Citrus Community College District
Steering Committee
Monday, October 13, 2025
2:45 – 4:00 p.m.
This meeting will be held in CI 159

I.   **CALL TO ORDER, CHAIR:** Dr. Greg Schulz, Superintendent/President

II. **APPROVAL OF MINUTES:** September 22, 2025

III. **OLD BUSINESS:** Action Items

   1.   2025-26 College Information Technology Committee (CITC) Purpose Statement – Second Read – Dr. Calderon

   2.   2025-26 Student Services Committee Purpose Statement – Second Read – Dr. Rams

IV. **NEW BUSINESS:** Information Items

   1.   Board of Trustees – Revised Board Policies and Administrative Procedures – First Read – Dr. Schulz

      - BP 1100 Citrus Community College District
      - BP 2000 Board Policy and Administrative Procedure
      - AP 2000 Board Policy and Administrative Procedure
      - BP 2010 Board Membership
      - AP 2360 Minutes

   2.   2025-26 Associated Students of Citrus College Purpose Statement – First Read – Dr. Rams

   3.   2025-2026 Financial Resources Committee Purpose Statement – First Read – Ms. Dain

   4.   2025-26 Institutional Effectiveness Committee (IEC) Purpose Statement – First Read – Dr. Hao

   5.   2025-26 Institutional Research and Planning Committee (IRPC) Purpose Statement - First Read – Dr. Hao

   6.   2025-2026 Physical Resources and Safety Committee Purpose Statement – First Read – Ms. Dain

   7.   2025-26 Professional Learning Committee Purpose Statement – First Read – Dr. Thomas

   8.   2025-26 Program Review/SLOA Purpose Statement – First Read – Dr. Besancon & Mr. Volonte

9. Student Equity and Achievement Program Plan 2025-28 – First Read – Dr. Rams

10. 2025-26 Annual Implementation Plan (AIP) – Dr. Hao

V. REPORTS AND UPDATES

a. Educational Programs Committee – Dr. Dana Hester

b. Student Services Committee – Dr. Richard F. Rams

c. Physical Resources and Safety Committee – Ms. Claudette Dain

d. Financial Resources Committee – Ms. Claudette Dain

e. Human Resources Advisory Committee – Ms. Simone Brown Thunder

f. College Information Technology Committee – Dr. Eric Calderon

g. Strategic Communications, Marketing and Public Affairs – Ms. Lisa McPheron

h. Institutional Effectiveness Committee – Dr. Lan Hao

i. Institutional Research and Planning Committee – Dr. Lan Hao

j. Program Review Coordinator – Mr. Dan Volonte

k. Student Learning Outcomes Assessment (SLOA) Coordinator – Dr. Catie Besancon

l. Diversity, Equity, Inclusion, and Accessibility + Committee – Dr. Ty Thomas

m. Professional Learning Committee – Dr. Ty Thomas

n. Accreditation – Dr. Dana Hester & Dr. Catie Besancon

o. Academic Senate President – Ms. Lisa Villa

p. ASCC Representatives – Mr. Jonathan Johnson & Ms. Marquel-Leslie Savage

q. Classified – Ms. Danielle Weller

r. Supervisors/Confidential President – Ms. Lisa Fowler

s. Superintendent/President – Dr. Greg Schulz

VI. ADJOURNMENT: Dr. Greg Schulz

2025-26 STEERING COMMITTEE MEMBERS

CHAIR – Dr. Greg Schulz, Superintendent/President

STANDING COMMITTEE CHAIRS
1. Dr. Dana Hester, Educational Programs Committee
2. Dr. Richard F. Rams, Student Services Committee
3. Claudette Dain, Financial Resources Committee and Physical Resources and Safety Committee
4. Dr. Lan Hao, Institutional Effectiveness Committee and Institutional Research and Planning Committee
5. Dr. Eric Calderon, College Information Technology Committee
6. Lisa McPheron, Strategic Communications, Marketing and Public Affairs
7. *Dan Volonte, Program Review Committee
8. Simone Brown Thunder, Human Resources Advisory/Staff Diversity Committee
9. *Dr. Catie Besancon, Student Learning Outcomes Assessment Coordinator
10. Dr. Ty Thomas, Diversity, Equity, Inclusion, and Accessibility + Committee and Professional Learning Committee

CLASSIFIED REPRESENTATION
1. Danielle Weller
2. Cathy Day

SUPERVISORS/CONFIDENTIAL
1. Lisa Fowler, President, Supervisors/Confidential Team

FACULTY REPRESENTATION
1. Spencer Boldt
2. Dalvir Dhillon
3. Ken Edwards
4. Patty Glover
5. Dr. Elaine Jefferson
6. Renee Liskey
7. Gilbert Marquez
8. Dr. Gerhard Peters
9. Tommy Reyes
10. Cheri Swatek
11. Lisa Villa
12. Ji Hee Yoo

STUDENT REPRESENTATION
1. Jonathan Johnson
2. Marquel-Leslie Savage

RECORDING SECRETARY
1. Christine Link

2026-2031 STRATEGIC PLAN MEMBERS
1. Jody Barrass
2. Fred Diamond
3. Kathy Flores
4. Dr. Elaine Lipiz Gonzalez
5. Dr. Kim Orlijan
6. Sigi Pan
7. Dr. Gerald Sequeira
8. Dr. Bala Sethu Raja

*This standing committee chair vote is made by a faculty member.

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee Minutes
September 22, 2025

Present: Dr. Catie Besancon, Spencer Boldt, Simone Brown Thunder, Cathy Day, Dalvir Dhillon, Ken Edwards, Lisa Fowler, Patty Glover, Dr. Lan Hao, Dr. Elaine Jefferson, Renee Liskey, Gilbert Marquez, Lisa McPheron, Dr. Richard F. Rams, Tommy Reyes, Marquel-Leslie Savage, Dr. Greg Schulz, Cheri Swatek, Dr. Ty Thomas, Lisa Villa, Dan Volonte and Christine Link, recording secretary

Absent: Dr. Eric Calderon, Claudette Dain, Dr. Dana Hester, Jonathan Johnson, Dr. Gerhard Peters, Danielle Weller and Ji Hee Yoo

2026-2031 Strategic Plan Members: Jody Barrass, Fred Diamond (also representing Ms. Claudette Dain), Kathy Flores, Dr. Kim Orlijan, Sigi Pan, Dr. Gerald Sequeira

Guests: Tom Cheng (representing Dr. Eric Calderon)

Call to Order
Dr. Schulz called the meeting to order at 2:45 p.m.

Dr. Schulz thanked everyone for signing the sign-in sheet, noting that name tents were available. He also mentioned that closed captioning was available via Zoom for viewing during the meeting.

Minutes
Mr. Boldt moved to approve the September 8, 2025, Steering Committee minutes, which Dr. Besancon seconded.

> September 8, 2025, Steering Committee meeting minutes were approved by consensus.

> **Yes Votes –** Dr. Catie Besancon, Spencer Boldt, Simone Brown Thunder, Dalvir Dhillon, Ken Edwards, Lisa Fowler, Patty Glover, Dr. Lan Hao, Dr. Elaine Jefferson, Lisa McPheron, Dr. Richard F. Rams, Tommy Reyes, Marquel-Leslie Savage, Dr. Greg Schulz, Cheri Swatek, Dr. Ty Thomas and Lisa Villa

> **No Votes –** None

> **Abstentions –** Cathy Day, Renee Liskey, Gilbert Marquez and Dan Volonte

Old Business: Action Items

1.   2025-26 Steering Committee Constitution – Second Read – Dr. Schulz

> Dr. Besancon moved to approve the 2025-26 Steering Committee Constitution which was seconded by Ms. Villa.

After discussion, and a request to revise Article VI (Committees), Section 1, Item I, adding "Counseling/Enrollment Services Collaborative" to the list; Dr. Besancon amended her motion to include the revision, which was seconded by Ms. Villa.

2025-26 Steering Committee Constitution was approved by consensus.

Yes Votes – Dr. Catie Besancon, Spencer Boldt, Simone Brown Thunder, Cathy Day, Dalvir Dhillon, Ken Edwards, Lisa Fowler, Patty Glover, Dr. Lan Hao, Dr. Elaine Jefferson, Renee Liskey, Gilbert Marquez, Lisa McPheron, Dr. Richard F. Rams, Tommy Reyes, Marquel-Leslie Savage, Cheri Swatek, Dr. Ty Thomas, Lisa Villa and Dan Volonte

No Votes – None

2.   2025-26 Steering Committee Purpose Statement – Second Read – Dr. Schulz

Dr. Besancon moved to approve the 2025-26 Steering Committee Purpose Statement which was seconded by Mr. Volonte.

2025-26 Steering Committee Purpose Statement was approved by consensus.

Yes Votes – Dr. Catie Besancon, Spencer Boldt, Simone Brown Thunder, Cathy Day, Dalvir Dhillon, Ken Edwards, Lisa Fowler, Patty Glover, Dr. Lan Hao, Dr. Elaine Jefferson, Renee Liskey, Gilbert Marquez, Lisa McPheron, Dr. Richard F. Rams, Tommy Reyes, Marquel-Leslie Savage, Cheri Swatek, Dr. Ty Thomas, Lisa Villa and Dan Volonte

No Votes – None

Old Business: Information Items

1.   2026-31 Strategic Plan Development Process – Dr. Hao

Dr. Hao shared the purpose of the process and thanked the volunteer members for their time. She also thanked her assistant, Ms. Jody Barras, for her work organizing the work and meetings. She looks forward to additional volunteer members as the process moves forward.

There was discussion regarding the number, time and purpose of the planned meetings. As requested, lunch or snacks will be provided during the meetings. The following meetings had been confirmed and Outlook invitations will be sent soon:

November 7, 2025; 11:30 a.m. to 2:30 p.m., location TBD
December 12, 2025; 11:30 a.m. to 2:30 p.m., location TBD

Dr. Hao would like to host a meeting during the winter intersession and will survey members for availability regarding the following dates:

January 27, 2026; 9:30 a.m. to 12:30 p.m.
February 10, 2026; 9:30 a.m. to 12:30 p.m.

Copies of the Mission, Vision, Values (MVV) and 2021-26 Strategic Plan documents were distributed and attendees were encouraged to review. Dr. Hao shared that the MVV should be used as a blueprint in developing the 2026-31 Strategic Plan. It was noted that other plans, including but not limited to the EFMP, must be considered as the work on the new plan progresses. The 2026-31 Strategic Plan should define who we are.

Attendees broke into groups and reviewed the 2021-26 Strategic Plan in an effort to collect insights. Attendees shared their comments upon review and were encouraged to share their notes with Dr. Hao. There was also discussion regarding mapping the MVV to the 2026-31 Strategic Plan and combining or collapsing themes.

Students commented that additional social media platforms should be utilized. It was also noted that student goals need to be taken into consideration in developing the 2026-31 Strategic Plan.

New Business: Information Items

1. 2025-26 College Information Technology Committee (CITC) Purpose Statement – First Read – Dr. Calderon

   Annually CITC reviews its Purpose Statement for accuracy and relevance and, upon approval, is included in the Organization and Governance Handbook. Mr. Cheng, on behalf of Dr Calderon, shared revisions made to the 2025-26 CITC Purpose Statement. He indicated that the document was discussed and approved by CITC on September 8, 2025.

   The 2025-26 College Information Technology Committee (CITC) Purpose Statement will be included on the October 13, 2025, Steering Committee agenda for a second and final read.

2. 2025-26 Student Services Committee Purpose Statement – First Read – Dr. Rams

   The Student Services Committee annually reviews its Purpose Statement for accuracy and relevance prior to placement in the Organization and Governance Handbook. Dr. Rams shared revisions made to the 2025-26 Student Services Committee Purpose Statement.

The 2025-26 Student Services Committee Purpose Statement will be included on the October 13, 2025, Steering Committee agenda for a second and final read.

Reports and Updates

Educational Programs Committee – Dr. Dana Hester
No report.

Student Services Committee – Dr. Richard F. Rams
The September 11, 2025 Student Services Committee (SSC) meeting began with a welcome and introductions, followed by key informational updates including the 2025–28 Student Equity Plan and an upcoming campus forum presented by Dr. Lipiz Gonzalez and Dr. Martinez Bleech. Dr. Rams provided a legislative update on proposed Title 5 changes concerning Academic Progress Notices and Academic Renewal, with a 45-day public comment period ending October 17, 2025. Under new business, the committee approved the April 10, 2025 meeting minutes and reviewed the SSC Purpose Statement and subcommittees of SSC for 2025-26. Dr. Sequeira led a discussion on enrollment-related administrative procedures and board policies, including AP 5017, AP/BP 5020, AP 5031, AP/BP 5052 (noting no changes), and AP 5075. The meeting concluded with a preview of upcoming SSC meetings.

Physical Resources and Safety Committee – Ms. Claudette Dain
Mr. Diamond (on behalf of Ms. Dain) shared that Physical Resources and Safety Committee (PRSC) was on recess during the summer. The next PRSC meeting will be on September 25, 2025.

Financial Resources Committee – Ms. Claudette Dain
No report.

Human Resources Advisory Committee – Ms. Simone Brown Thunder
No report.

College Information Technology Committee – Dr. Eric Calderon
Mr. Cheng (on behalf of Dr. Calderon) reported that the committee approved the purpose statement for the 2025-26 academic year. The revisions included changes to the date, updates to job titles, and correction to the meeting times. The group also discussed providing demonstrations of different systems or applications through the year to give the group exposure to some of the resources available for the college. The next meeting will include a brief demonstration of Degreeworks.

The group was also provided updates from the work done by the enterprise systems team which included an upcoming Banner update for data submissions, Degreeworks cloud migration, and website site migration status. There was also an update provided on the final servers to be moved from the IS building to the data center which should be done in the fall term. The group also discussed the different types of fraud attempts that are targeting students or enrollment.

Strategic Communications, Marketing and Public Affairs – Ms. Lisa McPheron

The new Citrus College logo and brand assets have been well received by the campus community. The department is preparing to release an updated style guide that will merge logo usage guidelines with a glossary of key terms, along with additional details on how our team collaborates with and supports the college community.

Institutional Effectiveness Committee – Dr. Lan Hao

The Institutional Effectiveness Committee (IEC) was scheduled to meet on September 22, 2025 immediately following the Steering Committee meeting. Topics of discussion include: 1. the 2025-26 IEC Purpose Statement; 2. the upcoming Accreditation/ISER project preparation; and 3. Continue the ACCJC Standards review padlet exercise.

Institutional Research and Planning Committee – Dr. Lan Hao

The Institutional Research and Planning Committee (IRPC) met on September 22, 2025 and approved the 2025-26 IRPC Purpose Statement. The group listened to a presentation of DEI focus group findings and discussed ways that equity could be enhanced.

Program Review Coordinator – Mr. Dan Volonte

Program Review/SLOA met September 4, 2025. Reviewed the purpose statement and some changes were made. We will submit changes to committee via email for review and it back for formal approval at the next meeting. We discussed the idea of putting program review on the portal for easier access and transparency. We look to launch it this spring of 2026.

Student Learning Outcomes Assessment (SLOA) Coordinator – Dr. Catie Besancon

No report.

Diversity, Equity, Inclusion, and Accessibility + Committee – Dr. Ty Thomas

No report.

Professional Learning Committee – Dr. Ty Thomas

The first meeting will be held on September 23, 2025. The committee developed its purpose statement, discussed our priorities for the year, and began considering the theme for Flex Day 2026. We are also excited to announce that we will be accepting nominations for the inaugural Outstanding Colleagues Awards from October 1 to November 6, 2025. We encourage all employees to engage in the opportunity to highlight the meaningful work done by their colleagues. Lastly, the committee discussed the plans for the first year of the college's Classified Leadership Academy, which will begin on October 3, 2025.

Accreditation – Dr. Dana Hester & Dr. Catie Besancon

On October 3, 2025 from 9 a.m. to 12 noon in CI-159, there will be an ACCJC training in preparation for our next ISER. All are welcome to join the training. subgroups for the standards are being formed.

Academic Senate President – Ms. Lisa Villa

The second meeting of the fall semester will occur September 24, 2025 where we will have the first read of our Purpose Statement. We got a little late start due to needing to include some emergent items on the first meeting agenda. Also, the Senate AI workgroup is back on task and had a productive first meeting. The workgroup is beginning to collaborate with professional learning; we are excited to see movement on this front and look forward to the progress coming out of this collaboration.

ASCC Representatives – Mr. Jonathan Johnson & Ms. Marquel-Leslie Savage

No report.

Classified – Ms. Danielle Weller

No report.

Supervisors/Confidential President – Ms. Lisa Fowler

No report.

Superintendent/President – Dr. Greg Schulz

Dr. Schulz shared a brief enrollment update. Our unduplicated headcount continues to grow as we approach the start of late start classes, though at this time our projected FTES for fall 2025 is still slightly lower than our FTES from fall 2024. Dr. Schulz share information about campus events taking place to celebrate Hispanic Heritage Month, including the Bienvenida event that will take place on the campus quad on September 30. Dr. Schulz shared that there are a few different search processes currently underway due to four recent or upcoming retirements. Dr. Schulz briefly shared that he has attended recent community events in Glendora and Duarte and will be attending upcoming events in Azusa and Claremont.

Adjournment

The meeting was adjourned at 4:00 p.m.

Respectfully submitted,
Christine Link
Executive Assistant
Superintendent/President's Office

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO: Steering Committee   Action   X

DATE   October 13, 2025   Resolution

SUBJECT: 2025-26 College Information Technology   Information
           Committee (CITC) Purpose Statement –
           Second Read   Enclosure(s)   X

BACKGROUND
Annually, the College Information Technology Committee (CITC) reviews its Purpose Statement for accuracy and relevance and, upon approval, is included in the Organization and Governance Handbook. This document was discussed and approved by the College Information Technology Committee (CITC) on Monday, September 8, 2025 and the Steering Committee for a first read on September 22, 2025.

This item was prepared by Millie Franco, Administrative Secretary II, Technology and Computer Services.

RECOMMENDATION
Authorization is requested to approve the second and final reading of the 2025-26 College Information Technology Committee (CITC) Purpose Statement.

Eric Calderon, Ed.D.
Recommended by

_____/_____
Moved   Seconded

Aye__Nay__Abstained___   Item No._____III.1._____

CITRUS COLLEGE

COLLEGE INFORMATION TECHNOLOGY COMMITTEE
2025-2026

PURPOSE STATEMENT

The purpose of the College Information Technology Committee (CITC) is to develop, oversee, and review district policy and planning efforts pertaining to instructional and institutional information technology at Citrus College. The committee oversees and responds to accreditation recommendations related to technology policies and planning in Standard 3.2, 3.9, and 3.10 of the ACCJC Accreditation Standards. The committee also acts as a communication conduit for technology related issues and a focal point for input from district constituencies on computer and technology related issues.

The CITC will:

- Advise the Steering Committee on policy and planning matters pertaining to computer and technology use.

- Develop, review, and update the district computer and technology board policies and related administrative procedures.

- Communicate policy, procedures, and plans to college constituents to keep them informed of technology matters on campus.

Responsibilities for 2025-2026

1. Conduct regular meetings to identify new technologies, discuss improvements to current technology, and their applications to the college community.

2. Provide guidance and feedback regarding technology options related to current and developing campus initiatives.

3. Provide information about technology training options available on campus and online.

4. Ensure continued support of remote operations, teaching and learning that is responsive to emerging needs.

5. Assess and respond to student's technology needs in face-to-face and online classes.

6. Provide guidance and feedback regarding implementing, enhancing, and securing

technology resources to sustain educational services and operational functions.

7. Research, inform, and provide guidance for remote work policies and procedures.

8. Provide ongoing technology support for public health initiatives as needed to sustain educational services and operational functions.

(ACCJC Standards:) 3.2, 3.9, and 3.10

<u>Frequency of Meetings</u> – Monthly

<u>Day/Time of meeting</u> –***First Monday of the month* (unless on a holiday)** - 10:00 AM to 11:00 AM

<u>Composition of Committee</u> (15)
Chief Technology Officer (Chair)
Director of Technology Operations and Support Services (Alternate Chair)
Director of Enterprise Systems (Alternate Chair)
Dean of Enrollment Services (or designee)
Dean of Career, Technical, and Continuing Education
Dean of Counseling Programs and Services (or designee)
Dean of Social and Behavioral Sciences, Online Education
Director of Fiscal Services (or designee)
Executive Director of Human Resources (or designee)
Director of Institutional Research, Planning, and Effectiveness (or designee)
Executive Director of Strategic Communications, Marketing and Public Affairs
Supervisor of Library Services
Management Team representative
Supervisor/Confidential representative
Faculty Representative(s)
Classified Representative(s)
Associated Students of Citrus College (ASCC) Representative(s)

Approved by the College Information Technology Committee September 08, 2025

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Steering Committee	Action	X
DATE:	October 13, 2025	Resolution	
SUBJECT:	2025-26 Student Services Committee (SSC) Purpose Statement – Second Read	Information	
		Enclosure(s)	X

BACKGROUND

Annually, the Student Services Committee (SSC) reviews its Purpose Statement for accuracy and relevance and, upon approval, is included in the Organization and Governance Handbook. This document was discussed and approved by the Student Services Committee (SSC) on September 11, 2025 and the Steering Committee for a first read on September 22, 2025.

This item was prepared by Christina Garcia, Administrative Assistant, Student Services.

RECOMMENDATION

Authorization is requested to approve the second and final reading of the 2025-26 Student Services Committee (SSC) Purpose Statement.

Richard F. Rams, Ed.D.
Recommended by

_____/_____
Moved   Seconded

Aye__Nay__Abstained___   Item No._____III.2._____

STUDENT SERVICES COMMITTEE
2025-2026 PURPOSE STATEMENT

The Student Services Committee (SSC) is a standing committee of the Citrus College Steering Committee. The purpose of the SSC is to facilitate development, implementation, and assessment of student services across the campus community. The SSC discusses the programs and activities of all Student Services programs including: Admissions and Records, Basic Needs, Black Scholars, California Work Opportunity and Responsibility for Kids (CalWORKs), Campus Safety, Counseling and Advisement, Career/Transfer Center, Disabled Student Programs and Services (DSPS), Dream Resource Center, Extended Opportunity Programs and Services (EOP&S)/Cooperative Agencies Resources for Education (CARE), Financial Aid, International Student Center, Mi Gente Scholars, NextUp, Pride Center, Rising Scholars, Student Equity and Achievement Program, School Relations and Outreach, Student Life and Leadership Development, Student Wellness Center, and Veterans Success Center.

The committee reviews board policies and administrative procedures related to District student services and adheres to accreditation standards related to the District's student support services addressed in Accrediting Commission for Community and Junior Colleges (ACCJC) Standard 2.

RESPONSIBILITIES for 2025-2026:

1. Support the advancement of the strategic plan and monitor the progress of the Annual Implementation Plan (AIP);
2. Monitor the progress of student services comprehensive program reviews;
3. Assist in the development and preparation of the Citrus College Student Equity Plan (2025-2028);
4. Review future academic calendar recommendations from the Academic Calendar Committee;
5. Monitor campus progress and initiatives designed to enhance student support and student success;
6. Review the work of standing sub-committees and workgroups;
7. Monitor progress on the design and implementation of enhancements to the delivery of services to students;
8. Support and advocate for strengthening Diversity, Equity, Inclusion and Accessibility+ initiatives, activities and events on campus and in the community;
9. Discuss State and Federal legislative updates relevant to student services areas including implementation strategies at Citrus College;
10. Review and recommend strategies to support enrollment management efforts on campus;
11. Monitor the progress of:
    a. The Student Equity and Achievement Program plan (SEAP)
    b. The Transfer Plan
    c. Vision Aligned Reporting implementation
    d. Campus efforts to enhance fraud prevention

FREQUENCY OF MEETINGS:
Monthly during fall and spring terms

DAY/TIME OF MEETING:
2nd Thursday of the month @ 1:30-2:30 p.m. in SS-205

COMMITTEE MEMBERSHIP (24):
Vice President of Student Services (Chair)
Vice President of Academic Affairs (or designee)
Vice President of Finance & Administrative Services (or designee)
Chief Technology Officer (or designee)
Director of Institutional Research, Planning and Effectiveness
Director of Diversity, Equity, Inclusion, and Accessibility+
Director of Student Equity & Success Programs
Director of Dual Enrollment
Faculty (5)
Student Services Deans (3)
Managers (2)
Supervisor/Confidential (2)
Classified Representatives (2)
ASCC Representatives (2)

Subcommittees:

ACADEMIC CALENDAR COMMITTEE
The Academic Calendar committee develops future academic calendars.

FREQUENCY OF MEETINGS:
Annually during the fall semester.

MEMBERSHIP
- Dean of Enrollment Services (Co-Chair)
- Faculty representatives (3, including Co-Chair)
- CCFA representative (1)
- CSEA representatives (3)
- Managers (4)
- Supervisor/Confidential (2)
- Student representative (1)

COUNSELING/ENROLLMENT SERVICES COLLABORATIVE
The Citrus College Counseling/Enrollment Services Collaborative is a working group that fosters effective communication and collaboration among campus stakeholders involved in student counseling, enrollment, and support services. The collaborative aims to enhance the student experience by ensuring that services are responsive, equitable, and aligned with the College's mission, vision, and values. Together, the collaborative will work to maintain a positive and supportive campus environment related to counseling and enrollment services. The purpose of the collaborative is also to provide a forum for sharing ideas, discussing challenges, and identifying opportunities to

improve support for counselors and support staff members. Occasionally, the collaborative may provide updates to the Student Services Committee, including any recommendations related to student services and enrollment matters.

FREQUENCY OF MEETINGS:
Monthly during the regular semester.

MEMBERSHIP:
- Vice President of Student Services
- Counseling Faculty Representatives (*no limit)
- Dean of Enrollment Services
- Dean of Counseling Programs and Services
- Registrar
- Director of Financial Aid
- Director of Outreach
- Director of EOP&S/CARE/CalWORKs/NextUp
- Director of Disabled Student Programs and Services
- Director of Student Support Services

STUDENT EQUITY & ACHIEVEMENT PROGRAM COMMITTEE
The purpose of the SEAP Committee is to study, monitor, and make recommendations regarding the College's Student Equity Plan and to advance equity efforts across campus. The committee oversees the submission, implementation, updates, evaluation, and overall compliance of the Student Equity Plan submitted to the State Chancellor's Office. Utilizing guidelines from the California Community Colleges Chancellor's Office (CCCCO), data is evaluated by the SEAP committee to make informed decisions on the implementation of programs and services.

FREQUENCY OF MEETINGS:
Three times per primary term

MEMBERSHIP:
- Faculty (10, including Co-chair)
- Director of Student Equity & Success Programs (Co-chair)
- Dean of Counseling Programs and Services
- Vice Presidents of Student Services
- Vice President of Academic Affairs
- Deans (2)
- Managers/Supervisors (6)
- Classified/Professional Experts (5)
- Students (2)

TRANSFER ADVISORY COMMITTEE
The Citrus College Career/Transfer Center hosts an annual Transfer Advisory Committee meeting that supports and strengthens a transfer culture campus. The primary purpose of the meeting is to connect, discuss, share, and receive transfer-related information and data that impacts current and future Citrus College transfer students. Citrus College employees, local high school and university partners are invited to participate.

<u>FREQUENCY OF MEETINGS</u>:
Annually during the spring semester.

<u>MEMBERSHIP</u>:
- Vice President of Student Services
- Dean of Counseling Programs and Services
- Director of Student Support Services
- Faculty Representatives (*no limit)
- Citrus College Managers (*no limit)
- Career/Transfer Center Coordinator
- Career/Transfer Center Secretary
- Local high school partners (*no limit)
- University partners (*no limit)

SSC Approved: 09/11/25

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO:	Steering Committee	Action	
DATE:	October 13, 2025	Resolution	
SUBJECT:	Board of Trustees – Revised Board Policies and Administrative Procedures – First Read	Information	X
		Enclosure(s)	X

BACKGROUND
The District's Board Policies and Administrative Procedures are regularly reviewed and updated to align with recommendations developed in conjunction with the Community College League of California (CCLC) and federal and state guidelines.

The following Board Policies and Administrative Procedures have been reviewed and approved by constituent groups on various dates during the 2024-25 academic year.

BP 1100 Citrus Community College District
BP 2000 Board Policy and Administrative Procedure
AP 2000 Board Policy and Administrative Procedure
BP 2010 Board Membership
AP 2360 Minutes

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION
No action required. Information only.

Greg Schulz, Ed.D.
Recommended by

_____/_____
Moved   Seconded

Aye___Nay___Abstained___   Item No.____IV.1._____

CITRUS COMMUNITY COLLEGE DISTRICT
DISTRICT

BP 1100   CITRUS COMMUNITY COLLEGE DISTRICT

References: Education Code Section 72000(b); Elections Code Section 18304
           ACCJC Accreditation Standards 4.2

The District has been named the Citrus Community College District.

The name is the property of the District. No person shall, without ~~the~~ written permission of the Board of Trustees or an official designee of the Board of Trustees, use this name or the name(s) of any college(s) or other facilities of the District, or any abbreviation of them, to imply, indicate or otherwise suggest that an organization, product or service is connected or affiliated with, or is endorsed, favored, supported, or opposed by, the District.

The District consists of the following college~~(s) and/or education center(s)~~:

Citrus College located at 1000 West Foothill Boulevard and 1155 West Foothill Boulevard, Glendora, CA 91741-1899.

Board Approval   11/18/08
Desk Review   06/16/11
Desk Review   05/13/15
Revised   03/28/25

NOTE: This procedure is legally advised. New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

CITRUS COMMUNITY COLLEGE DISTRICT
BOARD

BP 2000   **BOARD POLICY AND ADMINISTRATIVE PROCEDURE**

References: Education Code Section 70902
                  ACCJC Accreditation Standards 4.4 ~~IV.B.1.b and e~~

The Board of Trustees may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

~~The~~ Board policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

~~Policies of the~~ Board policies may be adopted, revised, added to, or amended at any regular ~~Board~~ meeting of the Board of Trustees by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall provide each member of the Board of Trustees with copies of the administrative procedures. The Board of Trustees reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all policies and administrative procedures shall be readily available to District employees through the Superintendent/President's Office.

Board Approved   11/18/08
Desk Review   06/16/11
Desk Review   03/19/13
Desk Review   03/06/19
Revised   03/28/25

NOTE: This procedure is legally advised. New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

CITRUS COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

AP 2000   **BOARD POLICY AND ADMINISTRATIVE PROCEDURE**

References: Education Code Section 70902;
                      ACCJC Accreditation Standards 4.4 ~~IV.B.1.b and e~~

The following procedures have been established by the Board of Trustees of Citrus
College for adopting or changing Board Policies and Administrative Procedures:

- Policy proposal or modifications to policy may be initiated locally by an individual
  committee, department or other campus group.
- Proposals are referred to the appropriate Standing Committee of the college
  Steering Committee.
- Proposals are drafted into policy format and after approval by the Standing
  Committee, distributed to campus groups for review, discussion and comment.
- After receipt of comments from all constituent groups (ie; Associated Students,
  Academic Senate, CSEA, Management Team, and Supervisors/Confidential
  Team), the Standing Committee considers any proposed modifications and the
  policy draft may be revised accordingly.
- Following final approval by the Standing Committee, the proposal is placed on
  the Steering Committee agenda for consideration.
- After approval by the Steering Committee, the policy is submitted to the Board of
  Trustees for adoption.
- The Board of Trustees will review all Board Policies and Administrative
  Procedures on a three-year cycle, reviewing one-third each year.

Board Approved   03/17/09
Desk Review   01/18/12
Desk Review   03/19/13
Desk Review   03/08/19
Revised   03/28/25

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deleted language is indicated by ~~strikethrough~~, and subsequent changes to language
are indicated by shading.

CITRUS COMMUNITY COLLEGE DISTRICT
BOARD

BP 2010   BOARD MEMBERSHIP

References: Education Code Sections 72023, 72103, and 72104
<u>ACCJC Accreditation Standard 4</u>

The Board shall consist of five members elected by the qualified voters of the District. Members shall be elected by trustee area as defined in BP 2100 ~~titled~~ Board Elections.

Any person who meets the criteria contained in law is eligible to be elected or appointed <u>as</u> a member of the Board.

An employee of the District may not be sworn into office as an elected or appointed member of the Board of Trustees <u>of the Citrus Community College District</u> unless ~~he or she~~ <u>they</u> resign~~s~~ as an employee.

No member of the Board of Trustees shall, during the term for which ~~he or she is~~ <u>they are</u> elected, hold an incompatible office.

Board Approved   11/18/08
Desk Review   06/16/11
Desk Review   03/19/13
Desk Review   10/21/15
Desk Review   03/08/19
Revised   03/28/25

NOTE: This procedure is legally advised. New language is indicated by <u>underline</u>, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

CITRUS COMMUNITY COLLEGE DISTRICT
BOARD

AP 2360   MINUTES

References: Education Code Section 72121(a);
                        Government Code Section 54957.5

Minutes of open meetings shall be maintained in the Superintendent/President's Office, are public record, and shall be available to the public.

Minutes of open meetings shall contain, at minimum, the following information.
- Meeting details, such as date, time, location and meeting type;
- Accounting of Board members present and absent;
- The nature of all motions including the names of Board members making and seconding such motions, and disposition;
- Name ~~and subject~~ of public speakers;
- Time of adjournment.

The open meeting minutes shall be written to include only actions proposed and/or approved by the Board, without summary of discussions, except:
- When a committee report is of great importance or should be recorded to show the legislative history of a measure, the Board can order it "to be entered in the minutes," in which case the secretary copies it in full in the minutes.
- The proceedings of a committee of the whole, or a quasi committee of the whole, should not be entered.

After approval by the Board of Trustees (normally at the following Board meeting), the approved minutes shall be maintained in the Superintendent/President's Office ~~and posted on the District website. Copies of the minutes are available for members of the public at http://www.citruscollege.edu.~~ The public may ~~also~~ request copies by submitting a written request to the Superintendent/President's Office. Fees, if applicable, will be charged for public requests based on the current rate of ~~25~~ 20 cents per page (subject to change), based on the number of pages, plus cost to mail.
- ~~A summary of the Board Meeting is disseminated in the Board Highlights~~
- Copies of the ~~most recent~~ minutes are available ~~via~~ ~~posted~~ on the College's BoardDocs web site or upon request from the Superintendent/President's Office.
- ~~The official minutes are maintained in a bound version in the vault.~~

NOTE: This procedure is legally advised. New language is indicated by <u>underline</u>, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated by shading.

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO: Steering Committee

DATE   October 13, 2025

SUBJECT: 2025-26 Associated Students of Citrus
           College (ASCC) Purpose Statement –
           First Read

Action		
Resolution		
Information	X	
Enclosure(s)	X	

BACKGROUND
Annually, the Associated Students of Citrus College (ASCC) reviews its Purpose Statement for accuracy and relevance and, upon approval, is included in the Organization and Governance Handbook. This document was discussed and approved by the Associated Students of Citrus College (ASCC) on Tuesday, September 23, 2025.

This item was prepared by Rosario Garcia, Student Life Supervisor, Office of Student Life and Leadership Development.

RECOMMENDATION
Information only. No action required.

Richard F. Rams, Ed.D.
Recommended by

_____/_____
Moved   Seconded

Aye__Nay__Abstained___   Item No.____IV.2._____

PURPOSE
According to Article I, Section 2 of the Constitution, the purpose of the ASCC is:

A. To guarantee a republican form of student government.
B. To conduct the activities of the Associated Students and to promote the adoption and application of an effective student government.
C. To further cooperation among students and between students, faculty, staff, administration, and the community.
D. To develop a more informed citizenry capable of assuming an active role in society.
E. To provide effective student representation in the college's shared governance process.

The ASCC responds to the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standard 4: Governance and Decision Making.

The ASCC Executive Board Composition: 19 Members (10 Quorum)
President:
A. Preside over and chair all regular and special meetings of the Executive Board.
B. Be responsible for the Executive Board agenda development.
C. Call special meetings of the Executive Board, providing they informs all Executive Board advisors and members and complies with Brown Act requirements.
D. Appoint members of the Associated Student Court with the approval of 2/3 vote of the Executive Board.
E. Appoint all committee members.
F. Perform such other duties as may be specified for the President in Robert's Rules of Order (revised).
G. Act as host for the ASCC at all times.
H. Be a member of the ASCC Finance Committee.
I. Develop rapport, communication and information between the Student Trustee, Administration, and Presidents of the Academic Senate, Confidential/Supervisory, Classified Staff, Faculty Association, and Management Team.
J. Become interim Student Trustee if the elected Student Trustee is removed from office, can no longer serve, or is put on academic or disciplinary probation until a special or general election can be held to elect a new representative.

Vice President:
A. Preside over all Executive Board meetings in the absence of the President, and succeed to that office upon resignation or disqualification of the President.
B. Act as an ex-officio member in a non-voting capacity of all committees appointed by the President and the Executive Board.
C. Act as parliamentarian of the Executive Board.
D. Be a member of the ASCC Finance Committee.
E. Keep the Executive Board informed on the progress of all appointed committees.
F. Attend all Citrus College Board of Trustees meetings.

Treasurer:
    A. In conjunction with the Student Affairs Administrator, have charge of all Associated Student funds.
    B. Make monthly reports to the Executive Board of the financial condition of the Associated Students.
    C. Be instrumental in operating the budget.
    D. Chair the ASCC Finance Committee.
    E. Maintain an up-to-date financial code and follow the guidelines set forth.

Legislative Liaison:
    A. Inform the Student Body and the ASCC of events, legislative action, proposals, and ballot initiatives that could affect community college finances and/or programs.
    B. Attend meetings and conferences that pertain to local, state, or national student organizations, pending approval of the ASCC Executive Board.

Senators:
    A. Each be appointed to standing, special, and ad hoc committees, the primary committees being the college Steering Committee and its standing sub-committees.
    B. Each Senator will be assigned academic affairs or student service departments. The Senator shall maintain rapport and become liaison between the Executive Board, faculty, staff, administration, and students.

Commissioner of Public Relations:
    A. Chair the Public Relations Committee.
    B. Supply press release material and ensure the dissemination of ASCC publications to the student population.
    C. Be instrumental in promoting good relations between Citrus College, district high schools, other colleges and the college community.
    D. Maintain an active recruitment program from the student body at Citrus College and local high schools.
    E. Conduct all ASCC general and special elections in the absence of an active Student Court in conjunction with the Executive Board President.
    F. Work closely with the editors of all school publications.
    G. Coordinate with the Commissioners of Activities, Athletics and Inter-Club Council Relations.

Commissioner of Activities:
    A. Process and file all documents necessary in the activities preparation process.
    B. Chair the Campus Activities Board.
    C. Plan and coordinate all aspects of co-curricular student activities in conjunction with the Office of Student Life.
    D. Delegate activity duties to members of the Executive Board and maintain assignment schedules for each event.
    E. Coordinate with the Commissioner of Public Relations for promotion of events.

Commissioner of Athletics:
    A. Establish and maintain a good standing relationship with campus athletic programs and administrators.

B. Report to the ASCC Executive Board on the activities and competitive results of athletic programs.
C. Coordinate with the Commissioner of Public Relations in efforts to promote student engagement in athletic events.

Commissioner of Inter-Club Council Relations:
    A. Attend all Inter-Club Council Meetings.
    B. Establish and maintain open communication between the Associated Students of Citrus College Executive Board and the Inter-Club Council (ICC).
    C. Report to the ASCC Executive Board on the activities and developments within the ICC and its member clubs.
    D. Coordinate with the Commissioner of Activities in promoting inter-organizational collaboration between the ASCC and ICC.

Commissioner(s)-at-Large:
    A. Each be appointed to standing, special, and ad hoc committees to serve in a capacity similar to that of a Senator.
    B. Perform special duties as indicated by the President.

Student Trustee:
    A. Be a member of the Citrus Community College District Board of Trustees.
    B. Fulfill all responsibilities of Board of Trustees member according to the California Education Code and Citrus College Board Policies and Administrative Procedures.
    C. Represent the interests of the entire community with a particular emphasis on the perspectives of present and future students of Citrus College.
    D. Attend all ASCC Executive Board meetings and report on the actions of the Board of Trustees.
    E. Act as the mentor to the incoming Student Trustee during the spring semester.

MEETING DAY/LOCATION
Tuesdays of Fall and Spring semesters, CC 111.

MEETING DATES

~~September 3, 17, 2024, October 1, 15, 29, 2024, November 12, 26, 2024, February 25, 2025, March 11, 25, 2025, April 8, 22, 2025, May 6, 20, 2025, and June 3, 2025.~~

<u>August 26, 2025, September 16, 23, 2025, October 7, 21, 2025, November 4, 18, 2025, December 2, 2025, February 24, 2026, March 10, 24, 2026, April 7, 21, 2026, May 5, 19, 2026, and June 2, 2026.</u>

RESPONSIBILITIES
~~There~~ <u>The</u> ~~are two components to~~ ASCC ~~, which include the~~ Executive Board ~~and the Campus Activities Board (CAB). Each of these groups~~ has general sets of responsibilities and specific duties.

According to Article VI, Section 4 of the Constitution, the Executive Board is responsible for the following duties:

A. Approving a budget for the ASCC and planning a system of financing all Associated Students functions for the following year.
B. Establishing a Finance Committee which shall recommend the ASCC budget, ASCC expenditures, and finance policies to the Executive Board. The Finance Committee shall include the following officers:
    1. President
    2. Vice President
    3. Treasurer (Chairperson)
    4. One Senator, selected by the President
    5. One Commissioner, selected by the President
    6. Commissioner of Activities
    7. Student Affairs Administrator
C. Adopting by-laws and various codes mentioned elsewhere in the ASCC Constitution.
D. Directing the President of the Associated Students to carry out prudent measures for the welfare of the Associated Students not specifically mentioned in this Constitution.
E. Requiring all officers and students to comply with the provisions of this Constitution.
F. Setting an example of good conduct and decorum within the Associated Students.
G. Examining reports of all officers, agents and committees of the Associated Students.
H. Exercising control over all expenditures of the Associated Students.
I. Ratifying, upon recommendation of the President, all standing and special committees.
J. Exercising supervision over all expenditures from Associated Student funds.
K. Initiating impeachment of an Executive Board member by a 3/4 majority of the entire Executive Board.

~~The Campus Activities Board is responsible for coordinating all ASCC sponsored events and ensures that ASCC officers are signed up to work those events.~~

THE ASSOCIATED STUDENTS OF CITRUS COLLEGE CONSTITUTION

PREAMBLE

We, the students of Citrus College, in order to form a representative student organization, do ordain and establish this constitution of self-government for the Associated Students of Citrus College.

ARTICLE I
Name and Purpose

<u>Section 1</u>. The name of this organization shall be: The Associated Students of Citrus College (ASCC).

<u>Section 2</u>. The purpose of this organization shall be:
A. To guarantee a republican form of student government.
B. To conduct the activities of the Associated Students and to promote the adoption and application of an effective student government.
C. To further cooperation among students and between students, faculty, staff, administration, and the community.
D. To develop a more informed citizenry capable of assuming an active role in society.
E. To provide effective student representation in the college's shared governance process.

ARTICLE II
Nondiscrimination

The Associated Students of Citrus College (ASCC) shall not discriminate, nor will they participate in or affiliate with any organization which discriminates (as discrimination is legally defined) on the basis of: national origin, religion, age, sex or gender (except as exempt from Title IX), race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability.

ARTICLE III
Membership and Privileges

<u>Section 1</u>. Any properly enrolled student of Citrus College shall automatically become a member of the organization upon payment of the Student Service Fee.

<u>Section 2</u>. All members of the ASCC are entitled to the following:

A. The right, if eligible, to hold office as provided in the Constitution.
B. Admission, if eligible, to intercollegiate competition on the conference schedule.
C. Admission to, and eligibility to participate in, all ASCC social activities, intramural sports, and college-recognized clubs and club activities.
D. Eligibility to apply for appropriate scholarships.
E. Receive discounts secured on their behalf.

ARTICLE IV
Officers and Qualifications

Section 1. The elective officers of ASCC shall be the President, Vice President, Student Trustee, Legislative Liaison, and up to seven (7) Senators.

Section 2. The appointed officers of the Associated Students shall be Treasurer, Commissioners of Public Relations, Activities, Inter-Club Council Relations, and Athletics, and not more than three (3) Commissioners-at-Large.

Section 3. Qualifications to run for, and hold office, Definition: (The word "office" in the text means either an elected or appointed office in the student government.)
   A. A student must be enrolled in at least 5 units of college work, and have at least a 2.5 grade point average. This is determined on the cumulative basis for all college work completed. Exceptions may be granted by the Dean of Students or their designee, on a case-by-case basis.
   B. A student must be a member of the Associated Students in good standing. No student on academic probation or who has a disciplinary file may hold a position of responsibility on the ASCC Executive Board.
   C. A student may not serve on the Executive Board, Student Court, or ICC Board for more than four semesters. Service for more than 44 days will constitute a full semester's service.
   D. Executive Board officers must attend all regular and special meetings.
   E. Three unexcused absences are cause for dismissal with the recommendation of a 2/3 absolute majority of the Executive Board.
   F. Unexcused tardiness of up to 15 minutes constitutes an unexcused absence.

Section 4. ASCC officers may be members and/or officers of any college-recognized club or organization with the exception of the ASCC President who may not serve as an officer of any other club or organization. ASCC officers may not hold more than one position on the Executive Board.

Section 5. The term of office for Associated Student officers shall be one academic year, ending on the last day of instruction of the spring semester and the succeeding officers shall take office immediately.

Section 6. The term of the Student Trustee will begin June 1 and end May 31 of the following year (in accordance with the California Education Code).

ARTICLE V
Duties of the Associated Student Officers

Section 1. The President shall:
   A. Preside over and chair all regular and special meetings of the Executive Board.
   B. Be responsible for the Executive Board agenda development.
   C. Call special meetings of the Executive Board, providing they inform all Executive Board advisors and members and complies with Brown Act requirements.

D. Appoint members of the Associated Student Court with the approval of 2/3 vote of the Executive Board.
E. Appoint all committee members.
F. Perform such other duties as may be specified for the President in Robert's Rules of Order (revised).
G. Act as host for the ASCC at all times.
H. Be a member of the ASCC Finance Committee.
I. Develop rapport, communication and information between the Student Trustee, Administration, and Presidents of the Academic Senate, Confidential/Supervisory, Classified Staff, Faculty Association, and Management Team.
J. Become interim Student Trustee if the elected Student Trustee is removed from office, can no longer serve, or is put on academic or disciplinary probation until a special or general election can be held to elect a new representative.

Section 2. The Vice President shall:
A. Preside over all Executive Board meetings in the absence of the President, and succeed to that office upon resignation or disqualification of the President.
B. Act as an ex-officio member in a non-voting capacity of all committees appointed by the President and the Executive Board.
C. Act as parliamentarian of the Executive Board.
D. Be a member of the ASCC Finance Committee.
E. Keep the Executive Board informed on the progress of all appointed committees.
F. Attend all Citrus College Board of Trustees meetings.

Section 3. The Treasurer shall:
A. In conjunction with the Student Affairs Administrator, have charge of all Associated Student funds.
B. Make monthly reports to the Executive Board of the financial condition of the Associated Students.
C. Be instrumental in operating the budget.
D. Chair the ASCC Finance Committee.
E. Maintain an up-to-date financial code and follow the guidelines set forth.

Section 4. The Legislative Liaison shall:
A. Inform the Student Body and the ASCC of events, legislative action, proposals, and ballot initiatives that could affect community college finances and/or programs.
B. Attend meetings and conferences that pertain to local, state, or national student organizations, pending approval of the ASCC Executive Board.

Section 5. The Senators shall:
A. Each be appointed to standing, special, and ad hoc committees, the primary committees being the college Steering Committee and its standing sub-committees.
B. Each Senator will be assigned academic affairs or student service departments. The Senator shall maintain rapport and become liaison between the Executive Board, faculty, staff, administration, and students.

Section 6. The Commissioner of Public Relations shall:
A. Chair the Public Relations Committee.

B. Supply press release material and ensure the dissemination of ASCC publications to the student population.
C. Be instrumental in promoting good relations between Citrus College, district high schools, other colleges and the college community.
D. Maintain an active recruitment program from the student body at Citrus College and local high schools.
E. Conduct all ASCC general and special elections in the absence of an active Student Court in conjunction with the Executive Board President.
F. Work closely with the editors of all school publications.
G. Coordinate with the Commissioners of Activities, Athletics and Inter-Club Council Relations.

Section 7. The Commissioner of Activities shall:
A. Process and file all documents necessary in the activities preparation process.
B. Chair the Campus Activities Board.
C. Plan and coordinate all aspects of co-curricular student activities in conjunction with the Office of Student Life.
D. Delegate activity duties to members of the Executive Board and maintain assignment schedules for each event.
E. Coordinate with the Commissioner of Public Relations for promotion of events.

Section 8. The Commissioner of Athletics shall:
A. Establish and maintain a good standing relationship with campus athletic programs and administrators.
B. Report to the ASCC Executive Board on the activities and competitive results of athletic programs.
C. Coordinate with the Commissioner of Public Relations in efforts to promote student engagement in athletic events.

Section 9. The Commissioner of Inter-Club Council Relations shall:
A. Attend all Inter-Club Council Meetings.
B. Establish and maintain open communication between the Associated Students of Citrus College Executive Board and the Inter-Club Council (ICC).
C. Report to the ASCC Executive Board on the activities and developments within the ICC and its member clubs.
D. Coordinate with the Commissioner of Activities in promoting inter-organizational collaboration between the ASCC and ICC.

Section 10. The Commissioner(s)-at-Large shall:
A. Each be appointed to standing, special, and ad hoc committees to serve in a capacity similar to that of a Senator.
B. Perform special duties as indicated by the President.

Section 11. The Student Trustee shall:
A. Be a member of the Citrus Community College District Board of Trustees.
B. Fulfill all responsibilities of Board of Trustees member according to the California Education Code and Citrus College Board Policies and Administrative Procedures.

C. Represent the interests of the entire community with a particular emphasis on the perspectives of present and future students of Citrus College.
D. Attend all ASCC Executive Board meetings and report on the actions of the Board of Trustees.
E. Act as the mentor to the incoming Student Trustee during the spring semester.

ARTICLE VI
Structure & Duties of the Executive Board

Section 1. The Executive Board, governing body of the Associated Students, shall consist of the following voting members:
A. President
B. Vice President
C. Student Trustee
D. Treasurer
E. Legislative Liaison
F. Up to seven (7) Senators
G. Commissioner of Public Relations
H. Commissioner of Activities
I. Commissioner of Athletics
J. Commissioner of Inter-Club Council Relations
K. Up to three (3) Commissioners at Large

Section 2. Succession to the Presidency shall be the currently elected Vice President. Should this officer be ineligible or unwilling to succeed, the Executive Board shall elect to the Presidency one of its voting members.

Section 3. The members of the Executive Board listed in Section 1 have the only voting power of the Executive Board. Each member has one vote.
A. A quorum consists of 50% plus one of all voting members.
B. No voting by proxy will be permitted for absent members.
C. The Chair of the Associated Students Executive Board shall have no vote during the business meeting except to break a tie.

Section 4. The Executive Board shall be responsible for the following duties:
A. Approving a budget for the ASCC and planning a system of financing all Associated Students functions for the following year.
B. Establishing a Finance Committee which shall recommend the ASCC budget, ASCC expenditures, and finance policies to the Executive Board. The Finance Committee shall include the following officers:
   1. President
   2. Vice President
   3. Treasurer (Chairperson)
   4. One Senator, selected by the President
   5. One Commissioner, selected by the President
   6. Commissioner of Activities
   7. Student Affairs Administrator
C. Adopting by-laws and various codes mentioned elsewhere in the ASCC Constitution.

D. Directing the President of the Associated Students to carry out prudent measures for the welfare of the Associated Students not specifically mentioned in this Constitution.
E. Requiring all officers and students to comply with the provisions of this Constitution.
F. Setting an example of good conduct and decorum within the Associated Students.
G. Examining reports of all officers, agents and committees of the Associated Students.
H. Exercising control over all expenditures of the Associated Students.
I. Ratifying, upon recommendation of the President, all standing and special committees.
J. Exercising supervision over all expenditures from Associated Student funds.
K. Initiating impeachment of an Executive Board member by a 3/4 majority of the entire Executive Board.

Section 5. Business will be conducted under Robert's Rules of Order (revised).

Section 6. Any member of the student body, district staff, or the community may attend the meetings of the Executive Board in a non-voting capacity.

Section 7. The Student Affairs Administrator or his/her designee shall act as advisor of the Executive Board unless otherwise specified by the President of Citrus College.

ARTICLE VII
Judiciary

Section 1. The judicial power of the Associated Students shall be vested in one court known as the Associated Student Court of Citrus College.

Section 2. This court shall consist of five Associated Student members. It will have one advisor. One of the justices shall be elected Chief Justice of the Court and shall preside at all sessions except when they should appoint a member of the court to take their place in their absence.

Section 3. Members of the court shall:
A. Be a member of the Associated Students of Citrus College.
B. Have a cumulative grade point average of 2.5.
C. Be enrolled in a minimum of five units per semester during their term of office.
D. Maintain a 2.5 G.P.A. each semester in office.
E. Be non-voting members of the Executive Board.

Section 4.
A. Appointment of justices shall be by the ASCC President with the approval of a 2/3 majority vote of the Executive Board.
B. If, after two weeks of the beginning of each semester, the ASCC President has not nominated ASCC members to fill Student Court vacancies, the Executive Board will nominate and appoint ASCC members to the Student Court with a 2/3 majority vote.
C. The term of office shall be four semesters or resignation. Dismissal is automatic if the justice is placed on academic or disciplinary probation.
D. Cause for removal from office shall be:
(1) When conditions in Section 3, subsections A, B, C, D, and E are not met.
(2) When justices fail to perform duties as stated in Article VI.

E. The ASCC President shall make appointments to fill vacancies as defined in Section 4, paragraph A.

Section 5. Duties and Powers:
   A. The procedure and methods of conducting court and trying cases shall be outlined in the Judicial Code.
   B. The Associated Student Court shall have the power to review any and all measures enacted or decreed by the Executive Board. This process is initiated by the receipt of a petition of 100 signatures or 25% of the number that voted in the last election, or a request by a majority of the Executive Board or the Inter-Club Council.
   C. The court will have the power to use injunctions or restraining orders against any Citrus club member or student organization. This power may include the freezing of funds. The court shall review all new constitutions and annually review all current club constitutions for legality.
   D. Defendants shall respect the Court and its judgment. Failure to do so will result in a charge of contempt.
   E. Failure to comply with the sentence or finding will result in a recommendation to the Student Affairs Administrator that administrative action be taken.
   F. Appeals may be made to the:
      1. Student Affairs Administrator;
      2. Vice President of Student Services;
      3. President of Citrus College.

      Appeals must be made in the order above.

   G. The court shall have the final authority on all club constitutions.
   H. The court shall have no legislative powers except in the event that all members of the Executive Board vacate their offices: The court shall assume the executive powers until new officers are elected. If this is not possible, the court shall draft a new constitution and present it to the electorate for ratification and then conduct elections to staff the executive positions.
   I. A decision of the court must have a majority of all justices concurring.
   J. Any member of the Associated Students may request the court to interpret this constitution.

Section 6. In the absence of a functioning Student Court, all questions shall be referred to the Student Affairs Administrator.

ARTICLE VIII
Elections

Section 1. All ASCC general and special elections will be conducted by the Student Court. The Chief Justice shall act as chairman. In the absence of an active Student Court, the general and special elections shall be conducted by the Executive Board with the ASCC President and Commissioner of Public Relations acting as co-chairs.

Section 2. The Office of Student Life shall certify the petitions and deliver them to the Executive Board.

Section 3. Any candidate for elected office must receive a simple majority of the votes to be elected.
   A. Senator candidates must be within the (up to) top seven vote recipients for the Senate elections to be elected.

Section 4. Write-in candidates must be eligible to run for and hold office. Votes cast for individuals who are not eligible to hold office will not be counted.

ARTICLE IX
Appointments

Section 1. Appointed ASCC officers must meet the same qualifications for office as elected officers.

Section 2. Applications for appointed offices shall be made available one full week immediately following ASCC elections.

Section 3. The incoming ASCC President will make the appointments for the vacant offices. New officers will be approved pending 2/3 majority vote from elected members of the Executive Board.

Section 4. If, after ten days of the semester, the ASCC President has not nominated members to fill the Executive Board vacancies, the Executive Board may nominate members to fill the vacancies.

ARTICLE X
Initiative, Referendum, and Recall

Section 1. The members of the ASCC shall have the right to initiative, referendum, and recall.

Section 2. Petitions shall require the signatures of 10% of the members of the ASCC. Every petition must bear the exact wording of the action proposed.

Section 3. The Student Court shall certify the petitions and deliver them to the Executive Board. An election must be held within ten school days after the petitions have been received by the Executive Board. The proposed action shall be posted for no less than five school days.

Section 4. For initiative and referendum, a vote of 50% plus one vote is necessary to approve the proposed action.

Section 5. For recalls, a minimum of a 60% majority is necessary to approve the proposed action. By definition, only elected officers may be recalled.

ARTICLE XI
Athletics

Section 1. The intercollegiate athletic program may include those programs that are sanctioned by the athletic league in which Citrus College is a member.

Section 2. The official insignia of Citrus College shall be the Owl. The official name "Owls" shall be used for all the athletic teams.

Section 3: The Official school colors of Citrus College are blue, white, and orange

ARTICLE XII
Ratification

The constitution shall be considered ratified after an election is held and a simple majority of the Associated Students is in favor of its adoption.

ARTICLE XIII
Amendments to the ASCC Constitution

Section 1. Revision of the constitution requires a simple majority of the votes cast at a special or general election.

Section 2. Amendments to this constitution may be proposed by either one of the following:
   A. A 2/3 absolute majority of the Executive Board.
   B. A petition signed by 10% of the members of the ASCC.

Section 3. A special election may be called when approved by a 2/3 vote of the Executive Board.

Section 4. All amendments and revisions will be available to the student body for at least 5 school days prior to an election.

ARTICLE XIV
Amendments to the ASCC Codes

Section 1. Amendments to ASCC codes must be approved by a 2/3 vote of the Executive Board.

Section 2. Amendments to ASCC codes must be voted upon within four weeks of the first day of classes of the fall or spring semester. If amendments are not approved within the first four weeks, the prior year's governing laws shall automatically be in effect.

ARTICLE XV
Constitutional Authority

This constitution will be considered as the final authority and supersede the constitution of any student club or student organization on the campus of Citrus College.

AMENDED: 11/11/93, 12/04/98, 05/03/00, 05/05/04, 05/05/05, 03/06/14, 06/04/15, 06/05/17, 10/24/18, 10/23/19, 04/22/20, 4/22/21, 06/02/22

NOTICE: Any proposed amendments to this constitution that are in violation of or in contradiction to College policies, procedures, regulations, or local, state, and federal laws will not be allowed. Any items in this constitution that are found to be in violation of any of the above will be removed or changed in accordance with College policies and/or local, state, and federal laws.

In addition, any constitutional changes that make unreasonable demands of college employees will not be allowed (at the discretion of the Dean of Student or designee).

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO:	Steering Committee	Action	
DATE:	October 13, 2025	Resolution	
SUBJECT:	2025-2026 Financial Resources Committee Purpose Statement – First Read	Information	X
		Enclosure(s)	X

BACKGROUND
Annually, the Financial Resources Committee (FRC) reviews its functions and responsibilities for accuracy and relevance. The attached purpose statement was approved by the Financial Resources Committee at the June 4, 2025 meeting.

This item was prepared by Lori Amato, Administrative Assistant, Administrative Services.

RECOMMENDATION
Information only. No action required.

Claudette E. Dain, CPA
Recommended by

_____/_____   _____
Moved   Seconded   Approved for Submittal

Aye__Nay__Abstained___   Item No.____IV.3._____

FINANCIAL RESOURCES COMMITTEE

2024~~5~~-2025~~6~~

PURPOSE STATEMENT

The purpose of the Financial Resources Committee is to maintain effective communication concerning District financial resources and business operations, including reviewing income and expenditure assumptions, addressing ~~academic~~ program and facility needs, making recommendations, and informing various college constituents ~~groups~~ of the status of funding and expenditures and any modifications made to the budget throughout the year, in response to funding changes. Committee members are expected to be knowledgeable about the District's budgeting process and are expected to focus on the entire budget, rather than isolated parts of the budget that affect only individual cost centers or constituency groups. The committee ~~is committed to~~ ensur~~ing~~es fiscal transparency by providing/sharing information with represented constituen~~t~~cy groups.

The committee reviews policies and procedures related to District financial resources and business operations; adheres to accreditation standards relating to the District's financial resources; and reviews and forwards recommendations of the Financial Resources Committee to the Steering Committee. The committee ensures that budget assumptions are planned in accordance with applicable focus areas and strategies of the 2021-2026 Citrus College Strategic Plan.

Responsibilities for 2024~~5~~-2025~~6~~

a) Develop the annual budget calendar.

b) Review and approve budget priorities to be used in development of the annual ongoing general fund budget assumptions.

c) Review and approve the ongoing unrestricted general fund budget assumptions at the following intervals: preliminary; tentative; proposed.

d) Review and consider one-time resource requests from the Program Review process, including funding requests for institutional planning efforts.

e) Generate and share information with constituen~~t~~cy groups regarding the state budget and the District budget development priorities and assumptions.

f) Review quarterly financial reports and other key information regarding District financial resources and business operations.

g) Conduct research, formulate strategies, consult with experts and make recommendations relative to matters of District financial resources and business operations.

FREQUENCY OF MEETINGS: Monthly

DAY/TIME OF MEETING: First Wednesday of every month, at 2:00 p.m.

COMMITTEE MEMBERSHIP:
Vice President of Finance and Administrative Services (Chair)
Faculty representative(s) (co-chair)
Vice President of Academic Affairs (or designee)
Vice President of Student Services (or designee)
Chief Information Services Officer (or designee)
Director of Fiscal Services
Associate Director of Fiscal Services
Director of Institutional Research, Planning and Effectiveness
Dean of Students
Academic Dean(s)
Academic Senate President
Program Review Faculty Coordinator
Classified representative(s)
ASCC representative(s)
Supervisor/Confidential representative(s)

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO: Steering Committee   Action   _____

DATE   October 13, 2025   Resolution   _____

SUBJECT: 2025-26 Institutional Effectiveness   Information   X
           Committee (IEC) Purpose Statement –   _____
           First Read   Enclosure(s)   X

BACKGROUND
Annually the Institutional Effectiveness Committee (IEC) reviews its
Purpose Statement for accuracy and relevance and, upon approval, is
included in the Organization and Governance Handbook. This document
was discussed and approved by the Institutional Effectiveness Committee
(IEC) on Monday, September 22, 2025.

This item was prepared by Jody Barrass, Administrative Secretary II,
Institutional Research, Planning and Effectiveness.

RECOMMENDATION
Information only. No action required.

Lan Hao, Ph.D._____
Recommended by

_____/_____
Moved   Seconded

Aye__Nay__Abstained___   Item No._____IV.4._____

CITRUS COLLEGE
INSTITUTIONAL EFFECTIVENESS COMMITTEE
2025-26 PURPOSE STATEMENT

The Institutional Effectiveness Committee (IEC) is a standing committee of the Citrus College Steering Committee. The purpose of the IEC is to review and make recommendations on matters regarding institutional effectiveness, i.e. the review and assessment of the integrated planning process. The committee is charged with advancing the college mission by promoting an ongoing, collegial, self-reflective dialogue leading to data-driven decision-making. The committee engages in the design and implementation of assessment tools that evaluate and improve institutional effectiveness. Also, the committee oversees functions and responsibilities related to ACCJC Standard 1: Institutional Mission and Effectiveness.

GENERAL RESPONSIBILITIES
1. Contribute to and participate in accreditation-related activities, such as the ACCJC annual report and institution-set standards. (ACCJC Standard 1.2)
2. In support of the Program Review Committee, continue to conduct assessment of program review and student learning outcome processes in all four areas (Academic Support, Institutional Support, Instruction, and Student Services) in order to assess and improve collegewide engagement in institutional planning. (1.4, 2.9)
3. ~~Annually~~ Periodic review the highlights of the Strategic Plan, Educational and Facilities Master Plan (EFMP), Strategic Enrollment Management Plan, Technology Plan, Sustainability Plan, ~~and~~ Human Resources Plan, and Student Equity Plan.
4. Every other year, review and update the Integrated Planning Manual.
5. Ensure that the college conducts a cyclical review of the mission statement according to the Integrated Planning Manual. (1.1)
6. Contribute to data analysis and development and implementation of assessment tools in support of student success and eliminating opportunity or equity gaps, aligned with college and state student success and equity efforts (1.3)
7. Discuss other relevant topics pertaining to institutional effectiveness as needed.

RESPONSIBILITIES for 2025-26
1. Integrated Planning Manual review and update
2. Continue the review and discussion of the new ACCJC standards (standards 3 and 4) to support ongoing accreditation efforts
3. Support the Institutional Self Evaluation Report (ISER) efforts.

FREQUENCY OF MEETINGS
Monthly, during primary terms.

DAY/TIME OF MEETING
4:00 p.m. - 5:00 p.m. following the last Steering Committee meeting of the month.
<u>Meetings are offered in-person and via Zoom.</u>

COMMITTEE MEMBERSHIP (20) <u>– need 11 to reach quorum</u>
Committee Co-Chairs:
1. Director of Institutional Research, Planning and Effectiveness ..Lan Hao
2. Program Review Faculty Coordinator..Dan Volonte

Remaining Committee Members:
3. Accreditation Liaison Officer..Dana Hester
4. Accreditation Team Faculty Co-Chair and
   Student Learning Outcomes Assessment Coordinator................Catie Besancon
5. Academic Senate President ....Lisa Villa
6. Additional Steering standing committee chairs ....Claudette Dain
7. ....Eric Calderon
8. ....Richard Rams
9. ....Simone Brown Thunder
10. Representatives from Academic Affairs ....Jack Beckham
11. ....<u>Jeremy Clark</u>
12. ....Kim Orlijan
13. Director of Diversity, Equity, Inclusion and Accessibility+...........Ty Thomas
14. Representative from Student Services ....Gerald Sequeira
15. Additional Faculty Representative(s)..Becky Rudd
16. Supervisor/Confidential Representative ....Rosario Garcia
17. Classified Staff Representative(s) ....Jennifer Blackburn
18. ....Yueyi Huang
19. ....Trevor Tolliver
20. ASCC Representative...<u>Siqi Pan (FA25)</u>

Approved by IEC on: <u>September22, 2025</u>

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO:	Steering Committee	Action	
DATE	October 13, 2025	Resolution	
SUBJECT:	2025-26 Institutional Research and Planning Committee (IRPC) Purpose Statement – First Read	Information	X
		Enclosure(s)	X

BACKGROUND

Annually the Institutional Research and Planning Committee (IRPC) reviews its Purpose Statement for accuracy and relevance and, upon approval, is included in the Organization and Governance Handbook. This document was discussed and approved by the Institutional Research and Planning Committee (IRPC) on Monday, September 22, 2025.

This item was prepared by Jody Barrass, Administrative Secretary II, Institutional Research, Planning and Effectiveness.

RECOMMENDATION

Information only. No action required.

Lan Hao, Ph.D.
Recommended by

_____/_____
Moved   Seconded

Aye__Nay__Abstained___   Item No.____IV.5._____

CITRUS COLLEGE
INSTITUTIONAL RESEARCH AND PLANNING COMMITTEE
2025-26 PURPOSE STATEMENT

The Institutional Research and Planning Committee is a standing committee of the Citrus College Steering Committee. The purpose of the Committee is to review and make recommendations on matters regarding institutional research and institutional planning in accordance with ACCJC accreditation standards. The committee is charged with advancing the college mission by promoting an ongoing, collegial, self-reflective dialogue based on a culture of evidence and data-driven decision-making to support student equity and success. The committee engages in the review, design and implementation of assessment tools that evaluate the college's progress in achieving the institutional goal and measurable objectives as indicated in the Strategic Plan. (ACCJC Standards, June 2023: 1.1, 1.2, 1.3. 1.5)

GENERAL RESPONSIBILITIES
1. Review board policies and administrative procedures and respond to requests related to institutional research and planning.
2. Review the annual implementation plan and progress report of the Strategic Plan. (1.3, 1.5)
3. Monitor the annual progress of the college's measurable objectives as stated in the Strategic Plan. (1.3)
4. Support the institution through review and discussion of data used for program review, student learning outcomes assessment, enrollment management, Guided Pathways, AB 705/1705, student equity, and other major plans. (1.4, 1.5)
5. Disseminate and promote dialogue on collegewide research projects. (1.5)
6. Identify training and professional learning opportunities for effective use of data to promote a data-informed college culture.

SPECIFIC RESPONSIBILITIES FOR 2025-26
1. ~~Monitor the implementation of the 2024-25 Data Coaching Workshop Series.~~ Propose measurable objectives for the 2026-31 Strategic Plan.
2. ~~Review data being used for the mission, vision and values review.~~

FREQUENCY AND DAY/TIME OF MEETINGS:
Monthly during primary academic terms.

DAY/TIME OF MEETING:
The first or third Monday of each month from 10:00 a.m. to 11:00 a.m. via Zoom

COMMITTEE MEMBERS (17):
1. Director of Institutional Research, Planning and Effectiveness (Chair) .... Lan Hao
2. Chief Information Services Officer .... Eric Calderon
3. Dean of Mathematics, Science and Business ~~and Interim Director of Grants~~
   .... Balaji Sethu Raja
4. Director of Grants .... My Chau
5. Dean of Counseling Programs and Services.. Elaine Lipiz Gonzalez
6. Director of Student Support Services .... Jessica Lopez Jimenez
7. Director of Diversity, Equity, Inclusion and Accessibility+.......................... Ty Thomas
8. Academic Senate President or Designee .... Priscilla Englert/Roberto Loya
9. Additional Faculty Representatives (5)... Toros Berberyan
10. .... Dave Kary
11. .... Michelle Plug

Approved by IRPC on: Monday, September 22, 2025

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO:	Steering Committee	Action	
DATE:	October 13, 2025	Resolution	
SUBJECT:	2025-2026 Physical Resources and Safety Committee Purpose Statement – First Read	Information	X
		Enclosure(s)	X

BACKGROUND
Annually, the Physical Resources and Safety Committee (PRSC), and its subcommittees, review their functions and responsibilities for accuracy and relevance. The attached purpose statement was approved by the Physical Resources and Safety Committee at the September 25, 2025 meeting.

This item was prepared by Lori Amato, Administrative Assistant, Administrative Services.

RECOMMENDATION
Information only. No action required.

Claudette E. Dain, CPA
Recommended by

_____/_____
Moved   Seconded

Aye__Nay__Abstained___

_____
Approved for Submittal

Item No.____IV.6.____

PHYSICAL RESOURCES AND SAFETY COMMITTEE

~~2024-2025~~ 2025-2026

PURPOSE

The purpose of the Physical Resources and Safety Committee is to maintain effective communication concerning District physical resources, including issues of safety, access, parking, the environment, and space utilization. The committee takes an active role in maintaining a safe, accessible, and environmentally responsible campus and an equitable learning environment that supports the Mission of the District. The committee reviews policies and procedures related to District physical resources, ensures compliance with accreditation standards relating to the District's physical resources, and reviews and forwards recommendations of the Physical Resources and Safety Committee to the Steering Committee. The committee also reviews and makes recommendations for the Five-Year Construction Plan, Bond Construction Program and Sustainability Plan. The committee oversees the planning and implementation of Institutional Goals, in accordance with applicable focus areas and strategies of the 2021-2026 Citrus College Strategic Plan.

Responsibilities for ~~2024-2025~~ 2025-2026

    A. Review and approve requests and proposals for building alterations and changes in space utilization.

    B. Conduct regular meetings to seek improvements to matters involving safety, security, parking, accessibility, equity, construction, space utilization, sustainability and other matters within the committee's purpose and scope.

    C. In whole or by subcommittee, conduct research, formulate strategies, consult with experts, and make recommendations relative to matters of safety, security, parking, accessibility, equity, construction, space utilization, sustainability and other matters within the committee's purpose and scope.

    D. Review and approve project prioritizations and sequencing in concert with the District's 2020-2030 Educational and Facilities Master Plan.

    E. Communicate policies, procedures and plans to constituent groups across the campus to keep them informed on matters of safety, security, parking, accessibility, equity, construction, space utilization, sustainability and other pertinent matters.

FREQUENCY OF MEETINGS: Monthly

DAY/TIME OF MEETING: Fourth Thursday of the month at 9:00 am during the Fall, Winter and Spring terms.

COMMITTEE MEMBERSHIP:
Vice President of Finance and Administrative Services (Chair)
Faculty representative(s) (co-chair)
Vice President of Academic Affairs (or designee)
Vice President of Student Services (or designee)
Chief Information Services Officer (or designee)
Director of Facilities and Construction
Director of Business Services
Director of Campus Safety
Director of Diversity, Equity, ~~and~~ Inclusion, and Accessibility+
Director of the Haugh Performing Arts Center (or designee)
Supervisor of Kinesiology and Athletic Facilities
Maintenance Supervisor
Environmental Health and Safety Programs Supervisor
Director of Disabled Students Programs and Services ~~Counselor~~
Classified Representative(s)
ASCC Representative(s)

Sub-Committees:

SUSTAINABILITY COMMITTEE: The purpose of the Sustainability committee is to promote an active learning, listening, and participatory environment, where students, faculty and staff are immersed in quality education and collaborate with peers, colleagues, and industry professionals in order to encourage and create sustainability awareness and social responsibility, thereby fostering the advancement of sustainable practices and conservation of resources for the college proper, community and nation as a whole.

FREQUENCY OF MEETINGS: Each trimester at 9:00 am during the Fall, Spring and Summer terms.

MEMBERSHIP:
Director of Facilities and Construction (Chair)
Vice President of Finance and Administrative Services
Director of Business Services
Director of the Haugh Performing Arts Center
Associate Director of Facilities
Communications Supervisor
Environmental Heal & Safety Programs Supervisor
Grounds Supervisor
Maintenance Supervisor
Physical Education & Athletics Facilities Supervisor
Student Life Supervisor
Director of Technology Operations and Support ~~Supervisor~~ Services
Faculty Representative(s)
Classified Representative(s)
ASCC Representative(s)

PUBLIC SAFETY ADVISORY COMMITTEE: The Citrus College Public Safety Advisory Committee (PSAC) is an advisory group that promotes effective communication and collaboration between campus constituent groups, the Department of Campus Safety and the College community that it serves, in order to promote effective and responsive public safety services that reflect the College's mission, vision and values. Collectively, all college constituents will work together to maintain a positive campus relationship with regard to public safety issues.

The purpose of the PSAC is to provide a forum to exchange safety and security related ideas and discuss community safety issues impacting the Citrus College community. As such, the PSAC will provide updates to the Physical Resources and Safety Committee, including any recommendations regarding safety and security matters.

FREQUENCY OF MEETINGS: Once per semester.

MEMBERSHIP:
Vice President of Student Services (Chair)
Director of Campus Safety
Executive Director of Human Resources
Management Team Member (appointed by the Superintendent/President)
Director of Diversity, Equity, and Inclusion, and Accessibility+
Mental Health Supervisor
Environmental Health & Safety Supervisor
Classified Staff Representatives (2)
Campus Safety Officer (CSO III Lead Officer)
Faculty Representatives (3)
Student Representatives (3)
Glendora Police Department Liaison
Community Representative

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO:	Steering Committee	Action	
DATE	September 24, 2025	Resolution	
SUBJECT:	2025-26 Professional Learning Committee Purpose Statement – First Read	Information	X
		Enclosure(s)	X

BACKGROUND
Annually, the Professional Learning Committee reviews its Purpose Statement for accuracy and relevance and, upon approval, is included in the Organization and Governance Handbook. This document was discussed and approved by the Professional Learning Committee on September 23, 2025.

This item was prepared by Trevor Tolliver, Administrative Secretary II, Office of Diversity, Equity, Inclusion and Accessibility+.

RECOMMENDATION
Information only. No action required.

Ty Thomas, Ed.D.
Recommended by

_____/_____
Moved   Seconded

Aye__Nay__Abstained___   Item No.____IV.7._____

CITRUS COLLEGE
PROFESSIONAL LEARNING COMMITTEE
2025-2026 PURPOSE STATEMENT

The purpose of the Committee is to support the institution's employees with coordinated and sustained professional learning opportunities aligned with the college's mission and institutional goals. These opportunities are regularly evaluated for effectiveness in promoting equitable student success practices and in meeting institutional and employee needs. The Committee will include adjunct faculty, classified professionals, full-time faculty, managers, students, and supervisors/confidential professionals.

The Professional Learning Committee, with the support of the Diversity, Equity, Inclusion, and Accessibility + Office, strives to be the central hub for all training and development on campus. The Committee will expand professional ~~development~~ learning for employees and promote participation in these opportunities in an effort to deliver high-quality instructional courses, programs, and services. Additionally, the Committee will proactively assess the needs of the college community to continually foster a culture of collegiality and professional growth. The Committee will offer professional ~~development~~ learning opportunities that align with the mission and institutional goals and specifically support the goals of the Strategic Plan, Student Equity and Achievement Plan, Guided Pathways Framework ~~Plan~~, and the California Community Colleges ~~Vision for Success~~ 2030, and ACCJC Standard 3.2.

RESPONSIBILITIES FOR 2025-26
- Centralize professional learning from across campus and partner with each area to promote the training they facilitate.
- Promote the Vision Resource Center (VRC) as the online learning and communication platform for the college.
- Oversee the Flex Day Advisory Committee in planning Flex calendar activities.
- Continue training employees on using the VRC.
- Increase professional learning offerings tailored for ~~classified professionals, confidential employees, managers, and supervisors,~~ student employees and professional experts.
- Continue professional learning offerings tailored for classified professional, confidential employees, managers, and supervisors.
- Design and implement a process and event to recognize outstanding employees at the College.
- ~~Assess the Professional Learning revisions made in 2023-24 to evaluate effectiveness and improve processes as needed.~~
- Design and implement the first year of the Classified Leadership Academy
- Begin researching and outlining potential new employee orientations for classified professionals, confidential employees, managers, professional experts, student employees, and supervisors.
- Identify potential priority training (i.e. FERPA, cybersecurity) that would be beneficial for employees

- Review the ~~Guided Pathways Plan,~~ Student Equity and Achievement Plan, ~~Campus Climate Survey~~ DEI Student Focus Group results, Vision 2030, and promising practices from other California community colleges to identify opportunities for professional learning programming.

FREQUENCY OF MEETINGS:
Monthly, during primary academic terms

DAY/TIME OF MEETING:
4th Tuesday of the month from 1:30 p.m. – 3:00 p.m. via Zoom

COMMITTEE COMPOSITION: 19 Members
- Adjunct Faculty Representatives (3)
- Administrative Secretary II, Diversity, Equity, Inclusion, and Accessibility + Office (Recording Secretary)
- Associated Students Representatives (3)
- Classified Employee (Tri-Chair)
- Classified Representatives (2+ Tri-Chair)
- Director of Diversity, Equity, Inclusion, and Accessibility + (Tri-Chair)
- Full-Time Faculty Representatives (2+ Tri-Chair)
- Management Representatives (2+ Tri-Chair)
- Professional Learning Faculty Coordinator (Tri-Chair)
- Supervisors/Confidential Representatives (3)

FLEX DAY ADVISORY COMMITTEE COMPOSITION: 10 Members

The Professional Learning Committee will oversee an advisory committee for the flexible calendar program, which is a District responsibility, as directed by Title 5 (Title 5, section 55730(e)). This advisory committee will be formed using members appointed to the Professional Learning Committee with representatives selected by the Academic Senate. Members of the Flex Day Advisory Committee will meet regularly to discuss and prepare items to share with the larger Professional Learning Committee regarding Flex Day planning.

Members:
- Administrative Secretary II, Diversity, Equity, Inclusion, and Accessibility + Office (Recording Secretary)
- Classified Employee (Tri-Chair)
- Director of Diversity, Equity, Inclusion, and Accessibility + (Tri-Chair)
- Full-Time Faculty Representatives selected by the Academic Senate (3)
- Full-Time Faculty Representatives from Professional Learning Committee (2)
- Professional Learning Faculty Coordinator (Tri-Chair)
- Supervisors/Confidential Representative (1)

Approved by Professional Learning Committee: Tuesday, September 23, 2025

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Steering Committee	Action	
DATE:	October 13, 2025	Resolution	
SUBJECT:	2025-26 Program Review/SLOA Purpose Statement – First Read	Information	X
		Enclosure(s)	X

BACKGROUND

The Program Review/SLOA Committee annually reviews its Purpose Statement for accuracy and relevance prior to placement in the Organization and Governance Handbook. This document was discussed and approved by the Program Review/SLOA Committee on September 5, 2025.

This item was prepared by Christine Link, Executive Assistant, Superintendent/President's Office.

RECOMMENDATION

Information only. No action required.

Catie Besancon, Ed.D. & Dan Volonte
Recommended by

_____/_____
Moved   Seconded

Aye__Nay__Abstained___   Item No.____IV.8._____

CITRUS COLLEGE – PROGRAM REVIEW COMMITTEE
2025-2026 PURPOSE STATEMENT

The Program Review Committee is a standing committee of the Citrus College Steering Committee. The purpose of the committee is to:

- facilitate development, implementation, and assessment of student learning outcomes (SLOs) and service area outcomes (SAOs) across the campus community.

- provide guidance, training, support, and oversight on matters related to the four areas of program review:

  - Academic Support
  - Institutional Support
  - Instruction
  - Student Services

The Program Review Committee works in collaboration with the Institutional Effectiveness Committee (IEC) to ensure that program review is the vehicle for the systematic integration of: data on student learning and completion of educational goals; the identification of program needs; institutional planning; and resource allocation. The committee monitors, reports on, and recommends improvements to program review processes. It advances the mission, vision, and values of Citrus College by promoting excellence in programs and services.

CONTINUING RESPONSIBILITIES
1. Oversee and recommend best practices regarding program review and SLO/SAO assessment.
2. Examine all SLO/SAO assessment and program review processes. Revise processes as needed to ensure continuous improvement, in compliance with ACCJC (accreditation) standards.*
3. Maintain public information on program review and SLO/SAO assessment.
4. Support advancement of the 2021-2026 Strategic Plan and the 2020-2030 Educational and Facilities Master Plan.
5. Approve and maintain lists of programs completing program review and a master calendar for program review cycles.
6. Review and revise templates for all program review reports.
7. Review and/or draft board policies and administrative procedures for program review.
8. Employ rubrics for analysis and vetting of reports; assess effectiveness of rubrics and revise as needed.
9. Ensure clear processes for the advancement of resource requests to their next level of review (division or other).

RESPONSIBILITIES IN 2025-2026
1. Work with TeCS to setup and organize Program Review in Teams.
2. Provide support and guide continuing improvements for SLO/SAO assessment, program review, and related processes.
3. Surveying faculty use and opinion of new SLOA software and processes.
4. Collaborate with the Director of Diversity, Equity, Inclusion and Accessibility and Director of Institutional Research, Planning, and Effectiveness to improve and refine data analysis and planning related to diversity, equity, inclusion and Accessibility.

FREQUENCY OF MEETINGS
Scheduled once monthly on Fridays during the primary terms from 10:00 a.m. – 11:30 a.m.

COMMITTEE MEMBERSHIP (19):
The following or their alternate will serve as voting members of the committee:
- Program Review Coordinator (co-chair) – Dan Volonte
- Student Learning Outcomes Assessment Coordinator (co-chair) – Dr. Catie Besancon
- Academic Senate President – Lisa Villa /Renee Liskey
- Curriculum Committee Chair – Michelle Plug
- Director of Institutional Research, Planning, and Effectiveness – Dr. Lan Hao
- Director of Diversity, Equity, Inclusion, and Accessibility – Dr. Ty Thomas
- Vice President of Academic Affairs – Dr. Dana Hester
- Vice President of Student Services – Dr. Richard Rams
- Vice President of Finance and Administrative Services – Claudette Dain / Wade Ellis
- Academic Affairs Rep (Dean) – Dr. Kim Orlijan
- Dean of Counseling, Programs and Services – Dr. Elaine Lipiz Gonzalez
- Additional representative from Student Services – Mary Mincer
- Additional representative from Academic Support – Dr. Jack Beckham (Dean of SBS)
- Additional representative from Institutional Support – Eric Magallon
- Additional faculty representative – Dr. Dave Kary
- Additional faculty representative – Sarah Bosler / Elizabeth Cook
- Classified staff representative – Yueyi Huang
- TeCS representative – Sean Osborn
- ASCC representative – Jayson Chan/Marquel Leslie Savage

* Revise processes as needed to ensure continuous improvement, in compliance with ACCJC (accreditation) standards (ACCJC 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 3.4, 3.6, 3.

CITRUS COMMUNITY COLLEGE DISTRICT

TO: Steering Committee

DATE: October 13, 2025

SUBJECT: Student Equity and Achievement
           Program Plan 2025-28 – First Read

Action	
Resolution	
Information	X
Enclosure(s)	X

BACKGROUND
The Student Equity and Achievement (SEA) Program is designed to ensure equitable access to education and promote student success for all Citrus College students, regardless of race, gender, age, disability, or economic background. This comprehensive plan identifies disproportionately impacted (DI) student groups and outlines targeted goals to improve outcomes in key areas such as successful enrollment, persistence, completion of transfer-level English and math, attainment of degrees and certificates, and transfer to four-year institutions.

The development of this plan was co-led by Dr. Betzabel Martinez Bleech, Dr. Elisabeth Ritacca, Dr. Elaine Lipiz Gonzalez, Dr. Lan Hao, Dr. Ty Thomas, Mr. Anthony Delgado, Dr. Richard Rams, and Dr. Dana Hester reflecting a collaborative effort across academic and student support services.

This item was prepared by Christina M. Garcia, Administrative Assistant, Student Services.

RECOMMENDATION
Information only; no action required.

Richard F. Rams, Ed.D.
Recommended by

_____/_____   _____
Moved   Seconded   Approved for Submittal

Aye__Nay__Abstained___   Item No.____IV.9._____

2025-2028 STUDENT EQUITY PLAN

PREFACE

The 2025-2028 Student Equity Plan includes language from NOVA, the official platform through which this plan will be submitted to the California Community Colleges Chancellor's Office (CCCCO) following approval by the Board of Trustees. The document includes CCCCO directions, guiding questions, and links to relevant sections of the California Education Code for colleges to consider as they develop their plans.

To help distinguish between CCCCO-provided guidance and college content, any language enclosed within a textbox represents Citrus College's narrative response.

We would like to acknowledge the many campus groups who contributed to the development of this plan, including the Academic Senate, Associated Students of Citrus College, Student Equity and Achievement Program Committee, Guided Pathways Committee, Student Services Committee, Steering Committee, and the Board of Trustees.

A special thank you to our core writing team for their leadership and dedication:
Dr. Betzabel Martinez Bleech, Dr. Elisabeth Ritacca, Dr. Elaine Lipiz Gonzalez, Dr. Ty Thomas, Dr. Lan Hao, and Mr. Anthony Delgado.

2025-28 STUDENT EQUITY PLAN

Guidance: The 2025-28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025-28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program (Education Code 78222). Before you move on to writing your 2025-28 Student Equity Plan, it is important to reflect and review your college's 2022-25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college's SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the 'Alignment and Coordination' section on equity efforts to support the goals developed in the student equity plan.

ASSURANCES:

Please attest to the following assurances:

☒ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

☒ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

☒ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

☒ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges…"

☒ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

☒ I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Campus Involvement & Leveraging Student Voice (2,500 character max)
Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

Academic Senate
- o Flex Day presentation Spring 2025 – focused on presenting preliminary ideas that may be included in the SEAP plan, faculty and staff were provided the opportunity to add more ideas for consideration
- o SEAP/GP faculty co-chair regularly spoke about the SEAP plan in Academic Senate during the Spring 2025 semester, including providing a timeline for they a draft should be expected in Fall 2025
- o SEAP co-chairs presented the draft in a presentation during the Fall 2025 semester; all faculty had the opportunity to make suggestions before the document moved to the campus' Steering Committee

Student Services Committee (SSC)
- o SEAP co-chair and Dean of Counseling presented to SSC in Spring 2025 to discuss the writing process for the SEAP plan
- o There was a focus on Section 13 Vision 2030 that includes a writing piece from a variety of student services and categorical programs.
- o SEAP co-chairs presented the draft in a presentation during the Fall 2025 semester; SSC had the opportunity to make suggestions to the plan

Students
- o SEAP co-chairs presented a timeline to ASCC and invited student leaders to participate in the writing process in Spring 2025.
- o ASCC had the opportunity to review the draft and provide feedback before final submission.
- o There are student representatives on SEAP committee, and they were active participants in creating preliminary goals/ideas for the SEAP plan.
- o SEAP co-chairs met regularly with student leaders from official student clubs who are members of some of the DI populations that will be of focus for the 2025-2028 SEAP plan.

Campus-wide Forum (September 2025)
- o All campus members were invited to a forum to review the SEAP plan and ask clarifying questions and provide additional feedback for consideration.
- o All campus members were provided a link to schedule a meeting with SEAP co-chairs to discuss ideas or be involved in the writing process.

Race Consciousness (2,500 character max)
Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: [Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans](#) provides information on race-consciousness strategies and student equity planning.

The DI groups we have chosen have a history of being DI groups on campus but have had inadequate attention and we want to support these groups better moving forward.

While there are many DI populations to select, for the 2025-2028 plan, our college has chosen to select Black/African American, Hispanic students, and first-generation students. When disaggregating some of the DI population such as male students, economically disadvantaged, and first generation, our Black and Hispanic students are reflected in this sub-analysis. Furthermore, when first generation data has been disaggregated internally, almost half of students who identified as Hispanic report also being first generation. First generation students can up as a DI population in four of the five metrics.

Hispanic students are the majority the college's student population, and by supporting them more fully, the college can increase student outcomes significantly. For our Section 11 we have chosen to focus on Black/African American and Hispanic students with a particularly focus on men of color, and/or male student within each of these groups.

Local Review Process & Schedule (2,500 character max)
Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

To ensure ongoing local review and evaluation of the Student Equity Plan, we will implement a structured reporting process that aligns with institutional equity goals and supports continuous improvement. Progress will be reported annually in June through a formal presentation to the Board of Trustees. In addition, updates will be provided each semester to the Associated Students of Citrus College (ASCC), the Academic Senate, and the Student Services Committee. This cycle of regular reporting will allow for consistent review, feedback, and accountability, while ensuring the campus community remains informed and engaged in advancing equity.

Contacts

Guidance: The required list of contacts below is intended to create more cross-functional teams to build the student equity plan. While the Project Lead is the only person who can submit your college's student equity plan, all listed required contacts have viewing access to your college's Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

COLLEGE CONTACT INFORMATION FORM

Required Contacts (Please add at least one contact for each of the following roles):
- ☒ Project Lead (College Equity Lead is recommended)
- ☒ Alternate Project Lead
- ☒ Approver: Chancellor/President
- ☒ Approver: Chief Business Officer
- ☒ Approver: Chief Instructional Officer
- ☒ Approver: Chief Student Services Officer
- ☒ Approver: Academic Senate President
- ☒ Approver: Guided Pathways Coordinator/Lead

Student Equity Plan Reflection

Guidance: Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge.

In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes. To help you respond to the following equity plan reflection questions related to the target outcomes stated in your 2022-25 Student Equity Plan, please reference the link below to review your most recent SEA Annual Report.

Reflection
Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings (2,500 character max)
What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan.

Our college has learned that equity gaps are deeply tied to students' need to feel supported and seen on campus through culturally relevant programming and services. At the institutional level, a lack of equity-mindedness among some employees, along with limited understanding of equity versus equality, has contributed to these gaps. Additionally, there is often reluctance to acknowledge areas needing improvement, creating barriers to building a more equitable and welcoming environment. Students and employees may also feel apprehensive about sharing critical feedback that could drive change. Finally, the absence of dedicated time and space for these conversations further hinders progress toward equity.

Furthermore, the college established the Pride Center and hired a part-time coordinator to serve our LGBTQ+ population. The Price Center has developed year-round programming and launched annual LGBTQ+ ally trainings, efforts that have increased visibility for LGBTQ+ students and fostered positive cultural change on campus. Additionally, in Spring 2025, Citrus College hired a permanent Director of Student Equity and Success to oversee the efforts and initiatives from SEAP.

Lastly, mid-way through the plan cycle, the college's DEIA+, SEAP, and Office of Institutional Research, Planning, and Effectiveness conducted student focus groups to gain a better understanding of students' experience on campus and to identify what supports are in place that enhance their college journey as well as what improvements can be made. The research questions were: What are students' experiences with DEIA+? How do students feel supported or hindered at Citrus? Seven focus groups were conducted with students from the following groups: Black Scholars, Dream Resource Center users, student parents in EOPS/CARE, NextUp students, Pride Resource Center users, and veterans. Three findings resulted from these focus groups. First, students identified institutional barriers and the positive impact of specialized support programs on belonging. Second, areas for immediate improvement across academic affairs, student services, and facilities were highlighted. And lastly, this research showed the value of disaggregated qualitative data (by race, ethnicity, and special populations). Next steps include improving accessibility and ensuring employees know how to access and apply student feedback such as accessing pronouns on Canvas.

Plan Continuity (2,500 character max)

Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan.

For the 2025–28 Student Equity Plan, the college will continue building on several successful practices from the current plan. First, we will sustain the Pride Center, which has provided ongoing visibility and support for LGBTQ+ students. Second, we have learned that students and faculty have a strong history of creating their own communities of support (e.g., LUSA, Black Scholars). The college plans to strengthen these initiatives by actively listening to student voices and providing resources that allow these communities to thrive. Third, we will continue expanding the Black Scholars Program, including its transition into Umoja, to enhance culturally responsive support for Black students.

Additionally, the inaugural Data Coaching Workshop Series was successfully implemented in 2024–25 for instructors, managers, and classified staff. The program helped participants gain a deeper understanding of the college's local data and its context, in particular when it came to student equity data and achievement data. Most importantly, the series fostered meaningful conversations about how we interpret data and how that knowledge and understanding can inform and enhance teaching and learning. The Data Coaching Workshop Series will continue throughout the next Student Equity Plan cycle.

Finally, we will maintain close collaboration with the Office of DEIA+ and the Office of Institutional Research, Planning, and Effectiveness to ensure regular quantitative and qualitative assessments, helping us measure progress and identify new strategies to meet emerging student needs.

Executive Summary

Guidance: Per Education Code 78220 (c), the Student Equity Plan must be adopted by the governing board of the community college district and include an executive summary. The Chancellor of the California Community Colleges is required to publish all executive summaries and send it to the appropriate policy and budget committees of the Legislature, the Department of Finance, every community college and community college district, each consultation group identified in subdivision(b) that so requests, and additional individuals and organizations as deemed appropriate.

As your college plans and develops the 2025-28 Student Equity Plan, please keep in mind the required elements of the executive summary listed below. The executive summary is a summary of your Student Equity Plan and is a public-facing document. Although colleges may format the executive summary in ways that best meet their local design needs, per Ed Code 78220, the executive summary must include, at a minimum, the following information:

- Student groups for whom goals have been set
- Goals set for these student groups
- Initiatives that the community college or district will undertake to achieve these goals
- Resources that have been budgeted for that purpose (referring to goals/key strategies in this 2025-28 Student Equity Plan)
- Community college district official to contact for further information
- Detailed accounting of how funding was expended (expenditures from 2022-25 Student Equity Plan)
- Assessment of the progress made in achieving identified goals (goals/outcomes from 2022-25 Student Equity Plan)

IMPORTANT: Please review the following regulations and guidelines prior to completing your Executive Summary:

Education Code 78222(a)(1)(2ABC)
a) (1) The Student Equity and Achievement Program is hereby established. It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating equity gaps for students from traditionally underrepresented groups by doing all of the following:
(A) Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.
(B) Ensuring students complete their educational goals and a defined course of study.
(C) Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

Per Education Code 78221,SEA allocated funds are for the "purposes of successfully implementing activities and goals specified in the Student Equity Plans adopted pursuant to Section 78220."

Per Education Code 78220 (e)(1)(2)(3AB), funding included in the Budget Act for the Student Equity and Achievement Program may be used for provision of emergency student financial

assistance to help an eligible student overcome unforeseen financial challenges that would directly impact the student's ability to persist in the student's course of study. Please read Education Code 78220 (e)(1)(2)(3AB) for more details and information on the definition of "eligible student" and "emergency student financial assistance".

Please review Student Equity and Achievement (SEA) Program Expenditure Guidelines (cccco.edu).

Link to Executive Summary
Please enter the URL to your college's 2025-28 Executive Summary in the box below.

Executive Summary URL

Link will be emailed to the CCCCO once it has been published. See Executivee Summary document attached separately.

Student Populations Experiencing Disproportionate Impact

***Guidance*:** The baseline college and system goal for each metric in the Student Equity Plan is to eliminate disproportionate impact (DI), as well as to increase overall student success with equity. Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps. Within each of the five metric sections, colleges are asked to provide key strategies on how to achieve the goals for the populations experiencing DI. Colleges are also provided the opportunity to set additional goals.

Please review the Metric and DI Population Summary table below with your planning colleagues and see the data shown as a starting point for further discussion on the experiences of students on your campus and what key strategies are necessary to support the identified specific groups in this 2025-28 student equity plan. Colleges are encouraged to use local data and/or additional data provided by the Chancellor's Office (ex. Data on Demand, DataVista) to drill down further and explore the root causes of these equity gaps before proposing key strategies in the next sections.

Disproportionate Impact (DI) Definition:
Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:
The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: CCCCO Percentage Point Gap Minus One (PPG-1)
For further information on the Metric and DI Population Summary table, see this resource: Student Equity Plan 2025-28 Metrics

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Black or African American	12.3%	65	5.6%	30	8.4%	45
White	10.3%	403	13.9%	546	15.9%	624
Completed Both Transfer-Level Math & English - DI Student Populations						
Black or African American	14%	13	5.9%	6	12.9%	12
First Generation	22.5%	226	3.8%	39	6.5%	65
Hispanic	24.6%	398	2.7%	44	4.8%	79
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Black or African American	48.6%	34	10.5%	8	22.2%	16
First Generation	65.5%	450	3.4%	24	7%	48
Male	67.5%	620	1.7%	16	4.7%	43

Completion - DI Student Populations						
Asian Male	13.2%	19	2.5%	4	8.1%	12
Econ Disadvantaged Male	17.8%	169	2%	19	4.4%	42
First Generation	19.4%	271	0.6%	9	2.7%	38
Hispanic Male	16.4%	150	3.9%	36	6.3%	58
LGBT	12.4%	27	4.7%	11	9.1%	20
Male	16.7%	238	5.8%	84	7.9%	113
Transferred to a Four-Year - DI Student Populations						
Asian	13.7%	29	16.8%	36	21.3%	45
First Generation	25.7%	135	6.2%	33	9.8%	52

Metric: Successful Enrollment

Guidance: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Successful Enrollment for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. https://datavista.cccco.edu/resources/38 (300C)

Successful Enrollment metric is calculated as follows:
- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Successful Enrollment. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

Population Experiencing the Most Significant Disproportionate Impact:

Black/African American

Goals

Successful Enrollment Equity Goals
There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. ([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation](#))

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

       ☒   Yes, our college has additional goals

       ☐   No, our college does not have additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population (500 character max)

1. In our local strategic plan, we have a goal of increasing **enrollment yield from valid applications** by 5% by 2026.

Key Strategies to Advance Successful Enrollment Goals
Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Successful Enrollment.

Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates AND meet the above goal(s) for your identified DI student population(s).

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s) (500 character max)

1. Expand the Black Scholars program and work towards an Umoja program model application, including hiring staff to support with case management of Black/African American students.
2. Work with the marketing department to highlight the college going experience of Black Scholars program alumni and their families through the creation of flyers and other promotion items.
3. Partner with TECS to identify and analyze the list of Black-identifying students who applied to Citrus College but did not enroll. Prioritize this disproportionately impacted (DI) group by implementing targeted outreach strategies, such as personalized phone calls, text messages, or automated communications, to re-engage and understand barriers to enrollment.

Additional Key Strategies for Overall Student Population
As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

☒   Yes, our college has additional key strategies for the overall student population
☐   No, our college does not have additional key strategies for the overall student population

Additional Key Strategies for Successful Enrollment - Overall Student Population (500 character max)

1. Enhance the transition from Dual Enrollment to college through joint planning with counseling, students will receive early advising, success workshops, and equity-minded guidance to ensure smooth transitions, aligned pathways, and access to resources that support persistence and long-term goals. Connect incoming Dual Enrollment students with support programs such as Black Scholars, Rising Scholars, and Mi Gente Scholars among other student success resources.
2. Citrus College has launched a Welcome Center, offering expanded support for student application and registration. It provides in-person and online services for credit and noncredit students. Centralized services include information sessions, tours, help with applications, orientation, registration, email setup, and resolving common enrollment issues.

Metric: Completed Both Transfer-Level Math & English

Guidance: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completed Both Transfer-Level Math and English metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Completed Both Transfer-Level Math and English metric for the overall student population. Please review the table below and refer to the [CCCCO Percentage Point Gap Minus One (PPG-1)](#) if you would like information on how disproportionate impact is calculated.

[MIS Definition for Transfer Level Math and English](#): Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district. https://datavista.cccco.edu/resources/39 (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

Population Experiencing the Most Significant Disproportionate Impact:

> Black/African American; Hispanic; First Generation College Students

Goals
Completed Transfer-Level Math and English Equity Goals
There are two related goals for Completed Transfer-Level Math and English: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals
Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))
Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals
Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

        ☒   Yes, our college has additional goals
        ☐   No, our college does not have additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population (500 character max)

1. In our local strategic plan, we have a goal of increasing the percent of students who **complete transfer-level English** within one year to 73% by 2026.
2. In our local strategic plan, we have a goal of increasing the percent of students who **complete transfer-level mathematics** within one year to 73% by 2026.

Key Strategies to Advance Transfer-Level Math & English Goals
Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s) (500 character max)

1. Expand the Black Scholars Program by pursuing an Umoja program model, which integrates an instructional component and learning community to help close equity gaps for Black students and others who participate. Implementation will require a dedicated Umoja Village Space and appropriate counseling support, as well as 1.0 full time staff or faculty equivalency to sustain the program.
2. The college has recently established the Mi Gente Scholars initiative, supporting Latinx students, with hopes of creating a strong foundation for a future Puente Project application. The Mi Gente Scholars initiative plans on working towards establishing an instructional component to the initiative based on the Puente Project model to be able to submit a robust application.
3. Examine and address the experiences of Black and first-generation students by analyzing participation and engagement with Learning and STEM Centers online and in-person. This includes identifying barriers to use, ensuring the spaces feel welcoming and reflective of diverse identities, and promoting early use of these Centers, especially for Black and first-generation students. Ongoing collaboration with both Centers will ensure research informs operational and equity-driven improvements.

Additional Key Strategies for Overall Student Population
As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

☒ Yes, our college has additional key strategies for the overall student population
☐ No, our college does not have additional key strategies for the overall student population

Additional Key Strategies for Transfer-Level Math & English- Overall Student Population (500 character max)

1. To strengthen tutoring services, Citrus College will enhance professional learning for STEM and Learning Center tutors. Training will focus on effective tutoring practices, creating welcoming environments, and conducting online sessions. Faculty will also receive guidance on maximizing collaboration with embedded tutors to enhance student support and opportunities to engage in communities of practice and inquiry groups with their peers.

Metric: Persistence: First Primary Term to Secondary Term

Guidance: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Persistence for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. https://datavista.cccco.edu/resources/40 (453C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

Population Experiencing the Most Significant Disproportionate Impact:

Black/African American; First Generation College Students

Goals

Persistence Equity Goals
There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals
Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals
Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your

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college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

    ☒   Yes, our college has additional goals
    ☐   No, our college does not have additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population (500 character max)

1. In our local strategic plan, we have a goal of increasing the fall-to-spring persistence rate of first-time freshmen to 84% by 2026.
2. In our local strategic plan, we have a goal of increasing the fall-to-fall persistence rate of first-time freshmen to 70%, by 2026.

Key Strategies to Advance Student Persistence Goals

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Student Persistence.

Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates AND meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s) (500 character max)

1. Provide targeted communications to Black and first-generation students with steps for enrolling in subsequent semesters, including guidance on meeting with a counselor, adding or dropping classes, and important deadlines. Students will receive multiple check-ins throughout the semester, along with promotion of other campus resources. Support with be extended to special populations, such as athletes, and explore ways to provide tailored assistance for online students.
2. Professional Learning opportunities will be provided for faculty focused on support for students, particularly around course drops and persistence. Training will include a clear overview of drop policies, boundaries between policy enforcement and student support, and expectations for faculty practices. Sessions will address support for DI groups, emphasizing Black students, first-generation, and online learners, while working to dispel myths about online versus in-person coursework.
3. To create a more culturally relevant campus, the college will address findings from the Spring 2022 DEI survey showing that Black students are less likely to feel a sense of belonging by taking proactive measures to shift this reality. Efforts include expanding the Black Scholars Program, hiring additional staff to meet the growing needs of Black students, and launching Mi Gente Scholars to support Latinx students and highlight the college's HSI status.

Additional Key Strategies for Overall Student Population
As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

⊠   Yes, our college has additional key strategies for the overall student population
☐   No, our college does not have additional key strategies for the overall student population

Additional Key Strategies for Transfer-Level Math & English- Overall Student Population
(500 character max)

1. Citrus College joined EdTrust West's 2024–25 community of practice to improve Early Alert. A faculty survey revealed the need to rebrand the program to be more student-friendly, raise faculty awareness, refine communications, and expand referral options, especially for gateway courses like English and math. These insights will guide program improvements over the next three years to boost student success and persistence.
2. Citrus College has created a more inclusive and welcoming campus environment. Access to food and beverages now allows students to stay on campus while meeting their academic and personal needs.
3. Through ongoing efforts by Student Life and Leadership Development, campus life at Citrus College continues to thrive with more culturally relevant programming, a growing number of student clubs, and strong leadership from the Inter-Club Council. Continued support from administrators, staff, and faculty is essential to keep student voices at the center of campus engagement.

Metric: Completion

Guidance: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completion metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Completion for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. https://datavista.cccco.edu/resources/41 (619C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

Population Experiencing the Most Significant Disproportionate Impact:

First Generation College Students

Goals

Completion Equity Goals
There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.
Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Additional Goals
Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised

or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

⊠Yes, our college has additional goals

☐No, our college does not have additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population (500 character max)

1. In our local strategic plan, we have a goal of increasing the number of **African American and Latinx degree earners** by 10%, by 2026.
2. In our local strategic plan, we have a goal of increasing the number of **African American workforce certificate* earners** by 10%, by 2026. (*CSUGE and IGETC excluded)
3. In our local strategic plan, we have a goal of increasing the number of **degree earners** by 5%, 2026.
4. In our local strategic plan, we have a goal of increasing the number of **workforce certificate* earners** by 5%, by 2026. (*CSUGE and IGETC excluded)
5. In our local strategic plan, we have a goal of increasing the number of **African American, Latinx and Native American students completing STEM programs** of study by 10%, by 2026.

Key Strategies to Advance Completion Goals
Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Completion - Disproportionately Impacted Student Population(s) (500 character max)

1. Existing student support programs, such as Black Scholars and Mi Gente Scholars, will intentionally highlight the first-generation college experience. These programs will celebrate and promote first-generation identity during key moments such as transfer season, First-Generation College Celebration Month, and graduation.
2. Provide targeted communications to first-generation college students with steps for enrolling in subsequent semesters, including guidance on meeting with a counselor, adding or dropping classes, and important deadlines. Students will receive multiple check-ins throughout the semester, along with promotion of other campus resources. The program will extend support to special populations, such as athletes, and explore ways to provide tailored assistance for online students.
3. To better support first-generation students, the college will simplify language across departments and make information more accessible to those new to college. The Student Equity Committee will lead an assessment of documents, forms, applications, and the college's new website platform to ensure clarity. Feedback from first-generation students and employees will guide this review to improve accessibility and usability.

Additional Key Strategies for Overall Student Population
As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

☒Yes, our college has additional key strategies for the overall student population
☐No, our college does not have additional key strategies for the overall student population

Additional Key Strategies for Completion - Overall Student Population (500 character max)

1. The Financial Aid Department is leading a cross-departmental team (Counseling, Admissions & Records, TeCS) to implement Course Program of Study (CPoS) processing. By Fall 2026, CPoS will ensure Title IV aid applies only to eligible courses. Full implementation will include data integration, campus-wide communication, and training to help students, faculty, and staff understand course eligibility requirements.
2. Counseling and Advisement will continue enhancing student support by redesigning the online probation workshop to be more engaging and accessible. New videos will be developed to support diverse learning styles and connect students with campus resources. The updated workshop will launch by early 2026, promoting academic recovery and success.

Metric: Transferred to a Four-Year

Guidance: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Transferred to a Four-Year metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Transferred to a Four-Year metric for the overall student population. Please review the table below and refer to the CCCCO Percentage Point Gap Minus One (PPG-1) if you would like information on how disproportionate impact is calculated.

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort. https://datavista.cccco.edu/resources/42 (620C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

Population Experiencing the Most Significant Disproportionate Impact:

First Generation College Students

Goals

Transfer Equity Goals

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment)

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

> ☒Yes, our college has additional goals
> ☐No, our college does not have additional goals

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population (500 character max)

1. In our local strategic plan, we have a goal of increasing **transfer of disproportionately impacted groups** by 10%*, by 2026. (*for groups identified as disproportionately impacted for at least two consecutive years)
2. In our local strategic plan, we have a goal of increasing the number of **student transfers to four-year colleges and universities** by 5%, by 2026.

<div align="center">

Key Strategies to Advance Transfer Goals
Disproportionately Impacted Student Population(s)

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Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Transfer - Disproportionately Impacted Student Population(s) (500 character max)

1. Bring awareness to the impact student's cultural backgrounds have in their decision to pursue higher education. Campus programs and departments can include the families of students in all aspects of the transfer process. This also provides siblings and other family members the possibility of going to college.
2. Conduct research on first generation students major selection upon application to learn about their confidence level in their chosen program of study and how the College can provide early career guidance to facilitate enrollment and completion. Interviews and/or focus groups would provide an opportunity to learn about the role of family or cultural influences on how first generation college students select a major. Findings will guide improvements in academic advising and career development.
3. Launch a marketing campaign highlighting Citrus College alumni who have successfully transferred, especially first generation college students. The goal is to inspire and showcase the diverse range of transfer opportunities, including CSU, UC, private, HBCUs, and other HSIs, with a special emphasis on colleges that offer support services for first-generation students.

Additional Key Strategies for Overall Student Population
As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

☒Yes, our college has additional key strategies for the overall student population
☐No, our college does not have additional key strategies for the overall student population

Additional Key Strategies for Transfer - Overall Student Population (500 character max)

1. To expand equitable access and support long-term success, Citrus College is developing structured Dual Enrollment pathways in both transfer and CTE fields. These pathways allow high school students to earn degree-applicable credits early. In alignment with Vision 2030, the program will collaborate with K–12 partners and campus departments to design clear course sequences that connect general education, transfer, and workforce preparation.

Transfer Emphasis
While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". *(California's Systems of Public Higher*

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Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1).

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.*

To advance the goals outlined in Vision 2030, Citrus College is implementing a set of intentional strategies designed to remove barriers, address the unique needs of DI and overall student populations, and create clear, equitable pathways to transfer and completion.

By bringing awareness to the impact of students' cultural backgrounds on their decision to pursue higher education, Citrus College acknowledges that academic choices are often shaped by family values, expectations, and lived experiences. Integrating families into the transfer process, through workshops, outreach, and multilingual resources, not only empowers students but also creates a ripple effect that encourages siblings and other family members to consider college. This culturally responsive approach fosters a sense of belonging and strengthens the support system around each student, which is critical for persistence and transfer.

Working collaboratively with the Career and Transfer Center, conducting research on how first-generation students select their majors upon application allows the College to better understand their confidence levels and the influence of family or cultural expectations. Early career guidance tailored to students' backgrounds and aspirations will help ensure that students are on a clear path toward transfer and degree completion, reducing the likelihood of major-switching and attrition.

To expand equitable access and support long-term success, Citrus College is developing structured Dual Enrollment pathways in both transfer and Career Technical Education (CTE) fields. These pathways allow high school students to earn degree-applicable credits early, reducing time to completion and increasing college readiness. In collaboration with K–12 partners and campus departments, the College will design clear course sequences that connect general education, transfer, and workforce preparation. This strategy directly supports Vision 2030's emphasis on streamlining educational pathways and improving student outcomes across diverse populations.

Together, these strategies reflect a holistic and equity-minded approach to student success. By addressing cultural, familial, and academic factors, Citrus College is removing barriers and building inclusive, transparent pathways that support both DI and overall student populations in achieving their transfer and career goals.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

*Guidance***:** After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan.

Student Population(s) Experiencing DI for Intensive Focus

Minimum of one population is required, maximum of three

DI Student Population

Black/African American

Current Challenges/Barriers

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college**?

Based on student focus groups, several structural barriers contribute to the disproportionate impact experienced by Black students at Citrus. These include a lack of consistent faculty support, limited safe spaces beyond the Black Scholars Program, and the absence of a dedicated physical space for Black Scholars. Students report challenges with belonging, including a lack of representation among employees, difficulty identifying community, and experiencing racism or dismissive attitudes in the classroom. Institutional barriers also include racial unconscious bias among employees and a lack of willingness to engage in open dialogue about the experiences of Black students and potential solutions. Together, these factors create significant obstacles to fostering equity and inclusion.

Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

To address the barriers identified for Black students, the college will align efforts with collegewide strategic plan goals that set measurable targets for this population, with success defined by meeting or exceeding those goals. Key strategies include hiring a part-time Black Scholars coordinator to expand the program's reach and support services and working toward the establishment of an Umoja program to provide an added instructional component and learning community. The college will also implement targeted outreach to Black-identifying students who applied but did not enroll, ensuring they receive personalized follow-up and support. Targeted outreach will continue throughout their time at Citrus College. In addition, we will conduct research on Black students' experiences in both the Writing and STEM Centers, for in-person and online learners, to inform equity-driven improvements. Finally, we will continue building a more culturally relevant campus by expanding the Black Scholars Program and increasing representation and visibility of Black students and their experiences across academic affairs and student services. Resources to support this action plan include dedicated staffing, institutional research partnerships, and ongoing commitment from the college to sustain and grow these initiatives.

DI Student Population

Hispanic

Current Challenges/Barriers

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college**?

For Latinx students, several institutional barriers hinder their success and sense of belonging. These include a general lack of awareness of the college's Hispanic-Serving Institution (HSI) status and the absence of a program specifically designed to serve Latinx students. The campus environment remains culturally sterile, with limited cultural visibility and underrepresentation among full-time instructional faculty. Additionally, there are no targeted communications or resources tailored to Latinx students, and the college is not fully leveraging opportunities to engage families in the college-going process. Collectively, these gaps limit the ability of Latinx students to feel supported, represented, and connected on campus.

Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

To address barriers for Latinx students, the college will launch Mi Gente Scholars, a program focused on supporting Latinx students, with guidance from an advisory group of faculty, staff, administrators, and students. The long-term goal is to establish a permanent, sustainable support program that can grow into a Puente Project designation. Strategies will include improving bilingual materials and communications across campus to increase accessibility and visibility for Latinx students and families, as well as aligning efforts with the college's strategic plan goals, many of which are specifically designed to support Latinx student success. Success will be measured by progress toward these goals, particularly in persistence, completion, and transfer outcomes. Resources and structures to sustain this work include the advisory group, institutional commitment to strategic plan implementation, and ongoing investment in staff and program development to ensure continuity and growth.

Student Education Plans

*Guidance***:** Per Education Code 78222 (b)(4), as a condition of the receipt of SEA funds, districts shall "provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph." Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, especially in concert with strategic enrollment management, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: "decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT)." - Vision 2030: A Roadmap for California Community Colleges (page 10)

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term
Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. *(Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).*

Note: **The following is a newly proposed 2025 MIS definition for comprehensive education plans:** *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	2,390	479	20%	709	30%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	936	57	6%	107	11%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	2,249	402	18%	654	29%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	869	61	7%	111	13%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan
Using local college data and the **CCCCO Percentage Point Gap Minus One (PPG-1)**, identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.

Analysis of local Student Education Plan (SEP) completion data from Fall 2022 through Spring 2024 reveals consistent disproportionate impact (DI) for several student groups when looking at 1 year completion rates. American Indian or Alaska Native students had a 0% SEP completion rate across multiple cohorts, representing the most significant gap while also having cohorts of 5 students or less. Pacific Islander or Native Hawaiian students also persistently exhibited low completion despite having small cohorts, with a 0% rate for the Spring 2023 and 2024 cohorts. Asian students had comparatively lower SEP completion rates—24% in the Fall 2022 cohort, 17% in Fall 2023, and 8% in Spring 2024 cohorts—highlighting systemic barriers affecting this group's access to timely counseling and planning. Black or African American students are DI with a SEP completion rate at 20% for the Fall 2022 cohort, also below the college average. Latinx students, who represent a large portion of the cohort, had completion rates between 14–33% by the end of the first year across multiple cohorts, which merits intervention to support student success even though they did not experience DI. White students also experienced DI with only 7% of Spring 2023 cohort students completing a comprehensive SEP by the end of their first year, suggesting uneven access to planning support.

These findings demonstrate that DI in education plan completion is not isolated to a single population but intersects across multiple groups, particularly American Indian/Alaska Native, Pacific Islander/Native Hawaiian, Asian, Black or African American, and White students. Latinx students also warrant intervention since their completion rate influences the overall rate for the college. These gaps emphasize the need for targeted, culturally responsive strategies to ensure all disproportionately impacted populations receive timely, comprehensive SEPs by the end of their first semester or, at minimum, within their first academic year.

Comprehensive Education Plan Implementation for DI Student Populations
Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey - with a primary goal deliver in the first semester, and a secondary goal of delivery by the end of their first academic year.

To close equity gaps in SEP completion for disproportionately impacted populations, the College will implement a multi-pronged strategy grounded in equity, accountability, and proactive student support. First, the College will conduct targeted outreach and communication to disproportionately impacted students, ensuring they are invited to schedule counseling appointments and guided to complete comprehensive education plans as soon as possible within their first term/first year. Outreach will use personalized messaging and multiple communication channels (text, email, in-class announcements, Canvas announcements) to maximize reach and engagement.

Second, the institution will expand participation in the Black Scholars program, which provides proactive counseling, mentorship, and culturally affirming support. Black Scholars counseling appointments will continue to prioritize timely SEP completion, making the comprehensive education plan a central component of academic success.

Third, the college will continue to strengthen culturally responsive counseling services, providing professional development for counselors and classified staff to better address the unique barriers faced by disproportionately impacted student communities. Training will focus on building trust and rapport, culturally relevant advising, and trauma-informed practices.

Fourth, the college will strengthen partnerships with equity programs such as EOPS/CARE, CalWORKs, NextUp, Rising Scholars, Mi Gente Scholars, Black Scholars, and TRIO STEM to encourage completion of comprehensive SEPs as a milestone for program participants. By integrating program staff and counselors into an SEP campaign, the College will create a coordinated support network that prioritizes timely completion. Through these strategies, the college intends not only to close identified equity gaps but also to institutionalize equitable planning practices that prioritize early, comprehensive education plans as a foundational step in student success.

Comprehensive Education Plan Implementation for ALL Students

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure **all students** receive a comprehensive education plan early in their journey - with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

In alignment with updated Title 5 regulations and the Chancellor's Office memo, the College will establish comprehensive education planning as an expectation for all students in their first year and will align support for students to accomplish this goal. To achieve this outcome, the institution will implement several college-wide strategies. First, access to schedule an initial counseling appointment will be incorporated into the online New Student Orientation with the goal of providing comprehensive SEPs as early as possible based on a students' chosen program of study.

Second, the college will provide access to early career development support for students participating in Dual Enrollment and for all first-time students at Citrus College. Career development and exploration content will be incorporated into Early Decision and other onboarding experiences for first time freshmen. By helping students make informed decisions about their declared major earlier, this approach will accelerate their ability to obtain comprehensive SEPs that are accurate and aligned with their program of study. To reinforce this practice, the College will require that any student wishing to change their major must meet with a counselor. This step ensures that program of study changes result in updated comprehensive education plans, reducing the likelihood of misalignment or lost progress toward transfer or completion.

Third, the college will implement automated nudges, maximize the use of degree audit tools, and touchpoint reminders to prompt students to complete or update SEPs at key milestones such as 15 units earned, major changes, and before registration begins.

Finally, Counseling and Advisement will collaborate with the Office of Institutional Research and Planning annually to review student education plan completion data disaggregated by race/ethnicity, engagement in counseling appointments, and full-time/part-time enrollment status. This process will inform continuous improvement and lead to data driven decisions ensuring that SEP completion becomes an institutional goal that supports the success of both disproportionately impacted student communities and the overall student body.

Vision 2030 Alignment/Coordination

1. Guided Pathways

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921.

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Over the course of the previous equity plan cycle, the college continued to institutionalize the first three pillars of Guided Pathways: Clarify the Path, Enter the Path, and Stay on the Path, with a focus addressing outcome disparities and achieving equity. In 2024-2025, GP leadership shifted attention to the final pillar, Ensure Learning.

This pillar depends more heavily on instructional faculty. The challenge in this pillar is to improve completion rates and student experience across all demographic groups, but with special attention paid to DI groups in any given program. Factors that impact these outcomes include course structure (whether policies are clear and equitable), course materials (whether they are representative and inclusive), communication between faculty and students (whether students feel seen and respected), faculty attitudes and preparedness (whether they engage in ongoing professional development, including around equity), and accessibility (whether courses conform to accessibility requirements for their modalities).

Guided Pathways leadership is working to address each of these areas and to improve the instructional environment for students. To do so, we are rebuilding the division shells across campus. After the overhaul, which is currently underway, the division shells will provide a one-stop-shop for faculty looking for information about how to refer students to various on- and off-campus resources, find professional development opportunities, learn more about equity, and explore data resources about our student population. It will also simplify certain paperwork tasks for faculty to free up more time for professional growth and course modifications with equity and accessibility in mind.

We believe that most faculty are not opposed to equity efforts and would like to improve their student outcomes but that their heavy teaching schedules limit their availability for many professional development opportunities. By highlighting some of these resources within Canvas, whether faculty spend so much of their time, we hope that more faculty will explore and find solutions to some of the challenges they are facing in their own courses, including disproportionate impact of different student populations. The new division shells will also smooth the transition for new and adjunct faculty adjusting to Citrus norms and expectations. All of these should positively impact students and help create a more equity-minded culture at Citrus.

2. Student Financial Aid Administration

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

To support DI student populations, specifically Black/African American, Hispanic, and First-Generation students, Citrus College's Financial Aid Department (FAD) implements a comprehensive, equity-minded approach to maximize financial aid receipt and increase FAFSA/CADAA completion. These efforts align with Vision 2030 and are embedded in cross-campus collaboration, targeted outreach, and student-centered practices.

Equity-Aligned Outreach and Workshops

FAD conducts financial aid workshops and outreach events tailored to the needs of DI students, often in partnership with the Dream Resource Center, EOPS/CARE/NextUp, CalWORKs, Veterans Success Center, and Counseling. These workshops provide step-by-step guidance on FAFSA/CADAA completion and introduce students to federal (Pell), state (Cal Grant, SSCG), and institutional aid (Promise, emergency aid). Bilingual staff offer services in English and Spanish to minimize language barriers.

Targeted and Culturally Responsive Communication

FAD utilizes scheduled, proactive communication strategies for students flagged as foster youth, homeless, or facing unusual circumstances. Communications are strategically timed based on key deadlines and tailored to address the barriers faced by DI populations. Staff are trained to deliver culturally responsive service, participating in professional development through NASFAA and campus DEI initiatives.

Integrated Support and Cross-Department Collaboration

FAD plays an active role in campus-wide student equity workgroups and committees, including Basic Needs, EOPS/CARE/NextUp, and the Foster/Kinship Advisory Committee. These collaborations ensure financial aid efforts are integrated with student support programs to holistically serve students' financial, academic, and personal needs.

Data-Informed Practices and Continuous Improvement

FAD uses institutional and Chancellor's Office data to monitor FAFSA/CADAA completion trends among DI students, assess aid receipt patterns, and inform outreach strategies. Regular evaluation of outreach and communications enables the department to adapt and refine practices in response to changing student needs and equity gaps.

Through these aligned efforts, Citrus College is committed to increasing financial aid access and completion rates for disproportionately impacted students, reducing barriers to enrollment and persistence, and advancing the College's broader equity goals.

3. Students with Disabilities (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Through a range of initiatives aimed at improving access, engagement, and success for students with disabilities, DSPS is proactively supporting the goals outlined in the Student Equity Plan. A key focus of this work is expanding outreach to increase awareness of accommodations and services. DSPS is strengthening collaborations with local high schools to ensure students and families are informed early about available support, helping them transition more smoothly into college. Parent workshops are also being offered to build understanding of DSPS services, empower families with knowledge, and create a stronger network of support around students.

DSPS is also committed to fostering community and celebrating student achievement, by hosting an annual recognition ceremony that highlights the accomplishments of DSPS students who complete their educational goals, reinforcing a sense of belonging and pride while demonstrating the value of persistence and success.

In addition, DSPS is enhancing its infrastructure to improve the timeliness and efficiency of services. Customized workflows are being developed within a centralized case management system to ensure students receive accommodations quickly and consistently throughout the year. As part of this initiative, the DSPS team is also working on creating and disseminating a comprehensive student and faculty handbook. This resource will provide the most up-to-date information on DSPS policies and procedures, clarify how to access accommodations, and strengthen communication between students, faculty, and staff.

DSPS is further collaborating with the department of Continuing Education/Non-credit and other campus stakeholders to explore the options to transition the DSPS Educational Assistance Courses (EAC) to a non-credit model. In alignment with this effort, DSPS is also exploring the piloting of a summer bridge program targeted to high school students, designed to increase enrollment into EAC courses while promoting a successful transition into the college environment.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

EOPS/CARE programs serve students from educationally and economically disadvantaged backgrounds. Students are often first-generation college students, undocumented, student-parents and foster youth and are often identified as DI groups.

- EOPS requires all students to apply for financial aid and be enrolled full-time in courses required of their major or general education, unless they are in DSPS.
- EOPS provides students with monetary services that include textbook vouchers, grants, and parking permits.
- EOPS provides students with priority registration on the first day and first hour of registration.
- EOPS students must meet with a counselor a minimum of two times each semester to review their Student Education Plan and progress toward goal completion.
- EOPS requires all students to complete a mid-semester check-in to assess how they are doing in their classes and to receive additional information on support services on campus.
- EOPS would like to increase peer-to-peer networking in the program, therefore, two goals for the next few years are to create peer mentoring opportunities and offer more campus tours to students that are just joining the program.

CalWORKs focuses on providing student-parents with academic, personal, and career counseling. Additional services include direct aid to students in the form of transportation cards and grants when funding is available. Students are also eligible to receive CalWORKs work-study, which aids them in finding employment on campus.

- CalWORKs students meet with a counselor a minimum of two times in the semester to review their courses and progress toward their educational goal as well as request monetary support from their county worker.
- CalWORKs students are referred to on campus jobs through the work-study program. The funding they receive is in addition to their monthly benefits from the county.
- The CalWORKs counselor will email the student's county work with requests for additional resources if needed that may include childcare, transportation and housing assistance, mental health services, and increases to CalFresh benefits. Additionally, referrals are often made to the staff in the offices of Basic Needs, Student Health and Wellness, and Financial Aid.
- A goal over the next two years is to Increase the use of support services offered to CalWORKs students that includes orientation, priority registration, course planning, and completion of financial aid.

5. NextUp/Foster Youth
In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The NextUp program serves foster youth that were in care on or after their 13th birthday and are under the age of 26. Students must be enrolled in at least one class and have a Student Educational Plan that shows their progress in enrolling into 9 units.

- The NextUp program provides former foster youth with holistic, wrap-around services that include monetary services, academic counseling, and referrals to on-campus and off-campus programs.
- Monetary services provided by NextUp include textbook vouchers, parking, meal tickets to purchase food on campus, transportation cards, and unmet need grants.
- The coordinator works with each student using a holistic, student-centered, trauma-informed, and relationship-based approach to assess needs and maximize student support. The coordinator also provides personalized guidance to address barriers unique to current and former foster youth in the areas of housing, mental health, basic needs and financial aid.
- Students are often referred to on- and off-campus scholarships, work and leadership opportunities, community programs, mental health and social services, health benefits, childcare, and other resources tailored to meet their immediate and long-term needs.
- The NextUp counselor meets with students for a minimum of two semesters and will meet more frequently with students that are on academic probation and will review these college policies with them, as well as strategies to help them increase their GPA.

Citrus College Guardian Scholars Program
As part of Citrus College's commitment to addressing the unique challenges faced by current and former foster youth, the Guardian Scholars Program provides a strong, comprehensive support network. The program is designed to meet the academic, social, emotional, and financial needs of college-bound foster youth, helping them overcome barriers and achieve success.

In addition to these core services, the program promotes equity and inclusion by working to eliminate racial disparities, increase student participation, and improve graduation outcomes. Guardian Scholars also enriches the student experience through cultural events, educational field trips, and activities that build community and celebrate diversity. Through holistic support and meaningful engagement, Guardian Scholars empowers foster youth to thrive in college and beyond.

6. Programs for Veterans (Veterans Resource Center)
In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

In alignment with the Student Equity Plan's identified DI populations, the Veterans Success Center (VSC) recognizes that many student veterans also identify as Latinx, African American/Black, LGBTQ+, students with disabilities and other DI groups. Our program is designed to address these intersecting identities by providing targeted, veteran-centered services that promote equitable access, persistence, and completion.

Proactive strategies include: (1) targeted outreach and onboarding for new veterans; (2) culturally competent academic counseling and personal support through the military-to-civilian transition counseling class; (3) community-building activities that strengthen a sense of belonging (veterans club) and planned events throughout the year; (4) coordinated academic support, including veteran-friendly tutoring in math and English with the Learning Center; and (5) enhanced access to mental health and wellness services through partnerships with on-campus resources and external providers specializing in veteran needs.

7. Justice-Involved and Justice-Impacted Students

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

Rising Scholars will implement intentional, equity-centered strategies to expand access and improve outcomes for justice-involved and justice-impacted students, with targeted focus on DI Hispanic, African American, and first-generation populations. Aligned with **Vision 2030**, these strategies will remove systemic barriers, foster belonging, and increase degree, certificate, and transfer attainment.

Strategies:

- **Proactive Educational Planning:** All Rising Scholars students will complete an individualized Student Education Plan (SEP), beginning with an abbreviated SEP at orientation and progressing to a comprehensive plan aligned with high-demand career and transfer pathways.
- **Holistic Support Services:** Wraparound supports will address barriers, including direct aid (textbook, grocery, gas, and technology vouchers), childcare and housing assistance, and access to EOPS/CARE, CalWORKs, Basic Needs, the Dream Resource Center, and the Black Scholars Program.
- **Embedded Academic Support:** Tutoring, study skills workshops, and embedded counseling will be culturally responsive and affirm the identities and lived experiences of Hispanic, African American, and first-generation students.
- **Career and Transfer Pathways:** College tours, career exploration, resume workshops, and mock interviews will prepare students for competitive transfer and employment. Partnerships with CSU/UC campuses, Project Rebound, Underground Scholars, and juvenile justice institutions will create seamless transitions from incarceration to higher education.

Initiatives:

- **COUN 160: Strategies for Academic Success** will provide instruction in academic success skills and life skills, incorporating culturally relevant pedagogy and trauma-informed practices to reduce recidivism, build self-efficacy, and address first-generation transition challenges.
- **Community Building:** Structured peer mentorship and student clubs will cultivate belonging and mutual support.

Capacity Building:

- Faculty, staff, and administrators will engage in professional development on equity-minded, culturally sustaining, and trauma-informed practices.

Data-Driven Improvement:

- Outcomes will be tracked and disaggregated by race/ethnicity, first-generation status, and justice-involved status to monitor enrollment, retention, completion, and transfer, ensuring equity gaps are closed in alignment with Vision 2030's goals to **eradicate equity gaps, create equitable learning environments, and strengthen communities through education**.

8. Low-Income Adults
Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Citrus College Noncredit program serves a diverse student population. This population requires multiple strategies to achieve their goals. The program offers online and in-person modalities to accommodate diverse schedules and learning preferences. It also offers shorter, focused courses and certificates that allows nontraditional students to prepare to enter the workforce quickly

Academic counseling is an important component for noncredit students. Counselors provide one-on-one guidance to help students identify their goals navigate course selection and address individual challenges. Counselors also connect students to the support services available on campus.

The program partners with community organizations including senior centers to reach potential learners who may not be aware of noncredit classes. The marketing and communication materials use clear and accessible language to promote program offerings to a diverse population that includes new English learners.

9. Credit for Prior Learning
Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Citrus College is committed to advancing equitable access to Credit for Prior Learning (CPL) by implementing a series of structural changes, initiatives, and targeted outreach efforts designed to support disproportionately impacted student populations. One major initiative involves the continued development and expansion of mirrored noncredit courses, which serve as accessible entry points for adult learners seeking to transition into credit-bearing academic pathways.

To build institutional capacity, there is need to offer professional development for faculty, focusing on CPL frameworks, assessment strategies, and collaboration across disciplines. Faculty will work together to identify courses suitable for CPL and develop clear criteria for awarding credit, ensuring consistency and academic integrity. Professional learning is also to be provided for cross-functional teams composed of representatives from Student Services, Academic Affairs, Information Systems and Technology and Computer Services (TeCS), who are to collaborate to design and implement CPL policies and procedures.

The Veterans Success Center will continue to utilize the Military Articulation Platform (MAP) to upload Joint Services Transcripts (JSTs), enabling student veterans to receive credit for military training and experience. This initiative not only honors their service but also accelerates their academic progress.

To ensure CPL opportunities reach disproportionately impacted groups, Citrus College will engage in intentional outreach and collaboration with affinity-based support programs, including Black Scholars, EOPS, Latinx, and Athletics. These partnerships will potentially help raise awareness of CPL among Black/African American, Latinx, and first-generation college students, and provide tailored guidance to help them pursue and benefit from CPL options.

10. Dual Enrollment
"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - Vision 2030: A Roadmap for California Community Colleges (page 2)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

In alignment with Vision 2030 goals to expand Dual Enrollment (DE) opportunities for K–12 students, Citrus College appointed its first Director of DE in November 2024, enabling a more intentional, student-centered approach. The program ensures all students, particularly DI groups, can access tutoring, academic counseling, transfer resources, and enrollment assistance. Weekly drop-in sessions are held on campus, via Zoom, and at partner high schools to support onboarding, while biweekly summer information sessions guide families through the early college process. Spanish-language sessions will be added to increase accessibility.

From Spring 2016 to Summer 2025, 5,161 students participated in DE. Hispanic students represented 54.3%, White 19.6%, Asian 12.7%, and Black/African American 2.3%. Females (59.5%) have historically outnumbered males (36.2%). In Summer 2025, Hispanic representation rose to 68.3%, Black/African American declined to 1%, and male participation increased to 43%. To advance equity, the 2025–2028 plan includes:

A DE Advisory Committee will bring together K–12 partners, faculty, staff, and community stakeholders to review disaggregated data, enrollment trends, and student outcomes. It will help identify underrepresented campuses, strengthen recruitment—particularly for Black/African American, Hispanic, and first-generation students—and co-host family-centered events. The committee will also coordinate with support programs to enhance retention and persistence.

The program will collaborate with Technology Services to develop a Banner tracking screen to monitor course completion, persistence, credit attainment, and GPA. An early alert system will identify students at risk of falling below a 2.00 GPA and connect them to tutoring, counseling, and success workshops to maintain academic standing and momentum.

Citrus College will develop transfer and Career Technical Education pathways that provide degree-applicable and transferable credits while in high school. Partnerships with K–12, Student Services, Academic Affairs, and the Los Angeles Regional Consortium (LARC) will align pathways with regional labor market needs and ensure seamless transitions. Equity-focused advising will guide students in selecting courses that meet graduation requirements and build toward degrees or transfer. Data from IRPE will monitor enrollment and success to close equity gaps, particularly for Black/African American, Hispanic, and first-generation students.

11. Strong Workforce Program/Perkins
As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

To support Vision 2030 and increase success among disproportionately impacted (DI) students, Citrus College is proposing a strategic alignment of the Strong Workforce Program (SWP), Perkins V, and the Student Equity Plan. This coordinated approach focuses on improving equity, access, retention, completion, and employment outcomes in Career and Technical Education (CTE) programs.
Key Priorities and Actions:
1.   Vision 2030 Alignment
   - Focus on equitable access, retention, workforce readiness, and closing equity gaps.
   - Leverage data to drive student-centered strategies across funding streams.
2. Address Gaps Identified in the CLNA
   - Low enrollment in non-traditional programs (e.g., IT, Health, Engineering).
   - Underrepresentation of English Language Learners (ELs) in CTE pathways.
3. Shared Strategic Priorities
   - Targeted Outreach: Events for DI students and families, bilingual resources, community partnerships.
   - Counselor & Faculty Engagement: Professional development, dedicated CTE counselors.
   - Work-Based Learning: Paid internships and apprenticeships for DI students in non-traditional fields.
   - Support for EL Students: Embedded tutoring, contextualized ESL, EL-focused orientations.
   - Diversifying Faculty: Stipends, mentorship, and DEI training for underrepresented CTE faculty.
4. Structural and Policy Integration
   - Create a Joint Equity-CTE Taskforce.
   - Align funding across SWP, Perkins, and Equity for shared goals.
   - Share disaggregated data and host an annual summit to assess progress.
Key Recommendations
   - Establish an Equity-CTE Advisory Group.
   - Invest in targeted outreach, EL support, and CTE counseling.
   - Prioritize faculty development and diversity.
   - Track and report shared outcome metrics by student population.
By aligning these major initiatives, Citrus College can more effectively close equity gaps in CTE, meet Vision 2030 goals, and create pathways to high-wage careers for DI students.

2025-2028 STUDENT EQUITY PLAN
EXECUTIVE SUMMARY

2022-25 STUDENT EQUITY PLAN OVERVIEW

The Student Equity and Achievement Program (SEAP) supports the systemwide goal of eliminating achievement gaps through the Vision for Success and Guided Pathways frameworks. Program requirements to ensure students complete their educational goals include: providing matriculation services such as orientation, counseling, and referrals to student support services, as well as providing all students with a comprehensive education plan that identifies a course of study, the requirements for a degree or certificate, and transfer requirements. Another program goal is to provide quality curriculum, instruction, and support services for students who are not prepared for college-level English and/or mathematics and to support them in completing their course of study in a timely manner. The program maintains a three-year student equity plan to ensure equal educational opportunities and to promote student success regardless of race, gender, age, disability, or economic circumstance.

2022-2025 Student Equity Plan Reflection

Key Learnings
Our college has learned that equity gaps are deeply tied to students' need to feel supported and seen on campus through culturally relevant programming and services. At the institutional level, a lack of equity-mindedness among some employees, along with limited understanding of equity versus equality, has contributed to these gaps. Additionally, there is often reluctance to acknowledge areas needing improvement, creating barriers to building a more equitable and welcoming environment. Students and employees may also feel apprehensive about sharing critical feedback that could drive change. Finally, the absence of dedicated time and space for these conversations further hinders progress toward equity.

Furthermore, the college established the Pride Center and hired a part-time coordinator to serve our LGBTQ+ population. The Price Center has developed year-round programming and launched annual LGBTQ+ ally trainings, efforts that have increased visibility for LGBTQ+ students and fostered positive cultural change on campus. Additionally, in Spring 2025, Citrus College hired a permanent Director of Student Equity and Success to oversee the efforts and initiatives from SEAP.

Lastly, mid-way through the plan cycle, the college's DEIA+, SEAP, and Office of Institutional Research, Planning, and Effectiveness conducted student focus groups to gain a better understanding of students' experience on campus and to identify what supports are in place that enhance their college journey as well as what improvements can be made. The research questions were: What are students' experiences with DEIA+? How do students feel supported or hindered at Citrus? Seven focus groups were conducted with students from the following groups: Black Scholars, Dream Resource Center users, student parents in EOPS/CARE, NextUp students, Pride Resource Center users, and veterans. Three findings resulted from these focus groups. First, students identified institutional barriers and the positive impact of specialized support programs on belonging. Second, areas for immediate improvement across academic affairs, student services, and facilities were highlighted. And lastly, this research showed the value of disaggregated qualitative data (by race, ethnicity, and special populations). Next steps include improving accessibility and ensuring employees know how to access and apply student feedback such as accessing pronouns on Canvas.

Plan Continuity

For the 2025–28 Student Equity Plan, the college will continue building on several successful practices from the current plan. First, we will sustain the Pride Center, which has provided ongoing visibility and support for LGBTQ+ students. Second, we have learned that students and faculty have a strong history of creating their own communities of support (e.g., LUSA, Black Scholars). The college plans to strengthen these initiatives by actively listening to student voices and providing resources that allow these communities to thrive. Third, we will continue expanding the Black Scholars Program, including its transition into Umoja, to enhance culturally responsive support for Black students.

Additionally, the inaugural Data Coaching Workshop Series was successfully implemented in 2024–25 for instructors, managers, and classified staff. The program helped participants gain a deeper understanding of the college's local data and its context, in particular when it came to student equity data and achievement data. Most importantly, the series fostered meaningful conversations about how we interpret data and how that knowledge and understanding can inform and enhance teaching and learning. The Data Coaching Workshop Series will continue throughout the next Student Equity Plan cycle.

Finally, we will maintain close collaboration with the Office of DEIA+ and the Office of Institutional Research, Planning, and Effectiveness to ensure regular quantitative and qualitative assessments, helping us measure progress and identify new strategies to meet emerging student needs.

2025-2028 Student Equity Plan Metrics and Disproportionate Impact

Metric: Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact:
Black/African American

Goals:
There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Additional goals include:
1. In our local strategic plan, we have a goal of increasing enrollment yield from valid applications by 5% by 2026.

Key Strategies for Successful Enrollment for DI Student Populations:
1. Expand the Black Scholars program and work towards an Umoja program model application, including hiring staff to support with case management of Black/African American students.
2. Work with the marketing department to highlight the college going experience of Black Scholars program alumni and their families through the creation of flyers and other promotion items.
3. Partner with TECS to identify and analyze the list of Black-identifying students who applied to Citrus College but did not enroll. Prioritize this disproportionately impacted (DI) group by implementing targeted outreach strategies, such as personalized phone calls, text messages, or automated communications, to re-engage and understand barriers to enrollment.

Additional Key Strategies for Overall Student Population
1. Enhance the transition from Dual Enrollment to college through joint planning with counseling, students will receive early advising, success workshops, and equity-minded guidance to ensure smooth transitions, aligned pathways, and access to resources that support persistence and long-term goals. Connect incoming Dual Enrollment students with support programs such as Black Scholars, Rising Scholars, and Mi Gente Scholars among other student success resources
2. Citrus College has launched a Welcome Center, offering expanded support for student application and registration. It provides in-person and online services for credit and noncredit students. Centralized services include information sessions, tours, help with applications, orientation, registration, email setup, and resolving common enrollment issues.

<div align="center">Metric: Completed Both Transfer-Level Math & English</div>

Population Experiencing the Most Significant Disproportionate Impact:
Black/African American; Hispanic; First Generation College Students

Goals:
There are two related goals for Completed Transfer-Level Math and English: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population. Additional goals include:
1. In our local strategic plan, we have a goal of increasing the percent of students who **complete transfer-level English** within one year to 73% by 2026.
2. In our local strategic plan, we have a goal of increasing the percent of students who **complete transfer-level mathematics** within one year to 73% by 2026.

Key Strategies for Transfer-Level Math & English for DI Student Populations:
1. Expand the Black Scholars Program by pursuing an Umoja program model, which integrates an instructional component and learning community to help close equity gaps for Black students and others who participate. Implementation will require a dedicated Umoja Village Space and appropriate counseling support, as well as 1.0 full time staff or faculty equivalency to sustain the program.
2. The college has recently established the Mi Gente Scholars initiative, supporting Latinx students, with hopes of creating a strong foundation for a future Puente Project application. The Mi Gente Scholars initiative plans on working towards establishing an instructional component to the initiative based on the Puente Project model to be able to submit a robust application.
3. Examine and address the experiences of Black and first-generation students by analyzing participation and engagement with Learning and STEM Centers online and in-person. This includes identifying barriers to use, ensuring the spaces feel welcoming and reflective of diverse identities, and promoting early use of these Centers, especially for Black and first-generation students. Ongoing collaboration with both Centers will ensure research informs operational and equity-driven improvements.

Additional Key Strategies for Overall Student Population

1. To strengthen tutoring services, Citrus College will enhance professional learning for STEM and Learning Center tutors. Training will focus on effective tutoring practices, creating welcoming environments, and conducting online sessions. Faculty will also receive guidance on maximizing collaboration with embedded tutors to enhance student support and opportunities to engage in communities of practice and inquiry groups with their peers.

Metric: First Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact:
Black/African American; First Generation College Students

Goals:
There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population. Additional goals include:
1. In our local strategic plan, we have a goal of increasing the fall-to-spring persistence rate of first-time freshmen to 84% by 2026.
2. In our local strategic plan, we have a goal of increasing the fall-to-fall persistence rate of first-time freshmen to 70%, by 2026.

Key Strategies for Student Persistence for DI Student Populations:
1. Provide targeted communications to Black and first-generation students with steps for enrolling in subsequent semesters, including guidance on meeting with a counselor, adding or dropping classes, and important deadlines. Students will receive multiple check-ins throughout the semester, along with promotion of other campus resources. Support with be extended to special populations, such as athletes, and explore ways to provide tailored assistance for online students.
2. Professional Learning opportunities will be provided for faculty focused on support for students, particularly around course drops and persistence. Training will include a clear overview of drop policies, boundaries between policy enforcement and student support, and expectations for faculty practices. Sessions will address support for DI groups, emphasizing Black students, first-generation, and online learners, while working to dispel myths about online versus in-person coursework.
3. To create a more culturally relevant campus, the college will address findings from the Spring 2022 DEI survey showing that Black students are less likely to feel a sense of belonging by taking proactive measures to shift this reality. Efforts include expanding the Black Scholars Program, hiring additional staff to meet the growing needs of Black students, and launching Mi Gente Scholars to support Latinx students and highlight the college's HSI status.

Additional Key Strategies for Overall Student Population
1. Citrus College joined EdTrust West's 2024–25 community of practice to improve Early Alert. A faculty survey revealed the need to rebrand the program to be more student-friendly, raise faculty awareness, refine communications, and expand referral options, especially for gateway courses like English and math. These insights will guide program improvements over the next three years to boost student success and persistence.

2. Citrus College has created a more inclusive and welcoming campus environment. Access to food and beverages now allows students to stay on campus while meeting their academic and personal needs.
3. Through ongoing efforts by Student Life and Leadership Development, campus life at Citrus College continues to thrive with more culturally relevant programming, a growing number of student clubs, and strong leadership from the Inter-Club Council. Continued support from administrators, staff, and faculty is essential to keep student voices at the center of campus engagement.

<center>**Metric:** Completion</center>

Population Experiencing the Most Significant Disproportionate Impact:
First Generation College Students

Goals:
There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.
1. In our local strategic plan, we have a goal of increasing the number of **African American and Latinx degree earners** by 10%, by 2026.
2. In our local strategic plan, we have a goal of increasing the number of **African American workforce certificate* earners** by 10%, by 2026. (*CSUGE and IGETC excluded)
3. In our local strategic plan, we have a goal of increasing the number of **degree earners** by 5%, 2026.
4. In our local strategic plan, we have a goal of increasing the number of **workforce certificate* earners** by 5%, by 2026. (*CSUGE and IGETC excluded)
5. In our local strategic plan, we have a goal of increasing the number of **African American, Latinx and Native American students completing STEM programs** of study by 10%, by 2026.

Key Strategies for Completion for DI Student Populations:
1. Existing student support programs, such as Black Scholars and Mi Gente Scholars, will intentionally highlight the first-generation college experience. These programs will celebrate and promote first-generation identity during key moments such as transfer season, First-Generation College Celebration Month, and graduation.
2. Provide targeted communications to first-generation college students with steps for enrolling in subsequent semesters, including guidance on meeting with a counselor, adding or dropping classes, and important deadlines. Students will receive multiple check-ins throughout the semester, along with promotion of other campus resources. The program will extend support to special populations, such as athletes, and explore ways to provide tailored assistance for online students.
3. To better support first-generation students, the college will simplify language across departments and make information more accessible to those new to college. The Student Equity Committee will lead an assessment of documents, forms, applications, and the college's new website platform to ensure clarity. Feedback from first-generation students and employees will guide this review to improve accessibility and usability.

Additional Key Strategies for Overall Student Population

1. The Financial Aid Department is leading a cross-departmental team (Counseling, Admissions & Records, TeCS) to implement Course Program of Study (CPoS) processing. By Fall 2026, CPoS will ensure Title IV aid applies only to eligible courses. Full implementation will include data integration, campus-wide communication, and training to help students, faculty, and staff understand course eligibility requirements.
2. Counseling and Advisement will continue enhancing student support by redesigning the online probation workshop to be more engaging and accessible. New videos will be developed to support diverse learning styles and connect students with campus resources. The updated workshop will launch by early 2026, promoting academic recovery and success.

Metric: Transferred to a Four Year

Population Experiencing the Most Significant Disproportionate Impact:
First Generation College Students

Goals:
There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population. Additional goals include:
1. In our local strategic plan, we have a goal of increasing **transfer of disproportionately impacted groups** by 10%*, by 2026. (*for groups identified as disproportionately impacted for at least two consecutive years)
2. In our local strategic plan, we have a goal of increasing the number of **student transfers to four-year colleges and universities** by 5%, by 2026.

Key Strategies for Transfer for DI Student Populations:
1. Bring awareness to the impact student's cultural backgrounds have in their decision to pursue higher education. Campus programs and departments can include the families of students in all aspects of the transfer process. This also provides siblings and other family members the possibility of going to college.
2. Conduct research on first generation students major selection upon application to learn about their confidence level in their chosen program of study and how the College can provide early career guidance to facilitate enrollment and completion. Interviews and/or focus groups would provide an opportunity to learn about the role of family or cultural influences on how first generation college students select a major. Findings will guide improvements in academic advising and career development.
3. Launch a marketing campaign highlighting Citrus College alumni who have successfully transferred, especially first generation college students. The goal is to inspire and showcase the diverse range of transfer opportunities, including CSU, UC, private, HBCUs, and other HSIs, with a special emphasis on colleges that offer support services for first-generation students.

Additional Key Strategies for Overall Student Population
1. To expand equitable access and support long-term success, Citrus College is developing structured Dual Enrollment pathways in both transfer and CTE fields. These pathways allow high school students to earn degree-applicable credits early. In alignment with Vision 2030,

the program will collaborate with K–12 partners and campus departments to design clear course sequences that connect general education, transfer, and workforce preparation.

Budget Summary

The California Community Colleges Chancellor's Office requires a Term-End Expenditure Report, detailing expenditures for Year 1 and Year 2 of the previous year allocation, and an Annual Report for current Year 1 allocation expenditures and progress on equity activities. Table 1 displays the Term-End Expenditure Report for the 2022-2023 allocation with the spending timeframe of July 1, 2022-June 30, 2024. The 2022-2023 allocation was $4,763,275. Expenditures were reported by state budget codes, which includes faculty, management, and classified staff salaries, benefits, supplies, and other operating expenses.

Table 1. Term-End Expenditure Report

2022-2023 Allocation – Year 1 and Year 2 Expenditures		
Expenditure Type	**Year 1 Amount**	**Year 2 Amount**
1000 – Instructional Salaries	$943,329	$577,505
2000 – Non-Instructional Salaries	$1,128,717	$677,909
3000 – Employee Benefits	$889,781	$475,295
4000 – Supplies and Materials	$13,539	$0
5000 – Other Operating Expenses and Services	$31,603	$25,597
6000 – Capital Outlay	$0	$0
7000 – Other Outgo	$0	$0
Total Expenditures	**$3,006,969**	**$1,756,306**
Remaining Allocation		**$0**

Table 2 displays the Term-End Expenditure Report for the 2023-2024 allocation with the spending timeframe of July 1, 2023-June 30, 2025. There was no increase (0%) from the previous allocation amount. The 2023-2024 allocation totals $4,763,275.

Table 2. Annual Report

2023-2024 Allocation – Year 1 and Year 2 Expenditures		
Expenditure Type	**Year 1 Amount**	**Year 2 Amount**
1000 – Instructional Salaries	$1,072,450	$409,800
2000 – Non-Instructional Salaries	$1,294,446	$524,014
3000 – Employee Benefits	$1,114,055	$329,529
4000 – Supplies and Materials	$9,839	$0
5000 – Other Operating Expenses and Services	$9,142	$0
6000 – Capital Outlay	$0	$0
7000 – Other Outgo	$0	$0
Total Expenditures	**$3,499,932**	**$1,263,343**
Remaining Allocation		**$0**

Expenditures reports for Year 1 of the 2024-2025 allocation with a spending timeframe of July 1, 2024 – June 30, 2026, have not been completed. There was no increase (0%) from the previous allocation amount. The 2023-2024 allocation totals $4,763,275.

Consistent with the approach taken over the past three years, this plan will be supported through the strategic allocation of SEAP funds, supplemented by resources drawn from multiple campus departments. Several strategies outlined in this plan involve categorical programs, grant-funded initiatives, and institutionalized efforts that collectively advance the goals of the Student Equity Plan.

Contacts

For further information regarding the Citrus College 2025-2028 Student Equity Plan, please contact Dr. Betzabel Martinez Bleech bmartinez@citruscollege.edu .

CITRUS COMMUNITY COLLEGE DISTRICT
Steering Committee

TO:	Steering Committee	Action
DATE	October 13, 2025	Resolution
SUBJECT:	2025-26 Annual Implementation Plan (AIP)	Information X
		Enclosure(s) X

BACKGROUND
The academic year 2025-26 marks the fifth and final year of implementation for the Citrus College 2021-26 Strategic Plan.

The 23 activities in the 2025-26 AIP are organized within six themes.

This item was prepared by Jody Barrass, Administrative Secretary II, Office of Institutional Research, Planning and Effectiveness.

RECOMMENDATION
Information only. No action required.

Lan Hao, Ph.D.
Recommended by

_____/_____
Moved   Seconded

Aye__Nay__Abstained___   Item No._____IV.10._____

2025-26 Annual Implementation Plan

THEME 1:   Student Experience

Cabinet Lead(s):   Vice President of Student Services

Specific Activities	Projected Outcomes by June 2026
1. **A Latinx advisory workgroup** will identify strategies to celebrate Citrus College's Hispanic Serving Institution status and support Latinx student success.	1. Campus events will be offered throughout the 2025-26 academic year to increase student engagement and celebrate Latinx culture starting with Bienvenida and Dia de los Muertos (Day of the Dead) events in Fall 2025. Additionally, the Latinx advisory workgroup aims to pursue the creation of a permanent and sustainable Citrus College Latinx student support program.
2. **The 2025-28 Student Equity Plan** will be drafted and shared with campus constituency groups for feedback, and submitted to the Board of Trustees for adoption by November 2025. Based on feedback from the Student Equity and Achievement Committee, the plan addresses equity gaps for a variety of affinity groups with a specific focus on students from Latinx, Black/African American, and first-generation college student backgrounds.	2. Various departments will contribute content for the 2025-28 Student Equity Plan. An open forum will be offered in early Fall 2025 to invite feedback from students, faculty, staff, and administrators before the draft is finalized for review and adoption by the Board of Trustees.
3. The dean of students will design and implement a comprehensive **Commencement Experience Survey** to assess graduating students' experiences, with particular attention to accessibility and inclusivity. The survey will be sent to graduates electronically after the event.	3. By June 2026, at least 10% of graduating students will have completed the survey. Results will be summarized and used to inform planning and improvements for future commencement ceremonies.
4. The Financial Aid Department will lead a cross-departmental team (Counseling, Admissions and Records, TeCS) to **implement course program of study (CPoS)** processing, ensuring Title IV aid disbursements apply only to courses that count toward a student's degree, certificate, or credential.	4. By June 2026, CPoS processing will be fully implemented for Fall 2026, with completed data integration, campus-wide communications, and delivered training sessions ensuring students, faculty, and staff understand Title IV course eligibility requirements.

2025-26 Annual Implementation Plan

THEME 2: Student Resources and Support

Cabinet Lead(s): Vice President of Finance and Administrative Services

<u>Specific Activities</u>	<u>Projected Outcomes by June 2026</u>
1. Renovate and reopen the **Coffee Bar, Owl Café and Stadium Concessions,** in coordination with a new partnership with Sodexo as a new food service provider, to provide new and expanded food service options for students, faculty, staff and visitors.	1. Reopening the Coffee Bar, Owl Café and Stadium Concessions during the 2025-26 academic year will expand food and beverage options, as well as catering options, for the college community, thus enhancing the student experience.
2. Launch the Citrus College **Welcome Center** on the first floor of the Student Services building, staffed by a full-time Outreach Specialist and trained support personnel to assist students with admissions, registration, financial aid, and onboarding needs.	2. By the end of Fall 2025, the Welcome Center will establish a baseline onboarding rate for new students who visit in person, apply for admission, and subsequently register for classes. By the end of Spring 2026, improve this baseline conversion rate by at least 10%, while providing admissions, registration, financial aid, and onboarding support to a minimum of 350 unique students each term.
3. Enrollment Services, Counseling and Advising, and Student Affairs will collaborate to implement **AB 2458** requirements by **identifying student parents**, establishing a policy and process to estimate and adjust cost of attendance (COA), collecting MIS data, updating the Net Price Calculator, and ensuring dependent care allowance and affordable childcare information is included in campus websites and admitted student materials.	3. By June 2026, the college will have a fully compliant COA adjustment policy and process in place for student parents, meeting AB 2458 and federal Title IV requirements. Student parents will have access to updated COA information, dependent care allowances, and childcare resources ahead of the 2026–27 academic year.
4. The dean of students will review, revise, and submit updates to **BP 5500 (Student Conduct) and AP 5520 (Student Discipline Procedures)** to ensure compliance with all provisions of AB 1575 (Katie Meyer Law). This process will include a legal review, consultation with campus stakeholders, and formal adoption by the Board of Trustees. The dean of students will also provide employee training to ensure campus awareness and compliance with the **new legislation.**	4. By June 2026, BP 5500 and AP 5520 will be fully aligned with AB 1575, officially adopted by the Board of Trustees, and disseminated throughout the college website, and targeted training sessions for faculty, staff, and students will have been facilitated.

2025-26 Annual Implementation Plan

THEME 3: Enrollment Management

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

Specific Activities	Projected Outcomes by June 2026
1. The Admissions and Records Office, in collaboration with TeCS, will continue to participate in the **LexisNexis pilot program** and collaborate to implement N2N integration solutions. These initiatives will focus on improving identity verification processes, detecting suspicious application activity, and enhancing overall student data integrity.	1. By June 2026, Admissions and Records will have implemented automated, secure tools for identity verification that reduce fraudulent applications and enrollments, resulting in more accurate student records and strengthened fraud prevention protocols across the admissions process.
2. Counseling and Advisement will redesign the **online probation workshop** to be more engaging, relevant, and facilitate student access to additional support resources on campus. This project aims to help students better understand their academic probation status, reflect on their academic journey and goals, and access campus resources that may support their progress.	2. New videos will be developed to update the online probation workshop and make it more effective for students with different learning styles. The new probation workshop will be available for students by the start of Fall 2026. By making the workshop more student-friendly and meaningful, the college hopes to empower students to take proactive steps toward achieving good academic standing.
3. Gather and analyze **quantitative and qualitative data** related to **student demand/course-taking patterns**. As often as possible, quantitative reports will be automated to support course scheduling.	3. Schedule planning teams will have identified, developed, and implemented quantitative and qualitative reports to inform schedule development. Refinement of current reports and requests for new reports will more fully support the development of course schedules.
4. Develop and pilot **schedule blocks which will be offered to new, incoming first-time students**. Promise program and Early Decision students are the target populations. Schedule blocks are groups of classes/CRNs that can be recommended to be taken together to comprise a full-time schedule of at least 12 units.	4. At least one schedule block that includes Mathematics 165 (Introductory Statistics – with Mathematics 065 or without support) and/or English 101/101E (Reading and Composition) will be identified by December 2025 for Spring 2026 promotion targeting incoming first-year students for Fall 2026 registrations.

2025-26 Annual Implementation Plan

THEME 3:   Enrollment Management (continued)

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

<u>Specific Activities</u>	<u>Projected Outcomes by June 2026</u>
5. Develop and implement plans to **improve room utilization** with emphasis on mitigating the impact of the Liberal Arts and Business (LB) building and the Information Science (IS) building coming offline.	5. Data-informed strategies for improving room utilization will inform schedule planning and help to mitigate the impact of decreased classroom spaces.
6. A new work group will be formed and tasked with analyzing the Fall 2025 **student drop survey** results and other related **retention and persistence data and reports**. In addition, the work group will leverage **re-engagement strategies to increase returning student enrollments**. Current strategies will be assessed and re-evaluated for continued implementation.	6. A completed analysis from quantitative and qualitative data will inform planning and strategies related to increasing retention and persistence. Returning student enrollments for Winter and Spring 2026 will reflect an increase when compared to the same-term, prior-year.

2025-26 Annual Implementation Plan

THEME 4: Instructional Excellence

Cabinet Lead(s): Vice President of Academic Affairs, Director of Diversity, Equity, Inclusion, and Accessibility +

Specific Activities	Projected Outcomes by June 2026
1. The Mathematics department will enhance the **AB 1705 efforts** and continue to implement various faculty Community of Practice (CoP) initiatives focused on curriculum and pedagogy, aiming at closing equity gaps. The COPs will include faculty working collaboratively as well as attending and presenting at conferences. These efforts collectively aim to strengthen instructional practices and advance equity-driven outcomes across the department.	1. By the end of June 2026, the **Mathematics department** will have launched an innovative calculus course with a dedicated support section, developed and published a statistics OER textbook through LibreTexts, and introduced new teaching methods and learning materials in both mathematics and statistics. Faculty will also complete engagement with AB 1705 curated support initiatives led by the California Community Colleges Chancellor's Office (CCCCO), including Motivate Lab's work on faculty belonging, EdTrust West's targeted strategies for closing equity gaps, and the Equity Accelerator's efforts to foster student belonging.
2. The **English department will strengthen its AB 1705 efforts** and implement a faculty CoP/inquiry group. This group will analyze success data, research best practices, and develop recommendations to the department aimed at improving success rates in transfer-level English courses, especially focusing on disproportionately impacted groups of students.	2. By the end of June 2026, the CoP/inquiry group will provide the English department with recommendations on best practices and course materials for possible adoption. These may include Canvas modules, culturally relevant and equitable essay assignments, grading practices, and classroom policies.
3. The Office of Diversity, Equity, Inclusion, and Accessibility+ will implement the first cohort of the **Equity-Minded Teaching Institute**. Through the institute, 21 faculty members, both full-time and adjunct, will attend 10 sessions throughout the Fall 2025 semester, focusing on creating classrooms and learning that is equity-minded.	3. By the end of December 2025, participants in the Equity-Minded Teaching Institute will have the knowledge and resources needed to embed equity in their teaching practices, syllabi, and design culturally-relevant and inclusive pedagogy and curriculum.

2025-26 Annual Implementation Plan

THEME 5:   Instructional Support

Cabinet Lead(s):   Vice President of Finance and Administrative Services

<u>Specific Activities</u>	<u>Projected Outcomes by June 2026</u>
1. Secure funding and construct a **new Science Building** to provide a state-of-the-art Science facility, to complement the new ED Building, and to replace aged/outdated facilities.	1. Funding will be secured and the architectural plans for the new building will be finalized and submitted to the Division of the State Architect (DSA), following a collaborative planning approach, during the 2025-26 academic year, to position the college for the construction phase of the new project, once DSA approval is received. The new building will enhance teaching and learning, better meet student demand, and allow the college to be more competitive with peer institutions, by providing state-of-the-art science facilities.
2. Secure funding and construct a new **Career Technical Education (CTE) Building** to provide a state-of-the-art CTE building, to replace aged/outdated facilities.	2. Funding will be secured and the architectural plans for the new building will be designed with a collaborative planning approach, during the 2025-26 academic year, to position the college to begin the process for the DSA submission phase of the project. Once DSA approval is received, the construction process will begin. The new building will enhance teaching and learning, better meet student demand, and ensure our CTE programs provide are best positioned to respond to industry needs, providing our students with hands-on learning in new, state-of-the-art CTE facilities.

2025-26 Annual Implementation Plan

THEME 6:   Employee Experience

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

Specific Activities	Projected Outcomes by June 2026
1. Human Resources will further revise the BPs and APs related to **Equal Employment Opportunity (EEO), Title IX, and discrimination and harassment to comply with new laws.** This will also include revising BPs and APs related to hiring for Classified professionals.	1. Relevant BPs and APs will be revised and will go through the shared governance process by June 2026.
2. Implement and roll out an online version of the **Search Committee training**. This includes training for a Search Committee chair, members, and the EEO representative.	2. All members serving on the Search Committee in Spring 2026 will be required to complete the training. Search Committee members will be required to complete the training every two years.
3. Explore potential content and begin designing **New Employee Orientations for** supervisor/confidential, and managers.	3. By June 2026, the New Employee Orientation structure and timeline will be created. This will also include implementing onboarding toolkits and a New Employee Survey.
4. Implement the **Classified Leadership Academy**.	4. There will be interest in participating in the inaugural cohort, allowing up to 20 employees to participate. Through this academy, employees will: • Demonstrate a foundational understanding of higher education • Describe key systems and institutional plans • Demonstrate increased confidence and readiness for leadership opportunities

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

Focus Area	Strategies	
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

2025-26 Annual Implementation Plan

Focus Area	Strategies	
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