

Citrus College

Strategic Plan Progress Report 2009-2010

Citrus College

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Superintendent/President

Dear Colleagues:

I am pleased to present the 2009-2010 Progress Report of the Citrus College Strategic Plan, the third report published since the current Strategic Plan was adopted in 2007. The Progress Report documents the college's accomplishments in completing and implementing activities that contribute to the success of our students. This report also verifies our effectiveness as an institution of higher learning and details strategic and creative measures implemented to provide quality instruction and comprehensive student support services.

Building upon the work of previous activities, the college has achieved several critical goals including a six-year reaffirmation of accreditation and the debut of the new student orientation program. Student Learning Outcomes (SLOs) have been established in 92 percent of the courses offered at Citrus College. The college community received timely updates regarding the budget process through collegewide budget forums and eMemos. Our supporters, staff and friends have been kept apprised of the college's news and accomplishments through two new, electronic newsletters, *The Citrus View* and *A Taste of Citrus*.

I would like to thank the members of the Board of Trustees for their vision and guidance. I commend my Citrus College colleagues for their ongoing efforts and involvement in advancing the Strategic Plan.

Sincerely,

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

**CITRUS COLLEGE STRATEGIC PLAN
PROGRESS REPORT 2009-2010**

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

	<u>Strategic Planning Goals</u>	<u>Objectives</u>	<u>Primary Contact</u>	<u>Specific Activities</u>	<u>Update of Activities</u>
1.	Student Success	1.1. Improve and expand the college's orientation services.	Student Services Committee (SSC), Matriculation and Assessment Committee (MAC), and College Success Advisory Committee (CSAC)	1.1.A. Complete the consultation process with the Academic Senate regarding the feasibility of a college-wide mandatory orientation program in fall 2009.	<p><u>Completed</u></p> <p>The consultation process was completed and a recommendation was approved by the Academic Senate on September 23, 2009.</p> <p>An implementation update was provided to the Academic Senate on April 28, 2010.</p> <p>All other constituency groups are supportive of the recommendation and have been updated regarding the implementation.</p>
				1.1.B. Continue to implement the in-person, new student orientation pilot program.	<p><u>Completed</u></p> <p>From July 1, 2009 to June 30, 2010, 4,983 students participated in the in-person pilot program.</p> <p>From March 17, 2010 to June 30, 2010, 447 students completed the new online orientation.</p>

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	Student Success			<p>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.</p>	<p><u>Completed</u> From the first day offered to the end of August 2010, over 1,200 students completed the new online orientation.</p> <p>Results of pre- and post- assessments indicate a significant increase in student confidence levels regarding their knowledge of college procedures. After completing the online orientation, students' confidence levels were above 95% for nearly all areas assessed. The largest gain in confidence was in areas such as their ability to explain the IGETC (65% increase), familiarity with the services offered by DSP&S (60% increase), and familiarity with the services offered by the Veterans Center (60% increase).</p> <p>The online orientation is available in the English, Spanish and sign language versions.</p>
				<p>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.</p>	<p><u>In Progress</u> TeCS is currently working on the interface and registration "holds."</p> <p>Bi-weekly meetings were held throughout the 2009-2010 academic</p>

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	Student Success				year with TeCS and Admissions and Records to discuss the interface and registration “holds.”
				1.1.E. Inform students of the new student orientation requirement and process.	<p><u>Completed</u> The catalog, college planning guide, schedule of classes and new student welcome letters have been revised.</p> <p>Fliers have been created to alert students, faculty and staff.</p> <p>The School Relations and Outreach Office has revised its flier information.</p> <p>Appropriate website pages have been updated to include information regarding the new orientation process.</p>
		1.2.Continue to implement a proactive model of steps for students to complete in order to increase transfer to four-year colleges and universities.	Student Services Committee (SSC), Career/Transfer Center	1.2.A. Counselors and educational advisors will visit transferable math and English courses before the fall priority application filing period to CSU/UC campuses.	<p><u>Completed</u> Fifty-three classroom presentations were offered in fall 2009.</p> <p>One thousand forty-two interest cards were collected and entered into the potential student transfer database.</p>

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	Student Success			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.	<p><u>Completed</u> 1,690 students received information about mid-year university campus closures.</p> <p>76% of the participants indicated the presentation was beneficial.</p>
1.2.C. Invite students to attend CSU/UC application workshops and make individual appointments to assist with independent college applications.		<p><u>Completed</u> Student participation in CSU/UC application workshops increased by 55%, compared to the prior year.</p> <p>456 students received individual assistance with university applications.</p> <p>In a survey of application workshop participants, 95% indicated the workshop was worthwhile.</p>			
1.2.D. Send e-mails reminding students of important transfer deadlines and dates for four-year university previews and college events.		<p><u>Completed</u> The following emails were sent to fall 2010 university transfer applicants. The following electronic messages were sent to 164 UC applicants: Money Matters Financial Aid Seminar; reminder of UC application update deadline; “You Can Afford an Education” web links; housing and child care information; FAFSA deadline; Leading Through Academics Seminar at UCLA; HACU Lanzate</p>			

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	Student Success				Travel Scholarship Program; invitation to “After the Envelope Workshop” for fall 2010 UC transfer applicants; and Campus Services for Transfer Students and Campus Directories.
1.3. Continue to improve articulation to four-year colleges and universities.		Student Services Committee (SSC), Articulation Officer	1.3.A. Continue to increase the number of new articulation agreements with private and out-of-state four-year institutions.	Completed New Articulation Agreements were reached with the following campuses: Cal Baptist University, Clark Atlanta University, Pepperdine University and Loyola Marymount University	
			1.3.B. Expand articulation agreements for math and science majors and courses in conjunction with the Science, Technology, Engineering and Mathematics (STEM) project.	Completed Established major articulation agreements with UC Merced in the following majors: Applied Mathematical Sciences Biological Sciences Chemical Sciences Computer Science and Engineering Cognitive Science Earth Systems Science Environmental Engineering Materials Science and Engineering Mechanical Engineering Physics Completed major articulation agreements with LMU in the following majors: biochemistry, biology,	

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	Student Success				chemistry, computer science, engineering physics, environmental science, mathematics, natural science with general science emphasis, natural science with pre-physical/occupational therapy emphasis, physics, civil engineering, civil engineering with environmental engineering emphasis, electrical engineering, electrical engineering with computer engineering emphasis, general engineering curriculum and mechanical engineering
1.3.C. Improve communication with students to provide them with accurate information on the transfer process. Update the Articulation and Transfer Center website, and revise the advisement sheets and the College Planning Guide.			1.3.C. Improve communication with students to provide them with accurate information on the transfer process. Update the Articulation and Transfer Center website, and revise the advisement sheets and the College Planning Guide.	Completed Updated articulation website includes: 1. Updated IGETC and CSUGE sheets 2. AP, IB and Clep Charts 3. IGETC LOTE requirement 4. Website and transfer links to 30 independent, private and out-of-state colleges and universities 5. Major sheets for the top 20 majors 6. Pre-professional advising sheets in: pre-dental, pre-law, pre-medical, pre-optometry, pre-pharmacy and pre-veterinary	
1.4. Continue to improve student engagement at the college.		SSC and Educational Programs Committee (EPC)	1.4.A. The Faculty Learning Institute will continue to provide faculty/staff development training on student engagement strategies.	Completed Faculty Learning Institute (FLI) provided a full 2009-2010 academic year of faculty development	

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	Student Success				opportunities. The theme for the year was Teaching in a Time of Change and events included an Emergencies in the Classroom Workshop, four “Coffee and Conversation” faculty roundtable discussions on various topics; and two Campus Book Events. FLI also sponsored FLEX DAY on February 16 with workshops: Apple iMovie, Who are our Students, Naked Data, Blackboard, Understanding Diverse Cultures, There is No Spoon— Learning Communities, and Greening Your Curriculum.
				1.4.B. Share information with students regarding programs of study that are currently available in ethnic studies.	<u>Completed</u> The new Bridges to Success grant hired a career counselor who provided classroom visits and career workshops on ethnic studies.
				1.4.C. Implement “Student Portal” to improve connection with students.	<u>In progress</u> The college is waiting for Banner to upgrade to the new version of Luminus before the implementation of the student portal.
				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	<u>Completed</u> The College Success Advisory Committee continued to update and report on the Basic Skills Initiative action plan.

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	Student Success			<p>program and improving resources for the Success Center.</p>	<p>The Success Center had a major update: new student pathways were created for all English 030 and 040 students, which includes new Success Center staff and training; new lab manuals; creation of directed learning materials to supplement PLATO and new English clinics.</p> <p>A new peer mentoring program will pilot in fall 2010.</p>
				<p>1.4.E. Continue to carry out the Hispanic Serving Institution (HSI) STEM grant activities, including peer mentoring, enrichment workshops, and Supplemental Instruction for math and science classes.</p>	<p>Completed STEM Center served over 1,500 students. The satisfaction survey for the STEM center (spring 2010) indicates that over 80% of the survey respondents either strongly agreed or agreed that they achieved a better understanding of the course materials and performed better on the class exams as a result of attending Supplemental Instruction (SI) review sessions; the SI leaders were helpful and knowledgeable; and they enjoyed attending SI review sessions in the STEM Center.</p> <p>The Math Success Center served over 1,200 students. The satisfaction survey</p>

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	Student Success				<p>of the Math Success Center (spring 2010) indicates that over 80% of the survey respondents either strongly agreed or agreed that the tutors were knowledgeable in the subject and they were helpful in tutoring the students as well.</p> <p>SI was provided in science and math courses. For the 30 class sections with SI in fall 2009, evaluation results show that students who participated in SI had higher success rates compared to their fellow students who didn't participate in SI, and this is true for all classes offered with SI in astronomy, biology, and math. In addition, attending SI is significantly related to course success rates for biology and astronomy students. The more times they participate, the more likely students are to obtain a higher grade.</p> <p>Other STEM activities included: tutoring; STEM counselors providing workshops as well as seeing students; guest speakers on STEM topics; calculus peer mentoring program; after school tutors at local middle schools and high schools; various types of</p>

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	Student Success				STEM summer programs; and ULV, UCR and CSUF tours and research opportunities for Citrus College students.
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.	<u>Completed</u> As a pilot, a Blackboard shell has been created for four of the five certificates in automotive technology. We will begin populating the grade center with courses completed by students. Students will then be able to see a percentile of completion of each of these certificates and see which classes they are missing.	
			1.5.B. The Career, Technical and Continuing Education (CTE) counselor will continue to work with CTE students.	<u>Completed</u> This project was funded using VTEA funds for 2009-2010. The CTE counselor met with 635 CTE students for individual appointments and with 650 students in small group orientations (cosmetology and technology/engineering) or classroom visitations.	
		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	<u>Completed</u> Programs in CTE were mapped to ensure students have access to and can complete the major certificate/degree coursework in a reasonable period of time. The mapping process was		

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	Student Success			acquisition.	included in the six-year program review template.
				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 the pathway is as efficient as possible.	<p><u>In Progress</u> This year, we confirmed that some of the CTE programs have a wealth of preparatory courses available in the high schools/regional occupational program (ROP) and others do not. This program-to-program comparison conducted during 2009-2010 is helping each partner unified school district (USD) to select CTE programs upon which to focus their efforts during 2010-2011.</p> <p>When decisions are made, the CTCE division and Tech Prep will prioritize those programs for action and support the work of college faculty in the appropriate disciplines along with the USD instructors to result in course-to-course alignment within the articulated program of study.</p>
		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.	<p><u>In Progress</u> Several courses have been approved by the Curriculum Committee; the Chancellor's Office approval is pending.</p>

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2	Student Learning Outcomes and Assessment	2.1 Complete the course-level SLOs for credit classes and continue to improve the number of programs with SLOs developed and assessed.	The HotShots Committee, SLOA Coordinator	2.1.A. Serve as the college resource center to provide help and guidance in SLO writing and assessment.	<p><u>Ongoing</u></p> <p>The Curriculum Committee contacted faculty members and requested they update curriculum. As a result, SLOs were also updated.</p> <p>Course level SLOs increased from 79% to 92%; program level SLOs increased from 67% to 90%, and 41% of programs have assessed the SLOs, which represents an increase of 35% from last year.</p> <p>Updating the curriculum and SLO assessment, which have become an integral component of program review, strengthened the program review process.</p>

Student Learning Outcomes and Assessment				2.1.B. Create a central repository for the collection of sample SLOs and assessment tools for course-level and GE outcomes.	<u>Completed</u> The SLOA coordinator posted samples of SLO assessment on the SLOA web page. SLO samples are readily available on the website as a resource.		
				2.1.C. Conduct a survey of faculty regarding development and assessment of SLOs and their sense of the value of the process.	<u>In Progress</u> The SLOAC attended at least one meeting of each department and discussed faculty thoughts and concerns regarding SLOs. Based on the information collected, the HotShots Committee plans to defer the faculty survey until the 2010-2011 academic year.		
				2.2. Identify and assess GE Student Learning Outcomes.	The HotShots Committee, General Education Committee	2.2.A. Finalize design of the GE assessment and conduct the first cycle of assessment.	<u>In Progress</u> The GE assessment pilot study started in the fall semester. The GE Committee decided to re-focus on the GE area outcomes first in the spring semester. The GE area outcomes were developed and approved by the Academic Senate. The next step is to implement a pilot assessment study of the GE area outcomes.
						2.2.B. Coordinate with the GE committee on assessment and reporting.	

Student Learning Outcomes and Assessment	2.3. Design program level assessment with linkage to course SLOs, GE SLOs, and resource allocation.	The HotShots Committee	2.3.A. Design program level assessment for instructional/ academic programs with linkage to course SLOs, GE SLOs, and resource allocation.	<u>Completed</u> The matrix of mapping program and course SLOs in the program review process was revised. The revised matrix is now being used as the mechanism for program outcome assessment. The link between course SLOs and GE area outcomes is the primary addition to the old model.
			2.3.B. Design and link instructional support and student services SLOs to GE SLOs when appropriate.	<u>In Progress</u> The summer program task force has further refined and clarified the program review process. The link between student services SLOs to GE SLOs are yet to be established.

Note: In addition to the achievements mentioned above, the HotShots Committee has devoted a great deal of time and effort in making substantial additions and changes to the SLO 2010 Action Plan since the accreditation recommendations were received in early 2010.

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3.	Fiscal Transparency	3.1. Continue the practice of open budget preparation, execution, and reporting. Provide an operating budget that reflects the proposed cuts by the Governor due to the economic uncertainty in the state.	Financial Resources Committee (FRC)	3.1.A. Continue to annually update the Organization and Governance Handbook and include the budget development flow chart inside.	<u>Completed</u> Approximately 125 handbooks have been distributed and the handbook is available online.
				3.1.B. The superintendent/president and vice president of finance and administrative services will hold a budget forum explaining budget development information and the budget process. They will also provide an update on the state budget climate.	<u>Completed</u> A college-wide budget forum was held on September 19, 2009, shortly after the fall semester started. About 80 people, including faculty, staff, students, and trustees, attended the forum. Results from the evaluation indicates that the forum was well-received, with 98% of the attendants agreeing that the forum was well organized and informative, 94% agreeing that they had a better understanding of the state and college budget since attending the forum, 98% stating it is critical to have periodic college budget forums, and 96% agreeing to attend more forums in the future.

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	Fiscal Transparency	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.	<u>Completed</u> The vice president of finance and administrative services made a budget presentation to the Management Team on 10/7/09 and to ASCC on 10/8/10. The budget supervisor attended two deans & directors meetings for budget presentations and also met with three deans/directors to train them on the financial reports.
				3.2.B. Send evaluation surveys to the recipients of e-mails from the Community College League of California (CCLC) and the California Community Colleges Chancellor's Office to determine the usefulness of the information.	<u>Completed</u> A short survey was sent to all managers (31) and supervisors (34). A total of 55 people responded, making an 85% response rate. Among the respondents, all read the emails forwarded to them; 98% agree that these emails are helpful in learning about the most current budget situation in the state; and 94% agree that these emails help in understanding how the state budget situation impacts the college's budget development process.

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	Fiscal Transparency			3.2.C. Publish detailed accounting reports on the intranet.	<u>Completed</u> For fund 01.0, all 109 cost centers have access to intranet reports. Approximately 30 cost centers have requested detailed back up reports. For all other funds, 67 cost centers have access to intranet reports. Forty-one cost centers have requested detailed back up reports, and many of them are on a monthly or quarterly basis.
		3.3 Promote assurances of financial integrity.	Financial and Administrative Services departments	3.3.A. Follow the annual audit process.	<u>Completed</u> Findings will not be available until the end of December 2010.
				3.3.B. Provide fraud training.	<u>Completed</u> Twenty-five new employees were given fraud training.
				3.3.C. Disseminate WeTIP whistleblower information to college groups.	<u>Completed</u> No reports were received in the 2009-2010 fiscal year. WeTIP will have a table at the Benefit Fair on August 10, 2010.

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4.	Communication	4.1. Expand communication with the external community and advocate for issues of importance to Citrus College.	superintendent/ president	4.1.A. The college will produce a monthly external electronic newsletter for educational, legislative, and business/industry representatives.	<u>Completed</u> Six issues of “A Taste of Citrus” newsletters were distributed to 130 individuals. Feedback was very positive, including a mention at a Duarte City Council Meeting.
				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.	<u>Completed</u> Seventeen guest columns and five honor roll news releases were distributed 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.	<u>Completed</u> The superintendent/president and board of Trustees have sent 59 communications to state and federal elected officials. Outcomes include support for Competitive Cal Grants among state elected officials and, as part of federal Health Care Legislation, California’s community colleges will receive additional federal funding.

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	Communication			4.1.D. The superintendent/president will provide input to local, state and national legislators on matters pertinent to the college and education.	<p><u>Completed</u> The superintendent/president sent 36 letters; and the college hosted various events, such as the Fourth Annual Bob Huff Education Summit, the Ken Kay Presentation, the Community College Foundation of California Bond Fundraising Event, the Citrus Avenue Station Gold Line sign unveiling ceremony, and Water Awareness Day.</p> <p>The superintendent/president attended various community events and meetings and, along with board members, lobbied legislators in Sacramento.</p>
				4.1.E. The superintendent/president and the board of trustees will provide tours of the college to local community leaders from business, industry, education and government.	<p><u>Completed</u> The superintendent/president and the board of trustees provided tours during the STEM Center Open House and the Field House Dedication. They also hosted tours for Representative Judy Chu, Assemblymember Ed Hernandez, Sempra Energy officials and the Pasadena-San Gabriel Valley Reserve Officers Assn. These tours enhanced relationships with elected officials and community and business leaders and resulted in the invitation to submit a request for a federal appropriations grant and \$37,500 in scholarships for students.</p>

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Communication				4.1.F. The college will hold focus groups with various audiences on relevant college issues and plans.	<p><u>Completed</u> ASCC discussed changes to parking procedures and fees on two occasions. The ASCC Executive Board had in-depth discussions on the student representation fee during their spring and fall retreats and brought in a speaker on the topic.</p> <p>Students were supportive of changes in parking policies. They developed leadership skills through participation in the college decision-making process.</p>
				4.1.G. The superintendent/president will co-author a newsletter for high school parents with the local K-12 superintendents.	<p><u>Completed</u> The superintendent/president co-authored newsletters with Azusa, Claremont and Monrovia USD superintendents.</p>
		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.	<p><u>Completed</u> The college published the Citrus View five times. Feedback was very positive.</p>
				4.2.B. The superintendent/president will send periodic letters to the college to provide an update on significant issues such as: the budget, emergency	<p><u>Completed</u> The superintendent/president sent 12 letters to the college community.</p>

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	Communication			preparedness, accreditation, end-of-year reports, etc.	
				4.2.C. The superintendent/president will provide a presentation on the state of the college.	<u>Completed</u> The superintendent/president provided a “State of the College” address at the Fall Convocation. Feedback was very positive.
				4.2.D. The superintendent/president will oversee production of an end-of-year progress report to the college community.	<u>Completed</u> The superintendent/president facilitated production of a Strategic Plan Progress Report for 2008-2009.
				4.2.E. The college will develop an Annual Implementation Plan to support the goals of the Strategic Plan.	<u>Completed</u> The Annual Implementation Plan for 2009-2010 has been developed.
		4.3. Acknowledge and recognize contributions to the college by the members of the college community.	superintendent/president	4.3.A. The superintendent/president will send letters acknowledging the faculty/staff.	<u>Completed</u> The superintendent/president sent 237 letters to faculty and staff acknowledging their outstanding contributions to the college. As a result, the college strengthened its culture of inclusion, shared communication and acknowledgement of exceptional work.

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	Communication			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.	<u>Completed</u> The superintendent/president sent 46 letters of congratulations to individuals in the college community. The college's mission, vision and values and recognition of exceptional achievement was reinforced.
				4.3.C. The superintendent/president will send letters of thanks to donors to the college foundation.	<u>Completed</u> The superintendent/president sent timely expressions of gratitude to over 200 Citrus College Foundation donors. Donations received supported the following : A Taste of Autumn 2009; Alumni; Athletics; Auto Tech; the Citrus Singers; General (undesignated); the Golden Circle; Instrumental Music; the Margett Book Reserve; Readers to Leaders; Scholarships; Student Emergency Fund; and Veterans.
		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.	<u>Completed</u> The superintendent/president and cabinet sponsored a breakfast for ASCC leadership. Outcomes include a thorough review of ASCC roles and responsibilities; discussion of the college's organizational structure; and discussion of college shared/participatory governance. In addition, the superintendent/president and vice

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	Communication				<p>president of student services attended the ASCC Retreat.</p> <p>The importance of our governance structure was reviewed and discussed.</p>
				4.4.B. The college will publish the names of honor students in local Chamber of Commerce publications.	<p><u>Completed</u></p> <p>The names of 476 honor students appeared in Chamber of Commerce publications for the cities of Azusa, Claremont, Duarte, Glendora and Monrovia.</p>