



# Citrus College



## Strategic Plan Progress Report 2007-2008



Dear Colleagues:

I am pleased to present the 2007-2008 Progress Report on the advancement of the Citrus College Strategic Plan. In Spring 2007, the college established four strategic goals: student success, student learning outcomes, fiscal transparency, and communication. This Progress Report is a summary of the many activities undertaken to achieve our strategic goals. It is also a reflection of our commitment and dedication to fulfilling the college's mission.

Achieving our goals, through the successful and consistent implementation of our Strategic Plan, empowers us to function more efficiently as a college. This Progress Report reflects the proactive and creative actions taken to provide quality instruction and student services to the members of our community. We accomplished a great deal in the first year under the Strategic Plan, which has set new standards for the future.

I would like to express my gratitude to the members of the Board of Trustees for their vision and leadership during the adoption of this important process. I applaud the members of the Citrus College community for their dedication to this significant project.

Sincerely,



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

**Citrus Community College District  
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**Dr. Geraldine M. Perri**

Superintendent/President

**CITRUS COLLEGE STRATEGIC PLAN  
PROGRESS REPORT 2007-2008**

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

	Strategic Planning Goals	Strategies and Activities	Primary Contact	UPDATE OF ACTIVITIES
<b>1.</b>	<b>Student Success</b>	1.1. Analyze college orientation services and modify as needed to provide more comprehensive and effective orientation for new students.	Student Services Committee (SSC)	<b>In Progress</b> Initial discussions on mandatory orientation took place at the SSC as well as Matriculation Committee and Student Success Committee. In spring 2008, the Matriculation Committee voted unanimously that student orientation should be mandatory and the Committee was also investigating alternatives for online orientation services.
		1.2. Implement a proactive model of steps for students to complete to increase transfer to four-year schools.	Student Services Committee	<b>Completed and Ongoing</b> In the fall of 2007, the Transfer Center introduced more proactive advisement efforts, including: <ul style="list-style-type: none"> <li>• Counselors and advisors visited each transfer level English and math course to remind students about application filing periods for four-year universities (60 courses).</li> <li>• 958 student interest cards were collected.</li> <li>• Appointments were scheduled for students planning to transfer (250 appointments were made in October 2007).</li> <li>• Email blasts were sent to remaining students completing interest cards.</li> <li>• Letters were sent to those who did not respond (January 2008).</li> </ul>

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		1.3. Implement Basic Skills Initiative recommendations to increase the basic skills improvement rate.	College Success Committee	<p><b>Institutionalized and Ongoing</b></p> <ul style="list-style-type: none"> <li>• The Basic Skills Committee was renamed the College Success Committee and restructured to include representatives from administration, plus basic skills, counseling, and DSPS faculty.</li> <li>• The Basic Skills Initiative Assessment Tool, which included a five-year action plan, was completed.</li> <li>• The new Success Center and Math Center were created to provide academic support for students in basic skills courses.</li> <li>• College success workshops were provided to all basic skills classes. Thirty-six workshops were held in classrooms and 52 in the Success Center.</li> <li>• The College Success Counselor position was created, a position that is 100% dedicated to basic skills students.</li> <li>• The College Success website and other promotional materials were created and provided to students.</li> <li>• A system of faculty leads was developed featuring a lead faculty for every basic skills course—who mentor adjuncts and oversee curriculum.</li> <li>• A new faculty development long-range plan, which introduced the new Faculty Learning Institute, was created and approved by the Academic Senate.</li> <li>• Additional learning communities and fast track basic skills classes were offered.</li> </ul>

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		1.4. Improve articulation services: <ul style="list-style-type: none"> <li>• Increase articulation agreements with private and out-of-state schools</li> <li>• Develop new curriculum and articulation agreements for certain majors (ex. engineering, computer science)</li> <li>• Improve communication to students about articulation agreements and their rights as transfer students</li> </ul>	Student Services Committee and Educational Programs Committee (EPC)	<b>In Progress and Ongoing</b> <ul style="list-style-type: none"> <li>• Articulation agreements with eight private and out of state schools<sup>1</sup> were in progress.</li> <li>• Articulation with historically black colleges, such as Morehouse College and Clark Atlanta University, was also a focus.</li> <li>• The dean of career and technical education was working closely with faculty and the articulation officer to increase transfer courses geared toward technical education.</li> <li>• A UC and CSU transferable Engineering Statistics course was introduced in spring 2008.</li> <li>• The articulation officer introduced updated general education sheets for CSU and UC transfer. The Career and Transfer Center staff has been distributing this information during classroom visits.</li> </ul>
		1.5. Improve student engagement with the college through: <ul style="list-style-type: none"> <li>• Faculty/staff development training on student engagement strategies</li> </ul>	Student Services Committee and Educational Programs Committee (EPC)	<ul style="list-style-type: none"> <li>• <b>Completed and Ongoing</b> Spring 2008 FLEX DAY program, themed <b>Engagement!</b> included:               <ul style="list-style-type: none"> <li>• Guest speaker Dr. Vincent Tinto</li> <li>• Morning and afternoon workshops led by Citrus faculty and staff;</li> <li>• <i>Strategies for Student Success</i> workshop, led by Dr. Tinto;</li> </ul> </li> </ul>

<sup>1</sup> The eight schools are : 1) LMU , Loyola Marymount (date of completion February 2009); 2) SCIARCH, Southern California Institute of Architecture (February 2009); 3) BYU, Brigham Young University (in place but needs updating, February 2009); 4) Chapman, (General Education pattern in place, in place for Business majors); 5) University of La Verne (current); 6) Azusa Pacific (current); 7) Pacific Oaks (current); 8) Biola (current).

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		<ul style="list-style-type: none"> <li>• Co-curricular programs to enrich engagement opportunities, such as cultural programming</li>   <li>• Assess impact of compressed calendar on student participation</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Engaging Technology with Office 2007</i>, led by TeCS Staff;</li> <li>• <i>Engagement—Making it Happen at Citrus</i>, led by Dr. Beverly Van Citters;</li> <li>• <i>Engaging Today’s Student</i>, led by Kathy Bakhit; and</li> <li>• <i>Dealing with Disruptive Students</i>, led by the Student Services panel.</li> </ul> <p>The faculty development workshop <i>Eureka! Experience</i> led by Alan Tussy was offered in May 2008.</p> <ul style="list-style-type: none"> <li>• <b>Institutionalized</b> Co-curricular programs were organized by Student Services, such as, “Portraits of Courage— Five Great African Americans You Should Know”; Cinco de Mayo Folklorico Dancing; and Dia de los Muertos (Day of the Dead).</li> <li>• To be completed – assessment of the impact of compressed calendar.</li> </ul>
		1.6. Implement a proactive model of steps for students to complete to increase certificate completion and career placement.	Educational Programs Committee (EPC)	<b>In Progress</b>
		1.7. Explore enriching lifelong learning opportunities such as an “Emeritus Academy.”	Educational Programs Committee (EPC)	<b>In Progress</b>

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<b>2.</b>	<b>Student Learning Outcomes and Assessment (SLOA)</b>	2.1. Create a campus wide Student Learning Outcomes and Assessment Committee (SLOAC) that will serve as a clearinghouse for evidence of student learning. Evidence will include assessment tools, assessment data, and measurement and analysis of student attainment of SLOs.	HotShots Committee	<b>Completed and Institutionalized.</b> The HotShots Committee was created in fall 2007. Roberta Eisel, SLOA coordinator, served as the chair of the committee and monthly meetings were held for important discussion of SLOs and assessment. A college-wide SLO event was held in spring 2008 with workshops, demonstrations, and CurricUNET hands-on helping sessions.
		2.2. Collect evidence and serve as a resource to assure that SLOAs are defined college wide and to monitor and advise faculty, staff, and others in this process.	HotShots Committee	<b>Completed and Ongoing</b> The SLO event helped faculty and staff greatly. They were able to use CurricUNET, a curriculum database, to write SLOs and to attend a workshop where assessment strategies were discussed. In addition, four “Connecting the Dots” workshops and assessment workshops were held by the SLOA coordinator in spring 2008. She also visited most of the instructional divisions and worked with Student Services on their SLOs in summer 2008.
		2.3. Serve as a clearinghouse and resource for a collection of college-wide assessment data, assessment tools, and evidence of their implementation.	HotShots Committee	<b>Ongoing</b> The HotShots Committee has collected showcase SLOs and assessment samples from various subjects, such as ESL, mathematics, biology, and the bookstore.

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		2.4. Serve as a clearinghouse and resource for evidence of campus wide analysis of SLO assessment data.	HotShots Committee	<b>In Progress and Ongoing</b> The HotShots Committee held monthly meetings exploring options for storing and analyzing institutional assessment data.
		2.5. Help to initiate, analyze, and document dialogue that assessment evidence is applied in college planning and implementation of institutional effectiveness.	HotShots Committee	<b>In Progress and Ongoing</b> The annual program review process is being implemented college-wide. The HotShots Committee made a recommendation forming a “general education committee” to facilitate institutional level SLOs and their assessment.



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<b>3.</b>	<b>Fiscal Transparency</b>	<p>3.1. Enable the stakeholders to have a clear understanding of:</p> <ul style="list-style-type: none"> <li>• The roles and responsibilities of the district structure and function</li> <li>• Responsibilities within the district</li> <li>• The relationships among the financing of instruction, district policy, and the current and future economic and demographic factors</li> </ul>	Financial Resources Committee	<p><b>Completed and Ongoing</b></p> <p>The flow chart for the budget development process was created in spring 2008 and sent to the Financial Resources Committee for review and revision. It was revised and sent to the Financial Resources Committee again and will be published in the Organizational &amp; Governance Handbook.</p>
		<p>3.2. Provide reliable, comprehensive, understandable, and timely fiscal data to the public on a regular basis.</p> <p>Spring 2008 – list all methods currently used to provide access to fiscal material/data and determine areas for improvement. Types of report will include:</p> <ul style="list-style-type: none"> <li>• Tentative Budget</li> <li>• Adopted Budget</li> <li>• 311 Q – Quarterly Financial Report</li> <li>• Monthly or weekly reports as needed</li> <li>• Accounting Reports</li> <li>• Purchase Order Report</li> <li>• A &amp; B Warrant Report</li> <li>• Cash Transfers</li> <li>• Budget Revisions</li> </ul>	Financial Resources Committee	<p><b>Completed and Ongoing</b></p> <ul style="list-style-type: none"> <li>• The vice president of finance and administrative services presented the tentative and adopted budget to the Finance Resources Committee and the Board of Trustees. Discussions on budget and finance took place at Agenda Review, Financial Resources Committee, Steering Committee, and board of trustees meetings.</li> <li>• The vice president of finance and administrative services also made many presentations to the board, the academic senate, and the student government organization regarding the budget process and audit reports.</li> <li>• A budget forum was held in October 2008 at which the vice president of finance and administrative services presented the</li> </ul>

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				<p>budget to the college, outlining college revenues and expenditures.</p> <ul style="list-style-type: none"> <li>• Greater access has been provided to the managers of cost centers and to requesters through the intranet for monthly or weekly accounting reports. Quarterly reports are discussed at Agenda Review.</li> <li>• Committee members (Dennis Korn, Eric Magallon, and James McClain) attended, along with vice president of finance and administrative services, the ACBO (Association of Chief Business Officials) presentation forum on the proposed budget in January 2008 in Sacramento. The committee members have requested to attend the next forum in January 2009.</li> <li>• The Financial Resources Committee was in the process of reviewing drafts of 38 newly introduced and previous (updated in 2005) board policies relating to financial and fiscal practices of the college. In accordance with regulations in the past, the vice president of finance and administrative services has presented budget calendar and budget assumptions to the Financial Resources Committee and the Board of Trustees for approval.</li> </ul>
		3.3. Disclose information regarding the budget process; encourage access and input during the budget process; use factually accurate information; and balance instructional/non-instructional goals to ensure fiscal sustainability.	Financial Resources Committee	<p><b>Completed and Ongoing</b></p> <ul style="list-style-type: none"> <li>• Budget process was completed by using the listed resources.</li> <li>• Spring 2008 activities outlined were completed.</li> </ul>

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		<p>Spring 2008 – determine the budget process methods utilizing the following:</p> <p><u>Data</u></p> <ul style="list-style-type: none"> <li>• Enrollment Projection</li> <li>• Financial Projections</li> <li>• Principle Apportionment Report 1 and recalculation of prior year</li> <li>• Budget Assumptions</li> <li>• Budget Calendar</li> <li>• Tentative Budget (worksheets)</li> <li>• Adopted Budget</li> </ul> <p><u>Committees/Meetings/Presentations</u></p> <ul style="list-style-type: none"> <li>• January Budget Workshop</li> <li>• Faculty Need Identification Committee (FNIC)</li> <li>• Academic Senate recommendations from Program Review</li> <li>• Budget Report to the Board of Trustees</li> </ul>		<ul style="list-style-type: none"> <li>• Greater access was provided to the Quarterly Financial Report at Agenda Review. Monthly and weekly accounting reports are available by request on the intranet.</li> </ul>
		<p>3.4. Ensure integrity of fiscal data and independent scrutiny of fiscal information.</p> <p>Winter 2008</p> <ul style="list-style-type: none"> <li>• Annual audit</li> <li>• Training college employees on fraud</li> <li>• Whistleblower program</li> </ul>	<p>Finance and Administrative Services Department</p>	<p><b>Completed and Institutionalized</b></p> <p>The college adopted a board policy on the code of conduct, and uses WeTIP for anonymous fraud reporting. Information on WeTIP is widely posted on campus. Training is provided on fraud reporting and will continue on an annual basis as it relates to the Statement on Auditing Standards 99 – Consideration of Fraud in a Financial Statement.</p>

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<b>4.</b>	<b>Communication</b>	<p>4.1. Promote a culture encouraging communication that is enlightening and empowering:</p> <ul style="list-style-type: none"> <li>• Evaluate the college mission statement and specifically define the role of communication in goal achievement.</li> <li>• Clarify roles and encourage responsible parties to share information up and down the communication chain.</li> </ul>	Steering Committee	<p><b>In Progress and Ongoing</b></p> <ul style="list-style-type: none"> <li>• Wide discussion and improved communication is evident on campus.</li> <li>• The hiring process for the new superintendent/president demonstrated integrity and included all constituency groups and selected members of the community. Communication channels included flyers, frequent updates in the Weekly Bulletin, marquee messages, and open forums for staff and the public.</li> </ul>
		<p>4.2. Educate and remind constituents about the mechanisms, types, and nuances of communication:</p> <ul style="list-style-type: none"> <li>• Define and publicize existing channels and mechanisms for information distribution.</li> <li>• Develop campus policy for appropriate use of communications mechanisms.</li> <li>• Provide ongoing opportunities for training in the awareness and use of communication mechanisms, types of communication, and cultural influences.</li> <li>• Train constituents (especially college leaders) to help them develop awareness of personal communication traits.</li> </ul>	Steering Committee	<p><b>In Progress and Ongoing</b></p> <ul style="list-style-type: none"> <li>• The college marquee was replaced to improve communication to the community.</li> <li>• The Technology Committee (CITC) worked on creating policies related to campus computer, email, and website usage.</li> </ul>

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		<p>4.3. Reward honest, clear, timely, and concerned efforts to communicate:</p> <ul style="list-style-type: none"> <li>• Acknowledge input received quickly and appropriately.</li> <li>• Say thank you, publicly and often.</li> <li>• Encourage ongoing dialogue when appropriate.</li> </ul>	Steering Committee	<p><b>In Progress and Ongoing</b></p> <ul style="list-style-type: none"> <li>• Various types of activities were held to acknowledge the contributions of the staff, such as Classified Staff Appreciation Week and the Thanksgiving Buffet.</li> <li>• The Board of Trustees consistently acknowledges and thanks staff for their good work and contributions to the college.</li> </ul>
		<p>4.4. Improve college-wide understanding of decision making processes.</p> <ul style="list-style-type: none"> <li>• Ensure that the flow of data and information is encouraged in all directions during the data-driven decision making processes.</li> <li>• Create a continuing consequence-free forum for all campus constituents to be heard, acknowledged, and answered on issues affecting college life.</li> </ul>	Steering Committee	<p><b>In Progress and Ongoing</b></p> <ul style="list-style-type: none"> <li>• Eleven committees were formed to work on the accreditation self-study with broad participation from all constituency groups. College-wide discussions were held to collect data and evidence for the self evaluation.</li> </ul>