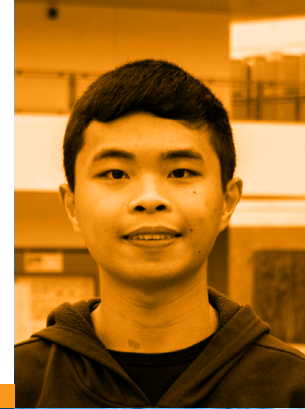




Strategic PLAN 2025-2026 ANNUAL IMPLEMENTATION PLAN





Dear Colleagues:

The 2025-26 Annual Implementation Plan (AIP) represents the fifth and final report supporting the Citrus College 2021-26 Strategic Plan. It has been inspiring to see what our college community has accomplished over the past four years - bouncing back from nationwide adversity and adapting to change while continuing to meet students where they are.

The following pages include 23 impactful activities organized around six themes.

Each activity has been intentionally designed with a projected outcome to advance our shared purpose. Throughout this work, the college has remained steadfast in its overarching goal: increasing student success and completion. Some highlights of the 2025-26 AIP are outlined below, followed by a brief glimpse of what lies ahead.

Through a yearlong, collaborative effort led by the Student Equity and Achievement Committee, the 2025-28 Student Equity Plan will be finalized this fall. This action plan identifies strategies to close equity gaps and improve outcomes for all students. In addition, the enrollment services division will implement automated, secure tools to reduce fraudulent applications and enrollment attempts - further safeguarding the integrity of our student data.

Within academic affairs, strategic course scheduling and new course offerings will continue to help students complete their academic goals and remain competitive beyond Citrus College. The office is leading a workgroup to conduct an in-depth data analysis to improve student retention and persistence, while also leveraging reengagement strategies to support returning students.

Professional development remains a cornerstone of our institutional progress. In 2025-26, the Equity-Minded Teaching Institute launched with 21 faculty participants who are committed to sharing best practices that support students from all backgrounds. I am equally excited to announce the inaugural Classified Leadership Academy - a yearlong program designed to strengthen leadership skills and prepare our classified professionals for future opportunities in higher education.

The development of this plan, grounded in student- and employee-driven initiatives, has been made possible through the collective dedication of the entire campus community. As we look to the future, I am pleased to share that a 38-member shared governance task force is now laying the foundation for the 2026-31 Strategic Plan.

On behalf of the Citrus Community College District Board of Trustees, I extend my sincere appreciation to you for your engagement with the 2025-26 AIP. I look forward to working with all of you as we implement year five of our college's strategic plan.

Sincerely,

Greg Schulz, Ed.D.
Superintendent/President

Citrus Community College District Board of Trustees

Dr. Cheryl Alexander

President

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

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Vice President

Claremont and portions of
Pomona and La Verne Representative

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Clerk/Secretary

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Mr. A.J. Hernandez

Student Trustee

Dr. Greg Schulz

Superintendent/President

2025-26 Annual Implementation Plan

THEME 1: Student Experience

Cabinet Lead(s): Vice President of Student Services

<u>Specific Activities</u>	<u>Projected Outcomes by June 2026</u>
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 the fall 2025 semester. Additionally, the Latinx advisory workgroup aims to pursue the creation of a permanent and sustainable Citrus College Latinx student support program.
2. The 2025-2028 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 early in the fall 2025 semester 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 the fall 2026 semester, 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, Vice President of Student 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 the fall 2025 semester, 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 the spring 2026 semester, 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

<u>Specific Activities</u>	<u>Projected Outcomes by June 2026</u>
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 the fall 2026 semester. 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 the spring 2026 semester promotion targeting incoming first-year students for fall 2026 semester 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 semester 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 terms 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 +

<u>Specific Activities</u>	<u>Projected Outcomes by June 2026</u>
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 2025-2026 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): Executive Director of Human Resources, Director of Diversity, Equity, Inclusion, and Accessibility +

<u>Specific Activities</u>	<u>Projected Outcomes by June 2026</u>
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 a search committee in the spring 2026 semester 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

2025-26 Annual Implementation Plan

Appendix A: 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