



# Citrus College

## Strategic Plan Annual Implementation Plan 2009-2010

Citrus College

1000 West Foothill Boulevard, Glendora, CA 91741-1899  
[www.citruscollege.edu](http://www.citruscollege.edu)

Dear Colleagues:

I am pleased to present the 2009-2010 Annual Implementation Plan (AIP), the next level of activities and initiatives we will conduct to continue advancing the Citrus College Strategic Plan. As we enter the third year of implementing our Strategic Plan, this document continues the initiatives established in the 2008-2009 Progress Report.

As you know, how well we implement our Strategic Plan determines how effectively and efficiently we function as a college. The 2009-2010 AIP is an accountability measure that takes us to another level of proficiency as an institution. When we foster student success, implement our student learning outcomes, practice fiscal transparency, and establish effective communication practices, we begin to see our mission, vision and values in action. They work together to support our Board Goals, strategic planning goals, and our divisional and departmental-level goals and objectives.

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

Sincerely,



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

**Citrus Community College District  
Board of Trustees**

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**Dr. Geraldine M. Perri**

Superintendent/President

**CITRUS COLLEGE STRATEGIC PLAN  
ANNUAL IMPLEMENTATION PLAN 2009-2010**

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

	<b><u>Strategic Planning Goals</u></b>	<b><u>Objectives</u></b>	<b><u>Primary Contact</u></b>	<b><u>Specific Activities</u></b>	<b><u>Projected Measurable Outcomes</u></b>
<b>1.</b>	<b>Student Success</b>	1.1. Improve and expand the college's orientation services.	Student Services Committee (SSC), Matriculation and Assessment Committee (MAC), and College Success Advisory Committee (CSAC)	1.1.A. Complete the consultation process with the Academic Senate in fall 2009 about the feasibility of a college-wide mandatory orientation program.	Enhanced consensus/ communication among concerned constituent groups regarding the mandatory orientation program. Consensus for program implementation will be obtained by constituent groups.
				1.1.B. Continue to implement the in-person, new student orientation pilot program.	The number of students who participate in the new student orientation program with the following components: <ol style="list-style-type: none"> <li>1. A pre-assessment orientation about the importance of taking the test seriously</li> <li>2. Assessment</li> <li>3. An in-person orientation that reviews assessment scores and implements a semester planning worksheet.</li> </ol>
				1.1.C. The new online orientation will include a pre- and post- assessment of students' knowledge about the college. The orientation will also include a sign language version (the first in California) and a version in Spanish.	The new online orientation format will be implemented.

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	<b>Student Success</b>			1.1.D. Work with Technology and Computer Services (TeCS) and Admissions and Records on the Banner/online orientation interface and the process of placing “holds” on student registration.	The student registration “holds” process will begin fall 2010.
		1.1.E. Inform students of the new student orientation requirement and process.	The information will appear in the catalog, schedule of classes, and on the web.		
		1.2.Continue to implement a proactive model of steps for students to complete in order to increase transfer to four-year schools.	Student Services Committee (SSC), Career/Transfer Center	1.2.A. Counselors and educational advisors visit transferable math and English courses before the fall priority application filing period to CSU/UC campuses.	An increase in the number of classroom visits that inform students about critical transfer information.
				1.2.B. Offer a five-minute presentation warning students of potential closures at CSU and UC campuses for Winter and Spring terms. Remind students of critical university application filing periods.	The number of presentations made, with feedback from students, as well as the number of interest cards collected with prospective transfer students’ information such as email address, expected transfer term, major, and transfer school.
				1.2.C. Invite students to attend CSU/UC application workshops and make individual appointments to assist with independent college applications.	The number of students who attend the workshop and their feedback, plus an increase in the number of students who receive assistance with university applications.

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<b>Student Success</b>				1.2.D. Send emails reminding students of important transfer deadlines and dates for four-year university previews and campus events.	Increased number of written updates to students on transfer application and university hosted events.
	1.3. Continue to improve articulation to four-year colleges and universities.		Student Services Committee (SSC), Articulation Officer	1.3.A. Continue to increase new articulation agreements with private and out-of-state four-year institutions.	An increase in the number of articulation agreements by three colleges/universities.
				1.3.B. Expand articulation agreements for math and science majors and courses in conjunction with the STEM project.	An increased number of course-to-course articulation agreements in math and science majors.
				1.3.C. Improve communication with students to provide them with accurate information in the transfer process. Update the articulation and Transfer Center website, and revise the advisement sheets and the College Planning Guide.	Increased knowledge in transfer and certificate options among counselors, educational advisors, and students.
	1.4. Continue to improve student engagement at the college.		SSC and EPC	1.4.A. The Faculty Learning Institute will continue to provide faculty/staff development training on student engagement strategies.	More training opportunities, a greater number of participants, and their feedback.
				1.4.B. Share information with students regarding programs of study that are currently available in ethnic studies.	The number of students informed about available classes.
				1.4.C. Implement “Student Portal” to improve connection with students.	The portal will be available and active in the fall semester of 2009.

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	<b>Student Success</b>			1.4.D. The College Success Program will continue to implement the Basic Skills Initiative action plan activities designed to improve student engagement. This includes establishing a pilot mentoring program and improving resources for the Success Center.	The number of students participating in the programs and their feedback.
				1.4.E. Continue to carry out the HSI STEM (Science, Technology, Engineering, and Math) grant activities, including peer mentoring, enrichment workshops, and supplemental instruction for math and science classes.	The number of students participating in the programs and their feedback.
		1.5. Implement a proactive model of steps to increase certificate completion and career placement.	EPC, Dean of Career, Technical and Continuing Education, and Dean of Counseling	1.5.A. Explore the option of moving from manual student tracking and identification to an automated electronic system of degree and certificate tracking, so that the system will trigger strategic intervention to ensure students' timely progression toward degree and certificate completion. Develop a pilot program using Blackboard for student tracking and degree audit.	Blackboard shell completed and number of students being tracked.
				1.5.B. The Career, Technical and Continuing Education (CTE) counselor will continue to work with CTE students.	The number of student education plans developed, individual students seen, and overall appointments by the CTE counselor.

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	<b>Student Success</b>			1.5.C. Expand the degree and certificate review, as well as course mapping to all CTE areas. Institutionalize the process with instructional program review, i.e., course-to-course progression is efficient and results in effective knowledge acquisition.	The number of programs that have undergone the mapping process and been integrated with the program review process.
				1.5.D. Collaborate with local high schools and Regional Occupational Programs (ROP) to ensure career pathways from high school to community college to workplace are recognized under institutional agreements, secondary courses are sequenced, and personnel collaborate to ensure pathway is as efficient as possible.	The number of institutional, career pathway, and course-to-course articulation agreements established.
		1.6. Continue to improve the non-credit curriculum for senior citizens.	EPC	1.6.A. Obtain college and state approval for newly developed courses targeting older adults.	The number of courses written and/or approved.

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<b>2</b>	<b>Student Learning Outcomes and Assessment</b>	2.1 Complete the course-level SLOs for credit classes and continue to improve the number of programs with SLOs developed and assessed.	The HotShots Committee, SLOA Coordinator	2.1.A. Serve as the college resource center to provide help and guidance in SLO writing and assessment.	Complete the course-level SLOs for credit classes.
				2.1.B. Create a central repository for the collection of sample SLOs and assessment tools for course-level and GE outcomes.	Create central repository with sample learning outcomes and sample assessment processes and rubrics.
				2.1.C. Conduct survey of faculty about development and assessment of SLOs and about their sense of the value of the process.	Improve level of understanding of connections among SLOs, program review, planning, and resource allocation.
		2.2. Identify and assess GE Student Learning Outcomes.	The HotShots Committee, General Education Committee	2.2.A. Finalize design of GE assessment and conduct first cycle of assessment.	<ul style="list-style-type: none"> <li>• Complete the pilot model of GE assessment.</li> <li>• Complete mapping of course-level SLOs to GE outcomes.</li> </ul>
				2.2.B. Coordinate with the GE committee on assessment and reporting.	Improve methods of coordination within SLO assessment processes and broader GE program.



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	<b>Student Learning Outcomes and Assessment</b>	2.3. Design program level assessment with linkage to course SLOs, GE SLOs, and resource allocation.	The HotShots Committee	2.3.A. Design program level assessment for instructional /academic programs with linkage to course SLOs, GE SLOs, and resource allocation.	Complete a pilot assessment that links SLOs at course, program, and general education levels with resource allocation.
				2.3.B design and link instructional support and student services SLOs to GE SLOs when appropriate.	Create a draft assessment for use with instructional support student services outcomes as needed.

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<b>3.</b>	<b>Fiscal Transparency</b>	3.1. Continue the practice of open budget preparation, execution, and reporting. Provide an operating budget that reflects the proposed cuts by the Governor due to the economic uncertainty in the state.	Financial Resources Committee (FRC)	3.1.A. Continue to annually update the Organization and Governance Handbook and include the budget development flow chart inside.	The number of recipients and evaluations of the Organization and Governance Handbook.
				3.1.B. The superintendent/president and vice president of finance and administrative services will hold a budget forum explaining the budget development information and the budget process, and updated state budget climate.	The number of attendants at the training sessions.
		3.2. Make reliable, comprehensive, understandable, and timely district fiscal data available to the college constituency groups.	Financial Resources Committee (FRC)	3.2.A. The vice president of finance and administrative services will hold budget presentations at various committees and meetings focusing on CSEA involvement.	The number of constituent groups that received budget presentation.
				3.2.B. Send survey evaluation to the recipients of emails from the CCLC and the California Community Colleges Chancellor's Office to determine the usefulness of the information.	The number of recipients and feedback of the evaluation.

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

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<b>4.</b>	<b>Communication</b>	4.1. Expand communication with the external community and advocate for issues of importance to Citrus College.	Superintendent/ President	4.1.A. The college will produce a monthly external electronic newsletter for educational, legislative, and business/industry representatives.	The number of editions of the newsletter published. Number of individuals in receipt of the newsletter. Feedback from recipients.
				4.1.B. The Superintendent/President and members of the Board of Trustees will provide periodic guest columns and opportunity educational pieces to the media.	The number of articles provided to the media.
				4.1.C. The Superintendent/President and Board of Trustees will provide letters of support to the Community College League of California on critical issues in higher education.	The number of letters provided to the League.
				4.1.D. The Superintendent/President will provide input to local, state and national legislators on matters pertinent to the college and education.	Input provided to the legislators and possible impact.
				4.1.E. The Superintendent/President and the Board of Trustees will provide tours of college to local community leaders from business, industry, education and government.	The number of tours hosted and the numbers of guests who visited the college.
				4.1.F. The college will hold focus groups with various audiences on relevant college issues and plans.	Feedback from the focus groups.

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<b>Communication</b>				4.1.G. The Superintendent/President will co-author a newsletter for high school parents with the local K-12 superintendents.	The number of newsletters co-authored and published.
	4.2. Continue to promote a culture that encourages college-wide communication.	Superintendent/President	4.2.A. The college will produce a monthly internal electronic newsletter for the college community highlighting recent college events and activities.	The number of editions of the newsletter published.	
			4.2.B. The Superintendent/President will send periodic letters to the college to provide an update on significant issues such as: budget, emergency preparedness, accreditation, and end-of- year reports, etc.	The numbers of letters sent by the superintendent/president.	
			4.2.C. The Superintendent/President will provide a presentation on the state of the college.	The number in attendance and their feedback.	
			4.2.D. The Superintendent/President will oversee production of an End- of-Year progress report to the college community.	The production and dissemination of the progress report.	
			4.2.E. The college will develop an Annual Implementation Plan to support the goals of the Strategic Plan.	The production of the Annual Implementation Plan.	
	4.3. Acknowledge and recognize contributions to the college by the	Superintendent/President	4.3.A. The Superintendent/President will send letters acknowledging the faculty/staff.	The number of letters sent.	

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	<b>Communication</b>	members of the college community.		4.3.B. The Superintendent/President will send notes of congratulations on special accomplishments, awards, and/or recognition received by individuals of the college community.	The number of notes sent.
				4.3.C. The Superintendent/President will send letters of thanks to donors to the college foundation.	The number of letters sent.
	4.4. Communicate with, support and recognize the work of students.	Superintendent/President	4.4.A. The Superintendent/President and Cabinet will sponsor an orientation meeting for the ASCC college leadership.	Feedback from ASCC.	
			4.4.B. The college will publish the names of honor students in local Chamber publications.	The number of students recognized.	