreviated SEPs completed through June 30, 2021 is 2,697, which is 4.3% lower than the baseline number of 2,819 from 2019-20. A decrease in enrollment may have contributed to the decrease. A new version of Degree Works was launched in March 2021. The Counseling and Advisement Center created a tutorial video explaining how to utilize the new Degree Works and the video will be added to the New Student Orientation and the Degree Works webpage. The new version of Degree Works will also be promoted on social media, the college mobile application, counseling classes, and counseling appointments.</p>

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, Chief Information Services Officer, Vice President of Finance and Administrative Services

Activity 5.4.1 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Career/Transfer Center (CTC) will develop new career resources to assist students with job/internship search and preparation to address the changing economy as a result of the COVID-19 pandemic.	1. The number of students who access career resources during the 2020-21 academic year will increase by 5% compared to 2019-20. Impact Statement: Improved student employability as a result of gaining job and internship experiences	1. Counselors developed handouts and two videos titled “Who’s Hiring Right Now?” and “How to Snag a Virtual Internship” to provide students with resources and information on how to search for jobs and internships during the COVID-19 pandemic. As of June 2021, the videos have been viewed 542 and 405 times, respectively. During the fall 2020 semester, the CTC offered a workshop series titled “Navigating the Pandemic – Finding Work and Internships in Uncertain Times.” Workshop topics included: 1) Finding Work During the Pandemic; 2) Finding Remote Internships & Volunteer Opportunities; 3) Building Your Resume; 4) Creating an Online Presence: LinkedIn 101; and 5) Virtual and Phone Interviewing. A total of 34 students attended a career workshop. During the spring 2021 semester, workshop topics in the series include: 1) Building Your Resume; 2) Online Job and Internship Search; 3) Interviewing Skills; 4) Virtual Interviewing; and 5) Tough Interview Questions. As of June 2021, three workshops have been facilitated. A total of 16 students have attended a career workshop.

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, Chief Information Services Officer, Vice President of Finance and Administrative Services

Activities 5.4.2 and 5.4.3 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>2. Disabled Student Programs and Services (DSPS), in partnership with the Asian and Pacific Islanders with Disabilities of California (APIDC), will participate in a pilot program in 2020-21 entitled “Anxiety Resources for Campus Health (ARCH).”</p>	<p>2. At least 20 DSPS students will participate in the ARCH pilot program and gain knowledge of the services offered.</p> <p><i>Impact Statement: Improved success of DSPS students</i></p>	<p>2. Turnover with respect to the ARCH program coordinator delayed the start of this activity. A meeting was held in January and additional meetings took place in spring to link DSPS students to APIDC services. Students enrolled in Educational Assistance classes were invited to attend ARCH workshops in spring 2021. ARCH created a series of workshops designed to provide education on mental health, anxiety, and coping skills. The workshops were promoted to students during individual counseling appointments, and emails were sent to DSPS students throughout the semester welcoming them to attend the free workshops via zoom for the months of February, March, April and May. The ARCH program manager shared that DSPS students from Citrus College have attended the workshops. In June, the ARCH program developed a needs assessment survey that was shared with DSPS students via email in order to identify additional services ARCH could implement for the following academic year.</p>
<p>3. Extended Opportunity Programs and Services (EOP&S) and Counseling will develop an online educational summit for male students of color with on- and off-campus speakers in spring 2021.</p>	<p>3. Based on survey results, ninety percent of participants will indicate a sense of belonging and connectedness to the college, to faculty, and to fellow men of color.</p> <p><i>Impact Statement: Increased success of disproportionately impacted groups</i></p>	<p>3. The Men of Color Committee met four times in the fall to develop a mission statement and plan the first Men of Color conference. The conference was held on March 26, 2021. The committee also established a scholarship through the Citrus College Foundation and gathered gift cards to award students at the conference. The mentorship program has been established and continued throughout the year. Mentors met with their mentees virtually. The committee discussed ways to grow the mentorship program and these efforts will be implemented in 2021-22. Fourteen students completed the survey. As a result of their participation in the conference, 93% felt more connected to the men of color community and a better sense of belonging at Citrus College. All respondents (100%) indicated that they felt inspired after attending the conference.</p>

Focus Area 5: Student Support

Strategy 5.5: Increase student participation in college support programs.

Contact: Vice President of Student Services, Vice President of Academic Affairs, Chief Information Services Officer, Vice President of Finance and Administrative Services

Activity 5.5.1 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Financial Aid Office, in collaboration with TeCS, will successfully implement Campus Logic, an online financial aid verification platform, as a means of streamlining the financial aid process by fall 2020.</p>	<p>1. At least 90% of spring 2021 financial aid applicants will use Campus Logic to complete the financial aid process.</p> <p>Impact Statement: Increased number of students benefiting from financial aid</p>	<p>1. The Financial Aid Office (FA) continues to leverage CampusLogic (CL) technology to transition the financial aid application processes online into an easy-to-use format. Since the initial implementation, the office has transitioned the Dependency Override and Expected Family Contribution appeals to CL. In addition, the office worked with the vendor to customize the Satisfactory Appeal Process (SAP) to include Citrus College requirements. Lastly, in coordination with TeCS, FA automated multiple tracking requirements in the Ellucian Banner student information system, providing real-time updates for students, so they can track the progress of their financial aid application. The Financial Aid Office (FA) has successfully met the projected outcome by completing the implementation of the CampusLogic online portal for students and families to complete their FAFSA and California Dream Act Application verification and appeals processes solely online. In spring 2021, 100% of students utilized CampusLogic to complete their verification requirements and appeals online.</p>

Focus Area 5: Student Support

Strategy 5.5: Increase student participation in college support programs.

Contact: Vice President of Student Services, Vice President of Academic Affairs, Chief Information Services Officer, Vice President of Finance and Administrative Services

Activity 5.5.2 and 5.5.3 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>2. Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOP&S/CARE) faculty and staff will expand methods of connecting with students and will develop online materials for students to improve their confidence with technology.</p>	<p>2. The number of remote activities offered for EOP&S/CARE students will be increased from 3 in 2019-20 to 10 in 2020-21.</p> <p>Impact Statement: Increased course completion of EOP&S/CARE students</p>	<p>2. The following four remote activities were offered to EOP&S/CARE students in fall 2020: a Kahoot game night, a virtual EOP application workshop, an EOP&S Alumni meet and greet, and a CARE support group. Eight additional remote activities were offered in the spring 2021: EOP&S Alumni Panel, Coffee with Citrus, Game Night Chatter, CARE mini-conference, study hall sessions, Transfer Talk, Transfer Networking week, and a Transfer Recognition event. Additionally, EOP&S/CARE created 15 online resources and forms in fall 2020 and eight more in spring 2021 to help students in the remote environment. Beginning in spring 2021, staff created and posted weekly Instagram and Canvas videos to the EOP&S accounts to stay connected with students.</p>
<p>3. Disabled Student Programs and Services (DSPS), in collaboration with the VSC, will conduct targeted outreach, workshops, and specialized DSPS appointments to encourage qualified student veterans with disabilities to register with DSPS.</p>	<p>3. The number of qualified student veterans registered with DSPS will increase by 5% in 2020-21 compared to 2019-20.</p> <p>Impact Statement: Increased number of veteran student completers</p>	<p>3. The new DSPS/VSC counselor attended the Veteran Symposium and Vet Ally training to learn more about veterans’ needs and strategies to increase participation and decrease the disability stigma. Three DSPS workshops and nine zoom lounges on topics pertinent to student veterans were hosted. A DSPS welcome video was created and posted on the VSC canvas shell, along with providing an assistive technology demonstration in Counseling 161 to introduce veteran students to the support services available. Outreach efforts were made to students referred by VSC staff, along with students who attended the VSC orientation. In 2019-20, there were twelve veteran students registered with DSPS. Three additional students joined the program in 2020-21. The DSPS/VSC counselor converted the live DSPS workshops to videos which have been uploaded to the VSC Canvas shell. Video topics include: Accommodations 101, Rating/Disability Stigma, Connections & Building Your Team, and FAQ about DSPS. Connecting with veteran students at the VSC office once the campus reopens may generate more students to register with DSPS.</p>

Focus Area 5: Student Support

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

Contact: Vice President of Student Services, Vice President of Academic Affairs, Chief Information Services Officer, Vice President of Finance and Administrative Services

Activity 5.6.1 and 5.6.2 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The VSC will provide high quality remote services to student veterans by launching a Canvas shell that includes announcements of upcoming events. It will also include a virtual mental health lounge, provide DSPS services, and allow for remote drop-in visits with a Veteran Affairs representative. The Canvas shell was piloted in summer 2020 and will be expanded to serve all student veterans in fall 2020.</p>	<p>1. At least 80% of student veterans who utilize the services will agree that the services were helpful as indicated by a survey.</p> <p>Impact Statement: Increased number of student veteran completers</p>	<p>1. The Canvas shell was fully implemented in fall 2020. The VSC sent out a survey to student veterans through the VSC Canvas shell. Of the students who responded, 100% stated that Canvas is their preferred method of communication with the VSC, and 90% stated that they attended virtual lounges offered by the VSC. About two-thirds of the participants agreed the services via Canvas were helpful. As of June 2021, the VSC Canvas page is regularly accessed by approximately 200 student veterans and is the main source of information, support services, reminders, and resources for student veterans.</p>
<p>2. The director of the Career/Transfer Center (CTC) will create and maintain a Canvas shell with resources regarding careers, majors, and transfer during the 2020-21 academic year to improve student access to career and transfer information and services.</p>	<p>2. At least 100 students will access the CTC Canvas shell by the end of fall 2020 semester.</p> <p>Impact Statement: Increased degree completion and transfer</p>	<p>2. During the fall 2020 semester, CTC developed and launched a Canvas shell containing career and transfer information. In spring 2021, the content was updated to reflect the most up-to-date career and transfer information. Three groups of students were identified to receive access to the CTC Canvas shell: 1) students who are undecided on a major; 2) students who indicated transfer as a goal; and 3) students who have 30 or more transferable units completed. In fall 2020, 7,613 students were given access to the CTC Canvas shell. In spring 2021, an additional 2,231 students were given access. As of June 2021, a total of 9,219 students have access to the CTC Canvas shell.</p>

Focus Area 5: Student Support

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

Contact: Vice President of Student Services, Vice President of Academic Affairs, Chief Information Services Officer, Vice President of Finance and Administrative Services

Activity 5.6.3 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
3. EOP&S will convert the in-person EOP&S and CARE New Student Orientation to an online platform before the end of fall 2020.	3. At least 80% of new students will complete the revised orientation each semester while services are offered remotely. Impact Statement: Increased fall to spring persistence rate of EOP&S and CARE applicants	3. One hundred thirty-five of the 171 students contacted completed the online EOP&S orientation indicating a 79% completion rate. No new CARE students were admitted in fall 2020, so the CARE online orientation was not utilized. Texting has been added as an additional method to reach students who need to complete the orientation in the winter/spring 2021. Forty-three students out of 60 completed the online EOP&S orientation in spring. Four students completed the CARE orientation and met virtually with the CARE coordinator to review the PowerPoint. This is a 78% completion rate. Students who had not completed the orientation were called each semester and reasons they provided for not completing the orientation were other obligations such as work and class. Many also stated they had forgotten that they applied and did not check their email frequently.

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, Vice President of Finance and Administrative Services, Director of Human Resources

Activities 6.1.1 and 6.1.2 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Campus Safety, in collaboration with Facilities and Purchasing, will procure and install by June 30, 2021, two public-safety “blue light” emergency phones at the Math and Student Services buildings.</p>	<p>1. Two emergency phones will be purchased, installed, and commissioned for operation and use.</p> <p><i>Impact Statement: Increased safety measures and public safety</i></p>	<p>1. The project is on schedule. Footings and conduits have been installed at the Math/Science and Student Services buildings for the “blue light” emergency phones. A third location was also added south of the Administration building. The three towers will be procured in July 2021.</p>
<p>2. The Office of Human Resources will provide online training for faculty and staff concerning the prevention of sexual harassment.</p>	<p>2. Faculty and staff will have an increased understanding of the employee rights under state and federal sexual harassment laws and of the complaint filing process pursuant to the District’s sexual harassment complaint procedure.</p> <p><i>Impact Statement: Potentially decreased sexual harassment incidents</i></p>	<p>2. In early June 2020, online training was made available to all staff on sexual harassment prevention. Staff members were notified by email and provided access through a link on the Vision Resource Center training calendar. This online training remained available throughout the 2020-21 academic year.</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, Vice President of Finance and Administrative Services, Director of Human Resources

Activities 6.1.3 and 6.1.4 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>3. The Office of Human Resources will provide training to all faculty and staff related to COVID-19 requirements and protocols for a safe return to campus.</p>	<p>3. Faculty and staff will be provided with specific information and knowledge concerning health and safety requirements and protocols prior to returning to campus.</p> <p><i>Impact Statement: Increased confidence to a safe return to campus</i></p>	<p>3. A presentation concerning COVID-19 was provided to all faculty and staff during spring 2021 Flex Day. Online training materials are available to all staff covering a wide range of issues related to COVID-19. Periodic emails have been sent to all faculty and staff advising of state and county COVID-19 protocols and restrictions. In addition, all written protocols, including the safe operation protocols for on-campus labs are posted on the HR COVID-19 webpage. An additional discussion regarding COVID-19 was provided via Zoom to all faculty and staff as a follow-up to the Flex Day workshop. On April 6, 2021, the COVID-19 workgroup provided the board of trustees, during a regular board meeting, an update on District efforts concerning COVID-19 protocols and support services for faculty and staff, programs on campus, and the District’s reopening plan.</p>
<p>4. The Office of Human Resources will provide Title IX training to faculty, staff, and students with an emphasis on new Title IX regulations.</p>	<p>4. Title IX training will be offered during Flex Day for faculty and staff, and a separate training session will be offered to students. As a result of this training, participants will gain an awareness of the new Title IX regulations and how to report any issues of suspected gender discrimination, including sexual harassment and assault, as measured by a survey.</p> <p><i>Impact Statement: Increased knowledge of new Title IX regulations, particularly an employee’s responsibility as a “responsible employee”</i></p>	<p>4. Title IX training was placed on hold due to lack of clarity as to the extent of recent changes remaining in effect to Title IX due to the transition of the federal administration. Managers and supervisors received training on Title IX concerning the prevention of sexual harassment. A Title IX presentation was also provided to adjunct faculty during the spring 2021 orientation program.</p>

Focus Area 6: Safe Environment

Strategy 6.2: Promote a safe learning environment.

Contact: Vice President of Student Services, Vice President of Finance and Administrative Services, Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. Campus Safety will provide mandatory annual training to all employees who have been identified as Campus Security Authority (CSA) per the Clery Act. Due to the current pandemic, the CSA training will be conducted by October 2020 in an online format.	1. At least 90% of CSAs will complete the annual training before the end of the fall 2020 semester. Impact Statement: Enhanced Clery Act compliance leading to safer campus	1. Due to the pandemic, the in-person CSA training has been postponed to October 2021. A training will also be provided to the Student Services Division in August 2021 prior to providing it to the rest of the campus.

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 Finance and Administrative Services, Vice President of Student Services, Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Facilities and Risk Management will conduct an analysis of college facilities that are being reinstated for instructional use, in compliance with approval from the LACDPH, to ensure adequate cleaning and sanitizing per COVID-19 guidelines.</p>	<p>1. An analysis of utilized facilities will be done with each newly approved instructional plan.</p> <p>Impact Statement: Minimized risk of spreading infectious diseases</p>	<p>1. Facilities Custodial Services received LACDPH plans for Dental, Nursing, Automotive, VPA and Kinesiology. Facilities performed the analysis and implemented cleaning and sanitizing processes per the approved protocols.</p>
<p>2. Facilities will assess and implement preventative maintenance measures to ensure a safe domestic water supply is maintained during the COVID-19 shutdown.</p>	<p>2. Facilities will maintain the water distribution system and flush the domestic water system for each building on campus on a monthly basis.</p> <p>Impact Statement: Mitigating maintenance issues and protecting District assets</p>	<p>2. Facilities has scheduled a routine maintenance program that is performed to ensure that water distribution within each building is flushed monthly.</p>
<p>3. Facilities, Purchasing, Campus Safety, and TeCS will conduct an analysis of building intrusion alarms and develop a Request-For-Proposal/Quote (RFP/RFQ) document to identify a coordinated, campus-wide building intrusion alarm system.</p>	<p>3. A coordinated and effective campus-wide alarm system will be identified.</p> <p>Impact Statement: increased security and safety to protect District assets</p>	<p>3. The college has contracted with EPIK Technology to upgrade the campus-wide phone system to allow for better performance and increased reliability which includes backup 4G LTE transmission in the event the main line is down. This upgraded phone system will improve connectivity for a new building intrusion alarm system. One possible alarm solution has been evaluated. The college will continue to identify current needs for a building intrusion alarm system. The development of RFP/RFQ documents are in process.</p>

Focus Area 7: Sustainability

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

Contact: Vice President of Finance and Administrative Services, Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Facilities will monitor and maintain Central Plant sustainability efforts by effectively scheduling and running equipment “on call” during the COVID-19 shutdown.</p>	<p>1. The Central Plant will operate more effectively and efficiently.</p> <p>Impact Statement: Improved sustainability practice</p>	<p>1. Facilities personnel monitor the Central Plant, schedule run times and sequences, and fully maintain the equipment on a weekly basis.</p>
<p>2. Facilities will install optimized HVAC equipment in the ED building modernization and will commission the equipment for maximum sustainability, energy efficiency, and filtration of building occupant air supply.</p>	<p>2. ED HVAC equipment will be optimized and commissioned for efficiency. Occupancy schedules will be implemented, advanced filtering equipment will be installed, and air exchange/supply will be commissioned per the DSA approved specifications.</p> <p>Impact Statement: Reduced energy utilization and better sustainability</p>	<p>2. The ED HVAC design documents are now fully approved by the DSA. Once build-out of the project is completed, all mechanical equipment will be fully optimized and commissioned in compliance with the DSA.</p>
<p>3. Facilities will monitor and maintain the Citrus College campus grounds effectively during the COVID-19 shutdown to preserve existing sustainable landscapes and minimize losses due to the remote work environment.</p>	<p>3. The Facilities Grounds staff will monitor the campus on a weekly basis and address prioritized issues utilizing a “needs” strategy. During COVID-19 and limited access, a “needs” strategy will preserve most landscaping.</p> <p>Impact Statement: Minimized maintenance issues while preserving existing landscape</p>	<p>3. The Facilities Grounds staff has been working weekly on maintaining the college grounds assets. Distress to plant material is minimized, and assets are being diligently protected.</p>

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Sustainability Committee will collaborate with the college’s professional design team for implementing sustainable, architectural, and engineering design practices on upcoming capital projects.</p>	<p>1. The Sustainability Committee chair will meet with the design professionals at the advent of each new capital project, during the Design Development and engineering phase, and for development of the design standards.</p> <p><i>Impact Statement: Increased sustainability via design of new projects</i></p>	<p>1. The Sustainability Committee chair has met with the ED design professionals, and all viable sustainable practices are included in the DSA approved design documents.</p>
<p>2. The Sustainability Committee will develop sustainable product specifications for use and implementation on upcoming capital projects.</p>	<p>2. The process will result in a standardized “book” of products that is deliverable and usable for specification writing by all design professionals. The Sustainability Committee Chair will deliver the “book” to the design team.</p> <p><i>Impact Statement: Increased sustainability and energy-efficient practices</i></p>	<p>2. The Sustainability Committee chair has met with several design professionals and a standardized “book” of sustainable products is currently underway. The project is 50% complete.</p>

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 Student Services, Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The chief information services officer, together with the TeCS team, will update the projector and sound system switching technology in the classrooms.	1. By the end of spring 2021, classrooms with obsolete and failing projector and sound system switches will have hardware replaced and upgraded to the latest technology. Impact Statement: Improved learning experience for students as a result of reliable classroom technology with support for high-definition video and fewer cancelled or interrupted lectures	1. Equipment has been ordered, received and is being tested. This activity will continue into 2021-22. The main technology focus is on the installation of Meeting Owl devices in all classrooms to provide hybrid classroom functionality. Approximately one-third of the Meeting Owl devices have been installed. Following completion of this project, the TeCS team will address the controls for the classroom audio-visual equipment.

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>
1. The chief information services officer, together with the TeCS team, will implement Banner 9 Finance Self-Service.	1. By the end of spring 2021, staff will be able to enter and manage requisitions and purchase orders and monitor budgets through a modernized and improved system. <i>Impact Statement: Improved user experience and better monitoring of budgets with Banner 9</i>	1. Banner 9 Finance Self-Service has been installed. Training was held January 28, 2021. Finance Self-Service was launched and demonstrated to all managers in early March. This task has been completed.
2. The chief information services officer, together with the TeCS team, will migrate email from the on-premises Exchange Server to Office 365.	2. By November 2020, staff and faculty email will be housed in Office 365. <i>Impact Statement: Increased reliability of technology, reduced storage costs, and improved collaboration with students</i>	2. This task was completed in November 2020 with the college migrating to Office 365.
3. The chief information services officer, together with the TeCS team, will implement two-factor authentication for administrative applications.	3. By spring 2021, staff and faculty will be required to submit an additional method of authentication (such as a USB key or a code) along with their username and password when logging in to WingSpan, improving the security of the college’s information systems. <i>Impact Statement: Improved security of our most sensitive data</i>	3. Duo (a two-factor security software application) has been installed in a test environment, and evaluation for use at Citrus College is in progress. Testing with Duo is underway and will be piloted within TeCS during summer 2021. This task will carry over to 2021-22.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The chief information services officer, together with the TeCS team, will implement Banner 9 Financial Aid Self-Service.	1. By the end of spring 2021, students will be able to view and update their financial aid records using Banner 9 Self-Service. <i>Impact Statement: Improved user experience</i>	1. This task will be carried out pending the next stable release of Banner 9 Financial Aid Self-Service. A new version of Banner Financial Aid Self-Service has been installed and is currently in production. This task has been completed.
2. The chief information services officer, in collaboration with Counseling and Advisement and the Guided Pathways work group, will implement Degree Works templates for degree and certificate completion.	2. By December 2020, students and counselors will be able to select a recommended student educational plan from a library of optimal plans in Degree Works. <i>Impact Statement: Reduced time to completion</i>	2. In December 2020, the latest version of Degree Works was installed. Templates have been created for all degrees and certificates and were made available to students and counselors on February 1, 2021 after a review and update of access permissions. This task has been completed.

Focus Area 9: Diversity and Equity

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

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

Specific Activities	Projected Outcomes	Update to Activities																												
<p>1. The Office of Communications and External Relations will create engaging content for use on all social media channels and will post important college updates as they occur.</p>	<p>1. The number of followers on social media will increase by the end of the 2020-21 academic year as follows: Instagram by 20%, Facebook by 10%, Twitter by 5%, LinkedIn by 5%, and YouTube by 5%.</p> <p>Impact Statement: Increased student enrollments, enhanced student engagement, and audience awareness of online college activities</p>	<p>1. The following tables list the number of followers for the months of July 2020 through June 2021 as well as the percentage change:</p> <table border="1" data-bbox="1438 540 1990 662"> <thead> <tr> <th></th> <th>Facebook</th> <th>Twitter</th> <th>LinkedIn</th> </tr> </thead> <tbody> <tr> <td>July 2020</td> <td>3,620</td> <td>4,187</td> <td>21,729</td> </tr> <tr> <td>June 2021</td> <td>3,868</td> <td>4,094</td> <td>23,365</td> </tr> <tr> <td>% Change</td> <td>+7%</td> <td>-2%</td> <td>+8%</td> </tr> </tbody> </table> <table border="1" data-bbox="1438 691 1858 813"> <thead> <tr> <th></th> <th>YouTube</th> <th>Instagram</th> </tr> </thead> <tbody> <tr> <td>July 2020</td> <td>150</td> <td>2,996</td> </tr> <tr> <td>June 2021</td> <td>421</td> <td>3,329</td> </tr> <tr> <td>% Change</td> <td>+180%</td> <td>+11%</td> </tr> </tbody> </table>		Facebook	Twitter	LinkedIn	July 2020	3,620	4,187	21,729	June 2021	3,868	4,094	23,365	% Change	+7%	-2%	+8%		YouTube	Instagram	July 2020	150	2,996	June 2021	421	3,329	% Change	+180%	+11%
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<p>2. The Office of Communications and External Relations will develop a targeted marketing plan for 2020-21, with sensitivity to COVID-19 and new online/remote learning environments, using various strategies, including but not limited to digital, print, display, outdoor (if relevant), radio, streaming, and email, to reach diverse audiences and potential students. In addition to high school seniors, targeted audiences will include parents and adults returning to college, among others.</p>	<p>2. A minimum of five digital campaign occurrences will be launched throughout the 2020-21 academic year. Digital and streaming data will include impressions, clicks, click-through rates, cost-per-click, page likes, and post-click/engagement actions.</p> <p>Impact Statement: Increased and more diverse student enrollment</p>	<p>2. As of June 2021, five digital campaigns have been implemented to promote registration for every term including the spring 2021 8-week classes and summer 2021 session. There were over 2.8 million impressions, over 45,000 click-throughs, and 985 phone calls from the summer, fall, winter, and spring campaigns.</p>																												
<p>3. The International Student Center (ISC) will promote the ESL program to prospective international students by developing marketing materials, adding ESL content to ISC presentations, and using social media by the end of the fall 2020 semester.</p>	<p>3. The number of international students enrolled in the spring 2021 ESL program will increase by 10% compared to spring 2020.</p> <p>Impact Statement: More diverse college community, with an increased enrollment of international students</p>	<p>3. In fall 2020, the ISC created new slides promoting the ESL program in the program’s general recruitment PowerPoint presentation, which was used for recruitment events for Latin America and Asia. The ISC also met with the ESL department to discuss ways to promote and market the ESL program including the development of a Certificate of Achievement for students who successfully pass ESL levels four and five.</p>																												

Focus Area 9: Diversity and Equity

Strategy 9.2: Enhance the 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. The Office of Human Resources, in collaboration with the Human Resources Advisory Committee, will develop written recruitment material as part of a broad outreach program designed to increase the number of applicants for faculty positions from historically underrepresented groups.</p>	<p>1. An increased pool of potential applicants from historically underrepresented groups.</p> <p>Impact Statement: Increased diversity among applicants</p>	<p>1. In the spring 2021 semester, the HR Advisory Committee refocused its attention on applying the DEI Task Force’s DEI Toolkit in reviewing the District’s Equal Opportunity Plan. Additionally, a review of relevant HR policies and administrative procedures is underway. The review will be completed in the 2021-22 academic year.</p>
<p>2. The Office of Human Resources will work with the Human Resources Advisory Committee to review processes pertaining to the recruitment and selection of respective full-time faculty and classified staff to determine if modifications are required to better encourage and attract a greater diversity of applicants.</p>	<p>2. The recruitment and selection processes will be reviewed and revised as appropriate in order to increase the number and diversity of applicants and to make it easier for applicants to participate in the selection process.</p> <p>Impact Statement: Improved recruitment procedure, leading to increased diversity among faculty</p>	<p>2. A general review of the recruitment and selection administrative procedures was completed during the fall 2020 semester. In response to the DEI Task Force suggested use of the DEI Toolkit, the HR Advisory Committee began a new review of HR policies and procedures. The review will be completed in the 2021-22 academic year.</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 Student Life and Leadership Development (SLLD) office will launch a new Foster Youth Ally training for students and college employees in the fall 2020 semester. The training will provide strategies for employees to support Foster Youth students and increase students' persistence.</p>	<p>1. Ninety percent of participants in a post-workshop survey will indicate that they have a better understanding of how to support this vulnerable population.</p> <p><i>Impact Statement: Increased persistence rate of Foster Youth students</i></p>	<p>1. In October 2020, SLLD offered a Foster Youth Ally training. Eleven students participated. Seven participants attended the second training on March 9, 2020. One hundred percent of participants for both trainings who responded to the survey indicated that they have a better understanding of how to support foster students as a result of participating in the training.</p>
<p>2. The Office of Human Resources, working with CSEA and the Classified Staff Development Committee, will implement a series of workshops throughout the 2020-21 academic year that will emphasize customer service to our students through collegiality and engaging students from diverse backgrounds and that clarify the role of staff with respect to the Chancellor's Office Vision for Success.</p>	<p>2. Funds allocated by the Chancellor's Office for classified employee professional development will support learning opportunities emphasizing the role of classified staff as participants in the goals of the Chancellor's Office Vision for Success. Staff understanding of the Vision for Success will be increased through the year-long series of professional development activities as measured by a survey.</p> <p><i>Impact Statement: Enhanced staff awareness of District activities aligned with the Chancellor's Office Vision for Success</i></p>	<p>2. In the fall 2020 semester, the District and CSEA entered a memorandum of understanding setting forth online training available to all classified employees. Throughout the academic year, classified employees were provided online training. The curriculum consists of the following: sexual harassment prevention, sensitivity awareness, boundary invasion, discrimination awareness in the workplace, diversity and inclusion for faculty and staff, email and messaging safety, and communication styles and skills. There is no time limit on availability of the curriculum for staff.</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 dean of Kinesiology and Athletics will identify strategies to increase outreach efforts, enrollments, and retention of a diverse population of student-athletes.</p>	<p>1. Increase by 2% the accessibility of student-athletes designated as disproportionately impacted (DI) through a variety of collaborative campus outreach and retention strategies.</p> <p>Impact Statement: Increased enrollment of a diverse student athlete population</p>	<p>1. Due to COVID-19, the CCCAA placed a moratorium on face-to-face recruitment of student-athletes until further notice effective March 2020. As a result, all Citrus College coaches have shifted their recruiting efforts to meet those guidelines. During this recruiting moratorium, the coaches utilized electronic means of communication (phone calls, texts, emails, and messaging via social media) on a regular basis and evaluations of student-athletes by watching their game and highlight films. Prospective student-athletes were contacted based on each sport program's needs. The student athlete population had a 41% increase in 2020-21 (increased from 281 in 2019-20 to 396 in 2020-21), but demographic data by gender and ethnicity informed the division that future recruiting efforts should be directed to recruit more female student athletes and more Asian and African American student athletes as the proportion of those sub-groups decreased compared to last year.</p>
<p>2. Division deans, where appropriate but in particular in the arts and social sciences curricula, will encourage a broad revision of course content to include increased study, analysis, and awareness of historically underrepresented populations.</p>	<p>2. At least five course outlines of record (COR) will be revised to reflect increased college-wide attention to and understanding of issues surrounding equity, diversity, and inclusion.</p> <p>Impact Statement: Increased knowledge of historically underrepresented populations and each individual’s responsibility to respond to social change</p>	<p>2. Revisions to the course outlines with increased content on DEI in the following four courses have been made and submitted for curriculum approval: MUSP 258: Mariachi Ensemble; ART 109: Survey of Arts of Africa, Oceania, and Indigenous North America; KIN 178: Race, Gender, and Sports; and KIN 179: Health and Social Justice. Three of the classes are being offered in fall 2021: MUSP 258, ART 109, and KIN 178. The fourth class, KIN 179, is scheduled to be offered in spring 2022.</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

Specific Activities	Projected Outcomes	Update to Activities
<p>1. The Office of Communications and External Relations will partner with Student Services to develop a virtual tour of the college.</p>	<p>1. A virtual tour will be developed and posted on the college’s website for perusal by potential students and the community overall.</p> <p><i>Impact Statement: Enhanced college image to potential students</i></p>	<p>1. Research, logistics, and implementation of a virtual college tour were reviewed and this activity will carry over into the next academic year. Updated photos of the campus were taken in May 2021 and will be posted on the college’s website by the end of July 2021, until a robust virtual tour can be created within budget.</p>
<p>2. In addition to timely and regular writing assignments, the Office of Communications and External Relations will write more human interest press releases to engage media partners and social media followers.</p>	<p>2. During the 2020-21 academic year, a minimum of five human interest press releases will be written and distributed to local media outlets and through the college’s social media channels.</p> <p><i>Impact Statement: Enhanced college image and increased community awareness of the college</i></p>	<p>2. Five human interest press releases and articles were written and distributed during 2020-21 academic year, and featured a trustee’s 50-years of service, a 72-year old graduate, an alumna’s published works in her field of neurology, a current student named a Gold Scholar by the Coca-Cola Scholars Foundation, and a student scholar who persevered during COVID-19.</p>
<p>3. The Office of Communications and External Relations will increase internal and external communications in an effort to remain connected with students, the college community, and neighboring communities.</p>	<p>3. Regular internal updates on relevant and emerging issues, as well as general promotion of the college, will occur at least once a month during the academic year.</p> <p><i>Impact Statement: Increased awareness of pertinent issues by the college community and the public</i></p>	<p>3. As of June 2021, the Office of Communications and External Relations has assisted with writing six communications to employees and five communications to students regarding the college’s status due to COVID-19.</p>

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

Activities 10.2.1 and 10.2.2 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. If conditions allow, the Foundation will host two Community Day events on campus in winter/spring 2021. In the event that the remote environment continues through the spring 2021 semester, Foundation staff will create two corresponding virtual events to be hosted on college platforms highlighting programs and mirroring the Community Day model.</p>	<p>1. Two separate Community Day events (virtual or on campus) will be held during the winter/spring 2021 semester.</p> <p><i>Impact Statement: Increased awareness among community leaders of the educational resources available at Citrus College, leading to potential philanthropic support of the Foundation</i></p>	<p>1. Given the transition to an online/remote environment, for the 2020-2021 academic year, the Foundation determined that it would be best to forego Community Days. The Foundation plans to reinstitute on-campus hosting of guests when the physical campus reopens. An initial “Meet the New Superintendent/President” event for community leaders and Foundation friends is being planned. Additionally, the Foundation will launch a “Meet and Greet” and host multiple events during a compressed timeframe to ensure all guests have an opportunity to tour the college facilities.</p>
<p>2. The Foundation will establish a communication email list of previous Community Day guests as well as prospective guests and will provide relevant, exciting, and timely college publications and updates. In addition, the Foundation will develop a bi-monthly newsletter that will be emailed to donors, friends of the college, and others.</p>	<p>2. Approximately six issues of the newsletter will be distributed throughout the 2020-21 academic year. College friends and community leaders will be apprised of college news and updates.</p> <p><i>Impact Statement: Informed college friends and community leaders</i></p>	<p>2. Existing communication pieces from the college have been distributed to alumni and Foundation friends. In lieu of the bi-monthly newsletter, Foundation committee members have indicated a preference for developing social media platforms for the Foundation activities and communications. In March 2021, the Foundation established a Facebook page and will begin using it to promote the Foundation, the college, and alumni activities.</p>

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

Activities 10.2.3 –

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>3. The Foundation will utilize the Speaker’s Bureau as a tool to thank current donors and promote the college. Presentations will be prioritized based on donor requests. Additionally, the Foundation will reach out to prospective donors presenting an opportunity for them to support the college/Foundation.</p>	<p>3. At least one Speaker’s Bureau presentation event will be presented in each District city either in person or through a virtual modality.</p> <p>Impact Statement: Continued college visibility to community</p>	<p>3. Community presentations have been modified to be delivered via zoom due to the remote work environment. Four virtual community presentations have been completed this academic year as follows: Commerce Networking Event (November 2020), Glendora Unified School District Early College (January 2021), Glendora Chamber State of the Schools (March 2021), and Glendora Rotary (April 2021). In May 2021, two additional community presentations were given: Claremont State of the Schools and the Kiwanis Club of Claremont.</p>

Focus Area 11: Community Relations

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

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>
<p>1. The Superintendent/President’s Office will ensure that state legislators and city government officials from District feeder communities are provided with periodic updates from Citrus College, e.g., Citrus View, Annual Report, Quick Facts, Fact Book, Accolades, and any other pertinent publications.</p>	<p>1. Major publications such as the Citrus View, Annual Report, Quick Facts, Accolades, and other pertinent publications will be sent electronically.</p> <p><i>Impact Statement: Enhanced college image and increased awareness of the college by legislative officials</i></p>	<p>1. All 2020-21 Citrus Views have been distributed via email to our external partner email list. The 2019-20 annual report and quick facts document were finalized and distributed during the spring 2021 semester. In addition, the new Cabinet’s Corner Plus newsletter was created to inform the college community of institutional updates. Nine newsletters were distributed internally and to the college’s external partner email list.</p>
<p>2. Support California Community Colleges by advocating for key legislation and funding that would assist Citrus College and its students.</p>	<p>2. Phone calls will be made and letters of support for key legislation, when appropriate, will be sent to local, state, and federal legislators.</p> <p><i>Impact Statement: Stronger ties with our legislative representatives, enhanced college image, and increased awareness of the college by legislative officials</i></p>	<p>2. Letters were written and sent in support of SB 860 (Beall) – Improving FAFSA Completion for Foster Youth. Thanks to the collective efforts from the California Community College system, the bill was approved by the Governor on September 28, 2020. Letters were also written and sent in support of economic stimulus bills that support community colleges during the coronavirus pandemic and AB 75 (O’Donnell) – the Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022, which would place a state school facilities bond on the 2022 ballot.</p>

Focus Area 11: Community Relations

Strategy 11.2: Build mutually beneficial relationships with local K-12 districts, community college organizations, and four-year colleges and universities.

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 vice presidents of Academic Affairs and Student Services will reach out to each K-12 principal and provide them with a Progress Report of their students who transition to Citrus College. Additionally, the Superintendent/President will reach out to K-12 District Superintendents to share the Progress Reports. Members of the Citrus College Board of Trustees will also be sent copies of their respective K-12 Progress Reports.	1. K-12 Progress Reports will be shared with all principals, superintendents and the members of the Citrus College Board of Trustees. Impact Statement: Enhanced relationships with the K-12 Districts and a better understanding of the needs of incoming high school students to Citrus College.	1. The Superintendent/President shared the high school reports with the respective K-12 superintendents and the Citrus College Board of Trustees after high school principals are briefed on the reports by the Citrus College VPAA and VPSS. The VPs held meetings in May with K-12 principals to discuss their reports. In addition, VPAA and VPSS presented to the Board of Trustees at Claremont Unified School District in May of 2021.

Focus Area 11: Community Relations

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

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

Specific Activities	Projected Outcomes	Update to Activities
<p>1. The Foundation will reconfigure and relaunch the community outreach team to represent the college during the current remote environment and to provide opportunities for alumni and the Foundation director to represent the college at virtual and possibly live events.</p>	<p>1. The community outreach team will represent the college at monthly events in district cities during the 2020-21 academic year.</p> <p>Impact Statement: Continued momentum of building and maintaining strong community relations</p>	<p>1. This activity is being modified due to the remote work environment. As such, the Foundation is working with Academic Affairs to assign deans to provide virtual attendance at school board meetings in the district. In spring 2021, Citrus College participated and presented at the Annual State of the Schools events held in Glendora and Claremont. In addition, Veteran’s Success Center presentations were made to the Kiwanis Club of Claremont and the Glendora Rotary Club. Most of the College’s promotion occurred either virtually through college attendance by a Citrus College board of trustees’ member or members from the management team at local events, or via print marketing. The Foundation enhanced support and upgraded the college chamber membership in Glendora to increase visibility.</p>
<p>2. The Foundation will work with External Relations to establish and develop a consistent look of communication tools for community presentations and various college functions: College Highlights & Updates, campaign solicitations, VSC presentations, etc.</p>	<p>2. Community presentation materials being distributed from the college will have a coordinated and cohesive look and image. The style will be applied to written and electronic materials.</p> <p>Impact Statement: Increased college image due to cohesiveness in style and professionalism for Foundation communications and marketing materials</p>	<p>2. Due to the remote work environment for the college staff, it was determined the Foundation would provide a limited number of presentations to current and prospective donor organizations. College staff presented at the Glendora Rotary for their support of the PASS Campaign and the Veterans Success Center. A presentation to the Kiwanis Club of Claremont for support of the Veterans Success Center was also made. In addition, representatives from Citrus College attended the Glendora Chamber of Commerce Installation event in-person in June 2021.</p>