

Citrus College

# STRATEGIC PLAN

2019-2020

**PROGRESS REPORT**





Dear Colleagues:

The level of success Citrus College achieves is a direct result of the quality of its planning. Four years ago, the college's 2016-2021 Strategic Plan debuted with one overarching goal of increasing student success and completion. Since that time, faculty and staff have continued to work diligently to achieve the strategic objectives. I am excited to share the impressive results this hard work generated during the 2019-2020 academic year.

As you review this progress report, it will become clear that each activity was developed with a student-focused mindset. Guided by an ambitious implementation plan, Citrus College was committed to expanding the programs and services that allow us to provide a firm academic foundation for our students. While new developments were made in each of our 11 strategic plan focus areas, I would like to highlight some particularly noteworthy accomplishments.

Perhaps the most celebrated progress Citrus College made during the 2019-2020 academic year was in the area of instructional quality. The college's continued implementation of AB 705 resulted in significant student success rates in both English and mathematics. By participating in professional development activities and Community of Practice sessions, faculty have actively contributed to the development and implementation of AB 705 curricular changes. Their efforts to provide innovative instruction and promote course completion have definitely been effective.

Great strides were also made in the area of student support. The introduction of an online chatbot in admissions and records and the success of the new MyPath portal reflect the college's efforts to expand its methods of connecting with students. Similarly, a Canvas information hub developed by Extended Opportunity Programs and Services (EOP&S) has improved communication efforts and increased access to vital resources. Through the use of relevant and intuitive technology, Citrus College has been able to share important information with students in a manner that is both effective and engaging.

Finally, Citrus College maintained its prominence as a leader in higher education by increasing community relations activities during the 2019-2020 academic year. The Citrus College Foundation hosted a successful Community Day event during the fall semester, with several community guests and legislative representatives in attendance. In addition, numerous presentations were made for local community organizations. These activities, combined with the distribution of human interest press releases and a legislative visit to the Veterans Success Center, helped to advance the college's reputation.

This has been a fast-paced and dynamic year at Citrus College. The progress we have made is impressive, as evidenced by the examples highlighted above. However, I encourage you to read through this entire document to learn more about what the college community is doing to fulfill its vision and mission. All of these efforts have formed a strong foundation for the final year of our 2016-2021 Strategic Plan, and I am deeply grateful to the college's faculty, staff, administration and board of trustees for making them possible.

Sincerely,

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

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**Area 1:** Preparedness  
**Strategy 1.1:** Increase college readiness through K-12 and adult education partnerships.  
**Contact:** Vice President of Academic Affairs, Vice President of Student Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The dean of Visual and Performing Arts will expand the dual enrollment program at California School of the Arts-San Gabriel Valley (CSArts-SGV).</p> <p>2. The dean of Social and Behavioral Sciences and Online Education will work with the dean of Career Technical and Continuing Education (CTCE) and other appropriate deans and faculty in each division to identify a program that will be scheduled online and/or fast-track. Associated promotional and recruitment strategies will be developed.</p>	<p>1. The number of Citrus College dual enrollment courses offered at CSArts-SGV will increase from 10 to 20 in the 2019-20 academic year.  <b>Impact: Expanded CCAP partnership, increased level of preparedness of incoming new students to Citrus College</b></p> <p>2. An Office Technology skill award will be offered online in a fast-track format in spring 2020.  <b>Impact: New mode of delivery for the skill award</b></p>	<p>1. The number of Citrus College dual enrollment courses/sections offered at CSArts-SGV increased from 10 for the 2018-19 academic year to 35 for the 2019-20 academic year.</p> <p>2. Offering the Office Technology program in an online fast-track format has not been viable in 2019-20. Given the discovery of new information, it has become more expedient to concentrate efforts toward pursuing the Business Information Worker program which is a more relevant direction and meets the workforce needs of our region, and will eventually align with the noncredit Office Technology offerings. An adjunct instructor is working on the curriculum for a fall 2020 submittal date.</p>

**Focus Area 1:** Preparedness

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The coordinator of Early Alert, with support from the dean of Counseling Programs and Services, will promote the Early Alert software by providing demonstrations and training at division meetings to assist faculty with successful use of the program. Emphasis will be made on ensuring that faculty teaching English and math co-requisite courses use Early Alert.</p> <p>2. The Veterans Success Center (VSC) will partner with U.S. VETS to provide new services to student veterans and college employees. The partnership will begin in September 2019 and will include services such as: 1) psycho-education for veterans and their families; 2) education classes for college employees regarding active duty veteran experiences while in combat and transitional issues; 3) referral tracking; and 4) needs assessment.</p>	<p>1. The number of faculty who use Early Alert will be increased by 10% from the 39 faculty who used Early Alert in spring 2019, leading to a higher number of students utilizing support services. <i>Impact: Increased usage of support services by the students taking corequisite courses, leading to better student persistence and success outcomes</i></p> <p>2. At least 80% of participants will indicate that these services helped them in their transition to the post-secondary collegiate environment as evidenced by survey results. <i>Impact: Better academic outcomes for student veterans</i></p>	<p>1. The Early Alert Coordinator provided 11 faculty members with one-on-one demonstrations and presented the benefits of using Early Alert at seven faculty division meetings. Throughout the 2019-20 academic year, 74 faculty utilized the Early Alert system to refer students to use support services, which represents a 90% increase from the previous year.</p> <p>2. The VSC formalized its partnership with U.S. VETS and, as a result, U.S. VETS began offering services to students during fall 2019. Services utilized by students included mental health counseling, needs assessment, and referrals. Thus far, 85% of students surveyed reported that having access to U.S. VETS services has been “helpful” or “very helpful” for their transition to college.</p>



**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>
<p>1. School Relations and Outreach will make available textbook vouchers to participating Promise students at Welcome Day and follow up with students who do not claim their vouchers during the start of each semester.</p> <p>2. The Student Life and Leadership Development (SLLD) Office will develop and offer new personal and professional development workshops for all students during the 2019-20 academic year. These workshops will cover topics such as: 1) creating a professional social media presence; 2) professional email etiquette; and 3) identifying strategies for improving professional relationships and working more effectively with others.</p>	<p>1. The percentage of Promise students who utilize the Promise textbook voucher benefit will increase from 20% in spring 2019 to 40% in spring 2020. <i>Impact: Better outcome for Promise students</i></p> <p>2. At least 90% of participants will indicate that the workshop assisted them with their transition to the college environment, as indicated by survey results. <i>Impact: Students with necessary skill sets leading to better outcomes</i></p>	<p>1. Promise students were encouraged to pick up their textbook vouchers during Welcome Day. As a result, 51% of Promise students used their textbook voucher in fall 2019. Additional marketing of the book voucher program was done at the beginning of spring 2020 resulting in 64% of the Promise students picking up the book voucher. The final percentage of students who used the voucher will be available by the end of the spring semester.</p> <p>2. SLLD conducted two workshops in fall 2019 on email etiquette and creating a professional LinkedIn presence. One hundred percent of participants indicated that the workshops assisted them with their transition to the college environment. One additional workshop was conducted remotely on May 5, 2020. Students learned how to identify strategies for improving professional relationships and working more effectively with others. When surveyed, 86% of respondents indicated that they felt the workshop helped their transition to the college environment.</p>

**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>1. The dean of Social and Behavioral Sciences will offer sections of HIST 111 and 112 - History of African-Americans, and SOC 130 - Introduction to LGBTQ Studies.</p> <p>2. Division deans will work with the Guided Pathways Mapping team to review existing course sequencing patterns and identify gaps in course schedules as pertaining to these patterns. Division deans will also use Infosilem software to modify or create new patterns that would reduce the time to completion and increase the number of awards granted.</p>	<p>1. One section of each course will be promoted and offered on campus and online in the 2019-20 academic year. Students taking these courses will be surveyed to determine if they have developed an improved sense of belonging at the college thus increasing the likelihood of completing their educational goals. <i>Impact: Sense of inclusion and deeper appreciation of cultural diversity among students</i></p> <p>2. Modified or new course patterns will be developed by the end of spring 2020. <i>Impact: More streamlined scheduling and course offering leading to timely completion</i></p>	<p>1. HIST 111 was offered in fall 2019. HIST 112 and SOC 130 were offered in spring 2020. A survey was developed and administered in fall 2019 for HIST 111 and in spring 2020 for HIST 112 and SOC 130. Students indicated that participation in the classes led to a sense of belonging, an awareness of issues related to diversity, an appreciation of others who differed in background and viewpoints, and validation in their role as college students.</p> <p>2. Instructional deans met in February with the Guided Pathways Instructional Mapping team to review the recommended course sequencing patterns for each of the majors in the two pilot CAPs. The deans will rely upon data from Infosilem and Degree Works to plan the sequencing and number of sections to meet the expected demand for the two CAPs. The pilot CAPs are Business/Information Technology and Social and Behavioral Sciences.</p>

**Focus Area 2:** Enrollment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>In July 2019 and January 2020, the Admissions and Records Office in collaboration with School Relations and Outreach will contact students who have applied for admission at Citrus College but have not registered for classes and assist them through the registration process.</li> <li>The Admissions and Records Office will work with TeCS to increase the frequency of CCC-Apply application uploads to Banner from two times a day to four times a day by the end of fall 2019.</li> <li>The International Student Center (ISC) will award ten scholarships to new spring 2020 international student applicants. Scholarship applicants will be required to submit a short video essay indicating the reason why they want to attend Citrus College. The winning submissions will be edited and used in promotional campaigns to increase enrollment.</li> </ol>	<ol style="list-style-type: none"> <li>The percentage of applicants who register for classes will increase from 43% in 2018-19 to 45% in 2019-20. <b>Impact: Increased enrollment</b></li> <li>Doubling the number of daily application uploads will decrease the wait time for students to proceed through the matriculation process to enrollment after submitting the CCC-Apply application. <b>Impact: Decreased student wait time for registration, leading to a potential increase in enrollment and enhanced experience</b></li> <li>The number of new international students will increase by 11% from 90 in spring 2019 to 100 in spring 2020 through the implementation of the new scholarship program. <b>Impact: Increased enrollment</b></li> </ol>	<ol style="list-style-type: none"> <li>In July 2019, the Admissions and Records Office, together with the School Relations and Outreach program, called over 1,500 prospective students who applied but had not enrolled for fall 2019. As a result, the percentage of applicants who enrolled in fall 2019 increased by 0.5% to 38% compared to the prior year’s fall semester. Similarly, over 2,000 calls were made in January 2020 to students who applied but had not registered for spring 2020. The Admissions and Records Office was not able to calculate the true percentage of applicants who registered for the entire 2019-20 academic year due to a significant increase in the number of fraudulent applications submitted beginning in spring 2020. The office is working with TeCS to block and remove fraudulent applications.</li> <li>Beginning April 2020, CCCApply applications were processed into Banner four times per day. Students received their network login and Citrus College email address within an hour of the application upload. As a result, wait time for students to receive their welcome letter was reduced by approximately 50%.</li> <li>The ISC created an online scholarship application in fall 2019 and began promoting the scholarship on the ISC website, through emails to applicants, and in the ISC monthly newsletter. Five applications were submitted for spring 2020 and all five applicants were awarded the scholarship. The ISC had a 43% (38 fewer students) decrease in the number of new international students for spring 2020 due to the COVID-19 pandemic. The ISC will use appropriate video footage from the award winners in future promotional material and will continue the scholarship program for the fall 2020 semester.</li> </ol>

**Focus Area 2:** Enrollment

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

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

<b><u>Specific Activities</u></b>	<b><u>Projected Outcomes</u></b>	<b><u>Update to Activities</u></b>
1. Develop a plan for collegewide and divisional Full Time Equivalent Student (FTES) goals and generation in alignment with budget allocation process for instruction.	1. The plan will be developed and implemented in summer 2020. <i>Impact: Specific FTES targets identified for each division, leading to increased FTES</i>	1. Instructional deans established divisional FTES targets. Aligned with budget allocation processes, those divisional targets are being monitored every term and will be modified as necessary to meet the college's annual FTES goals.



**Focus Area 2:** Enrollment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<ol style="list-style-type: none"> <li>1. The Office of Communications and External Relations will disseminate a media preferences survey to all current students during fall 2019.</li> <li>2. The Office of Communications and External Relations will work with Academic Affairs and Student Services to determine program priorities, needs and challenges as they relate to marketing.</li> <li>3. The Office of Communications and External Relations will work with the dean of CTCE to develop a marketing plan specifically for career technical education (CTE) that complements the state Chancellor’s Office and regional CTE enrollment and awareness efforts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Results from the survey will inform marketing and advertising efforts in order to attract future students to the college. Data collected will include demographics and provide insight into how students consume information and media. <i>Impact: More effective and enhanced communication to students, leading to increased enrollment</i></li> <li>2. Information collected will be used to develop a comprehensive marketing strategy by fall 2019 and will address enrollment and student equity goals, and cover key messages, campaign themes and target audiences. <i>Impact: More targeted outreach and enhanced communication to students, leading to increased enrollment</i></li> <li>3. The CTE marketing plan will be developed in fall 2019 and the campaign will launch in spring 2020. <i>Impact: More targeted outreach and enhanced communication to students in CTE, leading to increased enrollment</i></li> </ol>	<ol style="list-style-type: none"> <li>1. The survey was disseminated via email, the portal, social media, flyers, and in-person announcements to all current students. Received in late December 2019, the survey results provided interesting and useful information about Citrus students as to their listening preferences, television habits and news consumption. For instance, of the 308 students who participated in the online survey, 68% of the 16-20-year-olds and 70% of the 21-25-year-olds never read the newspaper. These results will, in turn, influence the college’s future advertising tactics and allow the college to effectively reach current and potential students.</li> <li>2. Meetings were held with Academic Affairs and Student Services during fall 2019. Targeted digital marketing for the Real Estate Fast-Track program and Alexander Hughes Community Center classes in Claremont took place in fall and spring, respectively. Newsletters promoting Citrus College and the Promise Program were created and distributed to the five feeder high school districts; social media videos were created to promote campus safety. During the COVID-19 campus closure, a targeted digital campaign for currently enrolled students was implemented to encourage retention. Online resources such as tutoring, counseling and library services were also shared.</li> <li>3. Photography, copywriting and print materials were identified as the most needed items to begin advertising the CTE programs. Photography for various CTE programs took place in late October 2019. The campus closure caused a delay in the copy and brochure design. CTE faculty will review and approve their respective materials through summer 2020 and the plan will be ready by fall 2020. Outreach to new students is occurring remotely while the plan continues to be developed.</li> </ol>

**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>
<p>1. The dean of Mathematics and Business, and the dean of Natural, Physical and Health Sciences will make STEM pathways presentations in co-curricular settings during student athlete orientations and at student club meetings.</p>	<p>1. At least four STEM pathways presentations will be made during the fall 2019 and spring 2020 semesters (for a total of eight presentations) with the intent of increasing the number of underrepresented minority students majoring in STEM programs by 1% over the 1,526 STEM majors in 2018-19.</p> <p><i>Impact: Enhanced awareness of STEM pathways, leading to more STEM majors</i></p>	<p>1. Multiple presentations were made in fall 2019 to clubs on campus and elementary students in the community. These included five Math Owls Club presentations about STEM issues, a Gamer’s Guild Club STEM presentation, a Rocket Owl Club presentation in a COUN 206 (Pathways to STEM) class, and three Women in Engineering presentations to elementary school students. A number of presentations were planned for spring 2020, but due to the COVID-19 campus closure, they have been put on hold.</p>

**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>
<p>1. In fall 2019, Natural and Physical Sciences faculty will offer a new course: "Physics and the Arts" for non-science majors covering fundamental physics principles and their application to the fine and performing arts as well as theater technology settings.</p> <p>2. English and math faculty will continue to implement AB 705 curricular changes and monitor the student outcomes as well as continue to administer the student survey. The STEM and Writing Centers will ensure students are supported by embedded tutors and study sessions that enhance classroom instruction.</p> <p>3. The director of the Institute for Completion will identify and disseminate additional research-based completion strategies to ensure that disproportionately impacted (DI) group students meet the CCCC Vision for Success goals in persistence, transfer and degree completion.</p>	<p>1. "Physics and the Arts" will be offered to promote student interest in the relationship of the Arts and STEM fields of study to follow the STEAM model. Student success (75%) and retention (90%) rates will mirror Physics 110, which is the only other non-major course in the program. <i>Impact: Increased interest of non-science majors in Physics</i></p> <p>2. Student success and throughput rates will be monitored and shared with faculty. Students experiences in the classes will continue to improve as measured by the survey. <i>Impact: Increased success in math courses and persistence among students</i></p> <p>3. Two research-based completion strategies will be identified and presented to the college community in the spring of 2020. <i>Impact: Increased persistence, transfer and degree completion among DI groups</i></p>	<p>1. The "Physics and the Arts" course was offered in fall 2019 to promote student interest in the relationship of the Arts and STEM fields of study.</p> <p>2. The Institutional Research, Planning and Effectiveness (IRPE) Office provided the latest English and math student success and throughput data as of fall 2019, which were reviewed with discipline faculty in spring 2020. In addition, surveys were conducted in English and math classes towards the end of fall 2019 and the results were reviewed in spring 2020.</p> <p>3. A research brief on Learning Communities was developed and provided to faculty on November 20, 2019 during the Guided Pathways Instructional Methodology Design Team workshop. The paper has been posted to the Institute for Completion website as a resource for all faculty. A second research brief focusing on AB 705 curricular and pedagogical changes is being developed and will be shared as applicable by the end of July 2020.</p>

**Focus Area 3:** Instructional Quality

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Guided Pathways Instructional Methods design team will continue to identify models of exemplary pedagogy, including growth mindset, productive struggle, and contextualized learning, and will make recommendations to the Faculty Learning Institute (FLI) and Institute for Completion for professional development workshops on these topics.</p> <p>2. Math faculty will participate in ongoing Community of Practice (COP) group meetings in support of AB 705 courses with a specific focus on increasing success among DI group students.</p>	<p>1. At least eight faculty professional development workshops, based on the Guided Pathways Instructional Methods Design Team’s recommendations, will be offered during spring 2020 by the Institute for Completion and FLI. <i>Impact: Increased offering in innovative instructional methods designed to promote success, persistence, degree completion and transfer</i></p> <p>2. A series of at least 12 COP group meetings will be held during the 2019-20 fall and spring semesters to assess student outcomes that will prompt changes to teaching strategies in the appropriate math courses. The percent of students in the DI groups completing transfer-level math courses will be increased as indicated in the Student Equity Plan. <i>Impact: Increased course success, persistence, degree completion and transfer among DI groups</i></p>	<p>1. The following five workshops were offered in the fall 2019 and winter 2020: How People Learn; Differentiated Instruction/Accommodations; Growth Mindset; Digitally Infused Classroom/Learning Glass; The Syllabus/Student Engagement. At Flex Day 2020, FLI offered the following workshops: 1) Introduction to the Question Formulation Technique - A high-impact Practice for Student Inquiry; 2) Access to Success - Current Trends Affecting Faculty and DSPS Students in Higher Education; 3) Student Engagement Through Clubs; 4) Creating an Equity-Minded Active Learning Classroom; and, 5) Open Educational Resources - How to Save Students Money While Maintaining Academic Freedom and Intellectual Rigor.</p> <p>2. For fall 2019 six COP group meetings were held for co-requisite math courses. Six COP group meetings were planned for the spring. Five total in-person meetings were held by faculty teaching Business Calculus and Statistics. A joint COP meeting was held in early March which was well-attended by full-time and adjunct math faculty. It included a two-hour “how to” on the effective use of Zoom for teaching and engaging students, and a practice zoom meeting, explaining how to set it up in ConferZoom, how students can join the meeting using the Zoom app, and how to use breakout rooms to simulate student-centered learning.</p>

**Focus Area 3:** Instructional Quality

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. English and math faculty will participate in strategic on- and off-campus professional development activities in support of AB 705 curricular changes.</p> <p>2. The Office of Human Resources will make available online webinars for faculty and staff, which shall also include offering on-campus opportunities for faculty and staff to meet and view and discuss particular webinars.</p>	<p>1. English and math faculty will attend at least one off-campus professional development workshop such as those hosted by the California Acceleration Project (CAP) and will facilitate at least one on-campus workshop to include English and math faculty from other colleges by June 2020. <i>Impact: Greater collaboration among faculty regarding shared innovative teaching strategies to support student learning and retention</i></p> <p>2. A minimum of six online professional development webinars will be made available for faculty and staff. At least three of the webinars will be on-campus, providing an opportunity to view and discuss the webinar as a group. At least twenty (20) faculty and/or staff will participate in the online webinars. <i>Impact: Increased knowledge about current trends in education and tools for effective instruction and classroom management leading to enhanced professional skill sets</i></p>	<p>1. In summer and fall 2019, English and math faculty attended off-campus workshops hosted by the CAP Institute and the Strengthening Student Success Conference. They also facilitated several on-campus activities including two CAP open houses and an AB 705 webinar. In addition, they presented at the Community College League of California Conference. In spring 2020, English and math faculty attended and presented at the CAP Conference in Sacramento. An on-campus CAP workshop for March 2020 was cancelled due to the COVID-19 campus closure.</p> <p>2. Faculty and staff were provided access to 14 webinars offered through the National Institute for Staff and Organizational Development (NISOD). These webinars were offered to view either live or recorded webinars and covered a wide range of community college focused educational topics. Due to the COVID-19 campus closure during the spring semester, it was not possible to offer in-person group viewing of live webinars.</p>

**Focus Area 4:** Instructional Responsiveness

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

**Contact:** Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Faculty in the division of Social and Behavioral Sciences will develop a new ADT in Child and Adolescent Development for Child Development majors.</p> <p>2. The dean of CTCE, in collaboration with division faculty, will analyze labor market information to identify new and emerging career education programs based on industry needs.</p>	<p>1. The new ADT in Child and Adolescent Development will be approved by the Chancellor’s Office in fall 2019 and offered in fall 2020. <i>Impact: Opportunity for students to complete an ADT in Child and Adolescent Development</i></p> <p>2. At least one new or emerging program will be identified and developed by the end of spring 2020. <i>Impact: Broadened degree options for CTE students</i></p>	<p>1. The ADT in Child and Adolescent Development has been approved locally and is currently under review at the Chancellor’s Office.</p> <p>2. CTCE faculty are collaborating with the dean of CTCE to develop an Engineering Technician program, titled “Product Design and Development Technology.” Graduates from the program will be awarded an A.S. degree and/or a certificate. A data request has been submitted to the Center of Excellence, and we are awaiting their analysis and recommendation. The program is expected to be developed and submitted for approval by December 2020.</p>



**Focus Area 4:** Instructional Responsiveness

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

**Contact:** Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The noncredit program will expand and increase Career Development and College Preparation (CDCP) courses to bridge noncredit to credit programs.	1. At least one CDCP pathway that aligns with the priorities of the Strong Workforce Non-Credit College and Career Readiness Regional Project will be built to bridge noncredit to credit career education by the end of spring 2020. <i>Impact: Increased enrollment as noncredit learners advance to credit courses</i>	1. A CDCP pathway in Office Technology using existing non-credit courses has been identified and will be offered in fall 2020. The pathway consists of three courses: a new vocational English as a Second Language, along with NC 650 – Introduction to Microsoft Applications and NC 652 – Computer Keyboarding and Document Processing.

**Focus Area 5:** Student Support

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Admission and Records Office will launch several new online forms in fall 2019 and spring 2020, including an online pre-requisite clearance form, an online transcript evaluation form, an online graduation petition, and an online form for faculty to submit attendance rosters. In addition, the Admission and Records Office will launch an online chat robot by the end of fall 2019 to assist students in getting their admission and records questions answered.</p> <p>2. By the end of fall 2019, the Admissions and Records Office will implement the new CCC MyPath portal where, after submitting the college application, students can learn about the student support programs and services offered at Citrus College.</p>	<p>1. The effectiveness of this activity will be measured by a student survey conducted in spring 2020. At least 80% of the students who used one of the online forms will agree that the online forms allowed them to have greater access to Admission and Records services. <i>Impact: Streamlined online services, leading to enhanced experience</i></p> <p>2. At least 10% of spring 2020 applicants to Citrus College will access the MyPath portal to obtain information about student support programs and services. <i>Impact: Increased knowledge of and access to support services, leading to higher persistence</i></p>	<p>1. In fall 2019, the Admissions and Records Office launched the online transcript evaluation request form and the online pre-requisite clearance form. The Admissions and Records Office worked with TeCS to implement new software, Formstack, that makes it easier for students to submit online forms. In spring 2020, the office used Formstack and launched 14 Admissions and Records forms including the graduation petition form. The online chatbot went live in November 2019 resulting in a tenfold increase in the number of conversations in the first two months. The office worked with IRPE on a survey to measure whether online forms provided greater access to Admissions and Records services. Results from the 542 survey responders showed that 89% of students agree that online forms made services more convenient and/or accessible.</p> <p>2. The MyPath portal was launched in October 2019. Approximately 2,000 applicants landed on the MyPath portal each month. This constitutes over 50% of the spring 2020 applicants. All new applicants as well as applicants who start but do not complete the application are automatically rerouted to the MyPath portal. Since the launch of the portal, over 2,000 reminder emails and 1,000 reminder text messages have been sent to applicants each month to encourage the completion of all tasks.</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 Student Affairs Office will provide presentations for faculty, students, and staff that promote and bring awareness to the basic needs services offered at the college, such as the college food pantry, hygiene kits, referrals to free and low-cost resources, and assistance with CalFresh food stipend applications. Presentations will be provided during the fall and spring semesters.</p> <p>2. The Guided Pathways Steering Workgroup, which includes representation from all constituent groups, will develop the Career and Academic Pathways (CAPs) success teams model during the 2019-20 academic year as the next phase of implementation of the Guided Pathways framework.</p>	<p>1. At least 80% of participants who attend the workshops will indicate that they have an increased knowledge of the basic needs services available at the college as reported through post-workshop survey results. <i>Impact: Increased collegewide awareness of students' basic needs and services provided by the college</i></p> <p>2. A success team model will be developed for the CAPs by the end of May 2020. <i>Impact: More targeted and tailored support for students through the success teams model</i></p>	<p>1. Three basic needs presentations were offered during fall 2019 and one was offered during spring 2020. One hundred percent of participants indicated that their knowledge of basic needs services available at Citrus College increased as a result of attending the presentation.</p> <p>2. A success team model was developed and finalized in January 2020. The teams will consist of one student services dean or director, an academic dean, a counselor, a career counselor, faculty from the CAP discipline(s), a student services classified staff member and a student. Two CAPs, Social and Behavioral Sciences, and Business and Information Technology, will pilot the success teams in fall 2020.</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>
<p>1. The Veteran Success Center (VSC) will develop an informational presentation for student veterans and/or dependents, explaining the certification process for GI Bill education benefits in order to promote and improve effective support services to student veterans.</p> <p>2. The dean of Counseling Programs and Services will work with the dean of enrollment services to promote Degree Works on various platforms such as the college website, student portal and social media to encourage students to utilize the software for their student education plan. Flyers and additional presentations in counseling classrooms will be made to promote the use of Degree Works.</p> <p>3. The Student Life and Leadership Development Office, in collaboration with EOP&amp;S/CARE, CalWORKs and the Career/Transfer Center, will provide job readiness and career closet pop-up events for students, one in fall 2019 and the other in spring 2020.</p>	<p>1. The presentation will be implemented during new student veteran orientations by spring 2020. A post-orientation survey will be conducted to measure students' understanding of the certification process. At least 80% of student veterans surveyed will indicate that they have an increased knowledge of the certification process. <i>Impact: Increased understanding among student veterans pertaining to their educational benefits</i></p> <p>2. The number of student education plans on Degree Works will increase by 10% from 5,497 to 6,046 student education plans for 2019-20. <i>Impact: Higher number of SEP established, leading to more completions</i></p> <p>3. Ninety percent of participants will have an increased understanding of how to prepare and dress for a job interview as measured by a post-event survey. <i>Impact: More success among students in seeking employment</i></p>	<p>1. During the spring 2020 semester, the VSC hosted an informational presentation for new student veterans and their dependents explaining the certification process for GI Bill education benefits. The survey outcomes indicated that 75% of the attendees found the presentation helpful, and 100% agreed that the presentation increased their knowledge of the certification process.</p> <p>2. Degree Works was promoted on the college website and through an article on how to use Degree Works in the Student Resource Guide. Through the end of April 2020, a total of 7,367 student educational plans, including comprehensive, abbreviated and follow-up plans, were created in Degree Works, representing a 34% increase from the previous year.</p> <p>3. The Job Prep Pop-Up event took place in October 2019. Ninety-five percent of participants indicated that as a result of attending the event they were better prepared for a job/internship interview. One hundred percent of participants indicated that they now understand how to dress in suitable interview attire. The Job Prep Pop-Up event that was scheduled for April 2020 was cancelled due to COVID-19; however, resume reviews, interview preparation techniques, and dress for success strategies are services being offered via virtual appointments and online workshops through the Career/Transfer Center.</p>

**Focus Area 5:** Student Support

**Strategy 5.4:** Identify challenges to student success and implement mitigation strategies.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. In an effort to give students access to campus and community resources designed to mitigate barriers to their success, the EOP&amp;S/CARE and CalWORKs offices will invite other campus programs and community resource organizations to host information booths at EOP&amp;S and CalWORKs events in the fall 2019 and spring 2020 semesters.</p>	<p>1. The number of student support programs and community resource organizations that participate at the EOP&amp;S and CalWORKs events will be increased by 50% compared to the prior year. <i>Impact: Increased awareness of resources available at the college and within the community, leading to higher likelihood of persistence, success and completion</i></p>	<p>1. EOP&amp;S and CalWORKs hosted three events in fall 2019 and one event in spring 2020. Six off-campus organizations and eight on-campus student support services programs participated in the events hosting information booths. Compared to the prior year, the total number of participating programs increased from 3 to 14, an increase of 367%.</p>
<p>2. The Student Health Center will partner with the Los Angeles County Department of Mental Health to train and certify college employees in Mental Health First Aid in the spring 2020 semester.</p>	<p>2. At least 20 college participants will have an increased knowledge on how to assist students with mental health needs and become certified in Mental Health First Aid. <i>Impact: More effective support provided to students by the certified employees</i></p>	<p>2. A Mental Health First Aid training was offered in winter 2020, which was earlier than planned due to the availability of the Los Angeles County Department of Mental Health (LADMH). The LADMH assessed participants throughout the training to ensure knowledge base. As a result, all 25 participants earned Mental Health First Aid certificates.</p>
<p>3. By the end of fall 2019, the Student Health Center will survey college employees regarding their preferred workshop topics to increase their knowledge and skills to better serve students.</p>	<p>3. The spring 2020 workshop schedule will be revised based on the survey results, and relevant workshops will be provided by the Student Health Center. <i>Impact: Increased attendance as a result of workshops matching the needs of college employees and more effective support for students</i></p>	<p>3. The survey on preferred workshops was conducted in fall 2019, the results were tabulated and shared with SHC staff. However, due to the COVID-19 campus closure, modifications to the planned spring topics were made to meet the immediate needs of staff. In May, two remote workshops were offered on coping with anxiety and stress related to COVID-19 and adjusting to remote work.</p>

**Focus Area 5:** Student Support

**Strategy 5.5:** Increase student participation in college support programs.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Throughout the 2019-20 academic year, the Financial Aid Office will conduct targeted outreach to Chafee Grant eligible Foster Youth students on a monthly basis. Outreach efforts will focus on encouraging students to attend a hands-on financial aid resource workshop and ensuring they meet with a financial aid representative once per semester.</p> <p>2. By fall 2019, the Counseling and Advisement Center will develop and implement a plan to encourage student participation in Early Alert workshops, Orientation/Student Educational Planning sessions, and Registration Assistance workshops.</p> <p>3. The Career/Transfer Center will offer a Transfer Conference for Citrus College students during the 2019-20 academic year.</p>	<p>1. By the end of the 2019-20 academic year, at least 80% of the Citrus College Chafee Grant eligible Foster Youth students will attend a hands-on financial aid resource workshop and meet with a financial aid representative once per semester to ensure their files are complete in order to receive the grant. <i>Impact: Increased direct outreach efforts, greater knowledge of financial aid resources, leading to more students benefiting from the Chafee Grant</i></p> <p>2. The number of students who attend Early Alert workshops, Orientation/Student Educational Planning sessions, and Registration Assistance workshops throughout the 2019-20 academic year will be increased by 5%. For the 2018-19 academic year, 700 students participated in Early Alert workshops, 5,280 students participated in either an online or in-person Orientation/Student Educational Planning session, and 1,166 students participated in Registration Assistance workshops. <i>Impact: Increased course success and student persistence</i></p> <p>3. The Transfer Conference will provide an overview of the transfer process and expose students to the multiple facets of transfer. Students will complete a post-conference survey to assess their increased knowledge about transfer. <i>Impact: Increased number of transfer to four-year colleges and universities</i></p>	<p>1. Sixty-seven students were awarded the Chafee Grant and completed their financial aid files. The students met with the Foster Youth liaison in the fall and spring to complete their files and go over disbursement information and attended three Financial Aid Literacy workshops held in fall 2019. Students with incomplete files were emailed each month and encouraged to contact the Foster Youth liaison to complete their file and attend future Financial Aid Literacy workshops. Spring 2020 workshops were cancelled due to COVID-19 and are scheduled to resume in July via Zoom.</p> <p>2. Through the 2019-20 academic year, 1,589 students attended Early Alert workshops, representing a 227% increase; 6,677 participated in an Orientation or Educational Planning session, representing a 79% increase; and 958 students attended Registration Assistance workshops, representing a 17% decrease from the previous year. Due to COVID-19, fall 2020 registration did not start until July as opposed to May. Most of the students planning for fall registration did not attend the Registration Assistance workshops offered in the spring semester. This adjustment therefore has resulted in a noticeable decrease in the annual count of attendance at those workshops in 2019-20 compared to the prior year.</p> <p>3. Due to the COVID-19 pandemic, the Transfer Conference was cancelled. In order to provide similar services to students in a remote environment, the Career/Transfer Center (CTC) facilitated virtual workshops and “Transfer Talks” to address students’ questions on the impact that COVID-19 may have on transfer. During the months of April, May, and June, two Transfer 101 workshops with a focus on UC and CSU, four workshops with a focus on UC transfer, one workshop exclusively for STEM majors, and two “Transfer Talks” were held. At the conclusion of the workshops, students were invited to complete an online survey. Of the participants who completed the survey, 100% agreed or strongly agreed that their knowledge of transfer increased as a result of attending the workshops.</p>



**Focus Area 5:** Student Support

**Strategy 5.6:** Diversify methods used to connect and communicate with students.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. By the end of fall 2019, the Student Health Center will work with TeCS to develop a new task icon on the my.citruscollege.edu portal as an alternative way to communicate activities and services to students.</p> <p>2. EOP&amp;S will develop an information hub using Canvas in fall 2019. Information will include links to campus resources, transfer admission requirements, and EOP&amp;S announcements.</p>	<p>1. Awareness of Student Health Center services among students will increase as measured by increases in the click-through rates of the Student Health Center task on the my.citruscollege.edu portal. <i>Impact: Increased awareness and usage of the services offered by the Student Health Center</i></p> <p>2. By providing timely access to program information and resources, communication with EOP&amp;S students will be improved as measured by the number of students who utilize the hub during the 2019-20 academic year. <i>Impact: Increased awareness and utilization of EOP&amp;S program resources</i></p>	<p>1. TeCS gave the Student Health Center (SHC) staff access to the my.citruscollege.edu portal in winter 2020. The SHC launched the new portal application at the beginning of the spring 2020 semester. It was later determined that the click-through rates could not be measured. However, to further increase awareness and in response to COVID-19, the SHC launched the “Ask A Nurse” program. The program was advertised via student emails and the college’s COVID-19 webpage, resulting in about 120 calls per week, a 20% increase from the past.</p> <p>2. Eight modules within the Canvas hub went live in fall 2019. They provide information regarding EOP&amp;S/CARE, workshops, campus and community resources, financial aid and scholarships, and transfer. During the fall semester, 559 out of the 586 EOP&amp;S/CARE students used the hub and viewed 355 informational posts, with an average of 83-page views per student. For the spring semester, over 90% of the EOP&amp;S/CARE students are using the hub. As new information is posted weekly, a total of 119 announcements have been posted during the spring semester.</p>

**Focus Area 6:** Safe Environment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Campus Safety will provide a Rape Aggression Defense (R.A.D.) training open to female students and employees by May 2020. This women’s self-defense class will cover awareness, prevention, risk reduction, and avoidance education in addition to basic hands-on self-defense training.</p>	<p>1. Participants will attain an increased knowledge on how to prevent a rape from occurring and how to defend themselves during an emergency situation. <i>Impact: Increased sense of personal safety on- and off- campus by attendees</i></p>	<p>1. Campus Safety was going to partner with APU Campus Safety to provide the R.A.D training. The training had to be postponed until the fall 2020 semester due to the COVID-19 campus closure.</p>
<p>2. During the 2019-20 academic year, the Office of Human Resources will provide training for faculty and staff concerning the prevention of sexual harassment.</p>	<p>2. Multiple sexual harassment prevention training sessions will be offered to provide faculty and staff with the opportunity to learn about sexual harassment prevention. As a result of the training, faculty and staff will obtain increased awareness of what constitutes sexual harassment, employee rights and responsibilities and the process for filing a sexual harassment complaint, as measured by the post-training survey. <i>Impact: Increased understanding of an employee’s rights under state and federal sexual harassment laws and how an employee may file a complaint pursuant to the District’s sexual harassment complaint procedure</i></p>	<p>2. In the fall semester, Title IX training was provided to Bookstore student employees. During the 2020 Flex Day program, two presentations on sexual harassment prevention were provided to faculty and staff. The sessions were not well attended, but those who attended found the training informative and useful. Due to the COVID-19 campus closure, no further face-to-face training took place. However, all classified staff were offered online sexual harassment prevention training.</p>
<p>3. During the 2019-20 academic year, the Office of Human Resources will provide Title IX training to faculty, staff and students with an emphasis on new Title IX regulations.</p>	<p>3. Title IX training will be offered during Flex Day for faculty and staff and a separate training session will be offered to students. As a result of this training, participants will gain an awareness of the new Title IX regulations and how to report any issues of suspected gender discrimination, including sexual harassment and assault, as measured by the post-training survey. <i>Impact: Increased knowledge of new Title IX regulations, particularly an employee’s responsibility as a “reasonable employee”</i></p>	<p>3. Title IX training was provided to all Bookstore student employees. The spring semester Title IX training for faculty, staff and students did not take place due to the COVID-19 campus closure.</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>
<p>1. By April 2020, Campus Safety will provide mandatory annual training to all employees who have been identified as a Campus Security Authority (CSA) per the Clery Act.</p> <p>2. Before the end of fall 2019, Campus Safety, in collaboration with TeCS, will create an online reporting system on the Campus Safety webpage where students and employees can file a report.</p>	<p>1. The annual CSA training will be conducted to enhance the District’s Clery Act compliance efforts through the training of approximately 50 CSAs on the Clery Act, reporting responsibilities, and being aware of resources available. Trained CSAs will be surveyed to ensure the training helped them in understanding their reporting responsibilities and of being aware of available resources. <i>Impact: Increased knowledge and compliance of the Clery Act.</i></p> <p>2. By the end of fall 2019, the online reporting system will be up-and-running. The online reporting system will be promoted via the Campus Safety Newsletter, Campus Safety training and the Campus Safety webpage. <i>Impact: Greater access to incident reporting, providing a real-time status report to Campus Safety</i></p>	<p>1. The PowerPoint presentation for the CSA training as well as the survey questions are completed. The in-person training, scheduled for April 2020, has been postponed until summer 2020.</p> <p>2. The online report form was created in fall 2019 and was in beta test mode during winter 2020. The testing mode is complete. However, since the campus closed during the spring 2020 semester due to COVID19, the online web link to access the online report form will be added to the Campus Safety webpage when normal operations resume.</p>

**Focus Area 6:** Safe Environment

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Facilities and Risk Management will conduct an analysis of college spaces to complete the deployment of portable latrine equipment to be used in the event of a prolonged campus lockdown.</p> <p>2. An independent third-party consultant, working in conjunction with Risk Management and Facilities will conduct an indoor air quality assessment (IAQ) of select spaces in the PC building.</p> <p>3. An independent third-party consultant, working in conjunction with Risk Management, Facilities and Campus Safety, will conduct a physical security assessment.</p>	<p>1. Identified spaces will be supplied with portable latrine equipment for use during a prolonged emergency. The equipment will be in place by December 31, 2019. <i>Impact: More comfortable experience during a prolonged lockdown/shelter-in-place situation</i></p> <p>2. This assessment will ensure that the indoor air quality of the PC building will be maintained within established standards per the California Building Code industry guidelines. The IAQ will be completed by September 30, 2019 and any recommendations provided will be forwarded to the applicable area(s) for implementation. <i>Impact: Compliant air quality maintained at all times</i></p> <p>3. The physical security assessment will assist in the identification of conditions which may pose a risk of injury, promote safety awareness, provide recommendations to help mitigate identified risks, and contribute to the development of a plan of action. The assessment will be completed by December 31, 2019. <i>Impact: Mitigating risk factors and better preparedness in an emergency situation</i></p>	<p>1. A total of 200 lockdown portable latrine kits were placed in all classrooms and in other spaces on campus where it was determined that groups may gather in the event of a lockdown.</p> <p>2. The independent indoor air quality assessment concluded that no hazardous air ventilation conditions exist in the areas of the PC building that were investigated. The report did, however, provide programmatic recommendations that would improve the environmental comfort of the area; these recommendations were forwarded to the applicable dean for consideration.</p> <p>3. Phase I of the assessment, which included the SS, CI, LB, LI and MA buildings, is complete. Results of the study commended the college for its ongoing commitment to providing a safe and secure environment for all staff and students, specifically citing the door lock mechanisms and designated safe rooms as “best practice.” The study provided some recommendations to be considered regarding public address capabilities and window coverings. Due to the COVID-19 campus closure, Phase II of the assessment will be completed during 2020-21.</p>

**Focus Area 7:** Sustainability

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Maintain water conservation efforts through the procurement and installation of water-efficient restroom fixtures and new laboratory equipment in the ED building modernization.</p>	<p>1. All new toilet installations in ED will utilize 1.2 gallons of water per flush (GPF), as opposed to the former 4.0 GPF fixtures, resulting in an overall reduction in water usage per flush. Laboratory equipment will comply with the adopted version of the California Plumbing Code. Predicated upon the Division of the State Architect’s (DSA) approval, this will be completed one year after commencement of the ED construction project.</p> <p>Impact: Reduction in water usage for better sustainability</p>	<p>1. This item is in process in conjunction with the ED modernization project. Water conservation efforts have been incorporated into the project planning. The project is currently with DSA for design approval.</p>
<p>2. Prepare the ED building modernization, including new science laboratories, for upcoming energy code mandates of Zero Net Energy (ZNE).</p>	<p>2. The ED building will be designed for ZNE “readiness” within current budgetary requirements, resulting in an overall reduction in energy utilization. The design phase will be completed by December 31, 2019.</p> <p>Impact: Reduction in energy utilization and better sustainability</p>	<p>2. The ED building project has been designed for ZNE readiness. The design was submitted to DSA prior to December 31, 2019 and as of June 30, 2020, is awaiting DSA approval.</p>
<p>3. Facilities will contract to install synthetic turf “xeriscaping” in problematic areas adjacent to the Student Services building.</p>	<p>3. Problematic turf, weeds and dirt areas will be eliminated, water reduction will be achieved, and beautification will be enhanced. This project will be complete by December 31, 2019.</p> <p>Impact: Reduction in water usage for better sustainability and increased campus beautification</p>	<p>3. Two problematic turf areas adjacent to the SS building have been replaced with synthetic turf xeriscaping, thus enhancing the sustainability and appearance of the areas.</p>

**Focus Area 7:** Sustainability

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Sustainability Committee, in conjunction with the Facilities Department and the EFMP planning process, will ensure sustainable design standards, in accordance with the Chancellor’s Office Sustainability Template, are incorporated into the 2020-2030 EFMP.</p> <p>2. The Sustainability Committee will develop a new Sustainability Plan which will be in effect from 2020-2025.</p>	<p>1. Sustainable design features will be a part of the facilities master planning for the next 10 years due to being part of the 2020-2030 EFMP. This will result in incorporation of sustainable and energy-efficient practices for all future building projects. <i>Impact: Increased sustainability and energy-efficient practices</i></p> <p>2. The new five-year Sustainability Plan will outline sustainable focus areas and specific activities to be achieved throughout the duration of the plan. The Sustainable activities will result in fostering the advancement of sustainable practices and conservation of resources for the college proper, community and nation as a whole. The new Sustainability Plan will be presented to the BOT for approval in winter/spring 2020, after approval of the EFMP in late 2019. <i>Impact: Increased sustainability via new projects for the next five years</i></p>	<p>1. The 2020-2030 EFMP is complete and was approved by the Board of Trustees on April 7, 2020. The Facilities Recommendations section of the EFMP supports the continuous implementation of sustainability improvements that will contribute to becoming a ZNE campus. Such recommendations are incorporated into the specific levels: Minor; Moderate; and Major renovations.</p> <p>2. The draft 2020-2025 Sustainability Plan was approved by the Sustainability and Physical Resources committees in March 2020 and by the Steering Committee in April 2020. The Plan was presented and approved by the board of trustees on May 19, 2020.</p>



**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 and the TeCS team will partner with the dean of Social and Behavioral Sciences and Online Education and the Online Education Committee to work with select faculty to pilot the use of technology to support multi-location class meetings.</p>	<p>1. At least two class meetings during both the fall 2019 and spring 2020 semesters will utilize modern teleconferencing technology. A brief survey will be conducted to assess the effectiveness and impact of the pilot to inform the feasibility of utilizing the technology on a larger scale.</p> <p>Impact: College will gain experience in piloting technology in teaching classes via Zoom, opening the door for expanding class offerings using multiple modes of delivery</p>	<p>1. Class meetings of HIST 103H were held on October 29 and 31 in TC 123 with some students attending remotely in IS 109. The students attending remotely completed a survey following their experience. Survey results indicate positive feedback overall. While a second pilot was planned for the spring 2020 semester, the effect of the COVID-19 closure resulted in a wide-scale implementation of remote delivery.</p>

**Focus Area 8:** Technological Advancement

**Strategy 8.2:** Provide a robust, secure, accessible technology infrastructure, which is adequately funded, to improve and facilitate college processes and provide data resources relevant to institutional decision making.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The chief information services officer, together with the TeCS team, will implement Banner 9 Self-Service for students, faculty and staff.</p> <p>2. The chief information services officer, the dean of enrollment services and representatives from both TeCS and Admissions and Records will implement Action Item Processing in Banner Self-Service. Action Item Processing will give Citrus College the ability to require specific actions (such as confirming a course of study and verifying/updating mailing address) prior to registration for a term.</p> <p>3. The chief information services officer, together with the TeCS team, will conduct a pilot of two-factor authentication for administrative systems.</p> <p>4. The chief information services officer will coordinate with the California Community College's Technology Center to conduct a confidential security assessment of our network infrastructure.</p>	<p>1. By November 2019, students will register for winter 2020 and spring 2020 classes using Banner 9 Self-Service. By the end of fall 2019, faculty and staff will be able to view student profile information using Banner 9 Self-Service. Photos from the photo ID database will be included in student profiles and on class rosters. By the end of spring 2020, staff will be able to view and update their profile using Banner 9 Self-Service. <i>Impact: Improved user experience with Banner 9</i></p> <p>2. By November 2019, students will see checklists of either optional or mandatory steps prior to initiating registration for winter 2020 and spring 2020 classes and interact with them to keep their records in our system updated. <i>Impact: Improved data quality in Banner</i></p> <p>3. By spring 2020, select staff will be required to submit an additional method of authentication (such as a USB key or a code) along with their username and password when logging in to WingSpan, improving the security of our information systems. <i>Impact: Improved network security</i></p> <p>4. By the end of spring 2020, Citrus College will receive an assessment of the security of our systems and initiate remediation activities where deficiencies are identified. <i>Impact: Greater network security</i></p>	<p>1. A delay in the hiring of a second Database Administrator due to two unsuccessful searches and a software release in October preventing updates to the class schedule led to the postponement of this project from fall 2019 to spring 2020. During January and February 2020, TeCS held 10 training sessions to train staff and faculty on Banner 9 Self-Service. It went live for students on April 19, 2020 for summer 2020 registration and was accessed 1,200 times in the first week. As of June 30, 2020, student profile information is in the testing phase, and release to faculty and staff is pending.</p> <p>2. After seeing the latest version of Action Item Processing at the Chief Information Services Officer Association (CISOA) conference in March 2020, we learned that further enhancements from the vendor were needed to make this user-friendly for students. TeCS staff are currently evaluating other options to provide this functionality. As of June 30, 2020, a custom web page is in development.</p> <p>3. Upgrades to our Single Sign-On system are being implemented to accommodate dual-factor authentication. While the pilot project was planned for spring 2020, due to the evacuation of campus, the project will be postponed to the 2020-21 academic year.</p> <p>4. The security assessment was conducted the week of February 3. The report has been received, and staff are actively working on remediation efforts.</p>

**Focus Area 8:** Technological Advancement

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The chief information services officer and the TeCS team will partner with the vice president of Academic Affairs and his designees to implement the Infosilem TimeTabler course scheduling software.</p> <p>2. The chief information services officer, together with the TeCS team, will complete the implementation of the Ready Education Mobile version of the Citrus Mobile Application.</p>	<p>1. By spring 2020, division administrators will schedule classes for summer and fall 2020 utilizing the Infosilem TimeTabler software. <i>Impact: More effective class schedule that will avoid scheduling conflicts and reduce the time to completion for students</i></p> <p>2. By the end of fall 2019, students, staff and faculty will use the new version of the mobile application and receive targeted messages through it. <i>Impact: Improved communication to targeted groups of students</i></p>	<p>1. Software installation and administrator training took place during fall 2019. Infosilem is being used in pilot mode for summer and fall 2020 class scheduling to supplement the current method of scheduling classes in Banner. Full implementation is now planned for fall 2020 to prepare the class schedule for winter/spring 2021.</p> <p>2. The mobile app was launched in January 2020 as scheduled and has been downloaded over 7,500 times as of June 30, 2020.</p>

**Focus Area 9:** Diversity and Equity

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

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

Specific Activities	Projected Outcomes	Update to Activities																
<p>1. The Office of Communications and External Relations will create engaging content for use on all social media channels by incorporating professional and student-driven videos and utilizing the “story” features.</p> <p>2. The Office of Communications and External Relations will develop a targeted marketing plan for 2019-20, using various strategies, including, but not limited to digital, print, display, outdoor, radio, streaming, and email, to reach multiple audiences and potential students. In addition to high school seniors, targeted audiences will include parents and older adults, among others.</p> <p>3. During the 2019-20 academic year, the CalWORKs and CARE offices will promote their programs and services by attending off-campus county activities and developing new partnerships with pertinent county officials.</p>	<p>1. The number of followers on social media will increase by the end of the 2019-20 academic year as follows: Instagram by 20%, Facebook by 10%, and Twitter by 5%. <i>Impact: An increase in Citrus College’s social media audience leading to an increase in student enrollments, enhanced student engagement, and audience awareness of college activities</i></p> <p>2. Digital and streaming data will include impressions, clicks, click-through rates, cost-per-click, page likes, and post-click/engagement actions. <i>Impact: An increase in the Citrus College’s social media audience leading to an increase in student enrollment</i></p> <p>3. The CalWORKs and CARE offices attended five county meetings in 2018-19. In order to become informed of and promote the programs’ services, the offices will attend 10 county meetings this academic year. <i>Impact: Broadened college outreach to county officials, leading to an increased level of awareness about the college’s programs</i></p>	<p>1. The following table lists numbers of followers for the months of September 2019 through June 2020 and the percent increases:</p> <table border="1" data-bbox="1354 532 1955 651"> <thead> <tr> <th></th> <th>Instagram</th> <th>Facebook</th> <th>Twitter</th> </tr> </thead> <tbody> <tr> <td>Sept. 2019</td> <td>2,224</td> <td>2,971</td> <td>3,995</td> </tr> <tr> <td>June 2020</td> <td>2,981</td> <td>3,292</td> <td>4,185</td> </tr> <tr> <td>% Increase</td> <td>34%</td> <td>11%</td> <td>5%</td> </tr> </tbody> </table> <p>While students are learning remotely, posts are focused on: 1) sharing important information and 2) keeping students engaged with fun items such as Zoom backgrounds and phone wallpapers.</p> <p>2. Beginning in fall 2019, the advertising schedule shifted from a 12-month calendar to a more targeted approach around enrollment periods and semester start dates. For all digital platforms, vendors provide performance reports. For the 2019-20 academic year, performance reports concluded the number of impressions were in excess of 6.5 million, with over 51,000 clicks. A dedicated digital advertising campaign for the Real Estate Fast-Track program was also implemented, resulting in over 400,000 impressions, 700 ad clicks and 1,011 actions (website visits, phone inquiries). A dedicated digital campaign advertising classes at the Alexander Hughes Community Center to Claremont residents resulted in over 251,000 impressions, 304 ad clicks, 204 actions (website visits, phone inquiries).</p> <p>3. CalWORKs faculty attended four county meetings in fall 2019 and two in spring 2020. As a result of the meetings, county staff requested a campus visit to learn more about the CalWORKs program at Citrus College. Due to COVID-19, the campus visit was cancelled. This activity will continue into the 2020-21 academic year.</p>		Instagram	Facebook	Twitter	Sept. 2019	2,224	2,971	3,995	June 2020	2,981	3,292	4,185	% Increase	34%	11%	5%
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**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>
<p>1. The Office of Human Resources, in collaboration with the Human Resources Advisory Committee, will implement an outreach program designed to increase the number of applicants for faculty positions from historically underrepresented groups.</p> <p>2. The Office of Human Resources will work with the Human Resources Advisory Committee to review processes pertaining to the recruitment and selection of full-time faculty and classified staff, respectively to determine if modifications are required to better encourage and attract a greater diversity of applicants.</p>	<p>1. The number of applicants for faculty positions from historically underrepresented groups will increase by 5% compared to the previous year. <i>Impact: An increased pool of potential applicants from historically underrepresented groups, leading to increased diversity among faculty</i></p> <p>2. The recruitment and selection processes will be reviewed and revised as appropriate in order to increase the number and diversity of applicants and to make it easier for applicants to participate in the selection process. <i>Impact: Improved recruitment procedure, leading to increased diversity among faculty</i></p>	<p>1. During the COVID-19 campus closure, the Office of Human Resources developed strategies for offering online interviews. This new knowledge and the development of additional technology through CCCConfer and the District’s “meeting owl,” Human Resources will begin to incorporate online interviews as a means for broadening the geographical area from which it normally recruits individuals, particularly as related to faculty positions, as a strategy for increasing the number of applicants from historically underrepresented groups.</p> <p>2. The Human Resources Advisory Committee reviewed the recruitment and selection process for faculty and classified staff positions. The Committee found that the current administrative procedures for recruitment and selection provide for an equitable process and foster diversity in the hiring process. The Committee did identify the use of online interviews as a strategy for increasing the number of applicants beyond the District’s normal geographical recruitment area with the idea that this may provide a way to increase the number of applicants for faculty positions from historically underrepresented groups. The Office of Human Resources has developed the ability to conduct online recruitment and interviews and has begun to incorporate the use of online technology as a viable means for expanding the interview process to include remote interviews.</p>

**Focus Area 9:** Diversity and Equity

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Office of Human Resources, working with CSEA and the Classified Staff Development Committee, will implement a series of workshops throughout the 2019-20 academic year emphasizing customer service to our students through collegiality and engaging students from diverse backgrounds and the role of staff with respect to the Chancellor’s Office Vision for Success.</p> <p>2. Student Life and Leadership Development will offer a new VSC Ally workshop developed specifically for students and presented by the VSC director. The training will educate students on the services offered by the VSC and about the various challenges that student veterans face. Information will be provided on appropriate referral resources and how to effectively support student veterans. The workshop will be offered fall 2019, during Social Justice and Diversity Week, to promote a college culture of inclusion and collegiality.</p>	<p>1. Funds allocated by the Chancellor’s Office for classified employee professional development will support learning opportunities emphasizing the role of classified staff as participants in the goals of the Chancellor’s Office Vision for Success. Staff understanding of the Vision for Success will be increased through the year-long series of professional development activities as measured by a survey. <i>Impact: Enhanced staff awareness of District activities aligned with the Chancellor’s Office Vision for Success</i></p> <p>2. At least 90% of student participants will indicate an increase in awareness regarding inclusion, diversity, and equity through participation in Social Justice and Diversity Week activities as indicated by survey results. <i>Impact: Increased awareness by student veterans of college support services, enhanced campus culture of inclusion and collegiality</i></p>	<p>1. The District and the California School Employees Association (Chapter 101) developed an online professional development program for classified staff. This program was offered in the spring semester and included the following professional development topics: Sexual Harassment Prevention, Sensitivity Awareness, Boundary Invasion, Discrimination Awareness in the Workplace, Diversity and Inclusion, Email and Message Safety and Communication Styles and Skills. Surveys were not conducted.</p> <p>2. A Vet Net Ally Training was held in October 2019 as part of Social Justice and Diversity Week. One hundred percent of participants reported an increased awareness of inclusion, diversity, and equity through their participation in the training.</p>

**Focus Area 9:** Diversity and Equity

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Institute for Completion will offer professional development focused on effective student-centered teaching strategies including culturally responsive pedagogy and development of flexible learning environments that accommodate individual learning differences, known as Universal Design for Learning (UDL).</p> <p>2. The dean of Social and Behavioral Sciences will schedule courses for the new ADT in Social Justice Studies, including offering the new course SOC 130: Introduction to LGBT Studies.</p>	<p>1. A series of at least six professional development workshops for full-time and adjunct faculty will be offered during the 2019-20 academic year. At the conclusion of the series, faculty will develop action plans outlining what concepts, theories, and strategies they will incorporate into their teaching in the subsequent year. Participants will be encouraged to present their plans at the Student Engagement Series workshops. <i>Impact: Enhanced faculty repertoire of teaching skill sets leading to better student outcomes</i></p> <p>2. At least one section of Introduction to LGBT Studies will be offered in the spring 2020 semester for the new ADT degree to increase global awareness of diversity and equity issues. <i>Impact: Increased appreciation of cultural diversity and a greater sense of inclusion</i></p>	<p>1. The student-centered teaching series kicked-off in September 2019 with a session focusing on how people learn. The October session focused on working with differently-abled students having distinct abilities in the classroom as well as Universal Design for Learning. A workshop on Growth Mindset was presented during the November session, and the December session covered technology-infused instruction and flipping the classroom. The January 2020 session covered a range of student engagement strategies and the next session, offered in two parts during FLEX Day, introduced the Question Formulation Technique. While the March session was cancelled, the April session was focused on brain-based learning and was conducted remotely. The final session was held on May 29. The focus of the session was to 1) increase participants’ understanding of and ability to utilize the Question Formulation Technique; 2) review Universal Design for Learning and identify ways to ensure UDL is utilized in online instruction, and 3) introduce participants to three new online tools that are free to educators and interface with Canvas.</p> <p>2. One section of Sociology 130, Introduction to LGBTQ Studies, has been offered in spring 2020 with 31 students enrolled in the class.</p>

**Focus Area 10:** Image

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Office of Communications and External Relations will work with the Superintendent/President, Academic Affairs and Student Services areas to identify and create video content highlighting the college’s academic programs, services, and students.</p>	<p>1. During the 2019-20 academic year, three videos will be created and used in marketing efforts and on the college’s YouTube page, which will result in a 20% increase in the number of YouTube subscribers from 66 to 80 subscribers by the end of spring 2020. <i>Impact: Enhanced college image, and increased awareness of the college by the community</i></p>	<p>1. Meetings were held during fall 2019 and topics were finalized for Academic Affairs, Student Services and a general college video. Filming was scheduled to take place on campus in April 2020. Film topics shifted to include a video to be used for a possible remote commencement, which is planned to take place in December 2020. An online learning video to explain the three online learning options is being created, and expected to be completed by August 2020. A third video was postponed due to filming limitations.</p>
<p>2. In addition to timely and regular writing assignments, the Office of Communications and External Relations will write more human interest and feature story style press releases and articles to engage media partners and social media followers.</p>	<p>2. During the 2019-20 academic year, a minimum of five human interest press releases will be written and distributed to local media outlets and through the college’s social media channels. <i>Impact: Enhanced college image and increased awareness of the college by the community</i></p>	<p>2. Five human interest press releases/articles featuring Citrus College students were written and distributed to local media outlets during the 2019-20 academic year. The articles featured one student’s study abroad experience; another student’s summer research project at Cal Poly Pomona; two student’s futures in architecture; two CalWORKs students who each won scholarships from the Azusa/Glendora Soroptimists; lastly, a music student who is also a Citrus Singer and plans to break into the music industry.</p>
<p>3. The Office of Communications and External Relations will create a comprehensive style guide to ensure consistent college branding.</p>	<p>3. The comprehensive style guide will include graphic standards and written communication guidelines to assist the campus community with cohesive messaging. The guide will be distributed to all faculty and staff and posted online by the end of spring 2020. <i>Impact: Increased consistency in college communication</i></p>	<p>3. A logo usage guide was developed during fall 2019. A more comprehensive style guide is still in development and completion is anticipated by the end of the spring semester. Topics will include approved typography, glossary of terms, and an organizational naming chart, among others.</p>



**Focus Area 10:** Image

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Citrus College Foundation will develop and implement a plan to target specific organizations and groups to attend the Community Day at Citrus College. Based on prospective areas of interest at the college, specific community organizations such as service clubs, businesses, and educational institutions will be invited to attend.</p> <p>2. Foundation staff will expand the Citrus College Speakers Bureau by establishing a call-to-action component, soliciting interest from community members for future college involvement.</p>	<p>1. Two Community Day events will be held in the 2019-20 academic year and will be organized around specific areas of interest, such as the Veterans Success Center and the Citrus College Promise program. Students, faculty and staff will be invited to present at the events. <b>Impact: Enhanced college image and increased awareness of college programs by key community leaders</b></p> <p>2. At least one Speakers Bureau session will be held in each of the five district cities in the 2019-20 academic year. Faculty and students will be invited to present. Response cards with community member information will be collected for follow-up. <b>Impact: Enhanced college image, increased awareness of the college and greater engagement with community leaders leading to stronger ties with the college and potential supporters/donors</b></p>	<p>1. The Foundation held the college’s fall Community Day on September 27, 2019. The event was attended by 18 community guests and legislative representatives with the key objective of instilling a strong understanding of the college’s completion efforts by highlighting the flipped classroom space in the math classes and STEM Center. A presentation was made showing the impact and outcomes by the implementation of AB 705. The Automotive Technology and Health Sciences programs were promoted via guided tours. Student-focused programs were highlighted which included a walkthrough of the newly renovated Campus Center and Veterans Success Center hosted by a student representative. A “Citrus College Updates and Highlights” presentation was made during lunch. Eighteen students, faculty and staff helped host this event. The spring Community Day event will be rescheduled due to the COVID-19 campus closure. Personal contact was made to each of the 18 confirmed guests. The Foundation staff received positive feedback for postponing the event.</p> <p>2. The following three Speakers Bureau presentations took place over the summer and fall 2019: Measure G updates were presented at a Glendora Chamber of Commerce meeting; On two separate occasions, the Glendora Kiwanis Club received presentations about the Veterans Success Center, then college highlights with Measure G updates. In winter 2020, Measure G updates were presented to the Glendora Coordinating Council. In spring 2020, remote presentations were made at the Kiwanis Club of Claremont and the Rotary Club of Azusa meetings on May 7, the University Club of Claremont on May 19, and the Rotary Club of Glendora on June 23. Additional previously scheduled presentations have been cancelled due to COVID-19.</p>

**Focus Area 11:** Community Relations

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Superintendent/President’s Office will schedule and organize campus tours for legislators to provide them with an opportunity to learn about the college’s programs, services, and priorities.</p> <p>2. The Superintendent/President’s Office will ensure that state legislators and city government officials from District feeder communities are provided with periodic updates from Citrus College, e.g., Citrus View, Annual Report, Quick Facts, Fact Book, Accolades, and any other pertinent publications.</p>	<p>1. By the end of the 2019-20 academic year, the college will have hosted one or more legislator visits at the college. <i>Impact: Stronger ties with our legislative representatives, enhanced college image, and increased awareness of the college by legislative officials</i></p> <p>2. Major publications, e.g., Citrus View, Annual Report, Quick Facts, Fact Book, Accolades, and any other pertinent publications, produced at the college that would be of interest to state legislators and city government officials from District feeder communities will be sent to them as the publications become available. <i>Impact: Enhanced college image and increased awareness of the college by the legislative officials</i></p>	<p>1. In January 2020, the college hosted a visit by Assemblywoman Blanca Rubio. The visit included a guided tour of the Veterans Success Center.</p> <p>2. The Citrus View and Superintendent/President’s Holiday e-card were disseminated to community partners and local legislators. In addition, the 2018-19 annual report was mailed during the spring 2020 semester.</p>

**Focus Area 11:** Community Relations

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

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The vice president of Academic Affairs will work with the Superintendent/President’s Office and External Relations to plan and execute the annual K-14 Education Forum with representation from Citrus College and K-12 districts within the District service area to enhance understanding of topics relevant to both groups and strengthen the working relationship between the college and its K-12 districts.	1. The K-14 Education Forum will be held in spring 2020. Participants will have a better understanding of the topics presented as measured by the survey distributed to attendees. <b>Impact: Enhanced college image and increased awareness of the college by community leaders thus strengthening partnerships</b>	1. Planning meetings for the 2020 K-14 Educational Forum were held in December 2019 and January 2020 to plan the agenda and presentation. A Save-the-Date announcement was emailed to prospective attendees (Board of Education members and school principals, and Citrus College Trustees and administrators). Unfortunately, the K-14 Educational Forum scheduled for April 24, 2020 was cancelled due to the campus closure.

**Focus Area 11:** Community Relations

**Strategy 11.3:** Build community partnerships and promote the image of the college through collaboration with business, civic, governmental, and community leaders.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The new Community Relations Workgroup with representatives from the Superintendent/President’s Office, External Relations, and the College Foundation will organize and prioritize college representation at chambers of commerce, service and community organizations’ meetings/events, etc.</p> <p>2. The Community Relations Workgroup will standardize presentation materials and content for college representatives to use in presentations to chambers of commerce, service and community organizations’ meetings/events, etc.</p>	<p>1. By the end of the 2019-20 academic year, Citrus College representatives will have attended and/or presented at major meetings/events for chambers of commerce, service and community organizations in each of the college’s main feeder cities. <i>Impact: A more systematic approach to promoting the college in the community, leading to an enhanced college image</i></p> <p>2. The college representatives’ presentations at chambers of commerce, service and community organizations’ meetings/events will feature standardized presentation materials and content that the Community Relations workgroup has designed, collected and/or organized to promote the college as an educational partner and champion of student success and completion. <i>Impact: A more systematic approach and consistent practice of promoting the college in the community, leading to an enhanced college image</i></p>	<p>1. The Community Relations Workgroup organized a five-person outreach team that launched in January 2020 to ensure Citrus College and the Foundation were represented at community, educational and networking events within the college’s five feeder districts. Foundation staff have actively represented Citrus College remotely despite the COVID-19 campus closure. Through June 2020, there have been 60 points of contact by college representatives at various events for the 2019-20 academic year.</p> <p>2. Several tools have been developed by the Community Relations Workgroup to enhance tracking at events and to ensure a systematic approach to promoting the college by the outreach team, including Smartsheet event tracking; development of the Citrus College Highlights talking points which is distributed monthly; and an orientation of protocol and priorities shared with members of the outreach team. To ensure members of the district are informed of college updates and highlights, the Citrus View is being distributed electronically as a communication tool to district organizations, service clubs, chambers of commerce, city councils and K-12 boards.</p>