

# Citrus College

## STRATEGIC PLAN

### 2019-20 ANNUAL IMPLEMENTATION PLAN





Dear Colleagues:

I am pleased to present the Citrus College 2019-2020 Annual Implementation Plan (AIP). This marks the fourth year of the college's five-year strategic plan, with the overarching institutional goal to increase student success and completion. This year's AIP includes 80 activities across 11 focus areas. Each activity was developed with a student-focused mindset and will serve as a guide to help the college community remain focused on providing a firm academic foundation for our students.

As you will read, this plan lays the groundwork for what promises to be another eventful year at Citrus College. To build upon the significant progress that we have already made, many of the planned initiatives will focus on enhancing those programs and services designed to assist students in reaching their goals. Some highlights include expanding dual enrollment in our local communities, increasing the number of career development and college preparation courses to help bridge noncredit to credit programs, and continuing to implement AB 705 curricular changes in English and mathematics programs.

Though all 11 focus areas are vital to our students' success, I would like to draw your attention to four especially noteworthy sections in the 2019-2020 AIP: Student Support, with 15 activities; Image, with five activities; Diversity and Equity, with nine activities; and Enrollment, with 10 activities. Whether it will be through new events, such as a transfer conference and themed community days; the creation of new online forms in admissions and records; or special diversity and inclusion trainings, all of these efforts will form a strong foundation for the final year of our strategic plan, placing the college and its students on the best trajectory for success.

I would like to thank our board of trustees for their continued support of the college's strategic plan, and I commend the faculty and staff who helped develop the 2019-2020 AIP. I look forward to working with the entire college community as we implement year four of Citrus College's strategic plan.

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 Academic Affairs, Vice President of Student Services

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
<p>1. The dean of Visual and Performing Arts will expand the dual enrollment program at California School of the Arts-San Gabriel Valley (CSArts-SGV).</p> <p>2. The dean of Social and Behavioral Sciences and Online Education will work with the dean of Career Technical and Continuing Education (CTCE) and other appropriate deans and faculty in each division to identify a program that will be scheduled online and/or fast-track. Associated promotional and recruitment strategies will be developed.</p>	<p>1. The number of Citrus College dual enrollment courses offered at CSArts-SGV will increase from 10 to 20 in the 2019-20 academic year. <i>Impact: Expanded CCAP partnership, increased level of preparedness of incoming new students to Citrus College</i></p> <p>2. An Office Technology skill award will be offered online in a fast-track format in spring 2020. <i>Impact: New mode of delivery for the skill award</i></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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
<ol style="list-style-type: none"> <li>1. The coordinator of Early Alert, with support from the dean of Counseling Programs and Services, will promote the Early Alert software by providing demonstrations and training at division meetings to assist faculty with successful use of the program. Emphasis will be made on ensuring that faculty teaching English and math co-requisite courses use Early Alert.</li> <li>2. The Veterans Success Center (VSC) will partner with U.S. VETS to provide new services to student veterans and college employees. The partnership will begin in September 2019 and will include services such as: 1) psycho-education for veterans and their families; 2) education classes for college employees regarding active duty veteran experiences while in combat and transitional issues; 3) referral tracking; and 4) needs assessment.</li> </ol>	<ol style="list-style-type: none"> <li>1. The number of faculty who use Early Alert will be increased by 10% from the 39 faculty who used Early Alert in spring 2019, leading to a higher number of students utilizing support services.  <b>Impact: Increased usage of support services by the students taking corequisite courses, leading to better student persistence and success outcomes</b></li> <li>2. At least 80% of participants will indicate that these services helped them in their transition to the post-secondary collegiate environment as evidenced by survey results.  <b>Impact: Better academic outcomes for student veterans</b></li> </ol>

**Focus Area 1:** Preparedness

**Strategy 1.3:** Increase students' participation in activities designed to facilitate their transition to the collegiate environment.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<ol style="list-style-type: none"><li>1. School Relations and Outreach will make available textbook vouchers to participating Promise students at Welcome Day and follow up with students who do not claim their vouchers during the start of each semester.</li><li>2. The Student Life and Leadership Development (SLLD) Office will develop and offer new personal and professional development workshops for all students during the 2019-20 academic year. These workshops will cover topics such as: 1) creating a professional social media presence; 2) professional email etiquette; and 3) identifying strategies for improving professional relationships and working more effectively with others.</li></ol>	<ol style="list-style-type: none"><li>1. The percentage of Promise students who utilize the Promise textbook voucher benefit will increase from 20% in spring 2019 to 40% in spring 2020. <i>Impact: Better outcome for Promise students</i></li><li>2. At least 90% of participants will indicate that the workshop assisted them with their transition to the college environment, as indicated by survey results. <i>Impact: Students with necessary skill sets leading to better outcomes</i></li></ol>

**Focus Area 2:** Enrollment

**Strategy 2.1:** Institutionalize scheduling that responds to the needs of traditional and nontraditional students, increases course/program completion, and maximizes college resources.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<ol style="list-style-type: none"><li data-bbox="201 521 978 630">1. The dean of Social and Behavioral Sciences will offer sections of HIST 111 and 112 - History of the African-Americans, and SOC 130 - Introduction to LGBTQ Studies.</li><li data-bbox="201 846 978 1076">2. Division deans will work with the Guided Pathways Mapping team to review existing course sequencing patterns and identify gaps in course schedules as pertaining to these patterns. Division deans will also use Infosilem software to modify or create new patterns that would reduce the time to completion and increase the number of awards granted.</li></ol>	<ol style="list-style-type: none"><li data-bbox="999 521 1896 792">1. One section of each course will be promoted and offered on campus and online in the 2019-20 academic year. Students taking these courses will be surveyed to determine if they have developed an improved sense of belonging at the college thus increasing the likelihood of completing their educational goals. <i>Impact: Sense of inclusion and deeper appreciation of cultural diversity among students</i></li><li data-bbox="999 846 1896 987">2. Modified or new course patterns will be developed by the end of spring 2020. <i>Impact: More streamlined scheduling and course offering leading to timely completion</i></li></ol>

**Focus Area 2:** Enrollment

**Strategy 2.2:** Ensure that access to recruitment, admissions, and enrollment processes is efficient.

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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
<ol style="list-style-type: none"><li>1. In July 2019 and January 2020, the Admissions and Records Office in collaboration with School Relations and Outreach will contact students who have applied for admission at Citrus College but have not registered for classes and assist them through the registration process.</li><li>2. The Admissions and Records Office will work with TeCS to increase the frequency of CCC-Apply application uploads to Banner from two times a day to four times a day by the end of fall 2019.</li><li>3. The International Student Center (ISC) will award ten scholarships to new spring 2020 international student applicants. Scholarship applicants will be required to submit a short video essay indicating the reason why they want to attend Citrus College. The winning submissions will be edited and used in promotional campaigns to increase enrollment.</li></ol>	<ol style="list-style-type: none"><li>1. The percentage of applicants who register for classes will increase from 43% in 2018-19 to 45% in 2019-20. <b>Impact: Increased enrollment</b></li><li>2. Doubling the number of daily application uploads will decrease the wait time for students to proceed through the matriculation process to enrollment after submitting the CCC-Apply application. <b>Impact: Decreased student wait time for registration, leading to a potential increase in enrollment and enhanced experience</b></li><li>3. The number of new international students will increase by 11% from 90 in spring 2019 to 100 in spring 2020 through the implementation of the new scholarship program. <b>Impact: Increased enrollment</b></li></ol>

**Focus Area 2:** Enrollment

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

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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
1. Develop a plan for collegewide and divisional Full Time Equivalent Student (FTES) goals and generation in alignment with budget allocation process for instruction.	1. The plan will be developed and implemented in summer 2020. Impact: Specific FTES targets identified for each division, leading to increased FTES



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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
1. The Office of Communications and External Relations will disseminate a media preferences survey to all current students during fall 2019.	1. Results from the survey will inform marketing and advertising efforts in order to attract future students to the college. Data collected will include demographics and provide insight into how students consume information and media. <i>Impact: More effective and enhanced communication to students, leading to increased enrollment</i>
2. 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.	2. Information collected will be used to develop a comprehensive marketing strategy by fall 2019 and will address enrollment and student equity goals, and cover key messages, campaign themes and target audiences. <i>Impact: More targeted outreach and enhanced communication to students, leading to increased enrollment</i>
3. The Office of Communications and External Relations will work with the dean of CTCE to develop a marketing plan specifically for career technical education (CTE) that complements the state Chancellor’s Office and regional CTE enrollment and awareness efforts.	3. The CTE marketing plan will be developed in fall 2019 and the campaign will launch in spring 2020. <i>Impact: More targeted outreach and enhanced communication to students in CTE, leading to increased enrollment</i>

**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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
1. The dean of Mathematics and Business, and the dean of Natural, Physical and Health Sciences will make STEM pathways presentations in co-curricular settings during student athlete orientations and at student club meetings.	1. At least four STEM pathways presentations will be made during the fall 2019 and spring 2020 semesters (for a total of eight presentations) with the intent of increasing the number of underrepresented minority students majoring in STEM programs by 1% over the 1,526 STEM majors in 2018-19. <i>Impact: Enhanced awareness of STEM pathways, leading to more STEM majors</i>

**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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. In fall 2019, Natural and Physical Sciences faculty will offer a new course: "Physics and the Arts" for non-science majors covering fundamental physics principles and their application to the fine and performing arts as well as theater technology settings.</p>	<p>1. "Physics and the Arts" will be offered to promote student interest in the relationship of the Arts and STEM fields of study to follow the STEAM model. Student success (75%) and retention (90%) rates will mirror Physics 110, which is the only other non-majors course in the program. <i>Impact: Increased interest of non-science majors in Physics</i></p>
<p>2. English and math faculty will continue to implement AB 705 curricular changes and monitor the student outcomes as well as continue to administer the 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 will be monitored and shared with faculty. Students experiences in the classes will continue to improve as measured by the survey. <i>Impact: Increased success in math courses and persistence among students</i></p>
<p>3. The director of the Institute for Completion will identify and disseminate additional research-based completion strategies to ensure that disproportionately impacted (DI) group students meet the CCCCO Vision for Success goals in persistence, transfer and degree completion.</p>	<p>3. Two research-based completion strategies will be identified and presented to the college community in the spring of 2020. <i>Impact: Increased persistence, transfer and degree completion among DI groups</i></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>
<p>1. The Guided Pathways Instructional Methods design team will continue to identify models of exemplary pedagogy, including growth mindset, productive struggle, and contextualized learning, and will make recommendations to the Faculty Learning Institute (FLI) and Institute for Completion for professional development workshops on these topics.</p> <p>2. Math faculty will participate in ongoing Community of Practice (COP) group meetings in support of AB 705 courses with a specific focus on increasing success among DI group students.</p>	<p>1. At least eight faculty professional development workshops, based on the Guided Pathways Instructional Methods Design Team’s recommendations, will be offered during spring 2020 by the Institute for Completion and FLI. <i>Impact: Increased offering in innovative instructional methods designed to promote success, persistence, degree completion and transfer</i></p> <p>2. A series of at least 12 COP group meetings will be held during the 2019-20 fall and spring semesters to assess student outcomes that will prompt changes to teaching strategies in the appropriate math courses. The percent of students in the DI groups completing transfer-level math courses will be increased as indicated in the Student Equity Plan. <i>Impact: Increased course success, persistence, degree completion and transfer among DI groups</i></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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
<p>1. English and math faculty will participate in strategic on- and off-campus professional development activities in support of AB 705 curricular changes.</p> <p>2. The Office of Human Resources will make available online webinars for faculty and staff, which shall also include offering on-campus opportunities for faculty and staff to meet and view and discuss particular webinars.</p>	<p>1. English and math faculty will attend at least one off-campus professional development workshop such as those hosted by the California Acceleration Project (CAP) and will facilitate at least one on-campus workshop to include English and math faculty from other colleges by June 2020. <i>Impact: Greater collaboration among faculty regarding shared innovative teaching strategies to support student learning and retention</i></p> <p>2. A minimum of six online professional development webinars will be made available for faculty and staff. At least three of the webinars will be on-campus, providing an opportunity to view and discuss the webinar as a group. At least twenty (20) faculty and/or staff will participate in the online webinars. <i>Impact: Increased knowledge about current trends in education and tools for effective instruction and classroom management leading to enhanced professional skill sets</i></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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
<p>1. Faculty in the division of Social and Behavioral Sciences will develop a new ADT in Child and Adolescent Development for Child Development majors.</p> <p>2. The dean of CTCE, in collaboration with division faculty, will analyze labor market information to identify new and emerging career education programs based on industry needs.</p>	<p>1. The new ADT in Child and Adolescent Development will be approved by the Chancellor’s Office in fall 2019 and offered in fall 2020. <i>Impact: Opportunity for students to complete an ADT in Child and Adolescent Development</i></p> <p>2. At least one new or emerging program will be identified and developed by the end of spring 2020. <i>Impact: Broadened degree options for CTE students</i></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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
1. The noncredit program will expand and increase Career Development and College Preparation (CDCP) courses to bridge noncredit to credit programs.	1. At least one CDCP pathway that aligns with the priorities of the Strong Workforce Non-Credit College and Career Readiness Regional Project will be built to bridge noncredit to credit career education by the end of spring 2020. <i>Impact: Increased enrollment as noncredit learners advance to credit courses</i>

**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>
<p>1. The Admission and Records Office will launch several new online forms in fall 2019 and spring 2020, including an online pre-requisite clearance form, an online transcript evaluation form, an online graduation petition, and an online form for faculty to submit attendance rosters. In addition, the Admission and Records Office will launch an online chat robot by the end of fall 2019 to assist students in getting their admission and records questions answered.</p> <p>2. By the end of fall 2019, the Admissions and Records Office will implement the new CCC MyPath portal where, after submitting the college application, students can learn about the student support programs and services offered at Citrus College.</p>	<p>1. The effectiveness of this activity will be measured by a student survey conducted in spring 2020. At least 80% of the students who used one of the online forms will agree that the online forms allowed them to have greater access to Admission and Records services. <i>Impact: Streamlined online services, leading to enhanced experience</i></p> <p>2. At least 10% of spring 2020 applicants to Citrus College will access the MyPath portal to obtain information about student support programs and services. <i>Impact: Increased knowledge of and access to support services, leading to higher persistence</i></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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. The Student Affairs Office will provide presentations for faculty, students, and staff that promote and bring awareness to the basic needs services offered at the college, such as the college food pantry, hygiene kits, referrals to free and low-cost resources, and assistance with CalFresh food stipend applications. Presentations will be provided during the fall and spring semesters.</p> <p>2. The Guided Pathways Steering Workgroup, which includes representation from all constituent groups, will develop the Career and Academic Pathways (CAPs) success teams model during the 2019-20 academic year as the next phase of implementation of the Guided Pathways framework.</p>	<p>1. At least 80% of participants who attend the workshops will indicate that they have an increased knowledge of the basic needs services available at the college as reported through post-workshop survey results. <i>Impact: Increased collegewide awareness of students' basic needs and services provided by the college</i></p> <p>2. A success teams model will be developed for the CAPs by the end of May 2020. <i>Impact: More targeted and tailored support for students through the success teams model</i></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>
<p>1. The Veteran Success Center (VSC) will develop an informational presentation for student veterans and/or dependents, explaining the certification process for GI Bill education benefits in order to promote and improve effective support services to student veterans.</p> <p>2. The dean of Counseling Programs and Services will work with the dean of enrollment services to promote Degree Works on various platforms such as the college website, student portal and social media to encourage students to utilize the software for their student education plan. Flyers and additional presentations in counseling classrooms will be made to promote the use of Degree Works.</p> <p>3. The Student Life and Leadership Development Office, in collaboration with EOP&amp;S/CARE, CalWORKs and the Career/Transfer Center, will provide job readiness and career closet pop-up events for students, one in fall 2019 and the other in spring 2020.</p>	<p>1. The presentation will be implemented during new student veteran orientations by spring 2020. A post-orientation survey will be conducted to measure students' understanding of the certification process. At least 80% of student veterans surveyed will indicate that they have an increased knowledge of the certification process. <b>Impact: Increased understanding among student veterans pertaining to their educational benefits</b></p> <p>2. The number of student education plans on Degree Works will increase by 10% from 5,497 to 6,046 student education plans for 2019-20. <b>Impact: Higher number of SEP established, leading to more completions</b></p> <p>3. Ninety percent of participants will have an increased understanding of how to prepare and dress for a job interview as measured by a post-event survey. <b>Impact: More success among students in seeking employment</b></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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. In an effort to give students access to campus and community resources designed to mitigate barriers to their success, the EOP&amp;S/CARE and CalWORKs offices will invite other campus programs and community resource organizations to host information booths at EOP&amp;S and CalWORKs events in the fall 2019 and spring 2020 semesters.</p> <p>2. The Student Health Center will partner with the Los Angeles County Department of Mental Health to train and certify college employees in Mental Health First Aid in the spring 2020 semester.</p> <p>3. By the end of fall 2019, the Student Health Center will survey college employees regarding their preferred workshop topics to increase their knowledge and skills to better serve students.</p>	<p>1. The number of student support programs and community resource organizations that participate at the EOP&amp;S and CalWORKs events will be increased by 50% compared to the prior year. <i>Impact: Increased awareness of resources available at the college and within the community, leading to higher likelihood of persistence, success and completion</i></p> <p>2. At least 20 college participants will have an increased knowledge on how to assist students with mental health needs and become certified in Mental Health First Aid. <i>Impact: More effective support provided to students by the certified employees</i></p> <p>3. The spring 2020 workshop schedule will be revised based on the survey results, and relevant workshops will be provided by the Student Health Center. <i>Impact: Increased attendance as a result of workshops matching the needs of college employees and more effective support for students</i></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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
<p>1. Throughout the 2019-20 academic year, the Financial Aid Office will conduct targeted outreach to Chafee Grant eligible Foster Youth students on a monthly basis. Outreach efforts will focus on encouraging students to attend a hands-on financial aid resource workshop and ensuring they meet with a financial aid representative once per semester.</p>	<p>1. By the end of the 2019-20 academic year, at least 80% of the Citrus College Chafee Grant eligible Foster Youth students will attend a hands-on financial aid resource workshop and meet with a financial aid representative once per semester to ensure their files are complete in order to receive the grant. <i>Impact: Increased direct outreach efforts, greater knowledge of financial aid resources, leading to more students benefiting from the Chafee Grant</i></p>
<p>2. By fall 2019, the Counseling and Advisement Center will develop and implement a plan to encourage student participation in Early Alert workshops, Orientation/Student Educational Planning sessions, and Registration Assistance workshops.</p>	<p>2. The number of students who attend Early Alert workshops, Orientation/Student Educational Planning sessions, and Registration Assistance workshops throughout the 2019-20 academic year will be increased by 5%. For the 2018-19 academic year, 700 students participated in Early Alert workshops, 5,280 students participated in either an online or in-person Orientation/Student Educational Planning session, and 1,166 students participated in Registration Assistance workshops. <i>Impact: Increased course success and student persistence</i></p>
<p>3. The Career/Transfer Center will offer a Transfer Conference for Citrus College students during the 2019-20 academic year.</p>	<p>3. The Transfer Conference will provide an overview of the transfer process and expose students to the multiple facets of transfer. Students will complete a post-conference survey to assess their increased knowledge about transfer. <i>Impact: Increased number of transfer to four-year colleges and universities</i></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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
<p>1. By the end of fall 2019, the Student Health Center will work with TeCS to develop a new task icon on the my.citruscollege.edu portal as an alternative way to communicate activities and services to students.</p> <p>2. EOP&amp;S will develop an information hub using Canvas in fall 2019. Information will include links to campus resources, transfer admission requirements, and EOP&amp;S announcements.</p>	<p>1. Awareness of Student Health Center services among students will increase as measured by increases in the click-through rates of the Student Health Center task on the my.citruscollege.edu portal. <i>Impact: Increased awareness and usage of the services offered by the Student Health Center</i></p> <p>2. By providing timely access to program information and resources, communication with EOP&amp;S students will be improved as measured by the number of students who utilize the hub during the 2019-20 academic year. <i>Impact: Increased awareness and utilization of EOP&amp;S program resources</i></p>

**Focus Area 6:** Safe Environment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. Campus Safety will provide a Rape Aggression Defense (R.A.D.) training open to female students and employees by May 2020. This women’s self-defense class will cover awareness, prevention, risk reduction, and avoidance education in addition to basic hands-on self-defense training.</p>	<p>1. Participants will attain an increased knowledge on how to prevent a rape from occurring and how to defend themselves during an emergency situation. <i>Impact: Increased sense of personal safety on- and off- campus by attendees</i></p>
<p>2. During the 2019-20 academic year, the Office of Human Resources will provide training for faculty and staff concerning the prevention of sexual harassment.</p>	<p>2. Multiple sexual harassment prevention training sessions will be offered to provide faculty and staff with the opportunity to learn about sexual harassment prevention. As a result of the training, faculty and staff will obtain increased awareness of what constitutes sexual harassment, employee rights and responsibilities and the process for filing a sexual harassment complaint, as measured by the post-training survey. <i>Impact: Increased understanding of an employee’s rights under state and federal sexual harassment laws and how an employee may file a complaint pursuant to the District’s sexual harassment complaint procedure</i></p>
<p>3. During the 2019-20 academic year, 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>3. 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 the post-training survey. <i>Impact: Increased knowledge of new Title IX regulations, particularly an employee’s responsibility as a “reasonable employee.”</i></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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
<p>1. By April 2020, Campus Safety will provide mandatory annual training to all employees who have been identified as a Campus Security Authority (CSA) per the Clery Act.</p> <p>2. Before the end of fall 2019, Campus Safety, in collaboration with TeCS, will create an online reporting system on the Campus Safety webpage where students and employees can file a report.</p>	<p>1. The annual CSA training will be conducted to enhance the District’s Clery Act compliance efforts through the training of approximately 50 CSAs on the Clery Act, reporting responsibilities, and being aware of resources available. Trained CSAs will be surveyed to ensure the training helped them in understanding their reporting responsibilities and of being aware of available resources. <i>Impact: Increased knowledge and compliance of the Clery Act.</i></p> <p>2. By the end of fall 2019, the online reporting system will be up and running. The online reporting system will be promoted via the Campus Safety Newsletter, Campus Safety training and the Campus Safety webpage. <i>Impact: Greater access to incident reporting, providing a real-time status report to Campus Safety</i></p>

**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>
<p>1. Facilities and Risk Management will conduct an analysis of college spaces to complete the deployment of portable latrine equipment to be used in the event of a prolonged campus lockdown.</p>	<p>1. Identified spaces will be supplied with portable latrine equipment for use during a prolonged emergency. The equipment will be in place by December 31, 2019. <i>Impact: More comfortable experience during a prolonged lockdown/shelter-in-place situation</i></p>
<p>2. An independent third-party consultant, working in conjunction with Risk Management and Facilities will conduct an indoor air quality assessment (IAQ) of select spaces in the PC building.</p>	<p>2. This assessment will ensure that the indoor air quality of the PC building will be maintained within established standards per the California Building Code industry guidelines. The IAQ will be completed by September 30, 2019 and any recommendations provided will be forwarded to the applicable area(s) for implementation. <i>Impact: Compliant air quality maintained at all times</i></p>
<p>3. An independent third-party consultant, working in conjunction with Risk Management, Facilities and Campus Safety, will conduct a physical security assessment.</p>	<p>3. The physical security assessment will assist in the identification of conditions which may pose a risk of injury, promote safety awareness, provide recommendations to help mitigate identified risks, and contribute to the development of a plan of action. The assessment will be completed by December 31, 2019. <i>Impact: Mitigating risk factors and better preparedness in an emergency situation</i></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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>
<p>1. Maintain water conservation efforts through the procurement and installation of water-efficient restroom fixtures and new laboratory equipment in the ED building modernization.</p>	<p>1. All new toilet installations in ED will utilize 1.2 gallons of water per flush (GPF), as opposed to the former 4.0 GPF fixtures, resulting in an overall reduction in water usage per flush. Laboratory equipment will comply with the adopted version of the California Plumbing Code. Predicated upon the Division of the State Architect’s (DSA) approval, this will be complete one year after commencement of the ED construction project. <b>Impact: Reduction in water usage for better sustainability</b></p>
<p>2. Prepare the ED building modernization, including new science laboratories, for upcoming energy code mandates of Zero Net Energy (ZNE).</p>	<p>2. The ED building will be designed for ZNE “readiness” within current budgetary requirements, resulting in an overall reduction in energy utilization. The design phase will be completed by December 31, 2019. <b>Impact: Reduction in energy utilization and better sustainability</b></p>
<p>3. Facilities will contract to install synthetic turf “xeriscaping” in problematic areas adjacent to the Student Services building.</p>	<p>3. Problematic turf, weeds and dirt areas will be eliminated, water reduction will be achieved, and beautification will be enhanced. This project will be complete by December 31, 2019. <b>Impact: Reduction in water usage for better sustainability and increased campus beautification</b></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>
<ol style="list-style-type: none"><li>1. The Sustainability Committee, in conjunction with the Facilities Department and the EFMP planning process, will ensure sustainable design standards, in accordance with the Chancellor’s Office Sustainability Template, are incorporated into the 2020-2030 EFMP.</li><li>2. The Sustainability Committee will develop a new Sustainability Plan which will be in effect from 2020-2025.</li></ol>	<ol style="list-style-type: none"><li>1. Sustainable design features will be a part of the facilities master planning for the next 10 years due to being part of the 2020-2030 EFMP. This will result in incorporation of sustainable and energy-efficient practices for all future building projects. <i>Impact: Increased sustainability and energy-efficient practices</i></li><li>2. The new five-year Sustainability Plan will outline sustainable focus areas and specific activities to be achieved throughout the duration of the plan. The Sustainable activities will result in fostering the advancement of sustainable practices and conservation of resources for the college proper, community and nation as a whole. The new Sustainability Plan will be presented to the BOT for approval in winter/spring 2020, after approval of the EFMP in late 2019. <i>Impact: Increased sustainability via new projects for the next five years</i></li></ol>

**Focus Area 8:** Technological Advancement

**Strategy 8.1:** Optimize the use of technology in teaching and learning to support innovative teaching practices.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. The chief information services officer and the TeCS team will partner with the dean of Social and Behavioral Sciences and Online Education and the Online Education Committee to work with select faculty to pilot the use of technology to support multi-location class meetings.</p>	<p>1. At least two class meetings during both the fall 2019 and spring 2020 semesters will utilize modern teleconferencing technology. A brief survey will be conducted to assess the effectiveness and impact of the pilot to inform the feasibility of utilizing the technology on a larger scale.</p> <p>Impact: College will gain experience in piloting technology in teaching classes via Zoom, opening the door for expanding class offerings using multiple modes of delivery</p>

**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>
<p>1. The chief information services officer, together with the TeCS team, will implement Banner 9 Self-Service for students, faculty and staff.</p>	<p>1. By November 2019, students will register for winter 2020 and spring 2020 classes using Banner 9 Self-Service. By the end of fall 2019, faculty and staff will be able to view student profile information using Banner 9 Self-Service. Photos from the photo ID database will be included in student profiles and on class rosters. By the end of spring 2020, staff will be able to view and update their profile using Banner 9 Self-Service. <i>Impact: Improved user experience with Banner 9</i></p>
<p>2. The chief information services officer, the dean of enrollment services and representatives from both TeCS and Admissions and Records will implement Action Item Processing in Banner Self-Service. Action Item Processing will give Citrus College the ability to require specific actions (such as confirming a course of study and verifying/updating mailing address) prior to registration for a term.</p>	<p>2. By November 2019, students will see checklists of either optional or mandatory steps prior to initiating registration for winter 2020 and spring 2020 classes, and interact with them to keep their records in our system updated. <i>Impact: Improved data quality in Banner</i></p>
<p>3. The chief information services officer, together with the TeCS team, will conduct a pilot of two-factor authentication for administrative systems.</p>	<p>3. By spring 2020, select staff will be required to submit an additional method of authentication (such as a USB key or a code) along with their user name and password when logging in to WingSpan, improving the security of our information systems. <i>Impact: Improved network security</i></p>
<p>4. The chief information services officer will coordinate with the California Community College's Technology Center to conduct a confidential security assessment of our network infrastructure.</p>	<p>4. By the end of spring 2020, Citrus College will receive an assessment of the security of our systems and initiate remediation activities where deficiencies are identified. <i>Impact: Greater network security</i></p>

**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>
<p>1. The chief information services officer and the TeCS team will partner with the vice president of Academic Affairs and his designees to implement the InfoSilem TimeTabler course scheduling software.</p> <p>2. The chief information services officer, together with the TeCS team, will complete the implementation of the Ready Education Mobile version of the Citrus Mobile Application.</p>	<p>1. By spring 2020, division administrators will schedule classes for summer and fall 2020 utilizing the Infosilem TimeTabler software. <i>Impact: More effective class schedule that will avoid scheduling conflicts and reduce the time to completion for students</i></p> <p>2. By the end of fall 2019, students, staff and faculty will use the new version of the mobile application and receive targeted messages through it. <i>Impact: Improved communication to targeted groups of students</i></p>

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<ol style="list-style-type: none"><li data-bbox="191 513 1010 675">1. The Office of Communications and External Relations will create engaging content for use on all social media channels by incorporating professional and student-driven videos, and utilizing the “story” features.</li><li data-bbox="191 805 1010 1081">2. The Office of Communications and External Relations will develop a targeted marketing plan for 2019-20, using various strategies, including, but not limited to digital, print, display, outdoor, radio, streaming, and email, to reach multiple audiences and potential students. In addition to high school seniors, targeted audiences will include parents and older adults, among others.</li><li data-bbox="191 1130 1010 1398">3. During the 2019-20 academic year, the CalWORKs and CARE offices will promote their programs and services by attending off-campus county activities and developing new partnerships with pertinent county officials.</li></ol>	<ol style="list-style-type: none"><li data-bbox="1010 513 1900 756">1. The number of followers on social media will increase by the end of the 2019-20 academic year as follows: Instagram by 20%, Facebook by 10%, and Twitter by 5%. <i>Impact: An increase in Citrus College’s social media audience leading to an increase in student enrollments, enhanced student engagement, and audience awareness of college activities</i></li><li data-bbox="1010 805 1900 1000">2. Digital and streaming data will include impressions, clicks, click-through rates, cost-per-click, page likes, and post-click/engagement actions. <i>Impact: An increase in the Citrus College’s social media audience leading to an increase in student enrollment</i></li><li data-bbox="1010 1130 1900 1398">3. The CalWORKs and CARE offices attended five county meetings in 2018-19. In order to become informed of and promote the programs’ services, the offices will attend 10 county meetings this academic year. <i>Impact: Broadened college outreach to county officials, leading to an increased level of awareness about the college’s programs</i></li></ol>

**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>
<ol style="list-style-type: none"><li data-bbox="201 521 945 711">1. The Office of Human Resources, in collaboration with the Human Resources Advisory Committee, will implement an outreach program designed to increase the number of applicants for faculty positions from historically underrepresented groups.</li><li data-bbox="201 760 945 987">2. The Office of Human Resources will work with the Human Resources Advisory Committee to review processes pertaining to the recruitment and selection of full-time faculty and classified staff, respectively to determine if modifications are required to better encourage and attract a greater diversity of applicants.</li></ol>	<ol style="list-style-type: none"><li data-bbox="987 521 1885 711">1. The number of applicants for faculty positions from historically underrepresented groups will increase by 5% compared to the previous year. <i>Impact: An increased pool of potential applicants from historically underrepresented groups, leading to increased diversity among faculty</i></li><li data-bbox="987 760 1885 987">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. <i>Impact: Improved recruitment procedure, leading to increased diversity among faculty</i></li></ol>

**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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. The Office of Human Resources, working with CSEA and the Classified Staff Development Committee, will implement a series of workshops throughout the 2019-20 academic year emphasizing customer service to our students through collegiality and engaging students from diverse backgrounds and the role of staff with respect to the Chancellor’s Office Vision for Success.</p> <p>2. Student Life and Leadership Development will offer a new VSC Ally workshop developed specifically for students and presented by the VSC director. The training will educate students on the services offered by the VSC and about the various challenges that student veterans face. Information will be provided on appropriate referral resources and how to effectively support student veterans. The workshop will be offered fall 2019, during Social Justice and Diversity Week, to promote a college culture of inclusion and collegiality.</p>	<p>1. 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. <i>Impact: Enhanced staff awareness of District activities aligned with the Chancellor’s Office Vision for Success</i></p> <p>2. At least 90% of student participants will indicate an increase in awareness regarding inclusion, diversity, and equity through participation in Social Justice and Diversity Week activities as indicated by survey results. <i>Impact: Increased awareness by student veterans of college support services, enhanced campus culture of inclusion and collegiality</i></p>



**Focus Area 9:** Diversity and Equity

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. The Institute for Completion will offer professional development focused on effective student-centered teaching strategies including culturally responsive pedagogy and development of flexible learning environments that accommodate individual learning differences, known as Universal Design for Learning (UDL).</p> <p>2. The dean of Social and Behavioral Sciences will schedule courses for the new ADT in Social Justice Studies, including offering the new course SOC 130: Introduction to LGBT Studies.</p>	<p>1. A series of at least six professional development workshops for full-time and adjunct faculty will be offered during the 2019-20 academic year. At the conclusion of the series, faculty will develop action plans outlining what concepts, theories, and strategies they will incorporate into their teaching in the subsequent year. Participants will be encouraged to present their plans at the Student Engagement Series workshops. <i>Impact: Enhanced faculty repertoire of teaching skill sets leading to better student outcomes</i></p> <p>2. At least one section of Introduction to LGBT Studies will be offered in the spring 2020 semester for the new ADT degree to increase global awareness of diversity and equity issues. <i>Impact: Increased appreciation of cultural diversity and a greater sense of inclusion</i></p>

**Focus Area 10:** Image

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. The Office of Communications and External Relations will work with the Superintendent/President, Academic Affairs and Student Services areas to identify and create video content highlighting the college’s academic programs, services, and students.</p> <p>2. In addition to timely and regular writing assignments, the Office of Communications and External Relations will write more human interest and feature story style press releases and articles to engage media partners and social media followers.</p> <p>3. The Office of Communications and External Relations will create a comprehensive style guide to ensure consistent college branding.</p>	<p>1. During the 2019-20 academic year, three videos will be created and used in marketing efforts and on the college’s YouTube page, which will result in a 20% increase in the number of YouTube subscribers from 66 to 80 subscribers by the end of spring 2020. <i>Impact: Enhanced college image, and increased awareness of the college by the community</i></p> <p>2. During the 2019-20 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. <i>Impact: Enhanced college image and increased awareness of the college by the community</i></p> <p>3. The comprehensive style guide will include graphic standards and written communication guidelines to assist the campus community with cohesive messaging. The guide will be distributed to all faculty and staff and posted online by the end of spring 2020. <i>Impact: Increased consistency in college communication</i></p>

**Focus Area 10:** Image

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. The Citrus College Foundation will develop and implement a plan to target specific organizations and groups to attend the Community Day at Citrus College. Based on prospective areas of interest at the college, specific community organizations such as service clubs, businesses, and educational institutions will be invited to attend.</p> <p>2. Foundation staff will expand the Citrus College Speakers Bureau by establishing a call-to-action component, soliciting interest from community members for future college involvement.</p>	<p>1. Two Community Day events will be held in the 2019-20 academic year and will be organized around specific areas of interest, such as the Veterans Success Center and the Citrus College Promise program. Students, faculty and staff will be invited to present at the events. <i>Impact: Enhanced college image and increased awareness of college programs by key community leaders</i></p> <p>2. At least one Speakers Bureau session will be held in each of the five district cities in the 2019-20 academic year. Faculty and students will be invited to present. Response cards with community member information will be collected for follow-up. <i>Impact: Enhanced college image, increased awareness of the college and greater engagement with community leaders leading to stronger ties with the college and potential supporters/donors</i></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:** Superintendent/President, Executive Director of Communications and External Relations, Foundation Director

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. The Superintendent/President’s Office will schedule and organize campus tours for legislators to provide them with an opportunity to learn about the college’s programs, services, and priorities.</p> <p>2. 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. By the end of the 2019-20 academic year, the college will have hosted one or more legislator visits at the college. <i>Impact: Stronger ties with our legislative representatives, enhanced college image, and increased awareness of the college by legislative officials</i></p> <p>2. Major publications, e.g., Citrus View, Annual Report, Quick Facts, Fact Book, Accolades, and any other pertinent publications, produced at the college that would be of interest to state legislators and city government officials from District feeder communities will be sent to them as the publications become available. <i>Impact: Enhanced college image and increased awareness of the college by the legislative officials</i></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:** Vice President of Academic Affairs, Executive Director of Communications and External Relations, Foundation Director, Superintendent/President

<u>Specific Activities</u>	<u>Projected Outcomes</u>
<p>1. The vice president of Academic Affairs will work with the Superintendent/President’s Office and External Relations to plan and execute the annual K-14 Education Forum with representation from Citrus College and K-12 districts within the District service area to enhance understanding of topics relevant to both groups and strengthen the working relationship between the college and its K-12 districts.</p>	<p>1. The K-14 Education Forum will be held in spring 2020. Participants will have a better understanding of the topics presented as measured by the survey distributed to attendees. <i>Impact: Enhanced college image and increased awareness of the college by community leaders thus strengthening partnerships</i></p>

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

<b>Specific Activities</b>	<b>Projected Outcomes</b>
<ol style="list-style-type: none"><li data-bbox="201 521 894 756">1. A new Community Relations Workgroup with representatives from the Superintendent/President’s Office, External Relations, and the College Foundation will organize and prioritize college representation at chambers of commerce, service and community organizations’ meetings/events, etc.</li><li data-bbox="201 805 894 1000">2. The Community Relations Workgroup will standardize presentation materials and content for college representatives to use in presentations to chambers of commerce, service and community organizations’ meetings/events, etc.</li></ol>	<ol style="list-style-type: none"><li data-bbox="915 521 1896 756">1. By the end of the 2019-20 academic year, Citrus College representatives will have attended and/or presented at major meetings/events for chambers of commerce, service and community organizations in each of the college’s main feeder cities. <i>Impact: A more systematic approach to promoting the college in the community, leading to an enhanced college image</i></li><li data-bbox="915 805 1896 1081">2. The college representatives’ presentations at chambers of commerce, service and community organizations’ meetings/events will feature standardized presentation materials and content that the Community Relations workgroup has designed, collected and/or organized to promote the college as an educational partner and champion of student success and completion. <i>Impact: A more systematic approach and consistent practice of promoting the college in the community, leading to an enhanced college image</i></li></ol>