

STRATEGIC PLAN

2018-2019 PROGRESS REPORT





Dear Colleagues:

When we all work together to achieve the goals we have outlined in our Strategic Plan . . . we achieve them. This 2018-2019 Progress Report summarizes the major advancements we've made as individuals, departments, and throughout the institution as a whole. It reflects the creativity and hard work that our faculty, staff, students and Board of Trustees have contributed to our one overarching goal of increasing student success and completion.

This year we have seen significant progress in all eleven Focus Areas identified in our 2016-2021 Strategic Plan. I will highlight examples of our progress in this letter, but I would encourage you to read this report to learn about all we are doing to ensure we fulfill our vision and mission in higher education.

Citrus College has been a trend setter in the state of California. Our effort to respond to Assembly Bill 705 has been lauded by state officials as a great example for California community colleges to follow. Gone are the remedial English courses of yester-year. Our students are now being placed in transfer-level English courses during their first semester of studies. Our math curriculum has also been refined so that students can enroll in major-relevant, transfer-level math or statistics courses during their first year of college. In addition, co-requisite courses have been established to accompany these courses to support students who may need extra support.

Our faculty and staff have devoted substantial time and energy to the development of career and academic pathways (CAPs) in support of the state's Guided Pathways model. Design teams have been meeting regularly to define and articulate these pathways at Citrus College in a proposal being drafted for the Guided Pathways Steering Committee. These Guided Pathways will allow students to better chart their course in the disciplines they are most interested in, and graduate in a timely manner.

A new five-year Sustainability Plan has also been in the works. This plan is designed to "promote the environmental, economic, and social benefits of efficient ecological resource sustainability" as set forth in Focus Area 7 of our current strategic plan. It will integrate sustainability into all of the institution's resource development activities, and emphasize environmental sustainability in the courses and programs offered at Citrus College.

An upgrade to the college's Enterprise Resource Planning & Student Information System from Ellucian's Banner 8 to Banner 9 was completed in the spring of 2019. This system-wide upgrade was needed to increase efficiency, modernize operational processes, and improve the overall student experience at Citrus College. Faculty and staff have been involved in extensive training for the Banner 9 implementation and have already been noticing the many benefits of the new system.

The public image of Citrus College has been strengthened this year by improving communications and increasing our social media presence. There has been a concerted effort across the campus to share information about Citrus College advancements, programs and events. The communities we serve are quickly connecting to our social media pages and embracing our diverse programs and services.

Lastly, this past year, Citrus College was once again lauded throughout the region, state and nation, as a college of excellence focused on increasing student success and completion. I recognize that this is a collaborative achievement. Our board of trustees, faculty and staff deserve thanks for the excellent work being done to serve our students. Please accept my gratitude and congratulations for all you do to advance our worthy goals and objectives.

Sincerely,

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

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Focus Area 1: Preparedness

Strategy 1.1: Increase college readiness through K-12 and adult education partnerships.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none">1. Student Services will successfully launch the Citrus College Promise Program in the fall 2018 semester by enrolling a minimum of 700 students and ensuring they complete all of the eligibility requirements of the program such as enrolling full-time, applying for financial aid, and participating in the I Will Complete College (IWCC) program.2. Counseling Programs and Services will ensure that all students participating in the Promise Program in the 2018-19 academic year will complete a comprehensive Student Educational Plan (SEP) before the end of their first year in the program.3. In consultation with the Guided Pathways Advising Design Team, the Career/Transfer Center (CTC) will plan and offer a Career Day to local high school students in the spring 2019 semester. The date will be chosen in consultation with the local high school districts.	<ol style="list-style-type: none">1. At least 700 students will participate in the Promise Program and will complete by the fall 2018 semester all of the Program's eligibility requirements.2. By June 30, 2019, all students in the Promise Program will have a comprehensive SEP.3. In the spring 2019 semester, approximately 50 local high school students will receive career planning information after attending Career Day at Citrus College.	<ol style="list-style-type: none">1. The Citrus College Promise Program was launched in the fall 2018 semester with 618 students who met all program requirements. The increase in enrollment is substantial considering that only 464 students met similar eligibility requirements for the IWCC program in the fall 2017 semester. The Promise Program is expected to increase in size in the fall 2019 semester as recruitment for next year's cohort will start earlier and the Early Decision program, from where the Promise Program draws students, has increased from 1,187 students in the spring 2018 semester to 1,472 students in the spring 2019 semester.2. The number of students who remained in the Promise Program through the spring 2019 semester is 591. All but one student have completed a comprehensive SEP.3. Two career workshops were held in which career counselors reviewed Focus 2 career assessment results with high school students. In addition, the CTC, in partnership with the Guided Pathways Advising Design Team, provided career information to 1,472 local high school students who participated in Early Decision. The team will also partner with Outreach to offer a career workshop during Welcome Day in August. The concept of Career Day in spring 2019 was replaced with career workshops due to the fact that the Citrus College Career and Academic Pathways (CAPs) would be finalized in 2019-20.

Focus Area 1: Preparedness

Strategy 1.2: Improve the transition of enrolled students to collegiate courses.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none">1. The Office of School Relations and Outreach will work with the Counseling and Advisement Center to develop a communication campaign for the Guided Pathways framework.2. Student Services will work with Academic Affairs to increase course offerings and recruitments for College and Career Access Pathway (CCAP) courses at the college's feeder high schools.3. During the fall 2018 semester, the International Student Center will develop an online onboarding workshop for new international students to complete prior to their arrival in the United States. Workshop topics will include: information on health insurance, housing, transportation, immigration, and other pre-registration topics designed to assist the student's transition to U.S. collegiate courses.4. The Student Equity and Achievement Program Strike Team (Strike Team) will evaluate the fall 2018 semester course success in English and math based on the Citrus College MMAP and AB 705 assessment model. English and math faculty will meet weekly to discuss student needs and course effectiveness. During the spring 2019 semester, the success rates of the fall 2018 cohort will be evaluated and recommendations will be made regarding interventions and support needed for student success.	<ol style="list-style-type: none">1. By the spring 2019 semester, incoming students, parents, and high school counselors will receive information about the Guided Pathways framework.2. Headcount enrollment in the CCAP program will increase by 10% (approximately 44 students) compared to the 438 students who participated in the 2017-18 academic year.3. The workshop will be offered in the spring 2019 semester to welcome the fall 2019 cohort.4. The Strike Team's recommendations regarding intervention and support will be implemented by the end of the spring 2019 semester.	<ol style="list-style-type: none">1. During orientation/Early Decision sessions held in the spring 2019 semester, students received information about how to choose a major. Both online and in-person orientations contain information about career assessment using Focus 2. In spring 2019, a total of 1,472 Early Decision students completed career assessments. Guided Pathways was addressed during the High School Counselor Breakfast in February 2019. In May 2019, parents and prospective students learned about Guided Pathways as part of the Citrus College Promise Program presentation given at Parent Night.2. CCAP course offerings and number of students served at high schools increased compared to the previous year. The number of courses offered increased by 51% from 47 sections to 71 sections and the enrollment increased by 63% from 438 students to 712 students.3. The International Student Center (ISC) developed an onboarding presentation and worked with the Citrus College Office of Technology and Computer Services (TeCS) to install the necessary software and technology to conduct the workshop online. In April 2019, the ISC supervisor debuted the onboarding presentation in Japan to a group of international students who will be enrolling in the summer 2019 term. Two additional online onboarding presentations were conducted in May and June, 2019 for new students who plan to enroll in the summer 2019 term.4. The Office of Institutional Research, Planning and Effectiveness (IRPE) presented data from the fall 2018 semester at a Strike Team meeting. The Strike Team continued to analyze data with English and math faculty throughout the spring 2019 semester to develop recommendations for intervention and support. The English program elected to dedicate their efforts to continuing the embedded tutoring as additional support for the English 101E course. The Math 065/165 Community of Practice Team identified a significant gap between the highest and lowest success rates across all sections. Changes have been implemented to narrow the gap and provide a more consistent approach to Math 065/165.

Focus Area 1: Preparedness

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The EOP&S faculty and director will redesign the Summer Bridge program in order to provide increased access for incoming new students to participate in the program. The redesign will include both non-curriculum related changes (to be implemented in summer 2019) and curriculum related changes (to be implemented in summer 2020).	1. The students who participate in the redesigned Summer Bridge program in summer 2019 will have the skills needed to successfully transition to the collegiate environment as measured by a survey at the end of the program.	1. EOP&S counseling faculty have developed curriculum for a new course with an EOPS prefix. The EOP&S faculty and director are working with the articulation officer to submit the course to the curriculum committee for approval. The new course will be offered in summer 2020. Recruitment efforts for the summer 2019 program were extended to include partnerships with I Will Complete College, School of the Arts and Enterprise, Azusa Unified District personnel and Baldwin Park High School.

Focus Area 2: Enrollment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none">1. Division faculty will participate in professional development activities and division meetings during the fall 2018 semester to familiarize themselves with Guided Pathways and the development of academic clusters.2. Division faculty will work in concert with the Guided Pathways Academic Clusters/Mapping Existing Curriculum Design Team in the spring 2019 semester to begin the process of developing discrete clusters of academic programs with shared program outcomes and career goals.3. Division deans will work with the Office of Institutional Research, Planning and Effectiveness (IRPE) to review existing course sequencing patterns, identify gaps in these patterns, and modify or create new patterns that would reduce the time to completion and increase the number of awards granted. IRPE will develop a multi-year study to determine the effectiveness of the sequencing patterns.	<ol style="list-style-type: none">1. All division faculty will attend at least one professional development activity and one division meeting devoted to Guided Pathways and academic clusters.2. Drafts of career cluster groupings will be completed for each division by the end of the spring 2019 semester.3. New and modified course sequencing patterns will be ready for publication in the 2019-2020 college catalog; IRPE will finalize their research design for measuring the effectiveness of the sequencing patterns by the end of the spring 2019 semester.	<ol style="list-style-type: none">1. Please see the Appendix on page 40 for full update.2. Faculty were well represented in the six inquiry groups in the fall 2018 semester where participants engaged in sorting activities designed to gather input on the development of Career Academic Pathways (CAPs). A CAPs draft was developed and shared at three faculty meetings in March 2019 with 67 faculty members in attendance who contributed input to the CAPs draft. The Guided Pathways Academic Clusters/Mapping Existing Curriculum Design Team used the feedback to create the final iteration of seven CAPs. The CAPs were presented at an all-campus forum in April 2019 and to the Academic Senate in May 2019.3. The Mathematics Program has developed new sequencing patterns that will take effect in the fall 2019 semester. These new sequencing patterns will provide access to transfer-level math courses for all students, will clearly identify math pathways based on a student's major and/or career goals, and will streamline the pathway for STEM majors in order to complete their major requirements within 2-years.

Focus Area 2: Enrollment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>4. Division deans will identify one or two programs to pilot as fast-track evening/online degree programs. A cohort-friendly scheduling pattern will be developed to maximize student participation and minimize time to completion. Division faculty will develop curriculum and provide input on scheduling patterns as appropriate.</p> <p>5. The English and Mathematics programs will monitor and respond to AB 705 to ensure full compliance by the fall 2019 semester, including the development of placement criteria that provides access to transfer-level courses for all students; the development of mathematics co-requisite opportunities at the transfer level and new math pathways for non-STEM majors; and the continued conversations related to prerequisites with faculty from affected disciplines, including possible curriculum changes.</p>	<p>4. At least one fast-track evening/online degree program will be developed and published in the 2019-2020 college catalog. The program will be scheduled to begin no later than the fall 2019 semester.</p> <p>5. By the fall 2019 semester, all students will have direct access to transfer-level English and Mathematics courses; co-requisites will be developed for Math 151, Math 162, and Math 170; Math 160 will be modified to serve as a transfer-level option for non-STEM students who do not need Statistics; courses in other programs that have English and/or Mathematics prerequisites will be modified as needed to align with AB 705 course sequencing in English and Mathematics.</p>	<p>4. The Business Administration and Administration of Justice ADTs have been identified as pilot programs. Curriculum and scheduling patterns have been identified for each program and both are expected to launch during the 2019-20 academic year. In addition, the Real Estate Program has developed a 4X4 fast-track Skill Award to prepare students for the California Real Estate Broker’s License exam. This program, which provides students the opportunity to complete the Skill Award in one semester, was offered for the first time in the spring 2019 semester with over 30 students enrolled.</p> <p>5. The work on AB 705 is in the final stages of completion for compliance by the fall 2019 semester. Students now have direct access to transfer-level English courses, and new curriculum has been approved for mathematics that will provide access to transfer-level courses for all students. In addition to MATH 165, co-requisites have been developed for MATH 162 and 175. MATH 160 has been modified to meet the transfer-level math requirements for liberal arts majors and has been submitted for approval as a UC transferrable course.</p>

Focus Area 2: Enrollment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>																
<ol style="list-style-type: none"> 1. Division deans will identify 2-3 programs that align with industry needs and work with industry partners to increase recruitment and enrollment in those programs. 2. Academic Affairs will work with Student Services to increase course offerings and recruitments for College and Career Access Pathway (CCAP)/AB 288 courses at the college’s feeder high schools. 3. Division deans will work with IRPE to analyze unit loads, success and retention rates, and student progression through the first year of the Promise Program. 	<ol style="list-style-type: none"> 1. Enrollment in targeted programs will increase by 5% during 2018-19 compared to 2017-18. 2. New and revised course offerings will be identified and scheduled for the CCAP/AB 288 program including an appropriate AB 705 compliant Math course; enrollment in the CCAP/AB 288 program will increase by 10% during 2018-19 compared to 2017-18. 3. Promise Program students will enroll in 10% more units than the average full-time student in 2018-19; they will complete their English and Mathematics requirements in the first year at a 20% higher rate than the average full-time student; and they will complete their first year with 15% more units than the average full-time student. 	<ol style="list-style-type: none"> 1. The Real Estate, Water Technology, and Automotive Technology programs have been identified to increase recruitment and enrollments have grown significantly (see table below). Construction Management is a newly developed program and courses will be offered starting fall 2019. Stationary Power Generation is the other new program and courses will be offered once the Chancellor’s Office approval is received. <table border="1" data-bbox="1066 654 1898 792"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> <th>% Increase</th> </tr> </thead> <tbody> <tr> <td>Medium and Heavy Truck Tech</td> <td>158</td> <td>223</td> <td>41%</td> </tr> <tr> <td>Real Estate</td> <td>481</td> <td>531</td> <td>10%</td> </tr> <tr> <td>Water Technology</td> <td>355</td> <td>420</td> <td>18%</td> </tr> </tbody> </table> 2. AB 288 course sequence revisions have been completed and MATH 165 has been included in all pertinent programs. Enrollment increased by 253 students (from 438 to 691), a 58% increase from last year. Course offerings for the California School of the Arts (CSArts – a public-private charter school located in the city of Duarte in partnership with the Duarte USD) increased from one to nine for the spring 2019 semester and currently eleven are planned for the fall 2019 semester. Discussions to implement a fully realized Associate Degree for Transfer (ADT) program at CSArts began in the winter 2019 term for a pilot program in the spring 2020 semester. 3. There were a total of 618 students in the first Promise Program cohort started in fall 2018. As of end of winter 2019, the Promise Program students had a higher number of units earned (14.2) than their non-Promise Program peers. They have a higher rate of completing transfer-level English (67% vs 36%) and a higher rate of completing transfer-level math (38% vs. 15%). 		2017-18	2018-19	% Increase	Medium and Heavy Truck Tech	158	223	41%	Real Estate	481	531	10%	Water Technology	355	420	18%
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Focus Area 2: Enrollment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none">1. The vice president of Academic Affairs will work with the division deans to identify and implement strategies to maximize funding under the new budget allocation model.2. The vice president of Academic Affairs will work with TeCS to identify and implement a scheduling software that will enhance efficiency and collaboration across divisions in order to maximize funding under the new budget allocation model. A team from Academic Affairs and TeCS will meet with vendors to assess scheduling software options, and demos will be scheduled for the top 2-3 products.	<ol style="list-style-type: none">1. Monthly meetings will be held in the fall 2018 semester to develop strategies and a detailed action plan will be developed by the end of the 2018-19 academic year.2. A final recommendation for purchase will be made by December 2018, with the goal of full implementation by the fall 2019 semester.	<ol style="list-style-type: none">1. The vice president of Academic Affairs along with the division deans discussed strategies to increase funding under the new formula. One of those strategies lead to the implementation of fast-track credential and degree programs that have been marketed primarily on social media.2. A scheduling software (Infosilem) has been purchased. Program installation, training, and implementation are scheduled for the summer and fall 2019 semesters.

Focus Area 2: Enrollment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none">1. Division deans will work with the Office of External Relations to identify marketing opportunities for new and existing programs and will develop promotional materials to be distributed through print and social media. The Office of External Relations will strategically market these programs to targeted audiences during the pre-determined promotional period.2. The dean of CTE will work with the Office of External Relations to implement marketing and rebranding activities within the Strong Workforce/CTE Regional Plan.	<ol style="list-style-type: none">1. Each division will identify at least one new or existing program to promote through print and/or social media for 2018-19. Monthly postings on social media will be made to promote the identified programs.2. Promotional materials, including program brochures, will be developed for all Citrus College programs identified in the Strong Workforce/CTE Local Plan. The Office of External Relations will develop a digital marketing plan and post CTE related marketing materials to social media at least once a week throughout the year.	<ol style="list-style-type: none">1. Natural, Physical, and Health Sciences (NPHS) has promoted Biotechnology extensively in brochures and campus advertisements. Visual and Performing Arts (VPA) promoted evening classes targeting community members in 2018-19. The Math and Business division offered a fast-track evening hybrid/online program for students pursuing an associate’s degree in Business Administration. The Real Estate program advertised the new fast-track Skill Award for Brokers on social media and on real estate related websites. In Social & Behavioral Sciences, the Administration of Justice (AJ) and Correctional Science pathways have been identified and will be promoted in the fall 2019 semester with brochures, media and targeted outreach.2. Promotional materials have been developed and heavily used for the Real Estate certificate program. Materials are being created for the following programs: Administration of Justice, Correctional Sciences, Construction Management, and Stationary Power Generation.

Focus Area 2: Enrollment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. Division deans will work with IRPE to identify enrollment gaps by gender and ethnicity and by major for underrepresented students in STEM. Once identified, the division deans will work with the Office of External Relations to develop marketing materials targeted at increasing awareness among these underrepresented groups of STEM careers and enrollment in STEM majors. 2. The STEM Center will work to raise awareness among underrepresented groups about STEM majors and careers opportunities. 3. The STEM Center and STEM Trio will host a STEM information table at the Student Resource Fair in the fall 2018 semester to ensure students are aware of the various STEM resources and opportunities available on campus, including STEM tutoring, STEM TRiO, STEM counseling, and STEM clubs. 	<ol style="list-style-type: none"> 1. Production of marketing and promotional materials, including posters, bookmarks, videos, and social media posts depicting underrepresented groups engaging in STEM activities and portrayed as successful professionals in STEM careers, will be completed by June 2019. 2. At least two STEM majors/careers information sessions will be held in each semester in the 2018-19 academic year. 3. A minimum of 50 students will learn about various resources and opportunities in STEM, such as STEM tutoring, STEM TRiO, STEM counseling, and STEM clubs, as evidenced by sign-in sheets at the fall 2018 Student Resource fair. 	<ol style="list-style-type: none"> 1. A baseline study is underway to identify potential gaps and STEM enrollment data were analyzed by gender and ethnicity. Male dominated majors include pre-Engineering (82% male), Math (62% male), Water Technology (91% male), and Physics (81% male); while female dominated majors include Biology (63% female). Some majors like the Biological Physical Science and Math match the campuswide ethnicity demographics in which Latinx/Hispanic students make up the majority (65% Latinx/Hispanic); while other majors like Computer Generated Imagery have a lower proportion of Latinx/Hispanic students (49%) than the campuswide population. Data will be further discussed with division deans to determine pertinent action steps. 2. During the fall 2018 semester, outreach efforts were made to faculty at the college who expressed an interest in leading an information session. However, due to conflicting schedules, these sessions did not take place. The Institute for Completion hosted the Gravitational Waves faculty from CSU Fullerton in April 2019 for a workshop on gravitational waves and supercomputers. Thirty-six students attended. 3. STEM was represented in four areas at the fall 2018 semester Student Resource Fair including the STEM Center, STEM TRiO, Project RAISE (CSUF) and the STEM Teacher Preparation Pipeline project (TPP). Across these four areas, over 65 students stopped to obtain information. In the spring 2019 semester, STEM (TRiO, Center, RAISE, and TPP) participated in the Transfer Fair in March 2019 and STEM Center, TRiO, and TPP hosted a table at the Financial Aid Literacy Awareness Fair in April 2019.

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>	<u>Update to Activities</u>
1. The Guided Pathways Steering Committee (GPS) will collaborate with faculty, staff, and students to design and implement Guided Pathways at Citrus College.	1. Activities identified in the College's 2018-19 Guided Pathways Plan submitted to the Chancellor's Office will be completed by June 1, 2019. And the College's 2019-2020 Guided Pathways Plan will be submitted to the Chancellor's Office by March 31, 2019.	1. Faculty and staff engaged in the following activities as part of the collegewide Guided Pathways implementation: Seven meta-majors, also known as CAPs, have been developed - The Mapping/CAPs Design Team used information from six faculty/staff inquiry groups to create an initial CAPs draft. The draft was vetted by faculty members. The Mapping/CAPs Design Team created the final iteration of the CAPs. The CAPs were presented at an all-campus forum in April 2019 and at the May 10 th Academic Senate meeting. In addition, the Guided Pathways steering committee and five design teams met throughout the winter and spring 2019 semesters to work on other aspects of Guided Pathways. Notable activities and accomplishments from the teams and faculty co-leads include: creation of a newsletter and an internal webpage, establishing new learning communities for the fall 2019 semester, providing career workshops for Early Decision students, launching Infosilem and MyPath, beginning the course mapping for the STEM CAP and providing Guided Pathways updates across campus. The Guided Pathways yearly update report was submitted to the Chancellor's office in May 2019.

Focus Area 3: Instructional Quality

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Guided Pathways Instructional Methods Design Team will identify models of exemplary pedagogy, including growth mindset, productive struggle, and contextualized learning, and will make recommendations for professional development in these areas.</p>	<p>1. Professional development activities related to exemplary pedagogy will be identified in the fall 2018 semester and offered to faculty in the spring 2019 semester.</p>	<p>1. The Instructional Methods Design Team has proposed the following models of exemplary pedagogy for faculty to participate in:</p> <ul style="list-style-type: none">• Learning Communities Conference to support faculty participating in learning communities for the first time (beginning fall 2019, and ongoing)• Professional development to help faculty develop contextualized learning and pedagogy for their classrooms, and for their program’s CAP (beginning fall 2019, and ongoing)• Review innovative instructional strategies currently used on our campus (beginning fall 2019)

Focus Area 3: Instructional Quality

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. In addition to the ongoing staff development activities, the Office of Human Resources will offer at least three online professional development activities to faculty and staff. 2. The Institute for Completion will offer professional development workshops to faculty regarding innovative teaching practices. 3. The English, Mathematics, and ESL programs will continue professional development activities related to AB 705, including attendance at California Acceleration Project (CAP) workshops, professional conferences, discipline specific trainings and program meetings during the fall 2018 and spring 2019 semesters. 	<ol style="list-style-type: none"> 1. Faculty and staff will have increased access to professional development opportunities tailored to their specific job-related areas of interest. 2. At least eight workshops will be offered to faculty during the 2018-19 academic year, including a year-long professional development series on Student-Centered Teaching. 3. At least 50 English, Mathematics and ESL faculty will participate in AB 705-specific professional development activities during the 2018-19 academic year. 	<ol style="list-style-type: none"> 1. In October 2018, in collaboration with the Faculty Learning Institute and the Classified Staff Development Committee, all faculty and staff were notified of the availability of online professional development training at no cost through the District’s membership with the National Institute for Staff and Organizational Development (NISOD). Throughout the year, on-line training on a variety of subjects including, experiential teaching, innovations in the classroom and managing student behavior, have been offered to faculty and staff. In addition, the Faculty Learning Institute offered professional development on the following topics: CalSTRS Retirement, Faculty Author Forum, CalSTRS Pension 2, Understanding AB 705, Around the World: Studying Abroad, Honors and You, First Generation Students and the Student Experience. The Classified Staff Development Committee offered professional development training on the following topics: CalPERS Retirement, Color Code, CPR/AED, Campus Safety, Ace the Interview, Cybersecurity and Walk on the Wild Side. As part of the spring 2019 Flex Day, faculty and staff were provided workshops on topics such as: Helping our Homeless & Food Insecure Students, Meditation, Pilates, Health Benefit Changes, Owl Athletics and Mental Health First Aid. 2. The 2018-19 Student-Centered Teaching Series launched in the fall 2018 semester with eight monthly workshops offering professional development training focused on effective student-centered teaching. These workshops were well attended. A total of 38 faculty participated with 71% attending four or more sessions and 42% completing the entire series 3. In July 2018, 50 English adjunct instructors attended an all-day training on the new AB 705 English courses. Four full-time English faculty presented on collaborative pedagogy and course requirements. Twelve English and math faculty attended the Strengthening Student Success Conference in October 2018. Thirteen English and math faculty attended the California Acceleration Project (CAP) Workshop in November 2018, and three math faculty presented at the CAP Annual Conference in February 2019. Twenty math faculty participated in weekly Community of Practice meetings during the fall 2018 semester. In April 2019, ESL full-time faculty conducted a training workshop for ESL adjunct instructors on the new AB 705 ESL course sequence.

Focus Area 4: Instructional Responsiveness

Strategy 4.1: Increase programming to meet the needs of viable regional industry clusters.

Contact: Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. The dean of Career and Technical Education (CTE), in collaboration with division faculty, will develop and receive Board of Trustee’s and Chancellor’s Office approval for a new certificate program and courses in Construction Management. 2. The dean of CTE, in collaboration with division faculty, will develop and receive Board of Trustee’s and Chancellor’s Office approval for a new certificate program and courses in Stationary Power Generation. 3. The dean of CTE, in collaboration with division faculty, will analyze Labor Market Information (LMI) to identify new and emerging career education programs based on industry needs. 4. The dean of Math and Business, in collaboration with division faculty, will develop a fast-track Real Estate Skill Award for students seeking a broker's license. 	<ol style="list-style-type: none"> 1. A certificate program and courses in Construction Management will be submitted for approval in the fall 2018 semester and will be included in the 2019-2020 catalog. 2. A certificate program and courses in Stationary Power Generation will be submitted for approval in the fall 2018 semester and will be included in the 2019-2020 catalog. 3. At least one new/emerging program will be identified for development based on LMI analysis and advisory committee input. 4. A Real Estate Skill Award for students seeking a broker's license will be submitted for approval in the fall 2018 semester. The four-course sequence will be offered for the first time in the spring 2019 semester. 	<ol style="list-style-type: none"> 1. Chancellor’s Office approval for the certificate in Construction Management has been received. Course offerings will commence in the fall 2019 semester. 2. Chancellor’s Office approval for the certificate in Stationary Power Generation has been received. Course offerings will commence in the fall 2019 semester. 3. Automotive Technology faculty have finalized a Certificate in Clean Energy and Vehicle Electrification, which has been approved locally for the 2019-20 catalog and submitted to the Chancellor’s Office for final approval. 4. A Real Estate Skill Award for students seeking a broker’s license was submitted to the Curriculum Committee and approved in the fall 2018 semester. The four-course sequence has been offered in the spring 2019 semester with an enrollment of 96 students.

Focus Area 4: Instructional Responsiveness

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

Contact: Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Noncredit program will expand and increase noncredit ESL courses to include new courses that focus on speaking and pronunciation skills for specific contextual career settings.	1. At least two new courses will be developed during the 2018-19 academic year and offered no later than the fall 2019 semester.	1. Noncredit basic skills English courses 298A and 298B course outlines have been approved and will be offered beginning in the fall 2019 semester.

Focus Area 5: Student Support

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

(Activities 1 – 4)

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. The dean of Enrollment Services will work with TeCS to enable students to update their mailing address via the student portal. 2. The dean of Enrollment Services will work with TeCS to enable the sending and receiving of electronic transcripts. 3. The Financial Aid Office will work with Fiscal Services and TeCS to enable electronic disbursements of financial aid funds. 4. During the fall 2018 semester, counselors will provide demonstration workshops for students on how to use Degree Works for creating a Student Educational Plan (SEP). 	<ol style="list-style-type: none"> 1. By the spring 2019 semester, students will be able to update their mailing address via the student portal. 2. Before the end of the fall 2018 semester, Citrus College will be able to send and receive college transcripts electronically through eTranscript California. 3. By the start of the fall 2018 semester, students will be able to receive their financial aid disbursements via electronic deposit. 4. Students who attend the workshop will have a better understanding about the Degree Works audit worksheet and plan features as measured by a post-workshop survey. 	<ol style="list-style-type: none"> 1. A Smartsheet online form that would allow students to update their address and contact information became available in the spring 2019 semester. Students are able to access the form from the my.citruscollege.edu portal and the college website. 2. In the spring 2019 semester eTranscript California was launched which allows Citrus College to send and receive electronic transcripts. As of April 2019, over 300 electronic transcript requests were fulfilled through eTranscript California. 3. Bank Mobile, the product used to electronically disburse financial aid, went live in September 2018. During the fall 2018 and spring 2019 semesters, the Financial Aid office issued over 20,000 electronic disbursements totaling almost \$19 million. Prior to Bank Mobile, all disbursements were made via checks. In the last academic year, 94% of disbursement were made via direct deposit. 4. During the fall 2018 and winter 2019 terms, counselors offered three Degree Works workshops. During spring 2019, counselors visited counseling classes and conducted Degree Works workshops. Post-workshop survey results indicate that 85% of the workshop participants understood how to use and interpret the audit worksheet and 85% understood how to use Degree Works.

Focus Area 5: Student Support

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

(Activities 5 – 6)

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>5. The dean of Counseling will work with counseling faculty and TeCS to incorporate a component to the in-person and online new student orientation, which includes information on math courses and their linkage to majors and university systems.</p> <p>6. The Career/Transfer Center (CTC) will work with the dean of Enrollment Services to add a new question to the online college application (CCCApply) in order to identify students who may need additional career guidance.</p>	<p>5. By December 2018, the online and in-person new student orientations will be updated. Transfer students completing the orientations will be able to make better informed decisions on choosing an effective math course pathway related to their major at their preferred transfer institution.</p> <p>6. A new question will be added beginning with the winter and spring 2019 applications. Students who identify as needing additional career guidance will receive information about career classes and resources from career counselors to assist them with clarifying career paths.</p>	<p>5. During the fall 2018 semester, the dean of Counseling and Advising worked with counseling faculty to adopt a new orientation platform. Math and counseling faculty collaborated on an orientation video on the selection of a math course sequence, selection of a major, and selection of a transfer university. The updated orientation was released in March 2019 and is being used in online and in-person orientations.</p> <p>6. In August 2018, the following question was added to CCCApply in order to identify students who may need additional career guidance: On a scale of 1 to 5, with 5 being the most certain, <i>“How certain are you about the major you selected in the application?”</i> Beginning in the fall 2018 semester, the CTC began sending emails containing information about career resources and courses to all students whose answer scored 4 or below. The CTC has sent emails to 11,706 students through June 2019.</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>	<u>Update to Activities</u>
<p>1. The School Relations and Outreach Office will coordinate the cross-training of student employees who work in the Student Services (SS) building information kiosk in order to have those student employees answer a greater number of questions without having to refer students to other programs.</p>	<p>1. Before the end of the spring 2019 semester, student employees who work in the information kiosk will be able to accurately answer the most frequently asked questions and provide some hands-on assistance such as helping students register for their classes.</p>	<p>1. Student ambassadors who staffed the information kiosk received 18 hours of training during the summer 2018 term that included: customer service, diversity, public speaking, professional etiquette, application and registration assistance, and how to answer general questions. In addition, the ambassadors visited the CTE, VPA, and Library, and attended presentations by various support programs. This extensive training equipped the student ambassadors with the information needed to accurately answer the most frequently asked questions and direct students to appropriate campus resources.</p>

Focus Area 5: Student Support

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. The dean of Enrollment Services will develop a process for students to request articulation of their incoming transcripts. 2. The Financial Aid Office will ensure that students are able to use up to 150% of their Pell Grant award in one year by enrolling in summer. 3. The director of Student Support Services, in partnership with other area directors, will develop transfer activities to highlight UC transfer as an attainable goal for students. 	<ol style="list-style-type: none"> 1. By the spring 2019 semester, students will be able to request articulation of courses taken at other colleges. 2. By the fall 2018 semester, the Financial Aid Office will implement a process to disburse to eligible students Pell Grant award funds in fall, spring, and summer terms. 3. By September 2018, counseling faculty and area directors will have created a plan identifying activities to increase the number of students who apply to the UC system. The plan will be presented to the EOP&S and Transfer Advisory Committees in the fall 2018 semester. 	<ol style="list-style-type: none"> 1. The Admissions and Records Office has articulated catalogs from four colleges: Mt. San Antonio College, Pasadena City College, Chaffey College, and Rio Hondo College. An online form that allows students to request articulation of transfer coursework became available in June 2019. 2. In the fall 2018 semester, the Financial Aid office developed and tested a process to identify students who are eligible for additional Pell Grant funds (up to 150% of the award). The office will use that process to identify eligible students and notify them of the availability of Pell Grant funds for the summer 2019 term. 3. The director of Student Support Services and the director of EOP&S/CARE and CalWORKs met in October 2018 to discuss both short- and long-term transfer activities. As a result of these discussions, the CTC increased its offerings of <i>TAP into UC: Transfer Admission Planner</i> workshops to inform students of the benefits of creating a UC TAP account. The associate director of outreach at the University of California, Irvine conducted a training in April 2019 for counseling faculty to inform them about admission and transfer updates for UC Irvine. In addition, 17 counselors attended the Ensuring Transfer Success (ETS) training in May 2019 to stay current with transfer information and changes taking place in the UC system. The director of EOP&S/CARE and CalWORKs sent emails to 90 students identified as UC eligible informing them of the <i>TAP into UC</i> and <i>How to Pay for College</i> workshops as well as other UC resources for students.

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>	<u>Update to Activities</u>
<ol style="list-style-type: none">1. The International Student Center will work with Counseling and Advisement to develop an international student retention plan. This will be an action plan that seeks to identify challenges to the success of underperforming international students. The plan will also list resources to help students succeed and complete their educational goals.2. The CTC will work with Disabled Students Programs and Services (DSP&S) to conduct Transfer 101 classroom presentations for students with disabilities to increase the students' understanding of the transfer process and how they can prepare for transfer.3. The CTC will work with the Financial Aid Office to conduct "How to Pay for College" classroom presentations to increase the students' awareness of financial aid resources and to facilitate program completion and/or transfer. Classroom presentations will be conducted in the fall 2018 and spring 2019 semesters.	<ol style="list-style-type: none">1. By the end of the spring 2019 semester, a retention plan will be developed and implemented.2. Two classroom presentations will be offered during each of the fall 2018 and spring 2019 semesters. At the conclusion of each presentation, students will be surveyed about their understanding of the transfer process.3. Students will have a better understanding of financial aid resources, actions for timely transfer, and financial aid options at transfer institutions as measured by a post-presentation survey.	<ol style="list-style-type: none">1. The international student counselor, dean of Counseling and Advisement, and ISC supervisor developed and implemented a retention plan for spring 2019. The ISC supervisor and his staff contacted the 33 students who received an Early Alert notification from their instructor and encouraged each student to meet with the international student counselor. Students on academic probation were also contacted. A late start counseling and study skills course was added to the schedule during the second eight weeks of the spring 2019 term and those students who were struggling academically were encouraged to enroll. These interventions have reduced the number of international students considered "out of status" with their visa from 57 in spring 2018 to 28 in spring 2019.2. The CTC conducted a total of three Transfer 101 presentations in counseling classes recommended for students with disabilities in fall 2018 and spring 2019. Of the 59 students who completed the post-presentation survey, 86% agreed or strongly agreed that the workshop helped increase their understanding of the transfer process. In addition, 88% of respondents agreed or strongly agreed that the information they obtained helped prepare them for transfer.3. The CTC, in partnership with the Financial Aid Office, conducted a total of five "How to Pay for College" presentations in fall 2018 and spring 2019. Of the 48 participants, 85% agreed or strongly agreed that the workshop helped increase their knowledge of the Full-Time Student Success Grant and 77% agreed or strongly agreed that they learned how to best use their Cal Grant for transfer.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. The EOP&S director will work with the dean of Enrollment Services, the IWCC program, and the Financial Aid staff to facilitate the enrollment of Promise Program students in EOP&S. 2. The dean of students, in consultation with the vice president of Student Services, will coordinate biannual professional development trainings addressing a variety of topics that support a service environment driven by student perspectives and needs. 3. The Veterans Success Center, along with various departments that provide student support services, will offer veteran informational workshops on support services to increase their use of services. 	<ol style="list-style-type: none"> 1. All Promise Program students who are eligible for EOP&S will submit an EOP&S application by September 30, 2018. 2. Division-wide trainings provided prior to the fall 2018 and spring 2019 semesters will encourage a service environment driven by student perspectives and needs, which will result in better student experiences when visiting departments within the Student Services division. 3. Student veterans will be introduced to health services, counseling resources, and DSP&S services for additional support during their post-military college transitions. Student veteran participation in student support services will increase by 20% before the end of the spring 2019 semester. Approximately 6% of student veterans currently utilize support services. 	<ol style="list-style-type: none"> 1. The deadline to apply for EOP&S fall 2019 semester services was extended to October 2018. Promise Program students were able to apply for EOP&S through this date. Numerous emails and phone calls were exchanged between IWCC staff and the EOP&S director and specialist regarding Promise Program student applications. There were 213 Promise Program students who applied for EOP&S, of which 135 students were admitted. 2. The dean of students, in collaboration with the vice president of Student Services, coordinated a division-wide training prior to the start of the fall 2018 semester. The second biannual training was held prior to the start of the spring 2019 semester. Topics for both trainings encouraged a service environment driven by student perspectives and needs. One hundred percent of survey respondents agreed or strongly agreed that they learned something new from the training that they could apply to their work. Likewise, 100% of survey respondents said they gained new knowledge that they could apply to helping students succeed. Ninety-four percent of survey respondents agreed that it is important to have a biannual Student Services trainings. 3. The Veterans Success Center (VSC) hosted various workshops and events during the fall 2018 semester including a career panel for student veterans who will be transitioning from Citrus College into the workforce. Student veterans who attend these workshops have indicated that they are more likely to use college resources as a result of attending these workshops/events. Qualitative data indicates that at least five new students have started using either DSP&S and/or Student Health Services this academic year.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. The dean of students will coordinate student resource fairs at the beginning of the fall 2018 and spring 2019 semesters. Various college departments that provide student support services will be invited to host information booths to communicate the services they provide to students. 2. The dean of Counseling will work with TeCS to add portal announcements and text messages with links promoting Degree Works. 3. Counseling Programs and Services will incorporate information about Guided Pathways to the new student orientation. Students who attend orientation will be given a survey at the end of each session. 	<ol style="list-style-type: none"> 1. Students attending the fairs will have an opportunity to receive information relevant to their personal needs and make face-to-face connections with student support services staff members as opposed to receiving basic information via email or U.S. mail. 2. As a result of the portal announcements and text messages, an increased number of students will create an SEP using Degree Works. There will be a 10% increase (an additional 576 students) in the number of SEPs in Degree Works by June 2019. The baseline for 2017-18 is 5,775. 3. By the spring 2019 semester, information about Guided Pathways will be added to the new student orientation. As a result, students will be informed about the Guided Pathways framework as measured by the post-orientation survey. 	<ol style="list-style-type: none"> 1. The dean of students, in collaboration with the Student Life and Leadership Development (SLLD) office, coordinated two student resource fairs during the start of the fall 2018 and spring 2019 semesters. Fifteen student support areas participated in each resource fair. 2. During the fall 2018 semester, the Counseling and Advisement office worked with TeCS to introduce portal announcements and text messages regarding Degree Works. The college also released a new version of Degree Works. A total of 5,836 SEPs were completed in 2018-19, below the goal of increasing by 10%. However, the number of comprehensive SEPs increased from 1,244 in 2017-18 to 1,927 in 2018-19, an increase of 55%. The dean of Counseling and Advisement is working with counseling faculty on strategies to increase the overall number of SEPs in Degree Works for 2019-20. 3. Released in March 2019, the new student orientation was updated with new information about the relationship between math and majors. In addition, all students participating in these orientations received information about career assessment (Focus 2), an overview of the career development process, and information about myths related to choosing a major. A total of 1,682 students completed the Focus 2 career assessment during this semester. Two CAPS from Guided Pathways will be piloted in the fall which will be incorporated in future orientations once they are implemented.

Focus Area 6: Safe Environment

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

(Activities 1 – 4)

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. The results of the spring 2018 semester Campus Safety survey will be evaluated during the fall 2018 semester and used to guide efforts for improvement of services including trainings and collegewide awareness. 2. The Emergency Preparedness Task Force will review the Emergency Operations Plan (EOP) and evaluate best practices related to emergency preparedness, drills, and training. 3. Campus Safety will produce an emergency preparedness calendar by August 1st of each year. The calendar will include emergency drill and training dates for the upcoming academic year. 4. Campus Safety and TeCS will implement a new, upgraded mass emergency notification system: RAVE Alert. The system will continue to be referred to as “Citrus Alert.” The Citrus Alert mass notification system will allow authorized users to easily send emergency notifications via text, email, voice mail, social media, Alertus beacons, marquees, and blue light emergency phones. 	<ol style="list-style-type: none"> 1. The efforts for improvement will be developed and implemented by the end of the spring 2019 semester. 2. The EOP will be updated with best practices related to emergency preparedness, drills, and training. 3. Setting emergency drill and training dates in advance will allow the campus community to prepare for emergency drills and trainings, thereby minimizing disruptions to work and/or classroom activities. 4. The RAVE alert system will be in place by September 2018. 	<ol style="list-style-type: none"> 1. Campus Safety evaluated the results of the spring 2018 semester survey conducted from May through June 2018. A total of 781 responses were submitted (51% students, 21% faculty and 19% classified staff). The feedback provided was positive and pointed out some areas that need improvement such as: increase adoption of the Citrus Guardian mobile app, increasing the number of campus safety officers on staff, and increasing the number of patrols. Campus Safety undertook activities to address these three areas. As of the spring 2019 semester, the Citrus Guardian download has increased by over 30%. Additional officers are being considered in light of budget assumptions. Campus Safety has increased patrols by uniformed personnel in highly populated areas. 2. The Emergency Preparedness Task Force has ensured that best practices have been implemented related to emergency preparedness, drills, and training throughout 2018-19. The EOP is in the process of being reviewed and revised and will be updated by December 2019. 3. The 2018-19 emergency preparedness calendar included two campuswide emergency drills which were held in the fall 2018 semester and one which was held in the spring 2019 semester. Employees were notified about the fall 2018 and spring 2019 semester drills beginning in July 2018. Periodic reminder emails were sent thereafter to ensure awareness of the emergency drills. 4. Deactivation of the former Banner-based Citrus Alert system occurred in July 2018. The new RAVE Alert system is now fully operational and has been successfully tested in subsequent campuswide drills.

Focus Area 6: Safe Environment

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

(Activities 5 – 7)

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>5. Campus Safety, in collaboration with Facilities and TeCS, will implement blue light emergency phones throughout campus using a multi-phase approach. Phase one will consist of installing blue light emergency phones throughout the interior of campus. Easily identifiable blue light emergency phones will provide 24/7 direct communication with Campus Safety and will also be used to broadcast audible emergency notifications, such as Citrus Alerts, during a major emergency.</p> <p>6. During the 2018-19 academic year, the Office of Human Resources will provide at least two Title IX training sessions open to faculty, staff, and students.</p> <p>7. The Office of Human Resources will review the online new student orientation section on sexual harassment/assault and update the content as well as provide video content.</p>	<p>5. Ten blue light emergency phones (contingent on cost) will be installed in the interior of campus before the end of the spring 2019 semester.</p> <p>6. The training sessions will expand the attendees’ awareness of Title IX and how to report any issues of suspected gender discrimination, including sexual harassment and sexual assault.</p> <p>7. Students participating in the online new student orientation will obtain an awareness of gender discrimination issues, including sexual harassment and sexual assault, and will obtain an understanding of the “affirmative consent” standard as it relates to sexual activity.</p>	<p>5. The initial locations were re-assessed in the fall 2018 semester and based on the speaker’s broadcast range, the initial number of phone towers needed was reduced from ten to six. A hard wired solution was selected as opposed to a wireless solution. Based on these changes, a new scope of work was developed in the spring 2019 semester, including obtaining a new quote. These changes moved the installation of the six units to the end of fall 2019.</p> <p>6. During the fall 2018 semester Adjunct Orientation, adjunct faculty received training on Title IX. In April 2019, as part of the Sex 101 week, Title IX training was offered to students concerning sexual harassment and sexual abuse.</p> <p>7. Human Resources continues to collaborate with a workgroup charged with updating the online new student orientation, and has reviewed and approved the content related to sexual harassment/assault. A video clip about “affirmative consent” has been included in the online orientation.</p>

Focus Area 6: Safe Environment

Strategy 6.2: Promote a safe learning environment.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. The Student Health Center (SHC) will provide employee workshops that promote safe learning environments. Workshops will cover topics related to de-escalating difficult situations, mindfulness, self-care, providing students with resources, and how to assist students experiencing anxiety or emotional distress. 2. Campus Safety will work with the Office of Student Life and Leadership Development to promote campus safety awareness month (September) by providing campus safety related events, trainings, and workshops for students during the month of September. 3. Campus Safety will conduct educational workshops for students and employees in an effort to increase the usage of the Citrus Guardian mobile app. 	<ol style="list-style-type: none"> 1. Workshops will be offered once during the fall 2018 semester and once during the spring 2019 semester. As a result of having attended these workshops, employee participants will be better equipped to refer students to the appropriate resources and/or assist them during a crisis situation until help arrives. 2. As a result of these events, more students will be aware of safety procedures on campus and the resources available to them. 3. Citrus Guardian mobile app usage will increase by 15% (approximately 52 users) by the spring 2019 semester. The current number of users is 345. 	<ol style="list-style-type: none"> 1. The Student Health Center (SHC) provided various workshops during the fall 2018 semester. Topics included: How to Assist Students with Anxiety, Opioid Education: Signs of Use, Stress Management for employees, De-escalation and Crisis Management, and De-escalation Techniques for student employees. Additional workshops were offered in the spring 2019 semester, including: Responding to Students in Crisis, Verbal Judo: De-escalation Techniques, Suicide Prevention, Recognizing and Assisting Students in Crisis and Assisting Students with Anxiety. At the conclusion of each workshop, participants indicated that they felt more confident in referring students to the appropriate resources and/or assisting them during a crisis situation until help arrives. 2. The Department of Campus Safety and the Office of Student Life and Leadership Development conducted various events/workshops in September 2019. Workshop topics and events included: A Campus Safety info booth in the mall area; a Campus Safety info booth at the student resource fair; an emergency preparedness workshop for students; a campus wide emergency drill in the evening; a “Coffee with a Cop” community event in the college mall area; an emergency preparedness workshop for students; and campus wide emergency drills during the day and in the evening. As a result, Citrus Guardian mobile app usage increased and the majority of students and employees reacted accordingly during campuswide emergency drills and actual incidents, as evaluated by Campus Safety, the Planning Team, and emergency drill observers. 3. The Department of Campus Safety conducted various workshops and activities for students and employees throughout the fall 2018 and spring 2019 semesters. Topics and activities included: an EOC table top exercise, classroom presentations for students, Student Services trainings, adjunct orientation presentations, new faculty orientation presentations, emergency drill workshops for employees, emergency preparedness workshops for students, and emergency drill workshops for EIOs. As a result, 146 additional users downloaded the Citrus Guardian mobile app. This was an increase of approximately 42%, which exceeds the original goal of a 15% increase.

Focus Area 6: Safe Environment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none">1. Facilities will mitigate three turf areas throughout campus to widen narrow concrete areas which allow safer flow of student traffic and minimized trip hazards.2. Facilities, in conjunction with Campus Safety, will conduct two annual safety drills for testing of the fire alarm and building security lock systems.	<ol style="list-style-type: none">1. The widened concrete areas will ease the path of student travel and reduce turf area trip hazards.2. Annual testing of the fire alarm and security lock systems will mitigate potential safety problems by providing proactive, preventative maintenance on our safety systems.	<ol style="list-style-type: none">1. The project is 100% complete. Areas completed are adjacent to the north side of the LS and LH buildings.2. The project is 100% complete. The first drill was conducted in September 2018 and the second drill was conducted in March 2019.

Focus Area 7: Sustainability

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none">1. Maintain water conservation efforts through the procurement and installation of water-efficient restroom fixtures in the ED building modernization.2. Prepare the ED building modernization for upcoming energy code mandates of Zero Net Energy (ZNE).3. Implement the pilot grant project through the CCC-IOU Partnership to upgrade existing computer “sleep” systems of desktop computers.	<ol style="list-style-type: none">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.2. The ED building will be designed for ZNE “readiness” within current budgetary requirements.3. One thousand old “sleep” systems will be replaced with new technology, providing an overall energy savings of 10% in kWh on tethered electronics.	<ol style="list-style-type: none">1. The project is in process and is currently in the design phase to include procurement and installation of water-efficient restroom fixtures.2. The ED project is in process and is currently in the design phase. Engineering design will include electrical and thermal design elements for ZNE.3. The project is 100% complete.

Focus Area 7: Sustainability

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none">1. The Sustainability Committee, in conjunction with the Office of External Relations, will develop a campuswide awareness campaign, consisting of social media posts via Facebook and Twitter, and traditional print notifications to communicate campus sustainable practices.2. The Sustainability Committee will develop a new Sustainability Plan which will be in effect from 2019-2024, following expiration of the current plan in 2018.	<ol style="list-style-type: none">1. Sustainable postings will be communicated at least four times per year to the college community.2. The new five-year Sustainability Plan will outline sustainable focus areas to be used as the basis for developing specific activities to be achieved throughout the duration of the plan.	<ol style="list-style-type: none">1. The project is 100% complete. The Citrus View has had two postings. Facebook has had four postings and Twitter has had four postings.2. The new five-year Sustainability Plan is in process with the development of focus areas by the Sustainability Committee. The Sustainability Committee will then draft a Plan for adoption by the Board of Trustees in August 2019.

Focus Area 8: Technological Advancement

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The chief information services officer, together with the TeCS team, will take the required steps to join the California Community Colleges (CCC) pilot project to implement the Cornerstone Learning Management System - an intuitive and personalized learning interface which makes possible a variety of timely, professional development training opportunities for Citrus College faculty and staff.</p>	<p>1. By the end of the spring 2019 semester, faculty and staff will be able to view and sign up for professional development training opportunities held in a variety of modalities (e.g. in person, webinar, recorded video) through a common calendar system. Managers and supervisors will also be able to assign trainings to faculty and staff encouraging professional development which leads to enhanced job proficiency.</p>	<p>1. The project kickoff meeting took place in September 2018. Administrator training on Cornerstone was conducted in December 2018. The automation of the file transfer between Citrus College and Cornerstone has been completed and is occurring on a weekly basis. The implementation of Cornerstone has been completed. Faculty and staff are able to login to the system from the portal using their network logins and sign up for training opportunities. TeCS will provide a series of training classes on using the system in July 2019.</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>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. The chief information services officer, together with the TeCS team, will upgrade the campus firewall hardware to accommodate 10GB connectivity. 2. During the fall 2018 semester, the chief information services officer and the TeCS team will begin implementing Banner 9 by Ellucian. The test environment and training will be provided to pertinent staff. Among Banner 9’s many attributes are an improved user interface and mobile-friendly system allowing students to register for classes using a shopping cart function. Faculty will have the ability to post final grades by uploading a spreadsheet. 	<ol style="list-style-type: none"> 1. Upon completion of this upgrade in the spring 2019 semester, faculty, staff, and students will be able to access the Internet through a connection with 10 times the capacity of the current connection, thereby improving responsiveness. 2. By June 2019, faculty, staff and students will be using Banner 9 with its multi-functional enhancements. 	<ol style="list-style-type: none"> 1. A new PA-550 firewall appliance has been installed and is currently being configured to replace the legacy firewall system. This project is complete. 2. The Single Sign-on, Application Navigator and Ellucian Solution Manager have all been installed to support Banner 9. Staff training was held in January 2019. All administrative areas are now 'live' on Banner 9 and work is proceeding on the Student Self-Service feature; however, the launch which will enable student registration in Banner 9 has been delayed due to the work needed to implement the pre-registration VTEA survey. The Faculty Self-Service feature is operational and has been used by faculty to post spring 2019 grades. It is expected that the Banner 9 Student Self-Service feature will be live in time for winter 2020 registration.

Focus Area 8: Technological Advancement

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. As part of an ongoing effort to enhance wireless access campuswide, TeCS will broaden wireless access to seven additional outdoor locations throughout the 2018-19 academic year. Areas include: the outdoor pool areas, softball fields, campus center mall, Visual Arts building area, Hayden Library, the math building, and the football field.	1. Faculty, staff, and students will be able to connect their mobile devices to the Internet at more outdoor locations on campus, improving mobile computing, increasing the number of places to study, and providing Internet access for campus events.	1. Wireless internet access has been installed and configured as described. This activity has been completed.

Focus Area 9: Diversity and Equity

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Office of External Relations will continue to implement the marketing plan that integrates search engine marketing (SEM), targeted digital display, and social media marketing along with print advertising, outdoor display, streaming radio and grass-roots sponsorship efforts in feeder high schools.	1. The Marketing Plan will be implemented with the results tracked and optimized to the greatest extent possible. Digital metrics will be provided by vendor partners on a bi-monthly basis or more frequently if requested. Trackable metrics will include impressions delivered, clicks, click-through rates, cost-per-click, page likes (social media) and post-click/engagement actions.	1. The Marketing Plan has been fully implemented and includes the following marketing platforms: adwords/search, digital display and retargeting, paid social media advertising, mobile advertising, billboards, print, streaming radio, and transit display (external and internal display on Gold Line trains). For all digital platforms, vendors provide regular reports of performance metrics; advertising strategies are optimized based on data. As of June 30, 2019, the number of impressions were in excess of 12.5 million, with over 17,000 clicks. A dedicated advertising campaign for the real estate broker fast-track program was also implemented, with digital display, retargeting, social media and email programs. The campaign resulted in over 2 million impressions and 1,628 ad clicks.

Focus Area 9: Diversity and Equity

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Office of Human Resources, in cooperation with the Academic Senate and the Citrus College Faculty Association (CCFA), will begin the implementation of a trial faculty internship program.	1. During the spring 2019 semester, candidates for the internship program will be identified. Chosen candidates will begin their internship in the summer or fall 2019 semester.	1. After discussions with the Academic Senate, the Office of Human Resources has chosen not to move forward with the faculty internship program. The Human Resources Advisory Committee is making a renewed effort concerning promoting diversity in the workforce at Citrus College.

Focus Area 9: Diversity and Equity

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Office of Human Resources will collaborate with the Classified Staff Development Committee (CSDC) and the Faculty Learning Institute (FLI) to offer at least four workshops to faculty and staff focused on strategies for working with a diverse student and employee population.	1. Faculty and staff will obtain an increased awareness of potential issues related to diversity in the work environment.	1. In collaboration with the Faculty Learning Institute and the Classified Staff Development Committee, faculty and staff were notified, in October 2018, of an online training offered through NISOD entitled, “Minority Serving Community College Communities of Practice: Career Pathways for Students of Color.” In addition, all faculty had access to additional diversity related online training through NISOD, on topics such as: Practical Strategies for Supporting English as an Additional Language Students and Impacting Student Success through the Power of Hope.

Focus Area 9: Diversity and Equity

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Institute for Completion will provide professional development opportunities that build instructors' pedagogical repertoire and expand their understanding of equity and diversity, student engagement, and learning theories.	1. A minimum of six on-campus professional development opportunities for campus constituents will be organized and offered during the 2018-19 academic year by the Institute for Completion. These professional development opportunities will provide a higher level of understanding of diversity and equity and expose participants to effective methods of student engagement, learning theories, and curriculum development.	1. Two Student Engagement Series conversations were held in the fall 2018 semester, and two sessions were held in the spring 2019 semester. A combined total of over 30 faculty, staff and managers attended the four events.

Focus Area 10: Image

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>																
<p>1. Expand the college’s social media outreach. A strategic approach to enhanced engagement includes posting a variety of content, such as informational fliers, student success stories, faculty news and college highlights. These posts will be supplemented by using creative hashtags, participating in trending topics, and engaging users when appropriate.</p> <p>2. Create and implement a Guided Pathways informational campaign, which will include a college-branded logo, quick facts (FAQ) sheet, webpage, and other marketing materials.</p>	<p>1. The college’s social media presence (i.e., number of “followers”) will increase by the end of the 2018-19 academic year as follows: Instagram by 12%, Facebook by 8%, and Twitter by 4%.</p> <p>2. A Guided Pathways theme will be used for the fall 2018 Convocation event. Additionally, once the Guided Pathways program information is approved, information will be distributed to the college community via social media, emails, and traditional posters/fliers.</p>	<p>1. The following table lists numbers of followers for the months of December 2018 versus June 2019 and the percent increase:</p> <table border="1" data-bbox="1218 544 1911 698"> <thead> <tr> <th></th> <th><u>Instagram</u></th> <th><u>Facebook</u></th> <th><u>Twitter</u></th> </tr> </thead> <tbody> <tr> <td>Dec 2018</td> <td>1,351</td> <td>2,158</td> <td>2,804</td> </tr> <tr> <td>June 2019</td> <td>1,951</td> <td>2,866</td> <td>3,972</td> </tr> <tr> <td>% Increase</td> <td>44%</td> <td>33%</td> <td>42%</td> </tr> </tbody> </table> <p>2. A Guided Pathways logo was designed for the fall 2018 Convocation event: “Pathways to Success.” The logo is being used by the Guided Pathways Communications Design Team when sharing Guided Pathways highlights with the college community. The first informational newsletter was released via campuswide email in November 2018. A second newsletter was distributed to the college community at FLEX Day in spring 2019. It was handed out to guests as well as emailed to all employees of the college. Both newsletters can be viewed via the Guided Pathways page of the college’s website. Two additional fliers were created to advertise CAPs faculty workshops and a campus forum. The Guided Pathways website continues to be improved, and features design team details, FAQs, informational videos and other valuable resources’.</p>		<u>Instagram</u>	<u>Facebook</u>	<u>Twitter</u>	Dec 2018	1,351	2,158	2,804	June 2019	1,951	2,866	3,972	% Increase	44%	33%	42%
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% Increase	44%	33%	42%															

Focus Area 10: Image

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Superintendent/President’s Office and External Relations will coordinate attendance by Citrus College staff and faculty at community events to increase community awareness of college programs and services.	1. By the end of the 2018-19 academic year, Citrus College representatives will have attended and/or presented at major community, civic, and legislative meetings in each of the college district’s main feeder cities.	1. For academic year 2018-19, the Citrus College director of Foundation actively participated in 52 community events within the college’s service area promoting the college. These events include chamber of commerce as well as council meetings, service club events, and other prominent activities for the purpose of making presentations and projecting a strong community presence for Citrus College and the Citrus College Foundation. The Citrus College Speakers Bureau carried out the following presentation schedule: Monrovia March 2019 to the Monrovia Coordinating Council; Azusa to the Azusa Rotary Club, Claremont to the University Club of Claremont, and Duarte and Glendora to the Chambers of Commerce in May 2019. Presentation topics ranged from Astronomy to the Veterans Success Center to Measure G presented by managers and faculty and coordinated by the Foundation.

Focus Area 11: Community Relations

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> 1. The Superintendent/President’s Office and External Relations will schedule and organize campus tours for legislators to provide them with an opportunity to learn about the college’s programs, services, and priorities. 2. The Superintendent/President’s Office and External Relations will develop procedures to ensure that Citrus College representatives attend events with legislators to advocate for legislation and funding favorable to Citrus College. 	<ol style="list-style-type: none"> 1. By the end of the 2018-19 academic year, the college will have hosted legislators at the college. 2. Board of Trustees members and college administrators will be apprised, through emails and updates, of legislative events that will take place during the 2018-19 academic year. Board of Trustees members and/or college representatives will attend at least 50% of these meetings and events. 	<ol style="list-style-type: none"> 1. Senator Portantino, Azusa Mayor Rocha with Councilmembers Alvarez and Macias, and Glendora Councilmember Davis attended the Citrus College Saluting Our Veterans event in November 2018. Glendora Mayor Pro Tem Allawos, Councilmember Davis, and Claremont City Councilmember Ed Reece attended the Citrus College Community Day event in March 2019. At the Campus Center dedication and grand reopening in May 2019 representatives of Congresswomen Judy Chu and Grace Napolitano, Senators Portantino and S. Rubio, Assemblymember B. Rubio, and L.A. County Supervisor Hilda Solis were in attendance, as well as four Glendora City Council members. 2. In January 2019 a trustee and a supervisor of Citrus College met with Senators Portantino and S. Rubio, and Assemblymembers B. Rubio and Holden in Sacramento to conduct lobbying for Citrus College and CCLC supported legislative measures. Throughout the 2018-19 academic year, a total of 86 community functions within the Citrus College service area (including chamber of commerce meetings, council meetings, and various special events) have been attended by our trustee members and college representatives.

Focus Area 11: Community Relations

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Superintendent/President’s Office and External Relations will plan and execute the annual K-14 Education Forum with representation from Citrus College and K-12 districts within the college district to enhance understanding of topics relevant to both groups and improve the working relationship between the college and its K-12 districts.</p>	<p>1. The K-14 Education Forum will be held in the spring 2019 semester, and attendance will increase by 5% over the previous year. A survey will be distributed to attendees, which will provide feedback on the program and gather ideas for future forums.</p>	<p>1. The college held the annual K-14 Educational Forum in April 2019. The focus of this forum was on Career and Technical Education program options offered at feeder high schools, through certificate and degree programs on campus, and on ADTs. There were 52 guests in attendance including members of local school district boards and the leadership of feeder high schools, an increase of 6% over the April 2018 event. The program featured four alumni who shared the life-changing role education played in their career development and life enhancement, and how the supportive environment of Citrus College was key to obtaining meaningful careers. A short survey was sent to all participants seeking their feedback on the 2019 forum as well as suggestions for future forums. Survey respondents indicated that they found the K-14 Educational Forum to be informative and that they would like to know more about how the students perform at the College and at transfer universities.</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: Executive Director of Communications and External Relations, Foundation Director, Superintendent/President

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Superintendent/President’s Office and External Relations will develop a process to assign Citrus College representatives to local chambers of commerce to regularly attend meetings and events to promote Citrus College and build relationships with local communities.	1. By the end of the 2018-19 academic year, Citrus College representatives will have attended and/or presented at major community, civic, and legislative meetings in each of the college district’s main feeder cities.	1. For academic year 2018-19, the Citrus College director of Foundation actively participated in 52 community events within the college’s service area promoting the college. These events include chamber of commerce as well as council meetings, service club events, and other prominent activities for the purpose of making presentations and projecting a strong community presence for Citrus College and the Citrus College Foundation. The Citrus College Speakers Bureau carried out the following presentation schedule: Monrovia March 2019 to the Monrovia Coordinating Council; Azusa to the Azusa Rotary Club, Claremont to the University Club of Claremont, and Duarte and Glendora to the Chambers of Commerce in May 2019. Presentation topics ranged from Astronomy to the Veterans Success Center to Measure G presented by managers and faculty and coordinated by the Foundation.

Appendix for Focus Area 2, Strategy 2.1, Activity 2.1.1 Guided Pathways and the Development of Academic Clusters

The following list of 2018-19 Guided Pathways (GP) meetings and activities have been held or are scheduled to take place. Faculty and staff have attended and will attend the following to become familiar with Guided Pathways and the development of academic clusters¹.

Guided Pathways Faculty Professional Development in Fall 2018:

- Convocation 2018 – GP panel discussion
- Conference in Irvine, CA in November 2018
- Faculty Sorting Activity in December 2018 (16 faculty sorted the Citrus College programs into natural groupings/proposed meta-majors, and proposed names for each meta-major)
- GP Faculty co-leads and several Design Team leads attended the GP IEPI Connecting the Dots: Data-Informed Integrated Planning workshop in February 2019

Guided Pathways Division meetings in Fall 2018:

- Language Arts and Library
- Math and Business
- Natural, Physical and Health Sciences
- Health Sciences Department Meeting
- Social and Behavioral Sciences

Guided Pathways Committee Updates in Fall 2018:

- Academic Senate
- Student Services Committee

Guided Pathways Faculty co-leads Division visits/Presentations in Spring 2019:

- CTE and Continuing Education
- Visual and Performing Arts
- Counseling and Advisement
- Language Arts and Library
- Math and Business
- Natural, Physical & Health Sciences
- Social and Behavioral Sciences
- Kinesiology and Athletics
- Student Services Training presentation

Guided Pathways Faculty Professional Development in Spring 2019:

- Nine faculty and classified employees visited Bakersfield College in February 2019.
- On Flex Day 2019, a student panel named “*The Student Experience at Citrus College*” was facilitated by Janet Fulks from Bakersfield College. Citrus College students on the panel were interviewed with questions related to their experience pertaining to Guided Pathways.
- Guided Pathways faculty co-leads attended the Guided Pathways sessions at the Chief Information Systems Officers Association (CISOA) conference in February 2019 in Garden Grove, CA.
- Faculty Meetings/Career Academic Pathways (CAPs) workshops were held in March 2019 in order to engage faculty from across the college to help finalize the groupings/clusters of degrees, certificates and majors that will define each CAP within the Guided Pathways Framework.
- A Campus Forum was held in April 2019 which brought together faculty, classified staff and administrators to learn about the seven final CAPs and programs in each CAP. Preliminary details were shared about the two CAPs that will be piloted in 2020, along with plans for future development of the completion/support teams for these CAPs.

¹ Academic clusters (aka Career Academic Pathways – CAPs) are degrees, certificates, and majors that share common career paths and early college coursework, grouped together to simplify a student’s career exploration, streamline coursework selection, and reduce time to completion.