



Citrus College



Strategic
PLAN



2021-2022



PROGRESS REPORT





Dear Colleagues:

This year has been filled with transition, progress and learning. As we come to the end of year one of the 2021-2026 Strategic Plan, I'd like to share a few exciting highlights from the 2021-2022 Strategic Plan Progress Report.

During the 2021-2022 academic year, the college began the steady, intentional process of transitioning to pre-pandemic operations with added safety protocols aimed at keeping the wellbeing of our students and staff at the forefront. As we have progressed through this process together, we've remained dedicated to creating an environment where all students and staff are safe, valued and successful, academically and professionally.

At Citrus College, we enjoy a strong, collaborative rapport with our K-12 unified school district partners. During the spring 2022 semester, staff who lead our Early College program worked together with Monrovia High School to develop our first associate degree for transfer (ADT) pathway, which can be completed by students while still attending high school. Students participating in this pathway will graduate from high school with their diploma, an administration of justice ADT, and a CSU general education certificate. In addition, the school relations and outreach team worked closely with the Counseling and Advisement Center to host the annual High School Counselor Conference. The 66 local high school administrators and counselors who attended received valuable information to help them advise students about enrolling at Citrus College.

Developing program maps (i.e., recommended course-taking pattern for each degree by semesters) is a crucial step in implementing our seven career and academic pathways (CAPs). The CAP success team leads and faculty worked hard to review and put their stamp of approval on most of the CAP program maps for their respective areas, creating clear pathways for student completion.

Citrus College continues to work toward creating an environment where all students, staff and members of the community feel supported, welcomed and included. Several ally training (e.g., basic needs, first-generation college student, foster youth, undocumented students, military veterans and Black students) opportunities have been facilitated by our student life and leadership development program with favorable attendance. In addition, the keynote speaker during the spring 2022 FLEX Day session was Dr. Lasana Hotep, a renowned speaker and author on educational equity and racial justice. Dr. Hotep's presentations were profound, enlightening and inspiring, and they have led to continued staff dialogue and learning opportunities throughout the remainder of the academic year.

We were delighted to bring back an event that is a favorite among our local civic leaders and community members – Community Day. This academic year, the Citrus College Foundation proudly hosted three Community Day events on campus, which were well received. Among those who attended were council members from the cities of Duarte, Claremont and Glendora, school board members from throughout the district's service area, and other business and community leaders. Highlights of these events included a seven-stop campus tour and a presentation that provided our guests with an in-depth understanding of academic and career growth opportunities at Citrus College.

It has certainly been an exciting year, and I appreciate all that you are doing to inform our planning and help our students achieve their goals. I hope you will take some time to read through the pages that follow to get a glimpse of the exciting activities of which you have all had a part in bringing to fruition.

Sincerely,

Greg Schulz, Ed.D.
Superintendent/President

Citrus Community College District Board of Trustees

Ms. Mary Ann Lutz

Member

Monrovia/Bradbury and portions of
Duarte Representative

Ms. Laura J. Bollinger

President

Claremont and portions of
Pomona and La Verne Representative

Dr. Anthony Contreras

Vice President

Azusa and portions of
Duarte Representative

Dr. Patricia A. Rasmussen

Member

Glendora and portions of
San Dimas Representative

Ms. Cheryl Alexander

Clerk/Secretary

Duarte and portions of
Azusa, Monrovia, Arcadia, Covina and
Irwindale Representative

Dr. Greg Schulz

Superintendent/President

Focus Area 1: College Readiness

Strategy 1.1: Increase college readiness through K-12, adult education, and industry 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>
1. Academic Affairs deans will work with feeder high schools to expand dual enrollment, concurrent enrollment, summer bridge, articulation opportunities and noncredit courses and programs.	1. The summer bridge program will be reinstated and the Citrus Summer Conservatory will be implemented. The dual enrollment program will be expanded with an additional 4-year IGETC program to be completed in high schools. General education course offerings in California School of the Arts (CSArts) will be increased by four. Additionally, enrollment in noncredit courses and programs will increase in 2021-2022 compared to 2020-2021.	1. During spring 2022, the early college program worked collaboratively with Monrovia High School to develop the college's first ADT program allowing students to graduate with their high school diploma, a transfer degree, and their CSU general education certificate. Although initial conversations focused on the IGETC certificate, leadership at the high school elected to implement the ADT pathway as the best fit and outcome for their students. The new program is in Administration of Justice and will be implemented in the 2022-2023 academic year. Thirty students have been selected and attended an orientation in March 2022. Our noncredit program added a new high school partner this year. Glendora High School will begin to offer summer courses through Citrus College beginning summer 2022.
2. Academic Affairs deans will expand embedded tutoring in gateway courses such as transfer-level English and math (including CCAP courses) and through the Learning Center and the STEM Center.	2. Increasing the number of embedded tutors will ensure sufficient support is available for students which may lead to higher success and persistence.	2. Embedded tutoring and tutoring in the Learning Center have been expanded to include more in-person and virtual sessions and was provided in English and speech early college courses. Fourteen sections of Statistics with Corequisite Support and Precalculus with Corequisite Support now have embedded classroom tutors for two hours per week during spring 2022.

Focus Area 1: College Readiness

Strategy 1.2: Increase participation of incoming students in activities designed to facilitate their transition to the collegiate environment

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. In collaboration with Student Services, Academic Affairs will offer events for incoming students and family members to meet with current program students and get to know the program expectations. In addition, Academic Affairs deans will collaborate with faculty on promoting awareness about careers and programs. Events will include a family night, an OWL Guardian Scholars resource fair, a career day, and a “College Student for a Day” event with CSArts.</p>	<p>1. A minimum of three events will be held. Students and family members who attend will have an opportunity to gain a better understanding about the programs at Citrus College and the expectations for success from students currently completing those programs. Additionally, the OWL Guardian Scholars resource fair will support a minimum of 20 new foster youth students and the “College Student for a Day” event with CSArts will introduce over 250 students to college pathways.</p>	<p>1. On 11/4/21, the “College Student for a Day” event was held. All seven CAP teams hosted a CAP fair for students on 4/25/22 with team members staffing tables in the campus mall and providing information related to each CAP. CAP teams participated in the College Information Night on 4/28/22 by staffing tables in the Student Services building and providing information related to each CAP. A STEM CAP career event was offered on 5/4/22 that served to bring employers and students together to discuss careers in STEM-related fields. The Guardian Scholars program supported foster youth students with the following activities and resources:</p> <ul style="list-style-type: none"> • Meal Nation program delivered prepared meals to students • Virtual and in-person academic counseling appointments • Student lounge and computer lab • FAFSA application assistance- virtual workshops and in-person meetings • Campus tour
<p>2. The Institute for Completion will develop a research-based query that will quickly identify students who struggle to complete college coursework and/or juggle the demands of higher education.</p>	<p>2. Students who are potentially less likely to achieve academic success will be identified and connected to counselors, completion specialists, athletics coaches, and/or designated staff members and students will be connected with support services and providers.</p>	<p>2. A review of the literature has highlighted critical variables to include in a new reporting tool of student records/data which will assist in identifying students who are struggling. The Institute for Completion has worked with TeCS to build a relevant reporting tool, by academic pathway, and will make the query available to academic deans, counselors, and completion specialists when it is fully developed. TeCS has created a report based on the data points identified in the literature. The initial report was reviewed by the Institute for Completion and the director of IRPE and modifications were recommended. The report will be tested in July 2022 and instructional deans will review and determine who in their areas might utilize it.</p>

Focus Area 1: College Readiness
Strategy 1.3: Increase noncredit course offerings that prepare students for credit courses
Contact: Vice President of Academic Affairs

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Director of Continuing Education will utilize mirrored courses (courses with the format and curriculum closely resembling credit courses) to provide noncredit students with opportunities to experience introductory credit courses in a low-risk environment.</p>	<p>1. At least two possible mirrored courses will be identified by the end of spring 2022. Students completing the courses may find the transition to college credit courses less intimidating.</p>	<p>1. Two new noncredit courses have been developed: Esthetician I (to be offered in fall 2022) and Smog Check Inspector Training II (to be offered in winter 2023). These two new noncredit courses will mirror credit courses and provide students a safe space to experience credit courses.</p>
<p>2. Academic Affairs deans will encourage faculty who teach noncredit courses to utilize the Early Alert system to quickly identify students who would benefit from participation in math, ESL, English, and other disciplines.</p>	<p>2. Use of the Early Alert system by noncredit faculty will be increased to promote noncredit coursework and support for students.</p>	<p>2. Because noncredit courses do not share the same structured deadline and/or drop dates as traditional credit courses - noncredit staff are using Smartsheet as a retention tool which has proven to be a better fit. Adjunct faculty members enter the student's information on the Smartsheet semester retention list for the noncredit counselors to contact students who need guidance and support.</p>

Focus Area 2: Enrollment Management

Strategy 2.1: Promote student-centered scheduling that decreases time to completion, maximizes college resources, and aligns with Guided Pathways

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. Academic Affairs deans will ensure that courses are scheduled in the following modalities: on-campus, fully synchronous, fully asynchronous, and hybrid (50% synchronous on-campus or zoom and 50% asynchronous) and be offered full- or short-term.	1. The college will stabilize enrollment in 2021-2022 compared to the 2020-2021 academic year and strategically pursue long-term growth.	1. Academic divisions throughout the college are using recent enrollment data trends to inform the variety of modalities to be offered in each department. Classes are being scheduled for on-campus, fully synchronous, fully asynchronous, and hybrid, in order to best respond to student needs and enrollment demand.
2. Academic Affairs deans will establish annual course sequencing patterns and schedule courses based on the course sequencing maps.	2. By December 2021, all Academic Affairs deans will share proposed program maps with their faculty for approval.	2. The Social and Behavioral Studies; STEM; Exercise and Health Sciences; and Visual Arts, Performing Arts and Design CAPs program faculty have reviewed and approved most maps/pathways with a few still in progress. Both the Business and Information Technology CAP program faculty and the Career & Technical Education CAP program faculty are currently reviewing and approving maps/pathways. Communications, Literature, and Language faculty have completed all maps/pathways reviews and approvals.
3. During the 2021-2022 academic year, the Career and Academic Pathway (CAP) Success Team leads will make program curriculum maps available to students.	3. Students will be better informed and will be able to effectively schedule their courses each semester based on their pathway to decrease time to completion.	3. The STEM; Business and Information Technology; Visual Arts, Performing Arts and Design; Exercise and Health Sciences; Communications, Literature, and Language; and Social and Behavioral Studies CAPs maps have been developed.

Focus Area 2: Enrollment Management

Strategy 2.2: Ensure the college enrollment processes are equitable and efficient in meeting student needs

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. Admissions and Records will use Banner Communication Management (BCM), a tool to target certain subgroups of students with tailored information, to provide just-in-time enrollment communication. Examples may include notifications when faculty submit the student's grade, or when the student's degree is posted to their transcript.	1. The number of BCM scheduled communications will increase from the current four scheduled communications to at least 20 communications per semester by the start of the spring 2022 semester. As a result, students will be more informed of important updates to their records, registration requirements and deadlines.	1. Admissions and Records used BCM to schedule 26 recurring communications prior to the start of the spring 2022 semester. Since 7/1/21, the program has sent a total of 254 individual communications to over 10,000 students. Communications included notifying Promise students when their Promise payment has been posted, notifying graduating students when their degree or certificate has been posted, and reminding students of their upcoming registration appointment.

Focus Area 3: Instructional Quality

Strategy 3.1: Develop and organize high-quality curricular and instructional pathways that respond to student needs, address equity gaps, and promote program completion

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. Academic Affairs deans will review and analyze pathway mapping and student data (including majors) for each CAP and will adjust course offering and patterns appropriately.	1. Course scheduling and offerings will be adjusted accordingly to meet student needs.	1. Curriculum maps have been completed for the STEM CAP, the Communication, Literature, and Languages CAP, the Business and Information Technology CAP, and the Social and Behavioral Studies CAP. All divisions in Academic Affairs are utilizing the maps to inform scheduling patterns.
2. The Office of Academic Affairs will administer the Student Experience Survey in fall 2021 to all currently enrolled students. Survey results will show, in part, students' greatest course modality needs and preferences for completing their academic goals while attending Citrus College.	2. In spring 2022, survey results will be shared with academic deans and instructional faculty. Discussions will take place regarding adjusting future course scheduling to accommodate the needs of students.	2. The survey was administered in fall 2021. A total of 1,074 responses were received from students. Academic deans discussed the results which showed that students indicated needs in a variety of modalities. Flexibility in scheduling will continue to be applied in response to changing student needs.
3. Academic deans will work with faculty in collaboration with the Internal Revenue Service (IRS) and develop two new accounting certificates of achievement for Income Tax Assistant and Income Tax Preparer. Additionally, three new Kinesiology certificates of achievement will be developed in areas such as sports information, statistician, and game management.	3. A total of five new certificates of achievement will be developed and approved by the end of spring 2022.	3. Two new accounting certificates have been developed: Income Tax Assistant and Income Tax Preparer. Curriculum maps will be completed for these two new certificates. Kinesiology faculty are in the process of developing curriculum for new certificates in Sports Information, Statistician, and Game Management.

Focus Area 3: Instructional Quality

Strategy 3.2: Expand professional development for faculty and staff and promote participation in these opportunities

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. Academic Affairs will work to increase funding and opportunities for full- and part-time faculty, staff and managers to attend on- and off-campus professional development events, earn relevant certifications, and participate in annual conventions as appropriate.</p>	<p>1. There will be more faculty, staff, and managers participating in professional development opportunities in 2021-2022.</p>	<p>1. Dr. Lasana Hotep, a renowned scholar in DEI, was invited to Citrus College as the keynote speaker on FLEX Day 2022. He also provided four follow-up workshops during the spring 2022 semester. During the 2021-2022 academic year, 12 requests for faculty professional development opportunities have been approved through FLI.</p>
<p>2. Academic Affairs deans will work with faculty to develop student-centered and culturally relevant teaching practices that support students and promote a growth mindset. The Faculty Learning Institute will offer relevant workshops. Math faculty Community of Practice (COP) groups will discuss how to implement growth mindset activities and culturally relevant teaching practices in their classrooms.</p>	<p>2. At least four workshops will be offered annually focusing on student-centered and culturally relevant teaching practices. At least 30% of the SEAP-funded math COP meeting time will be dedicated to equity-related discussions. In addition, a team of faculty will participate in the California Community Consortium for Open Educational Resources (CCCOER) Open for Anti-Racism Faculty Cohort from October 2021 through June 2022. Participants will leave the workshop with an enhanced understanding of the development of anti-racist materials and teaching practices.</p>	<p>2. Four student-centered and culturally relevant teaching workshops were hosted by FLI during spring 2022. Topics included:</p> <ul style="list-style-type: none"> • <i>Embracing the Paradigm Shift: Becoming an Equity-Advancing Educator</i> • <i>Playing Behind the Screen: Racism and Bias in our Colleges</i> • <i>Money Matters: Impact of Socioeconomic Status on Student Success</i> • <i>Where the Fellas' At? Creating a Culture of Success for Male Students</i> <p>Each Community of Practice group read "Culturally Responsive Teaching and the Brain" by Zaretta Hammond and discussed ways to implement new strategies in their teaching.</p>
<p>3. Academic Affairs will survey employees on their professional development needs and preferences.</p>	<p>3. The Faculty Learning Institute and the Classified Development Committee will utilize the responses from the survey to develop future staff development activities that meet the needs of all employees.</p>	<p>3. Since the start of the fall 2021 semester, staff development has administered three surveys soliciting staff for their preferences for professional development training and workshops. Additionally, all staff-development sponsored workshops and FLEX Day activities gave faculty and staff opportunities to provide input on suggested future trainings. These data were used to formalize future training and FLEX Day 2022 activities.</p>

Focus Area 4: Instructional Responsiveness

Strategy 4.1: Provide programming that is responsive to the needs of viable, regional industry clusters

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. During the 2021-2022 academic year, Academic Affairs deans with CTE program faculty will work with colleges who are leads of regional strong workforce projects to identify opportunities for new certificate of achievement and degree program development within high demand industry sectors.</p>	<p>1. Information and recommendations from advisory councils will be incorporated into new program curriculum which will further the development of new certificates of achievement and degree programs in Accounting, Business, Real Estate, or Sports Management. Based on the highest demand, at least one new certificate and degree program will be available.</p>	<p>1. Strong Workforce funding supported the first Real Estate Appraisal certificate cohort in fall 2021 to complete their Uniform Standards of Professional Appraisal Practice (USPAP) training, a requirement of certification. Development of this Real Estate Appraisal certificate was recommended by the Chancellor’s Office of Workforce and Economic Development and the Los Angeles Regional Director of Employer Engagement for the Business & Entrepreneurship Sector.</p>
<p>2. During the 2021-2022 academic year, Academic Affairs deans will, in collaboration with CTE faculty, evaluate and enhance existing Business and Accounting skill awards by creating a new certificate of achievement in each area that meets industry demand.</p>	<p>2. The existing business and accounting skill awards will be replaced with certificates of achievement that meet industry demand. Additionally, a new Sports Management and Information skill award will be created in Kinesiology.</p>	<p>2. New business and accounting certificates of achievement will be included in the college’s 2022-2023 catalog. Kinesiology faculty continue to work on the Sports Management and Information skill award.</p>
<p>3. Academic Affairs deans will collaborate on developing a dedicated CTE collaborative learning space (Makerspace) in the library that creates a physical area where students can borrow laptops and equipment to work on CTE course projects and assignments.</p>	<p>3. The initial proposal for the Makerspace will be completed by the end of fall 2022.</p>	<p>3. Seventy-five laptops were acquired as part of phase 1 of this project and plans for phase 2 have been moved to fall 2023 pending more research on specific CTE needs and equipment.</p>

Focus Area 4: Instructional Responsiveness

Strategy 4.2: Increase noncredit programming in college readiness and short-term vocational and workforce development

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The director of continuing education will work with local K-12 and adult education partners to develop a minimum of two new noncredit programs related to short-term vocational and workforce development, designed to gradually ease students' transition to credit courses at Citrus College.	1. The two new noncredit programs will be offered in fall 2022. To promote these programs, at least two presentations per semester will be made during the 2021-2022 academic year to the students and administrators at the local K-12 and adult education campuses.	1. Six presentations to promote two new programs were offered at the adult education schools in the Citrus College Adult Education consortium. The two new programs are Adult Education to Noncredit Transition and Customer Service Certificate. Eighteen students from K-12 adult education campuses registered in the NC 200: Prep for Academic Success course in spring 2022. Two Customer Service sections are being offered in fall 2022.
2. Bridge noncredit to credit courses to provide additional support and opportunities for students and increase program completion and enhanced workplace skills leading to increased employment.	2. Three noncredit courses will be developed and will be bridged to credit courses to increase workplace skills and encourage students to transition to credit programs.	2. The following noncredit courses and certificates were developed to help noncredit students transition to credit courses: Small Business Management, American Sign Language, Human Resources Management, ESL/English Transition, Introduction to Automotive and Introduction to Health Careers.

Focus Area 4: Instructional Responsiveness

Strategy 4.3: Expand and develop partnerships that promote workforce development opportunities

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. Faculty and deans within Academic Affairs will pursue the development of new internship opportunities for all CAPs and CTE programs.	1. More co-op courses will be offered, leading to overall increase in employment opportunities for students upon graduation.	1. The Emerging Theater Technology Summer 2022 tour to New York includes workshops with active New York technical theatre employers, providing strategies for obtaining an internship that leads to long-term career opportunities. The workshops will be held on 7/11/22. Through the Local Strong Workforce Program, CTE will be hiring an internship/employment placement specialist to work with CTE students, faculty, industry partners and employers to increase work-based learning and employment opportunities for students.

Focus Area 5: Student Support

Strategy 5.1: Provide an equitable student support service environment that is proactive and responsive to student needs and perspectives

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Student Health Center will partner with the Los Angeles County Department of Public Health to provide a workshop entitled “What You Need to Know About the COVID-19 Vaccine” for Citrus College students by the end of fall 2021.	1. Participants will have an increased level of knowledge, as indicated by survey results, of the COVID-19 vaccine to assist them in making an informed decision about whether or not to receive the vaccine.	1. A public health officer from the COVID-19 Response Community and Field Services Division held three “What You Need to Know About the COVID-19 Vaccine” presentations for Citrus College students in fall 2021. Presentations were held on 7/29/21, 9/16/21 and 9/29/21. All attendees reported an increased level of knowledge as evidenced by the post-workshop survey.
2. The Veteran Success Center (VSC) will create an online orientation video for all student veterans. The video will include key information such as general academic requirements and the process of GI Bill certification, to minimize errors in paperwork and potential student debt prior to registration.	2. Student veterans will be able to access the new student veteran orientation online throughout the year. At least 90% of the new student veterans will have watched the orientation video by the end of the spring 2022 semester.	2. The VSC created and uploaded the online orientation video to the VSC webpage. The link is shared with all incoming students. The online orientation video was emailed to approximately 40 student veterans and 23 viewed the video. Because of the shortfall of views to the online orientation, the VSC has planned for an in-person orientation in fall 2022.

Focus Area 5: Student Support

Strategy 5.2: Promote access and awareness of student support services to increase student participation

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

Activities: 1 and 2

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Extended Opportunity Programs and Services (EOP&S) faculty and staff will promote leadership activities to students via email and the EOP&S Canvas shell. These activities may include events offered by campus clubs, participation in Honor Society, or conferences by outside professional organizations.	1. At least two new activities for the 2021-2022 academic year will be created.	1. A leadership panel with student representatives from ASCC, Honors, and the KPOP club was held on 11/4/21. The information session was recorded and shared in the EOP&S Canvas shell. A leadership module was also created in the EOP&S Canvas shell. Resources for multiple internship opportunities have been added to the shell including a list of recommended books to read on leadership. Additionally, EOP&S students were invited to attend the African American Male Education Network and Development (A2MEND) conference as well as the Men of Color conference on campus. Students were connected to volunteermatch.org and those interested in healthcare careers were emailed information about the COPE Health Scholars Program. Information regarding Club Rush, meeting dates for student clubs on campus, and UCLA's CCCP Scholars Program have been posted on the EO&PS/CARE Instagram account.
2. To streamline operations, the Disabled Student Programs and Services (DSPS) department will implement Accessible Information Management (AIM), an integrated case management system where DSPS student information is centralized, providing greater online access to accommodations for students.	2. The AIM software will be implemented by spring 2022 and the DSPS department staff will be able to provide timely service including an accessible portal for students to access at any time.	2. The AIM program was purchased in the 2021-2022 academic year. The DSPS team met with an AIM representative for training to learn how to navigate the system. Permissions and programming for staff have been implemented. The TeCS department collaborated with the vendor to integrate Banner data with the AIM platform. Students will have access to AIM once migration of student disability and accommodation information is uploaded to the new system in fall 2022.

Focus Area 5: Student Support

Strategy 5.2: Promote access and awareness of student support services to increase student participation

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

Activities: 3 and 4

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>3. The VSC will develop an instructional video series for student veterans. The short videos will be designed to guide students in navigating the GI Bill certification process.</p>	<p>3. The video series will be developed and launched prior to the end of the fall 2021 semester and will be promoted on the VSC webpage and Canvas page before the beginning of the spring 2022 semester. Student veterans will gain familiarity for navigating the GI Bill certification process in order to take advantage of the full benefits they are entitled to.</p>	<p>3. Due to the lack of virtual attendance, the VSC shifted its focus to an in-person workshop which was held on 4/18/22. The invitation was sent to new and prospective students based on the CCCApply list. Student veterans who attended received individual assistance with applying for their GI Bill benefit and how to access their student email and make counseling appointments.</p>
<p>4. Admissions and Records will reconfigure the Student Services building lobby computers and counter area to create an environment with greater ease of access to enrollment services by students by the start of the spring 2022 semester.</p>	<p>4. The new configuration will comply with social distancing safety standards and students will enter into a more open lobby area and be able to access online resources and complete online forms in-person.</p>	<p>4. To create a more open, accessible and welcoming environment within the first-floor lobby area of the Student Services building, the computer workstation cubicles have been replaced by sleeker portable floor stands where students can manage their personal college business using either a school-supplied iPad or their personal mobile device. Rotating desktop stands have been placed at staff workstations where students can get one-on-one assistance while completing financial aid or other school-related forms. Because the floor and counter stands are portable, they can be used at other locations on campus for activities and events. Balloons and Welcome Back posters are used to create a welcoming and enthusiastic environment for the start of the fall and spring semesters.</p>

Focus Area 5: Student Support

Strategy 5.3: Identify student success barriers, assess student perspectives, and implement student-centered strategies to overcome challenges

Contact: Vice President of Student Services, Vice President of Academic Affairs, Director of Institutional Research, Planning and Effectiveness

Activities: 1 and 2

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. During the fall and spring semesters, the Career/Transfer Center will communicate with students who are undecided on a major and have completed 12 or more units to inform them about career services and resources designed to help them explore and decide on a major and/or career path.	1. At least one Banner Communication per semester will be sent to students who meet the criteria. The students will receive information about career services and resources to help them explore and decide on a major or a career path.	1. During the fall 2021 semester, the Career/Transfer Center developed a Banner Communication Message for students who were undecided of their major and had completed 12 or more units to inform them about career services and resources designed to help them explore a major or career path. The message was sent during the fall 2021 and spring 2022 semesters to 106 students who met the criteria each term.
2. The VSC will develop a pilot peer mentor program to connect new student veterans with second-year student veterans. The program will operate throughout the 2021-2022 academic year. Mentors will receive special training and a variety of unique workshops and activities will be offered to further support new student veterans with a successful transition.	2. New student veterans will have an established support system to help them transition to the college environment thus increasing the likelihood of the success and completion of their academic goals.	2. As of spring 2022, the program has hosted two mentor events and has begun to show an increase in participation. The two events were held on 3/16/22 with 10 in attendance and on 4/12/22 with 15 in attendance.

Focus Area 5: Student Support

Strategy 5.3: Identify student success barriers, assess student perspectives, and implement student-centered strategies to overcome challenges

Contact: Vice President of Student Services, Vice President of Academic Affairs, Director of Institutional Research, Planning and Effectiveness

Activities: 3 and 4

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>3. The Financial Aid Department will configure and implement a Banner Communications Management targeted campaign for 2021-2022 financial aid applicants informing students of how to submit a professional judgement appeal which is an option for students and families who have special circumstances such as the loss of a job, a reduction in income, or unexpected medical expenses, to be considered for additional financial aid benefits.</p>	<p>3. There will be an increase in submissions of professional judgement appeals for 2021-2022 by 5% as compared to 2020-2021.</p>	<p>3. In 2021-2022, the Financial Aid Department implemented a BCM targeted email campaign for 2021-2022 financial aid applicants to inform students of how to submit a professional judgement appeal. The email was sent to 2,004 students and explained the appeal process and qualifying extenuating circumstances. Students were encouraged to contact the Financial Aid Department to discuss their circumstances and to apply. As of 4/15/22, there was a 75% increase in appeals submitted compared to 2020-2021. In analyzing these results, it is important to note that most appeals are submitted leading up to the beginning of the fall semester of each academic year. In fall 2020, the Financial Aid Department had transitioned to remote operations which may have resulted in fewer appeals being submitted for that semester. The department returned to full in-person operations prior to fall 2021. Comparing the data to the two prior academic years shows an 11% increase compared to 2019-2020 and a 13% increase compared to 2018-2019.</p>
<p>4. The Student Life and Leadership Development office will conduct various outreach activities such as Zoom workshops, tabling events and sign-up events designed to enhance CalFresh awareness to students who experience food insecurities.</p>	<p>4. The number of students who apply for CalFresh benefits in 2021-2022 will increase to 30 compared to 10 in the 2020-2021 academic year.</p>	<p>4. Throughout the academic year, various CalFresh outreach activities were offered. Forty-five students were assisted with applying for CalFresh benefits leading to 38 students submitted applications. The goal has been met.</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, Executive Director of Communications and External Relations, Vice President of Finance and Administrative Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. By December 2021, Campus Safety will replace existing analog radios with digital radios and encrypted frequencies for Campus Safety and Crisis Action Team personnel, and Emergency Operation Center (EOC) Section Coordinators.	1. Clear and uninterrupted emergency response and communications will be quicker and more secure.	1. All new radios for Campus Safety, the Crisis Action Team (CAT) and the Emergency Operation Center (EOC) Section Coordinators have been received. The switchover to a digital encrypted radio frequency for Campus Safety has been completed.
2. By June 2022, Campus Safety will partner with Azusa Pacific University (APU) Campus Safety to provide Rape Aggression Defense (RAD) training for students and employees.	2. Participants of the training will learn how to prevent a rape from occurring and how to defend themselves during an emergency.	2. This activity has been postponed as a result of COVID-19 restrictions impacting our ability to schedule the course. The RAD course is comprised of a combination of lecture and a hands-on portion, both of which are required to receive the certification.
3. Campus Safety will host at least one Campus Safety Forum per semester. The forums will provide information on the services Campus Safety provides, the duties they perform and how they can be a resource for students and employees at the college and the public in general.	3. Participants will learn about Campus Safety and the services provided by the department, as measured by a post-forum survey.	3. This item has been postponed to fall 2022. We are hopeful that if COVID-19 restrictions continue to lighten up and the campus moves closer to normal operations, a greater number of students and employees will participate.

Focus Area 6: Safe Environment

Strategy 6.2: Ensure a socially safe and secure educational and work environment

Contact: Vice President of Student Services, Vice President of Academic Affairs, Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. By June 2022, Campus Safety, in collaboration with Facilities and TeCS, will commence the third phase of implementation of blue light emergency phones, which will include additional locations in or near parking lots.</p>	<p>1. Additional blue light emergency phones, which will provide one-button access to Campus Safety in case of an emergency and will broadcast emergency notifications during a major incident. They will provide an additional layer of safety to the established emergency notification system.</p>	<p>1. While funding has been secured for this project, there is a delay with implementation as it will need to “fit” with the master planning for Measure Y, in addition to all the underground work related. Unfortunately, there is currently no timeline/schedule of implementation from Facilities for this project.</p>
<p>2. By December 2021, Campus Safety will produce short videos regarding various campus safety related topics with the goal to promote a welcoming environment.</p>	<p>2. Viewers will obtain vital information pertaining to Campus Safety and the services provided, while seeing that Campus Safety personnel are professional, personable and approachable.</p>	<p>2. Videos pertaining to Campus Safety services, parking, the Citrus Guardian mobile app and no smoking on campus, were published on the college’s social media platforms every other week from the beginning of the spring 2022 semester. Additional Campus Safety related videos are being produced.</p>
<p>3. Campus Safety will conduct a cost-and-benefit analysis of an updated campus parking system with integrated components such as vehicle license plate readers (LPRs), virtual parking permits, smart parking meters and upgraded automated pay station (APS) machines.</p>	<p>3. The cost-and-benefit analysis will be completed by December 2021. If implemented, the updated campus parking system will streamline campus parking processes with greater convenience and enhanced customer service.</p>	<p>3. The virtual parking permits are complete and a contract has been finalized. Quotes for updated APS machines and the LPR system have been received and are in the final procurement stages. The goal is to have all the updated components of the revamped parking system in place for fall 2022.</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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. Facilities will work with Purchasing to procure and install touch-free paper towel dispensers in all restrooms’ campus-wide. Touch-free automatic door openers will be installed on viable exterior doors to selected campus buildings. All installations will be completed before the end of fall 2021.	1. The additional “touch-free” paper towel dispensers and “touch free” automatic door openers will enhance cleanliness and lessen the possibility of COVID-19 exposure.	1. Installation of the “touch-free” paper towel dispensers and “touch-free” automatic door openers is complete.
2. Facilities will work with a design and engineering firm to develop plans for the installation of pipe gates at all campus driveway entrances that are not currently securable.	2. The installation of lockable gates at driveway entrances to the campus will provide for a more securable campus by alleviating unauthorized vehicles from entering the campus during non-operating hours.	2. Design documents (plans) are being developed. The design of the project is 85% complete.
3. Facilities will work with a third-party consultant for the formulation and submission of a Final Project Proposal (FPP) to the Chancellor’s Office for antiquated fuel gas infrastructure replacement. The proposal will seek to replace more than 3,500 lineal feet of underground non-efficient fuel gas piping, valves and pressure regulators.	3. If the FPP is accepted, state funding could potentially provide up to 75% of the total estimated cost of \$5.5 million.	3. The FPP is complete and has been submitted to the Chancellor’s Office for review and approval by the Department of Finance.

Focus Area 7: Sustainability
Strategy 7.1: Identify, evaluate, and implement cost-effective sustainable practices
Contact: Vice President of Finance and Administrative Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. During the ED building modernization, ancillary equipment and goods will be repurposed or recycled.	1. Repurposing or recycling ancillary goods will reduce items going into the waste stream thereby lessening impact to the landfill.	1. The ED recycling of ancillary goods is complete.
2. Facilities will remove one sulfur hexafluoride (SF6) high voltage (HV) electrical switch from service and capture the SF6 gas for recycling. The switch will be replaced with a non-gas dry HV switch.	2. The replacement of the SF6 switch and reduction of the SF6 gas will reduce pollution and harm to the ozone and improve air quality.	2. The removal of one SF6 high voltage switch is complete and was performed on the ED building.
3. Facilities will work with Purchasing for the procurement and installation of “touch-free” water-wise lavatory faucets in all restrooms across campus.	3. The installation of “touch-free” water-wise faucets will reduce water use in lavatories.	3. The installation of “touch-free” faucets is complete.

Focus Area 7: Sustainability

Strategy 7.2: Develop and implement learning opportunities for students and employees that benefit environmental sustainability

Contact: Vice President of Finance and Administrative Services, Vice President of Academic Affairs, Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Sustainability Committee, in conjunction with the Facilities Department, will educate and engage constituent groups to encourage and promote sustainable design standards in the programming process for upcoming building modernizations or new building construction.	1. Engagement of constituent groups supports sustainable design by lessening impact on resources and misuse of materials, which lessens overall energy use and enhances social responsibility.	1. The Sustainability Committee met on 3/10/22 to discuss sustainable building design and best practices for construction management such as lighting, mechanical and plumbing equipment, zero net energy (ZNE) requirements, and landscaping. Continued engagement will occur throughout the design process.
2. The Sustainability Committee, in conjunction with the Cordoba Corporation, will engage constituent groups in the planning and prioritization process for upcoming implementation of the Measure Y bond program to ensure sustainability.	2. Engagement in the planning and prioritization process will lead to effective use of facilities space, lessen impact to campus resources and lessen impact on the environment. Proper planning lessens the need for additional swing space, lessens energy use and is fiscally responsible.	2. With engagement from constituent groups including the Physical Resources Committee, the Steering Committee and the BOT, the Sustainability Committee facilitated approval of the Measure Y Sequencing Plan.

Focus Area 8: Technological Advancement

Strategy 8.1: Improve student success through the effective use of technology in teaching and learning

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The chief information services officer, together with the TeCS team, will update the projector and sound system switching technology in the classrooms.	1. By the end of spring 2022, classrooms with obsolete and failing projector and sound system switches will have hardware replaced and upgraded to the latest technology. There will be improved learning experiences for students as a result of reliable classroom technology with support for high-definition video and fewer cancelled or interrupted lectures.	1. The project to update projectors and sound switching technology has begun with two classrooms to be updated in the LB building. Revised equipment is required, which is currently on order with the vendor. This project will continue into 2022-2023.
2. The chief information services officer, together with the TeCS team and the Guided Pathways workgroup, will provide technical assistance for the development of a student-friendly web page that will help students choose the appropriate Career and Academic Pathway.	2. A web page featuring each of the seven Career and Academic Pathways with career information, and integrated with the program map data will be developed in collaboration with CourseLeaf, the College's catalog and schedule vendor, by the end of spring 2022.	2. This project has been completed. A landing page (https://www.citruscollege.edu/pathways/Pages/default.aspx) has been created and has been linked to the CAP pathway pages developed by CourseLeaf.
3. The chief information services officer, together with the TeCS team and Student Services, will provide technical assistance in the development of a student-centered checklist, which will be tailored to each student with specific action items based on interests, goals, academic performance, financial need and student demographics.	3. A student-centered checklist will be launched by the end of spring 2022 leading to student success and reduced attrition through timely and directed tasks.	3. This project has been completed. Students are now presented with a tailored checklist prior to registration.

Focus Area 8: Technological Advancement

Strategy 8.2: Provide a robust, secure, accessible technology infrastructure to streamline and improve college processes and provide data resources relevant to institutional decision-making

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

<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 and Fiscal Services, will develop electronic processes to provide vendor information and payment requests utilizing the new Business Enhancement System Transformation (BEST) Advantage System used by the Los Angeles County Office of Education (LACOE).</p>	<p>1. Upgraded processing tools to submit electronic files to support Accounts Payable activities between Fiscal Services and LACOE will be implemented by the end of fall 2021.</p>	<p>1. Work on this project is underway and is expected to be completed no later than August 12, 2022.</p>
<p>2. The chief information services officer, together with the TeCS team, will continue testing and piloting work from 2020-2021 and complete the implementation of the two-factor authentication for administrative applications.</p>	<p>2. By fall 2021, staff and faculty 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 the college’s information systems.</p>	<p>2. This project is completed. Two-factor authentication is required for all Office 365 users and for staff logging in to the WingSpan administrative system.</p>
<p>3. The chief information services officer, together with the TeCS team and Facilities, will install a self-contained modular data center at Citrus College.</p>	<p>3. By the end of spring 2022 the new modular data center will be installed. All devices currently running in the existing data center will either be moved to the new center or replaced by new equipment. Improved security and protection for our computing resources will lead to improved performance and reliability.</p>	<p>3. The foundation for the modular data center has been constructed, but the final construction, delivery and installation of the unit has been delayed pending Division of State Architect (DSA) certification. This project will continue into the 2022-2023 academic year.</p>

Focus Area 9: Diversity, Equity, and Inclusion

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

Contact: 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 CalWORKs department will create a counseling course for students who have parenting responsibilities. The curriculum will include success strategies for balancing their school-home responsibilities, maintaining healthy relationships, effective goal setting, and parenting skills.</p>	<p>1. The course will be created by the end of June 2022 and will be offered for the first time in the 2022-2023 academic year. Student-parents who complete the course will gain useful tools for developing and maintaining a healthy school-home balance.</p>	<p>1. The course, COUN 105: Success Strategies for Student Parents, was submitted to CourseLeaf on 9/14/21. The CalWORKs counselor attended the Curriculum Committee meeting on 11/4/21 to answer questions regarding the course and the course was approved at this meeting. The board of trustees approved the course at the 11/17/21 board meeting. The course will be offered for the first time in winter 2023.</p>
<p>2. School Relations and Outreach will pilot an expansion of the Citrus College Promise program to include more eligible first-time college students. The pilot program will leverage recruitment efforts to create pathways for students in various programs, such as athletics, EOP&S, DSPS, and Dreamers to participate in the Promise program.</p>	<p>2. At least 100 new students will participate in the pilot expansion of the Citrus College Promise program in 2021-2022.</p>	<p>2. School Relations and Outreach conducted a training of staff from athletics, EOP&S, DSPS, and the Dream Resource Center on the expanded criteria for Promise program eligibility. New prospective students were invited to attend information sessions. The Promise program has been successfully expanded and 147 new first-time college students are enrolled in the program.</p>
<p>3. The dean of Kinesiology, together with athletic coaches and School Relations and Outreach, will develop a procedure which will provide the needed financial and administrative support to enable athletic coaches to broaden their recruitment efforts. Targeted recruitment will focus on disproportionately impacted groups of student athletes, such as African American and Pacific Islander.</p>	<p>3. If adopted, the new procedure will institutionalize an enhanced student athlete recruitment process allowing for increased enrollment of students in disproportionately impacted groups.</p>	<p>3. Due to the passage of amendments to the CCCAA Bylaw 2, adjustments need to be made to address the changes of allowable recruitment activities. These changes will enable Citrus College coaches to expand their recruitment efforts which will include a plan to target DI groups as listed. Once the updates are made, the recruiting plan will be shared with School Relations and Outreach to develop a feasible implementation plan for the efforts.</p>

Focus Area 9: Diversity, Equity and Inclusion

Strategy 9.2: Engage in recruitment, hiring, and promotion practices to develop a more diverse college workforce

Contact: Director of Human Resources

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. Human Resources will implement a process within the applicant tracking system so that potential applicants may receive information about job openings tailored to their specific area of interest.	1. By targeting job opening information to certain diversity groups, the number of applicants for vacant positions will increase.	1. The Applicant Tracking System update includes the ability to channel information concerning job openings to specific individuals based on the person’s area of interest. This feature will be implemented when the ATS upgrade is fully completed sometime by mid-summer.
2. Human Resources will continue to conduct virtual interviews for individuals to participate in the hiring process.	2. The district will be able to reach individuals beyond our geographical area.	2. All position interviews continue to be conducted remotely via Zoom. A preliminary review of applicant data suggests that the use of remote interviews has increased the number of applicants from outside our normal geographic recruitment area.

Focus Area 9: Diversity, Equity and Inclusion

Strategy 9.3: Engage the college community in professional development activities to increase awareness of diversity, equity, and inclusion

Contact: Director of Human Resources, Vice President of Academic Affairs, Vice President of Student Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Student Life and Leadership Development office will provide a training series which will include sessions such as: Basic Needs Ally, Black Student Ally, First Generation Student Ally, Foster Youth Ally, Undocumented Student Ally, and Veteran Student Ally trainings.	1. At least seven Ally trainings will be offered by the end of spring 2022. Individuals who attend the trainings will receive information designed to increase awareness of diversity, equity and inclusion as well as learn about marginalized populations.	1. The following trainings were offered: 10/12/21 - First-Generation Student Ally training and 16 people attended. 10/13/21 - Basic Needs Ally training and 10 people attended. 10/14/21 - Foster Youth Ally training and 12 people attended. 10/18/21 – Undocu Ally Part I with Part II on 10/20/21 and 14 people attended. 11/10/21 - Veteran Ally training and eight people attended. 2/22/22 - Black Student Ally training and 16 people attended. 4/5/22 – Basic Needs Ally training and six people attended. 4/28/22 – Veteran Ally training and six people attended 6/28/22 – LGBTQ+ Ally training and 38 people attended. A total of 126 people attended the ally trainings.
2. The Counseling division will utilize the resources provided by the California Community Colleges Transfer Guarantee Pathway to Historically Black Colleges & Universities (HBCU) Project to host an in-service training for counselors and educational advisors.	2. Counselors and educational advisors will receive information about the transfer pathway project with HBCUs and learn about their eligibility requirements which will equip them to inform and assist students in clarifying and selecting a transfer path.	2. Thirty-five counselors and educational advisors participated in a 90-minute training presented by Karen M. McCord, PsyD, who is the northern California coordinator for the California Community Colleges Transfer Guarantee Agreement to Historically Black Colleges and Universities Project.

Focus Area 9: Diversity, Equity and Inclusion

Strategy 9.4: Increase student awareness of diversity, equity, and inclusion through curriculum and student-centered activities

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 Counseling program will offer a new UC and CSU transferrable course in fall 2021, COUN 212: Valuing Diversity. Students enrolled in the course will receive information that pertains to analyzing knowledge and articulating how oppression, discrimination and stereotyping affects individuals personally, professionally, politically, and institutionally.</p>	<p>1. Students will learn to actively seek a more culturally affirming identity and evaluate how culture may affect psychological processes such as personality formation, vocational choices, psychological disorders and human behaviors.</p>	<p>1. Twenty-six students enrolled in the COUN 212 course in fall 2021 and 29 students enrolled in spring 2022. Students learned about diversity and how culture affects psychological processes.</p>
<p>2. The Visual and Performing Arts (VPA) division will hold interactive workshops on DEI in performance settings at the fall and spring recruitment events. Topics will include open and gender-neutral casting.</p>	<p>2. Over 1,000 prospective students will participate in the recruitment events at the college. In addition to knowing about the programs offered in VPA, students will gain an awareness and appreciation of the DEI values within the program and at Citrus College as a whole.</p>	<p>2. Due to the high cost of transportation, the Pomona School of Arts and Enterprise student visit to Citrus College has been postponed. Instead, three virtual workshops on musical theatre were held during the month of May and included interactive discussions of current trends in DEI casting in both academic and professional settings.</p>

Focus Area 9: Diversity, Equity and Inclusion

Strategy 9.5: Increase efforts to reduce equity gaps among disproportionately impacted groups of students

Contact: Vice President of Student Services, Vice President of Academic Affairs, Director of Institutional Research, Planning and Effectiveness

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Counseling program will implement a Black Scholars program starting in fall 2021 with a target number of 25 student participants to provide intrusive counseling (a minimum of two mandatory sessions per semester, individual or group counseling) and community involvement such as Zoom Game Night and bi-weekly Village Hour for Black/African American students.</p>	<p>1. Students will experience a higher level of engagement and a sense of belonging as measured by student participation and a satisfaction survey.</p>	<p>1. At the end of the fall semester, there were 39 students in the Black Scholars program, and 85% of them completed at least one contact via a counseling appointment or attended a Black Scholars event. Black Scholars students were surveyed at the end of the fall semester to assess satisfaction in the program and to garner suggestions to meet their needs. Ten students completed the survey and they all expressed satisfaction in that the program helped in their academic success and increased their sense of belonging. As a result, timeframes for counseling appointments and Black Scholars events for the spring semester were scheduled according to student preferences. Black History month events were hosted in February and Village Hour continued in the spring. Black Scholars students organized a fall fundraiser for NAMI and a spring fundraiser for Just Us 4 Youth. The Black Scholars Recognition Celebration to honor seven graduates was held in June. At the end of the spring semester students were surveyed again and they provided similar levels of satisfaction as in the fall.</p>
<p>2. During the 2021-2022 academic year, the dean of Kinesiology and athletic coaches, in collaboration with instructional faculty, will develop an intervention model to help DI student athletes at risk of academic failure. The model will leverage on existing tools such as Early Alert with goals to increase awareness and usage of academic and student support services.</p>	<p>2. The model will be developed and implemented beginning fall 2022, leading to a decrease in probation and/or dismissal occurrences and an increase in academic goal completion among student athletes.</p>	<p>2. The athletics program was approved for SEAP funding to implement an intervention plan beginning in 2022-2023 that will include monitoring of academic progress of student athletes and study hall sessions while also incorporating the use of tutoring services and student services workshops.</p>

Focus Area 10: Image

Strategy 10.1: Promote the college as a leader in higher education and career preparation by highlighting programs, services, students, and employees by actively engaging with the broader community

Contact: Executive Director of Communications and External Relations, Foundation Director

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Communications and External Relations Office will create and launch a virtual tour of the college.	1. A virtual tour will be created and made available on the college’s website for potential students and the community by the end of the 2021-2022 academic year.	1. A virtual tour, including 2D, 3D and 360-degree campus maps was completed on June 23. Promotion of the new maps will begin in July.
2. The Communications and External Relations Office will work with Academic Affairs and Student Services to determine program priorities and needs as they relate to marketing.	2. A marketing strategy will be developed and implemented throughout 2021-2022 to promote enrollment and the college. At least 3-4 programs will be highlighted.	2. In addition to overall awareness ad campaigns, targeted digital campaigns were launched for the real estate program, real estate appraisal program and astronomy/physics classes.
3. The Communications and External Relations Office will focus on human interest stories, in addition to timely and regular writing assignments, to engage media partners and gain social media followers.	3. During the 2021-2022 academic year, a minimum of five human interest stories or campaigns will be developed and distributed to local media outlets and posted on social media channels.	3. Human interest stories have been written and distributed about the following individuals: Instructor David Overly and the peace studies program; alumna Paulina Gabriela Pimental Mora; Instructor Robert Goodman and the wildland resources and forestry program; and student veteran Jixiang Bian and the VSC earning its 12 th military friendly designation. Social media campaigns celebrating Black History Month and Hispanic History Month also ran and featured students, faculty and staff.
4. The Communications and External Relations Office will review and update signage on campus, in an effort to promote the college’s mission, vision and values.	4. New light pole banners will be created and installed by the end of June 2022.	4. “Welcome Back” signs were created and placed throughout the campus, as well as signage for COVID-19 testing. Commencement light pole banners were installed before the commencement ceremony which took place on 6/18/22.

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. The Foundation will take a lead role in organizing two “Community Day at Citrus College” events in the fall 2021 and spring 2022 semesters. Community leaders will be invited to Citrus College for a campus tour and to receive college updates during lunch. Faculty and students will be presenters and the tour will highlight various student support and academic areas and upcoming Visual and Performing Arts performances. College Bond program updates will be provided. Guests will be invited to participate in a post-event survey to determine their interest in partnering with Citrus College and/or the Foundation.</p>	<p>1. Two Community Day events will be held and the Foundation’s partnerships list will grow by 20 names. Additional resource support will be cultivated through the contacts made as a result of the post-event surveys.</p>	<p>1. The Foundation hosted three Community Day events at Citrus College this academic year. Each consisted of a 7-stop campus tour and a college update lunch presentation. The fall event was held on 10/27/21 and 16 guests attended; the spring events were held on 3/11/22 with 9 guests attending and 5/27/22 with 27 guests attending. All events were modified in accordance with pandemic health requirements and were well received by guests. The Foundation developed a post event survey and sent it to attendees. Information and feedback were positive and complimentary.</p>
<p>2. The Foundation will further develop the Community Relations Outreach Team (CROT) comprised of Foundation staff and academic deans who have accepted district area assignments. Each CROT member will ensure a presentation is made in their region, and that they attend 1-3 events per academic year. To enhance the CROT efforts, a survey will be sent to contacts made to determine their potential interest in partnering with Citrus College and/or the Foundation and to respond to any needs represented.</p>	<p>2. At least one presentation will be made in each of the regions in the district. In addition, a total of approximately 10 community events will be attended collectively by the CROT members.</p>	<p>2. Service club events, community organizations hosting networking mixers, and community activities are returning to normal routines post-pandemic in varying degrees. Because of this, the goal of increasing student, faculty, staff, and administration participation in the community has been successful in varying degrees. While the CROT has not reconvened to pre-pandemic normalcy, several members of the college community promoted Citrus College and the Citrus College Foundation at community events. The total points of contact, not duplicating attendance counts is 56; with 3 presentations being made about the college at service clubs: Kiwanis Club of Claremont on 12/16/21; Glendora Coordinating Council on 1/10/22; and the Azusa Rotary Club on 3/17/22. College updates are presented on a regular basis at Monrovia Coordinating Council meetings.</p>

Focus Area 11: Community Relations

Strategy 11.1: Advocate for initiatives, legislation, and funding in support of the Citrus College mission

Contact: Executive Director of Communications and External Relations, Foundation Director, Vice President of Finance and Administrative Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The Communications and External Relations Office will inform legislators of the college’s importance in the community and continue to grow relationships with city, county and state government officials. Major publications such as the Citrus View newsletters and the college’s annual report will be shared.	1. Legislators along with local city, county and state government officials will continue to have an ongoing awareness of the upward state of the college and in turn, may advocate for support on matters affecting the college.	1. Monthly Citrus View newsletters have been shared electronically with local city, county and state elected officials, as well as Chambers of Commerce, civic organizations, local universities, and local K-12 school boards and superintendents, among others.
2. The Communications and External Relations Office will support California Community Colleges and the Community College League of California by advocating for initiatives, legislation and funding that would in turn benefit Citrus College students and the statewide community college system. During the 2021-2022 academic year, phone calls will be made and letters of support will be written, when appropriate, to local, state, and federal legislators.	2. By advocating on issues in support of the college’s mission, Citrus College will be known as an active player and maintain a prominent image in the higher education community throughout the state.	2. In collaboration with the superintendent/president’s office, a letter of support was written for the Foothill extension of the Metro Gold Line light-rail from Glendora to Montclair. The college also joined the Community College League of California as a signer on two letters regarding additional funding for the Diversity, Equity and Inclusion (DEI) library database for California’s community colleges, and the 2022-2023 budget. Meetings were also held with Assemblymember Rubio’s office and State Senator Portantino’s office to discuss legislative priorities for Citrus College and the California Community College system.

Focus Area 11: Community Relations

Strategy 11.2: Enhance relationships with local K-12 districts, community college districts and organizations, and four-year colleges and universities

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

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
<p>1. Counseling and Advisement in collaboration with School Relations and Outreach will connect with local K-12 districts to provide information about the new Guided Pathways framework to high school counselors via the High School Counselor Conference in spring 2022.</p>	<p>1. The high school counselors will have an increased understanding about the new Guided Pathways framework at Citrus College. High school counselors will be better equipped to advise their students who are considering enrolling at Citrus College. Existing K-12 relationships will continue to grow through the High School Counselor Conference.</p>	<p>1. On 2/17/22, School Relations and Outreach teamed up with the Counseling and Advisement Center to host the annual High School Counselor Conference. Sixty-six high school administrators and counselors received valuable information to support their students in their academic success at Citrus College. Participants received updates regarding new support services and initiatives (including Guided Pathways). The conference included a presentation on the VPA program that walked participants through the VPA Guided Pathways CAP. The conference closed with breakout rooms where participants met with Citrus College counseling faculty and discussed Guided Pathways.</p>

Focus Area 11: Community Relations

Strategy 11.3: Cultivate partnerships with business, civic, governmental, and community organizations and leaders

Contact: Vice President of Academic Affairs, Vice President of Student Services, Foundation Director, Vice President of Finance and Administrative Services

<u>Specific Activities</u>	<u>Projected Outcomes</u>	<u>Update to Activities</u>
1. The vice president of academic affairs (VPAA) and vice president of student services (VPSS) will hold yearly high school principal/superintendent conferences on the Citrus College campus.	1. A K-12 Partnership Breakfast event will be hosted on campus by the end of spring 2022. An “Academic Program Promotion and Counseling” event for local high school principals and counselors will also be held.	1. The VPAA and VPSS are collaborating to develop a Principal’s Breakfast event during the fall 2022 semester. Spring plans were pushed back due to the pandemic.
2. The VPAA and VPSS will conduct yearly on-campus career day and open house events for students, and invite community and industry partners from various disciplines.	2. Increased attendance and participation at career day and open house events will lead to increased student awareness with respect to careers and mapped pathways, as well as for the college to cultivate partnerships with local employers.	2. Academic Affairs and each CAP success team supported the College Information Night on 4/28/22 and the CAPs fair on 4/25/22 by staffing tables and providing information about each CAP. AUTO/MTRK open house events were held on 3/16/22 with 52 attendees, and 4/13/22 with 46 attendees and served prospective students, community members, employers and alumni. Program and career information were provided. Participants indicated that they appreciated receiving the information and enjoyed interacting with the faculty and vendors.