Citrus College

Strategic PLAN
2023-2024
ANNUAL PROGRESS REPORT

Dear Colleagues:

The Strategic Plan 2023-24 Progress Report is a detailed account of outcomes resulting from the 25 descriptive activities in this year's Annual Implementation Plan. It has been an exciting and action-packed year, and I'm thrilled to share a summary of what our campus community has done to create a learning and working environment that inspires students to shine in their academic and personal endeavors, and makes employees feel empowered.

Student Services is an umbrella to numerous areas on campus which our students rely on for support, guidance and to become more engaged with their community college experience. Enhancements to the student onboarding process include personalized welcome emails tailored to specific student groups, which are based on students' unique interests according to their CCCApply application. Timely communications pertaining to various student services enable students to seek out valuable services at the beginning of their academic career rather than later. During this academic year, the Student Services Collaborative, a workgroup of enrollment services leaders and counseling faculty, has identified and implemented several enhancements to the student onboarding experience. These improvements not only benefit students but also faculty and staff who serve on the frontline assisting students daily. The Office of Financial Aid, along with Admissions and Records and School Relations and Outreach, have launched a text message campaign to send quick yet helpful reminders to students regarding appointments, grade postings and satisfactory academic progress (SAP) notifications, which keep students engaged and on track. The impressive student response rate has proved the campaign's effectiveness! Altogether, over 80,000 messages have been sent to nearly 30,000 current and prospective students.

Exciting developments are at the forefront of Academic Affairs. Expanding the college's noncredit program has been a priority. Through the collaborative efforts of professional learning and continuing education, noncredit awareness workshops have been provided to faculty as an introduction and overview about the relationships between noncredit and credit courses and programs. As a result, several new noncredit "mirrored" courses have been developed in Career Technical Education programs, such as automotive technology and esthetician, and approved by the curriculum committee.

This year, a new shared governance professional learning committee was formed and began working tirelessly to create an inclusive program that serves all college employees. Opportunities for faculty and staff to learn and grow have been made available, including an awareness-building, five-session spring 2024 speaker series.

I am proud of our campus community for their innovation and commitment in working towards bringing these activities and opportunities to fruition. Collectively, these contributions, both large and small, are creating an environment where students and employees can grow and develop a strong sense of belonging and purpose.

Sincerely,

Greg Schulz, Ed.D.
Superintendent/President

2023-24 PROGRESS REPORT

THEME 1:   **STUDENT ONBOARDING**

Cabinet Lead(s):   Vice President of Student Services

Specific Activities	Update to Activities as of May 2024
1. Evaluate and assess all pre-scheduled student communications generated at the time of application submission to Citrus College using CCCApply.	1. Five priorities have been established and are in development. They include: 1) incorporating text messaging in onboarding communications; 2) prioritizing the welcome letter as the initial email for new students, replacing multiple CCCApply program emails; 3) tailoring the welcome letters for specific student groups; 4) ensure programmatic emails are delivered at the opportune time (e.g., sending information about tutoring services after, not before, a student's initial registration); and 5) utilize consistent HTML formatting to improve the visual presentation of communications across devices.
2. Evaluate and refresh the Citrus College welcome letter and align the distribution of the welcome letter in a strategic and prescriptive manner based on the student's expressed interests and/or completed profile in CCCApply.	2. Starting from fall 2023, customized welcome emails have been sent to students, including separate letters for noncredit and dual enrollment (K-12) students. In spring 2024, students enrolled in online courses through the California Virtual Campus – Online Education Initiative (CVC-OEI) and international students will receive a separate welcome email. A joint workgroup, consisting of enrollment services and counseling services staff, is currently reviewing all onboarding communications, with plans to develop personalized welcome letters.

THEME 1:   **STUDENT ONBOARDING (continued)**

Cabinet Lead(s):   Vice President of Student Services

Specific Activities	Update to Activities as of May 2024
3. Convene the Student Services Collaborative (a workgroup of enrollment services leaders with counseling faculty) to identify strategies and opportunities to enhance the student onboarding experience.	3. The collaborative convened in fall 2023 and continues to meet in spring 2024. Enhancements identified and implemented as of April 2024 include: 1) Banner self-service improvements and ease of access to required student information for advising by counselors; 2) Development of an AB 928 workgroup to ensure milestones are completed as we prepare for August 1, 2024 compliance changes; 3) Discussion and planning around improvements to DegreeWorks for major changes and catalog rights; 4) Enhancements to the graduation application for students; 5) Opportunities to align and improve our processes related to academic progress probation and financial aid probation/disqualification; 6) Improving marketing and student engagement.
4. Expand functionalities of Campus Logic Communicator to support student onboarding and eligibility processes for programs.	4. By June 30, 2024, the financial aid department will implement two communications: the "financial aid offer" letter and the "financial aid satisfactory academic progress" notification. These communications are tailored and directed, presenting interactive web pages to encourage students to take the necessary steps to access financial aid resources. Additionally, fiscal services is currently in the developmental stages of a personalized tuition and fee statement for students which is slated to launch during the 2024-25 academic year.

2023-24 PROGRESS REPORT

THEME 2: **COMMUNICATION**

Cabinet Lead(s): Vice President of Student Services; Chief Information Services Officer; Executive Director of Communications and External Relations

Specific Activities	Update to Activities as of May 2024
1. Examine the way the college communicates with students and employees.	1. In spring 2024, a workgroup of enrollment services and counseling services staff started a review of onboarding communications. Their initial focus was on evaluating all communications currently sent from CCCApply. Next, the team plans to develop a communication workflow aimed at offering a more timely and personalized experience for students. This will include creating individualized welcome letters tailored to different types of students, along with information about key resources and programs.
2. Strengthen personalized messaging and direct support to students, resulting in improved engagement and retention.	2. In fall 2023, the financial aid department and admissions and records launched text messaging campaigns to improve student engagement. These included reminders for registration appointments, grade postings, and satisfactory academic progress (SAP) notifications. The financial aid department found that over 10% of students responded within four hours of receiving texts, significantly enhancing communication effectiveness. Additionally, school relations and outreach adopted one-on-one texting for Citrus College Promise students, achieving a high response rate. Together, the programs have sent over 84,000 messages to 29,275 current and prospective students.

THEME 2 continued to page 4.

2023-24 PROGRESS REPORT

THEME 2:   **COMMUNICATION (continued)**

Cabinet Lead(s):   Vice President of Student Services; Chief Information Services Officer; Executive Director of Communications and External Relations

Specific Activities	Update to Activities as of May 2024
3. Develop a process and the means wherein students are given the ability to reserve personalized appointments for Student Services programs supporting their unique needs and interests.	3. In fall 2023, the International Student Center began using Microsoft Bookings for scheduling. In the initial three months of 2024, 28 appointments were made. In winter, admissions and records adopted Bookings for residency/AB 540 inquiries and faculty assistance. In spring 2024, the outreach supervisor and college promotions specialist received Bookings training to implement check-ins with eligible Promise program students. Also, in spring 2024, the financial aid department implemented Microsoft Bookings for individual SAP appeal consultations, exceeding attendance figures of traditional workshops with 58 appointments already booked. Microsoft Bookings will now be used as a student engagement tool, enhancing student access to financial aid counseling and services.
4. Broaden the visibility of campus events and activities for students through the development of a digital and integrated campus calendar.	4. A Smartsheet form has been created that allows programs to post program information to a public calendar and request that the information be publicized among programs.

2023-24 PROGRESS REPORT

THEME 3: **STUDENT PORTAL**

Cabinet Lead(s): Chief Information Services Officer

Specific Activities	Update to Activities as of May 2024
1. Establish a student portal taskforce to examine the current student portal, my.citruscollege.edu, usage and quality of the user experience. Determine to either maintain or improve the existing student portal, or explore new student portal options	1. The five-person taskforce has been established and includes members from the college's TeCS, institutional research, DEIA+ and student life and leadership development departments. The taskforce has met with the Associated Students of Citrus College (ASCC) and the Inter-Club Council (ICC) to discuss the use and effectiveness of the existing student portal. Positive comments were made and a list of suggestions to make the student portal more effective was gathered, such as: adopt a tab structure and increase organizational resources; fewer clicks to get to resources/finish tasks resulting in a more intuitive design.
2. The student portal taskforce will determine whether to maintain the existing portal or solicit for a new portal.	2. The ASCC and ICC feedback was shared at the College Information Technology Committee (CITC) meeting in May. During the June CITC meeting, members (faculty, management, classified staff, and students) will be asked to provide input and share their viewpoints on how the portal can be improved.

THEME 4: **RESOURCES**

Cabinet Lead(s): Vice President of Student Services; Vice President of Academic Affairs

Specific Activities	Update to Activities as of May 2024
1. Establish a student resources workgroup, an ad hoc group of the Student Services Committee members, to review the organization and presentation of existing student resources. The workgroup will suggest recommendations designed to strengthen the integration and presentation of all campus resources available for students.	1. This spring, a workgroup was formed and met twice to review student resource information on the college website, Canvas, and self-service pages. The workgroup identified recommendations on how to improve the presentation of student resource information across all aforementioned platforms. In addition, the workgroup recommends the creation of a student resource webpage that organizes campus and community resources by category instead of program/office name. The recommendations have been presented at the Student Services Committee meeting in May.
2. The Basic Needs Advisory workgroup will convene to review basic needs operations and services.	2. The Basic Needs Advisory workgroup met on November 30, 2023, and reviewed many of the basic needs programs and services listed in the 2021-22 Basic Needs Workplan that was submitted to the CCCCO. During the meeting, the workgroup established that keeping the campus food pantry stocked should be a priority.
3. Conduct an assessment exploring the feasibility of establishing a Citrus College Welcome Center as part of the Student Services divisions on the first floor of the Student Services building. The assessment will include funding options and considerations to moving and centralizing call center operations from the responsibility of Human Resources to the new Welcome Center.	3. The exploration is currently "in progress" as the availability of one-time funding resources and staffing requests may impact short term plans for this proposal. Student Services management staff will be meeting to continue discussions on this item.

THEME 4:   **RESOURCES (continued)**

Cabinet Lead(s):   Vice President of Student Services; Vice President of Academic Affairs

Specific Activities	Update to Activities as of May 2024
4. Counseling and Student Affairs will collaborate to make ally trainings for students accessible virtually via the Comevo platform, which is the system the college uses for new student orientation.	4. Two out of three ally trainings have been submitted to the student life supervisor and all three trainings (Basic Needs, LGBTQ+, and Undocu Ally trainings) will be uploaded to Comevo by the end of June 2024.
5. Student Services will host an open house event for students and employees to learn about services, meet staff and counselors, and build relationships.	5. Organized by the Student Services division, the open house held during spring Flex Day activities provided an invaluable opportunity for faculty and staff to explore the array of programs and services available to students. Thirty instructional faculty, twelve full-time counselors, and numerous other student services employees participated in the activity. The success of this open house underscores the division's commitment to enhancing awareness among employees and strengthening access to vital student support services.

THEME 5:   **ENROLLMENT**

Cabinet Lead(s):   Vice President of Academic Affairs; Vice President of Student Services

Specific Activities	Update to Activities as of May 2024
1. Academic Affairs, in partnership with the offices of professional learning and continuing education, will host a series of awareness workshops to inform and recruit faculty to expand noncredit courses and programs. Faculty will develop a minimum of three new noncredit mirrored courses that will, upon approval, be offered as stacked sections with the equivalent credit courses. Stacked sections means both courses (noncredit and credit) will share an instructor, modality, and/or physical space.	1. Noncredit workshops were offered November 17 and on Flex Day, February 20 to provide faculty with an introduction and overview about the relationships between noncredit and credit courses and programs. As a result, several new noncredit mirrored courses have been developed in career and technical education (CTE) programs (such as Automotive and Esthetician). All courses were reviewed and approved by the Curriculum Committee throughout the academic year.
2. The Office of Continuing Education in partnership with Academic Affairs will develop contract education career course training through a partnership with Employment Training Panel (ETP).	2. The director of continuing education has established a partnership with the Mt. San Antonio College Community and Contract Education department to develop and administer our first program in the ETP. The first program in Drone Technology is anticipated to be offered in fall 2024.
3. In collaboration with TeCS and Student Services, Academic Affairs will adopt and implement a comprehensive cloud-based scheduling software to assist with planning and implementing the course schedule.	3. Academic Affairs, TeCS, and Student Services teams are working collaboratively with the Ad Astra implementation team to integrate scheduling software with an anticipated full launch in fall 2024.

2023-24 PROGRESS REPORT

THEME 6:   **CARING CAMPUS**

Cabinet Lead(s):   Vice President of Student Services

Specific Activities	Update to Activities as of May 2024
1. In partnership with the Institute for Evidence-Based Change (IEBC), convene the twenty-five-member classified Caring Campus team to complete coaching sessions and develop an implementation strategy and recommendations for Citrus College.	1. The Caring Campus team has met regularly and identified an organizational structure and initial implementation plan. Now, the focus of the team is the development of short-term goals for the spring 2024 semester and mapping recommendations to inform priorities for the 2024-25 academic year. In May 2024, a follow up meeting with the Caring Campus team is expected to finalize the recommendations for the behavior commitments to inform the development of 2024-25 Caring Campus goals. Additionally, the Caring Campus team will be planning a retreat in summer 2024 to identify the resources and formalized IEBC leadership plan template to guide our implementation.

THEME 7: **PROFESSIONAL LEARNING**

Cabinet Lead(s): Director of Diversity, Equity, Inclusion and Accessibility

Specific Activities	Update to Activities as of May 2024
1. Create a Professional Learning Committee with representation from all constituency groups working toward the goal of creating a cohesive Professional Learning Program under the Office of DEIA+. The Professional Learning Committee will report to the Steering Committee and replace the Faculty Learning Institute (FLI) and Classified Development Committee (CDC).	1. The Professional Learning Committee was established at the Steering Committee meeting on November 27, 2023. The committee is led by tri-chairs – the professional learning faculty coordinator, a classified professional, and the director of DEI. Adjunct faculty, associated students, classified professionals, full-time faculty, managers, and supervisor/confidential groups are each represented by three members serving on the committee. The committee meets once a month during primary terms. During meetings, the committee has discussed travel requests and approvals, Flex Day planning, ongoing learning needs of the college, the spring speaker series, the accessible documents workshop series, increasing use of the vision resource center, assessing and streamlining existing practices and identifying opportunities for change, and selection of the distinguished faculty of the year award.
2. Analyze the processes developed by the former FLI and CDC to identify practices that worked well, areas of opportunity, and gaps in offerings.	2. The college has increased the resources provided to support the professional learning needs of its employees. The Professional Learning Committee is now supported by a professional learning faculty coordinator with reassigned time. The increase in resources has allowed the committee to coordinate a five-session spring 2024 speaker series, inviting outside experts to present at the workshops which are offered to faculty and employees. The committee worked to achieve parity among all constituency groups as to travel funding limits and streamlined the travel request process by updating the funding request form and revising the request deadlines. Each month, members provide updates to their constituency groups and bring information back to the committee as needed.

THEME 7:   **PROFESSIONAL LEARNING (continued)**

Cabinet Lead(s):   Director of Diversity, Equity, Inclusion and Accessibility

Specific Activities	Update to Activities as of May 2024
3. Survey and identify the professional learning needs of all constituency groups, the ideal modality for offerings, and begin to create a robust offering of trainings tailored to meet the unique needs of each individual constituency group.	3. The Professional Learning Committee emailed a survey to all employees in November 2023. The results of this survey were used to design the Flex Day program and session offerings. The survey results also informed the committee of the best days and times to offer workshops, training topics of interest, the preferred modality of offerings, and the interests employees have in cohort learning opportunities.

THEME 8:   **DATA COACHING**

Cabinet Lead(s):   Director of Institutional Research, Planning and Effectiveness

Specific Activities	Update to Activities as of May 2024
1. In collaboration with the Institutional Research and Planning Committee (IRPC), develop a data coaching program that will train a cohort of faculty and staff through a series of interactive sessions to become data coaches. Specific activities will include identifying learning outcomes for the data coach program, seeking funding, developing curriculum, advertising the program and recruiting the first cohort of participants.	1. The Institutional Research, Planning and Effectiveness (IRPE) office has developed a draft framework for the data coaching program. The framework is comprised of five modules: 1) Overall college data; 2) Enrollment and full-time equivalent student (FTES); 3) Guided Pathways; 4) Program Review data; and 5) Student Equity. Each module includes learning outcomes, sample data for review, and inquiry questions. The first cohort of participants will be identified before the start of the fall 2024 semester.

THEME 9:   **HIRING**

Cabinet Lead(s):   Director of Diversity, Equity, Inclusion and Accessibility; Executive Director of Human Resources

Specific Activities	Update to Activities as of May 2024
1. Analyze the college's previous Equal Employment Opportunity (EEO) Plan and develop the 2023-26 EEO Plan to align with the college's diversity, equity, inclusion, and accessibility + (DEIA+) goals.	1. The college's EEO plan is being updated. As a result, proposed revisions to AP 7100 Equal Employment Opportunity and BP 7101 Non-Discrimination are currently progressing through the shared governance process. The DEIA+ Committee has begun to review recommendations from the hiring institute and identified how they align with the goals set in the EEO plan. In addition, a workgroup comprised of classified staff, faculty, and management has been established to analyze the employee evaluation tools and incorporate DEIA+ into the evaluation process for each employee group. Examples of projects currently in progress include hiring committee training being valid for only two years, updating management, supervisor, and confidential job descriptions to reflect "evidence" of sensitivity to DEIA+, conducting campus climate surveys, and the development of the Professional Learning Committee.
2. Begin to share and implement the recommended changes to the college's hiring practices. The recommendations were developed by 30 college employees from all constituency groups who participated in USC's Race and Equity Center's Hiring Institute. Recommendations include areas related to hiring committee trainings, job announcements advertising, composition of a diverse hiring committee, revisions needed on the college's employment webpage, candidates screening and selection, and ensuring a minimum of one DEIA+ question for all interviews.	2. The superintendent/president's Cabinet began reviewing the recommendations from the hiring institute in spring 2024 after the new executive director of human resources was onboarded. In addition, the human resources team is analyzing their hiring processes to incorporate DEIA+ best practices and strategies into the process as identified by the USC hiring institute to mitigate bias and increase the diversity of the applicant pools. In fall 2024, the recommendations will be shared with all constituency groups before implementing changes and developing trainings for hiring committee members, the chair, and EEO monitors.

Appendix A: Theme Activity Alignment to Focus Areas and Strategies

Theme	Alignment to Focus Areas and Strategies
1. Student Onboarding	**Focus Area 1:** 1.2 **Focus Area 2:** 2.2 **Focus Area 3:** 3.2 **Focus Area 5:** 5.1, 5.2, 5.3 **Focus Area 8:** 8.1 **Focus Area 9:** 9.1, 9.3, 9.4, 9.5
2. Communication	**Focus Area 1:** 1.1 **Focus Area 2:** 2.2 **Focus Area 5:** 5.1, 5.2, 5.3 **Focus Area 8:** 8.1, 8.2 **Focus Area 9:** 9.1, 9.3, 9.4, 9.5 **Focus Area 10:** 10.2 **Focus Area 11:** 11.2
3. Student Portal	**Focus Area 1:** 1.1, 1.2 **Focus Area 2:** 2.2 **Focus Area 5:** 5.1, 5.2, 5.3 **Focus Area 8:** 8.1, 8.2
4. Resources	**Focus Area 1:** 1.2 **Focus Area 2:** 2.2 **Focus Area 3:** 3.2 **Focus Area 5:** 5.1, 5.2, 5.3 **Focus Area 6:** 6.1 **Focus Area 9:** 9.1, 9.3, 9.4, 9.5 **Focus Area 10:** 10.2 **Focus Area 11:** 11.2
5. Enrollment	**Focus Area1:** 1.1, 1.2, 1.3 **Focus Area 2:** 2.1, 2.2 **Focus Area 3:** 3.1, 3.2 **Focus Area 4:** 4.1, 4.2, 4.3 **Focus Area 9:** 9.5
6. Caring Campus	**Focus Area 5:** 5.1, 5.2, 5.3 **Focus Area 9:** 9.1, 9.3, 9.4, 9.5
7. Professional Learning	**Focus Area 3:** 3.2 **Focus Area 5:** 5.2 **Focus Area 9:** 9.3
8. Data Coaching	**Focus Area 3:** 3.2 **Focus Area 9:** 9.3
9. Hiring	**Focus Area 9:** 9.2, 9.3

Appendix B: 2021-26 Strategic Plan, Focus Areas and Strategies

Focus Area	Number	Strategy Language
1. College Readiness: Citrus College will utilize a wide range of strategies to prepare students for success in a collegiate environment	1.1:	Increase college readiness through K-12, adult education and industry partnerships
	1.2:	Increase participation of incoming students in activities designed to facilitate their transition to the collegiate environment
	1.3:	Increase noncredit course offerings that prepare students for credit courses
2. Enrollment Management: Citrus College enrollment management strategies will be comprehensive, responsive, flexible and efficient	2.1:	Promote student-centered scheduling that decreases time to completion, maximizes college resources and aligns with Guided Pathways
	2.2:	Ensure that college enrollment processes are equitable and efficient in meeting student needs
3. Instructional Quality: Citrus College will deliver high-quality instructional courses and programs	3.1:	Develop and organize high-quality curricular and instructional pathways that respond to student needs, address equity gaps and promote program completion
	3.2:	Expand professional development for faculty and staff and promote participation in these opportunities
4. Instructional Responsiveness: Citrus College will respond to regional economic, and workforce demands	4.1:	Provide programming that is responsive to the needs of viable, regional industry clusters
	4.2:	Increase noncredit programming in college readiness and short-term vocational and workforce development
	4.3:	Expand and develop partnerships that promote workforce development opportunities
5. Student Support: Citrus College will provide effective and comprehensive student support services that contribute to a successful collegiate experience	5.1:	Provide an equitable student support service environment that is proactive and responsive to student needs and perspectives
	5.2:	Promote access and awareness of student support services to increase student participation
	5.3:	Identify student success barriers, assess student perspectives and implement student-centered strategies to overcome challenges
6. Safe Environment: Citrus College will promote a safe and secure educational and workplace environment	6.1:	Foster a strong awareness of safety and security to ensure preparedness and responsiveness to emergency situations
	6.2:	Ensure a socially safe and secure educational and work environment
	6.3:	Mitigate hazards through a systematic review and evaluation of the internal and external college environment

Focus Area	Number	Strategy Language
7. Sustainability: Citrus College will promote the economic and social benefits of environmental sustainability and will implement sustainable practices	7.1:	Identify, evaluate and implement cost-effective sustainable practices
	7.2:	Develop and implement learning opportunities for students and employees that benefit environmental sustainability
8. Technological Advancement: Citrus College will anticipate and address technological needs that foster an efficient and effective educational and administrative environment	8.1:	Improve student success through the effective use of technology in teaching and learning
	8.2:	Provide a robust, secure and accessible technology infrastructure to streamline and improve college processes, and provide data resources relevant to institutional decision-making
9. Diversity, Equity and Inclusion: Citrus College will proactively assess and address the needs of the diverse college community to continually foster a culture of equity, inclusion and collegiality	9.1:	Broaden the scope of college outreach, promotion and marketing initiatives to attract a diverse student population
	9.2:	Engage in recruitment, hiring and promotion practices to develop a more diverse college workforce
	9.3:	Engage the college community in professional development activities to increase awareness of diversity, equity and inclusion
	9.4:	Increase student awareness of diversity, equity and inclusion through curriculum and student-centered activities
	9.5:	Increase efforts to reduce equity gaps among disproportionately impacted groups of students
10. Image: Citrus College will be known as a premier community college and will maintain prominence as a leader in higher education and career preparation	10.1:	Promote the college as a leader in higher education and career preparation by highlighting programs, services, students and employees, and by actively engaging with the broader community
	10.2:	Increase student, faculty, staff and administration participation in community activities
11. Community Relations: Citrus College will promote and advocate for initiatives, legislation, partnerships and funding that support student success	11.1:	Advocate for initiatives, legislation and funding in support of the Citrus College mission
	11.2:	Enhance relationships with local K-12 districts, community college districts and organizations, and four-year colleges and universities
	11.3:	Cultivate partnerships with business, civic, governmental, and community organizations and leaders