

Citrus College

Strategic Plan Progress Report 2008-2009

Citrus College

1000 West Foothill Boulevard, Glendora, CA 91741-1899
www.citruscollege.edu



Dear Colleagues:

I am pleased to present the 2008-2009 Progress Report of the Citrus College Strategic Plan. This second Progress Report is evidence of the continuous planning activities that are integral to our success as a college. The report documents the actions we have undertaken since the 2007-2008 Progress Report and further establishes our commitment to fulfilling the college's mission.

The 2008-2009 Progress Report describes the proactive and creative measures we implemented to provide our students and members of the community with quality instruction and services. Building upon the work of the first Progress Report, we continued to progress in each of our goals, resulting in actions such as a more accessible student orientation program; an increase in the number of courses with completed SLOS; frequent updates to the college community regarding fiscal and budgetary issues; and more open channels of communication between the administration and staff.

I would like to thank the members of the Board of Trustees for their support and input and the members of the Citrus College community for their ongoing efforts and involvement in this project.

Sincerely,



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

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**CITRUS COLLEGE STRATEGIC PLAN
PROGRESS REPORT 2008-2009**

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

	<u>Strategic Planning Goals</u>	<u>Objectives</u>	<u>Primary Contact</u>	<u>Specific Activities</u>	<u>Update of Activities</u>
1.	Student Success	1.1. Improve and expand the college's orientation services.	Student Services Committee (SSC), Matriculation Assessment Committee (MAC), and College Success Advisory Committee (CSAC)	1.1.A. Consult with related bodies about the feasibility of a college-wide mandatory orientation program.	<p>In Progress The New Student Orientation Subcommittee conducted informational research regarding the feasibility of a college-wide mandatory orientation program among concerned committees and constituency groups (including ASCC, Counselor Workgroup, Matriculation and Assessment Committee, Student Services Committee, College Success Advisory Committee, and Region 8 matriculation coordinators). A formal recommendation was made and approved by the above-mentioned constituency groups. Other community colleges in the state were also consulted. Need to complete the consultation process with the Academic Senate in fall 2009.</p>
				1.1.B. Implement the pilot mandatory orientation program.	<p>Completed Six hundred and ninety students participated in the mandatory orientation pilot program in winter 2009 and gained improved understanding of the importance of taking Accuplacer. They also received an overview of the college's programs, services and procedures.</p>

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	Student Success			1.1.C. Explore options for an online orientation format.	Completed An online orientation product has been purchased and is in the final stage of development. The online orientation program will be available in pilot mode to students in fall 2009.
1.2. Implement a proactive model of steps for students to complete to increase transfer to four-year schools.		Student Services Committee (SSC), Career/Transfer Center	1.2.A. Solicit names from the UC Office of the President of all fall 2009 applicants for proactive follow-up.	Completed Citrus College participated in a pilot project with the UC Office of the President. One hundred and forty-two prospective transfer students applied to the UC system for fall 2009 and received helpful interventions because of the data sharing.	
1.2.B. Provide students with written communications (letters or email) regarding financial aid, UC application updates, and housing/child care information.			Completed For the first time, UC application updates and a financial aid priority filing reminder were sent to 142 prospective students from the Transfer Center. Students also received information about UC housing and child care.		
1.2.C. Invite students to attend special events (including transfer events at some UC campuses)			Completed The number of students who attended the transfer awareness events increased 76% from 472 in the 2007-08 academic year to 830 in the 2008-09 academic year.		
1.2.D. Provide each pending transfer applicant with an individual academic transfer review to capture any missing courses/units.			Completed Six counselors and advisors completed intensive reviews of transcripts for each of the 142 students. As a result, sixty-four students were identified for intrusive		

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	Student Success				counseling, and twenty students attended individual counseling sessions.
1.3. Continue to improve articulation to four-year colleges and universities.		Student Services Committee (SSC), Articulation Officer	1.3.A. Increase articulation agreements with private institutions.	Completed and Ongoing Articulation agreements formed with University of Phoenix, Kaplan College, and Chapman College.	
			1.3.B. Increase articulation agreements for certain majors and courses.	Completed and Ongoing There were 22 newly approved UC transferable courses and 10 newly approved IGETC courses. The number of transferrable majors with University of La Verne and Azusa Pacific University also increased. New associate degrees with transfer options were added in Mathematics, Biology, and Liberal Arts with areas of emphasis.	
			1.3.C. Improve communication to students about articulation agreements and their rights as transfer students.	Completed and Ongoing College Planning Guide, and the IGETC and CSUGE transfer advisement sheets were revamped with the most up-to-date information.	
1.4. Continue to improve student engagement at the college.	SSC and EPC	1.4.A. The Faculty Learning Institute will continue to provide faculty/staff development training on student engagement strategies.	Completed The theme of the 2008-2009 Faculty Learning Institute was “student engagement.” All activities centered around that theme; for example, engaging students and teaching faculty on methods of engaging students. Workshops including “Reaching and Teaching the iPod Generation” and “Powering-up with		

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	Student Success				Blackboard” were attended by 90 faculty and staff. Feedback indicated that 95 percent of those responding agreed or strongly agreed that they learned new techniques of engaging students and 97 percent gained a greater insight of student learning. The adjunct workshops were also designed to promote student engagement; 46 adjunct faculty members attended.
1.4.B. Explore options for developing courses related to ethnic studies, such as Latino studies and African American studies.		In Progress A history curriculum was developed and passed by the Curriculum Committee; classes are scheduled for the 2009-10 academic year. An Ethnic Studies program proposal is ready to go to the Curriculum Committee in the fall, followed by curriculum development.			
1.4.C. Implement “Student Portal” to improve connection with students.		In Progress Staff training was completed and the Student Portal is expected to be in use in fall 2009.			
1.5. Implement a proactive model of steps to increase certificate completion and career placement.		EPC, Dean of Career, Technical and Continuing Education, and Dean of Counseling	1.5.A. Identify and track students who complete at least one career technical education course and follow up to help them meet their goals.	Completed and Ongoing Using the Automotive Certificate Program as a pilot project, over 300 student files were established to track their progress toward degree completion. Numerous follow-up phone calls were made and 30 certificates were granted this year compared to 3-4 certificates a year in the past.	

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	Student Success			1.5.B. The Career, Technical and Education (CTE) counselor will work with the automotive faculty to provide group and individual counseling.	Completed and Ongoing The CTE counselor completed 220 CTE student education plans, made 26 classroom visits for group advisement, and coordinated different types of monthly workshops for CTE students.
				1.5.C. Analyze the number of courses (including pre-requisites) needed to complete CTCE certificates of achievement.	Completed and Ongoing The following certificate of achievement programs were analyzed and mapped with courses required in the context of timely course offerings: Automotive (5), Motorcycle (1), Medium and Heavy Truck (1), Information Technology (1), Electronics (1), Cosmetology (1), Water Technology (1), and Heating (1).
		1.6. Explore enriching lifelong learning opportunities.	EPC	1.6.A. Enrich the non-credit curriculum for senior citizens.	Completed and Ongoing The re-writing of all non-credit courses offered to older adults began in fall 2008. Ten new courses were added, such as “Exploring Technology for Older Adults.”

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2.	Student Learning Outcomes and Assessment	2.1 Increase the number of courses and programs (including non-instructional) with SLOs developed and assessed.	The HotShots Committee, SLOA Coordinator	2.1.A. Serve as the college resource center to provide help and guidance in SLO writing and assessment.	Completed and Ongoing <ul style="list-style-type: none"> • The one-day college-wide SLOA event, Marathon II, Son of Extravaganza in fall 2008, was successful in helping faculty members and staff with developing and assessing SLOs and with using CurricUNET. • The HotShots has been meeting on a monthly basis and important discussions such as development of institutional-level SLOs have taken place. • A new strategy developed in spring 2009 provides direct personnel support to faculty and others working on curriculum matters including SLOs and assessment. • The SLOA coordinator is a non-voting member of the Curriculum Committee and has provided comments and help regarding SLOs for course outlines of record. • As of June 2009, 79% of credit courses have developed SLOs and assessment.
				2.1.B. Create a central repository for assessment and analysis results.	In Progress A central repository of sample SLO and assessment tools for course-level and GE outcomes will be created in the 09-10 academic year.

Student Learning Outcomes and Assessment			2.1.C. Create a timeline and action plan for the college to reach the proficiency level by 2012.	Completed The action plan for the college to reach proficiency level by 2012 has been adopted and submitted along with the Accreditation Self-Study. The plan includes institutional activities required for the college to reach proficiencies identified by ACCJC.
	2.2. Identify and assess institutional-level Student Learning Outcomes.	The HotShots Committee, SLOA Coordinator	2.2.A. Form a General Education (GE) committee to facilitate the discussion on general education SLOs and assessment.	Completed A GE committee was formed with faculty representatives college-wide. GE level SLOs were developed, originating from the six core competencies that the college adopted in 2004 and reaffirmed in 2008.
			2.2.B. Develop institutional-level SLOs.	Completed Institutional-level SLOs have been developed, emphasizing the three main areas from the college's mission statement: academic excellence, economic opportunity, and personal achievement.
			2.2.C. Coordinate with the GE committee on assessment and reporting.	In Progress The HotShots Committee and the GE Committee will work on assessing institutional outcomes, beginning with the area of academic excellence, in the 09-10 academic year.

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3.	Fiscal Transparency	3.1. Promote college understanding on roles and responsibilities of the district structure and function through board policies and procedures relating to financial resources.	Financial Resources Committee	3.1.A. Review and develop board policies and procedures relating to financial resources.	Completed 20 Board Policies and 17 Administrative Procedures were approved by Financial Resources Committee and the Steering Committee in fall 2008 and spring 2009.
				3.1.B. Receive final approval of board policies.	Completed The Board of Trustees approved 3 Board Policies on 2/3/09 and approved 17 Board Policies and reviewed 20 Administrative Procedures on 7/2/09.
		3.2. Make reliable, comprehensive, understandable, and timely district fiscal data available to the college constituency groups.	Financial Resources Committee	3.2.A. The vice president of finance and administrative services will hold budget presentations at various committees and meetings.	Completed and Institutionalized The vice president of finance and administrative services attended constituent group meetings and provided budget presentations to the following groups: ASCC on 10/16/08, Management Team on 11/5/08 and Academic Senate on 11/12/08.
				3.2.B. Continue to disseminate emails from the chancellor's and the CCLC.	Completed and Institutionalized Seventy-four recipients including the management team, supervisor confidential team and the board of trustees received over 80 email updates from the CCLC and over 70 email updates from the California Community Colleges Chancellor's Office. Deans and directors forwarded this information on to faculty and classified staff.

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Fiscal Transparency				3.2.C. Publish detailed accounting reports on the intranet.	Completed and Institutionalized Detailed expenditure reports are produced and posted on the intranet for all 11 district funds and available to cost center managers.
		3.3. Continue the practice of open budget preparation, execution, and reporting. Provide an operating budget that reflects the proposed cuts by the Governor due to the economic uncertainty in the state.	Financial Resources Committee	3.3.A. Publish the budget development flow chart and make it known to college constituency groups.	Completed and Ongoing The budget flow chart was approved by the Financial Resources Committee on 3/17/09 and by the Board of Trustees on 4/7/09. The flow chart was included in the Organizational and Governance Handbook which was approved by the Board of Trustees on 6/16/09. 100 copies of the handbook were printed and it was posted to the Citrus website.
				3.3.B. The vice president of financial and administrative services will hold a budget forum explaining the budget development flowchart and information in the budget process.	Completed and Ongoing Two budget forums were held on 9/23/08 and 2/26/09. Of those 67 who attended the 2/26 forum, 98% agreed or strongly agreed that the program was well organized and informative, 88% reported they had a better understanding of the state and college budget, and 97% said they would like to attend future budget forums.
				3.3.C. The superintendent/president and vice president of financial and administrative services will hold a mid-year budget forum to bring updated budget information to the college.	Completed and Ongoing Two budget forums were held on 9/23/08 and 2/26/09. Of those 67 who attended the 2/26 forum, 84% agreed or strongly agreed that they feel more knowledgeable talking about the budget issues and everybody (100%) believed that it is critical to have

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					periodic college budget forums.
Fiscal Transparency		3.4 Promote assurances of financial integrity.	Financial and Admin. Services departments	3.4.A. Follow the annual audit process.	Completed and Ongoing The 2007-2008 audit had 0 findings.
				3.4.B. Provide fraud training.	Completed and Ongoing The Risk Management Supervisor provided Fraud Training on 12/6/07 to the Academic Senate for 20 attendees, on 12/20/07 to the Supervisor/Confidential Group for 20 attendees, on 1/10/08 for the Deans and Directors for 15 attendees and on 1/15/08, 1/24/08 and 1/30/08 to CSEA with 90 attendees between the three meetings.
				3.4.C. Disseminate WeTIP whistleblower information to college groups.	Completed and Ongoing The Risk Management Supervisor provided WeTIP Training on 12/6/07 to the Academic Senate for 20 attendees, on 12/20/07 to the Supervisor/Confidential Group for 20 attendees, on 1/10/08 for the Deans and Directors for 15 attendees and on 1/15/08, 1/24/08 and 1/30/08 to CSEA with 90 attendees between the three meetings. The college has received 4 anonymous reports since the inception of the WeTIP Program in 2007.

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4.	Communication	4.1. Continue to promote a culture that encourages communication at the college.	Superintendent/ President	4.1.A. Hold periodic college forums to update the college community on topics such as: budget, emergency preparedness, planning, facilities and other topics of college-wide interest.	<p>Completed and Ongoing A well-attended budget forum was held and updates on the state and local budget were provided. Of those attending, 88% agreed or strongly agreed that they had a better understanding of the state and college budget and 97% said they would like to attend future budget forums.</p> <p>Two forums on emergency preparedness were held. Of those attending, 94% agreed or strongly agreed that they had a better understanding of the college's preparations for emergencies; 84% agreed or strongly agreed they were more knowledgeable about what they needed to do in an emergency; and 88% agreed or strongly agreed they would like to attend more forums on emergency preparedness in the future.</p>
				4.1.B. Provide written semester updates to the college community so as to apprise them of the college's progress in meeting the 2008-09 annual priorities: accreditation, Strategic Plan, emergency	<p>Completed and Ongoing The superintendent/ president sent four comprehensive updates on college priorities. These updates included information on annual priorities, including accreditation, Strategic Plan, emergency preparedness, board policy updates, facilities and the Educational Master Plan. She also sent three updates on selected priorities and three updates specifically on emergency</p>

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	Communication			preparedness, board policy updates, facilities, and the Educational Master Plan.	preparedness.
				4.1.C. The superintendent/ president will send periodic memos on pertinent issues, i.e. state budget, parking, classroom safety, etc.	Completed and Ongoing The superintendent/ president sent numerous memos, including: six memos specifically on the budget and budget information was included in three other memos. She also sent three memos on classroom and campus safety and one memo on parking. In addition, one flier on classroom safety and one parking update were distributed campus-wide and two fliers on parking were distributed to students.
		4.2. Educate and remind constituency groups about the mechanisms, types, and nuances of communication.	Steering Committee	4.2.A. Develop an organizational and governance handbook for the college. This handbook will detail the organizational structure of the institution and outline all governance committees with their purpose, responsibilities, frequency of meetings, membership and annual responsibilities.	Completed The vice president of finance and administrative services convened a committee with all campus constituencies represented. A governance philosophy, which is included in the handbook, was drafted and approved by all constituent groups. The handbook contains organizational charts; college committees with their purpose and responsibilities; and a directory of college organizations and committees, including contact information.

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	Communication		Director of Human Resources	4.2.B. Provide ongoing opportunities for training. The director of human resources will develop training programs for managers and supervisors to address topics such as employee evaluations, classified staffing, and responding to employee grievances.	Completed and Ongoing Human Resources provided four training sessions in which 104 managers and supervisors participated, including Managing Classified Staff; Leaves of Absence; Classified Staffing; and Supervisor’s Role in Responding to Sexual Harassment. The verbal feedback was very positive and encouraging. Six training sessions are being planned for 2009-2010.
			Faculty Learning Institute	4.2.C. The Faculty Learning Institute will hold workshops on engaging faculty in college activities.	Completed and Ongoing Three workshops (each held twice) including, “Reaching and Teaching the iPod Generation,” “Powering-up with Blackboard,” and “Stress Buster” were attended by 103 faculty and staff. Feedback indicated that 96 percent of those responding agreed or strongly agreed that they learned new techniques and/or had a better understanding of the subject. Two all-campus book events were attended by 117 faculty and staff. Feedback indicated that 100 percent of those responding found them beneficial to the interpersonal relationships of the college community. An orientation workshop for adjunct faculty members, and a paid workshop organized by the college success program on basic skills, attended by 46 adjunct faculty members, were both well

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	Communication				received. A majority of survey respondents found the orientation helpful. Over 200 faculty and staff attended spring FLEX day activities, including workshops on student engagement. Verbal feedback was very positive.
		4.3. Reward honest, clear, timely efforts to communicate	Superintendent/ President	4.3.A. Acknowledge input and say thank you publicly and often.	Completed and Ongoing The superintendent/ president sent approximately 613 written communications that recognized contributions of others to the college including: 272 to staff; 74 to elected officials; 43 to community leaders; 48 to Foundation members; 113 to educators and 63 to students. In addition, verbal recognition was given to 199 individual staff members and 124 college groups at board meetings throughout the year.
				4.3.B. Encourage ongoing dialogue when appropriate.	The superintendent/president has attended various departmental meetings throughout the year providing an opportunity for improving dialogue. As well the superintendent/president has met with the student leadership to engage them in dialogue regarding leadership and institutional advancement.