Strategic Planning Goals

2007–2008

In May 2007, a group of students, faculty, and staff responded to an invitation from the board of trustees and volunteered to participate in an all-campus retreat to develop a strategic plan for the college. This meeting launched discussions, analyses, and the body of work presented here addressing four major themes: student success, student learning outcomes, fiscal transparency, and open communication.

Developing a strategic plan for the college is important for meeting the needs of our students and the communities we serve. Both are in a dynamic state of change in areas that include population growth and demographic change; the regional economy; campus development; and new innovations in teaching and learning modalities. The strategic plan enables us to function more efficiently as a college, to fulfill our mission, and to systematically develop methods of enhancing the quality of our instruction and student services as we prepare for accreditation.

Thank you to all the members of the Citrus College community who participated in this effort.
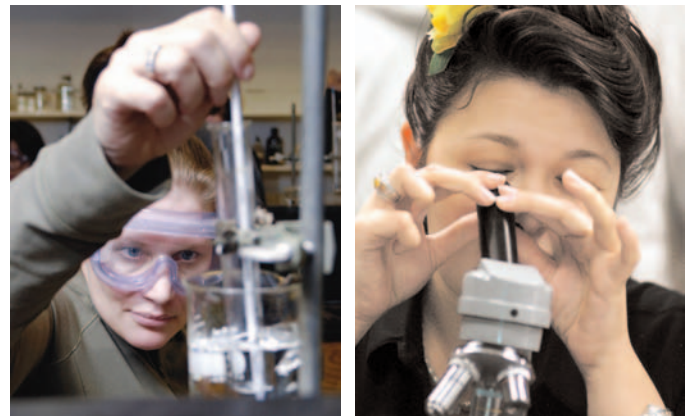
Sincerely,

Dr. Michael J. Viera • *Superintendent/President*

MISSION STATEMENT

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society. We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

I STUDENT SUCCESS

Institutional Goals

Improve and/or enhance student success.

Definition

Student success is attained as a student narrows the gap between their aspirations and their actual achievement. It is traditionally measured by rates of pass/fail, transfer, certificate and degree completion, career placement, life-long learning participation and other commonly used indicators. This success becomes dependent upon the institution partnering with every student to establish practical short and long term goals.

1. Analyze college orientation services and modify as needed to provide more comprehensive and effective orientation for new students.
2. Implement a proactive model of steps for students to complete to increase degrees awarded and transfer to four year schools.
3. Implement Basic Skills Initiative recommendations to increase the basic skills improvement rate.
4. Improve articulation services:
   - Increase articulation agreements with private and out of state schools
   - Develop new curriculum and articulation agreements for certain majors (ex. engineering, computer science)
   - Improve communication to students about articulation agreements and their rights as transfer students

5. Improve student engagement with the college through:
   - Faculty/staff development training on student engagement strategies
   - Co-curricular programs to enrich engagement opportunities, such as cultural programming
   - Assess impact of compressed calendar on student participation
6. Implement a proactive model of steps to increase course, certificate, and program completion; as well as career placement in Career and Technical Education.
7. Explore enriching lifelong learning opportunities such as an "Emeritus Academy"

II STUDENT LEARNING OUTCOMES AND ASSESSMENT

Institutional Goals

Embrace awareness and implementation of a cycle of Student Learning Outcomes as a campus wide concept that is intrinsically linked to assessment, assessment strategies and documentation, and then analytical evaluation of these results to drive college planning.

Definition

Citrus College embraces Student Learning Outcomes as knowledge, skills, abilities, and attitudes that a student has attained as a result of his or her engagement in all collegiate experiences that could include, but are not limited to courses, programs, core competencies, general

education, degrees and certificates, student services, extra-curricular activities, physical, technology, and financial resources.

1. Create a campus wide Student Learning Outcomes and Assessment Committee that will serve as a clearinghouse for evidence of student learning; evidence will include assessment tools, assessment data, and measurement and analysis of student attainment of SLOs.
2. SLOA Committee's first "order of business" is to collect evidence and serve as a resource to assure that SLOA's are defined campus wide and to monitor and advise faculty, staff, and others in this process
3. SLOA Committee serves as a clearinghouse and resource for collection of campus wide assessment data, assessment tools, and their implementation.
4. SLOA Committee serves as a clearinghouse and resource for evidence of campus wide analysis of SLO assessment data.
5. SLOA Committee helps to initiate, analyze, and document dialogue that assessment evidence is applied in college planning and implementation of institutional effectiveness.
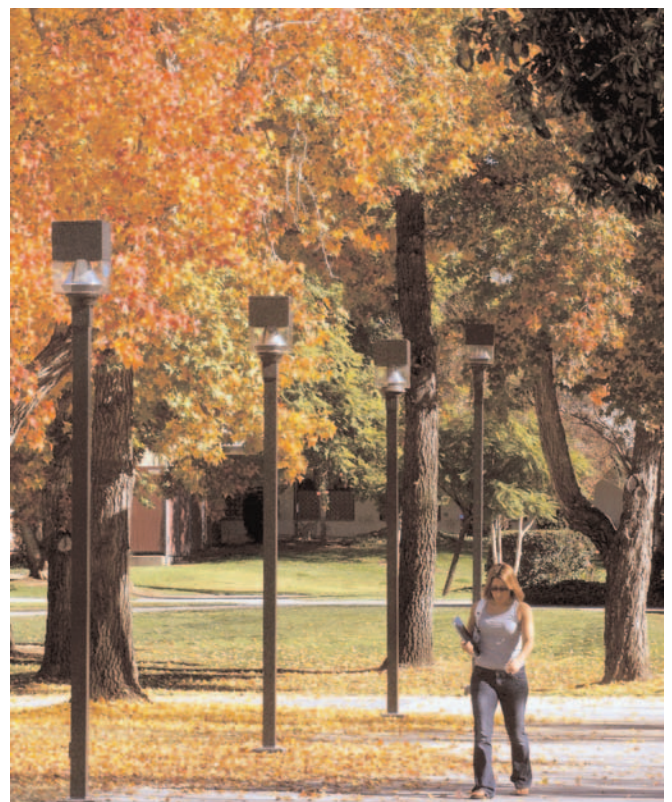
III   FISCAL TRANSPARENCY

Definition
Openness toward the public about the district's fiscal policy intentions, budget development and assumptions and actual revenue and expenditures. Ready access to reliable, comprehensive, timely and understandable information regarding the district's fiscal activities.

1. *Clarity of roles and responsibilities*
   To have a clear understanding with regard to the roles and responsibilities of the district structure and function, responsibilities within the district, and the relationships between the finance of instruction, district policy, the state, and future economic and demographic factors through fiscal sustainability.
2. *Public availability of information*
   Is having regular and accessible publication of a reliable, comprehensive, understandable, and timely district fiscal data.
3. *Open budget preparation, execution, & reporting*
   Disclosure of information regarding the budget process, encouraged access and input during the budget process, using factually accurate information, and balancing instructional/non-instructional goals to fiscal sustainability.
4. *Assurances of integrity*
   Providing quality of fiscal data and independent scrutiny of fiscal information.

IV COMMUNICATION

Institutional Goals

- Teach the value of, promote, and reward the respectful exchange of honest, clear, and accurate data, information, concerns, and ideas.
- Increase and improve data and information collection and distribution throughout College decision-making processes, especially those that affect significant portions of the campus populations.

Definition

Communication is the open exchange of data, information, concerns, and ideas within and between all internal segments of the institution (including students, employees, and the Board of Trustees) as allowed by law and College Policies and Procedures.

1. Promote a culture that encourages enlightening and empowering communication:
   - Evaluate mission statement and define specifically the role of communication in goal achievement.
   - Clarify roles and encourage responsible parties to share information up and down the "chain".
2. Educate and remind constituents about the mechanisms, types, and nuances of communication:
   - Define and publicize existing channels and mechanisms for information distribution.
   - Develop campus policy for appropriate use of communications mechanisms.
   - Provide ongoing opportunities for training in the awareness of and use of communication mechanisms, types, and cultural influences.
   - Train constituents (especially campus leaders) to help them develop awareness of personal communication traits.
3. Reward honest, clear, timely, and concerned efforts to communicate:
   - Acknowledge input received quickly and appropriately.
   - Say thank you, publicly, and often.
   - Encourage ongoing dialogue when appropriate.
4. Improve campus-wide understanding of decision making processes.
   a. Ensure that data and information flow is encouraged in all directions during each and every data-driven decision making process.
      This communication process should incorporate:
      - Opportunities for input from all involved parties.
      - Prompt acknowledgement of data received.
      - Demonstrated awareness of stakeholder needs/wants.
      - Opportunities for data clarification.
      Decision announcements should:
      - Clearly and accurately make public the decision.
      - Identify the decision maker(s).
      - Acknowledge both the input received and the sources.
      - State and explain reasons for the decision reached, including acknowledgement of discarded options.
      - Connect the decision to the College mission.
   b. Create a continuing "consequence-free" forum for all campus constituents to be heard, acknowledged, and answered on issues affecting campus life.

CitrusCollege