



Strategic **PLAN**
2025-2026
PROGRESS REPORT



Dear Colleagues,

It is with great pride and a deep sense of gratitude that I present the Citrus College 2025–2026 Progress Report, marking the conclusion of our 2021–2026

Strategic Plan. As we close this

five-year chapter, I am grateful for the breadth of what our campus community has accomplished and the unwavering commitment to equity and student success that has defined every step of the journey. This final year of the plan reflects the momentum we have built across all areas of the institution.

This year, the Latinx Advisory Group launched a new initiative, Mi Gente Scholars, and hosted a dynamic, campuswide Cinco de Mayo event that celebrated the richness of Latinx culture and heritage with opportunities for learning and engagement. These efforts represent just one of the many strategies included in the college's 2025–2028 Student Equity Plan, which outlines strategies to address equity gaps for Latinx, Black/African American and first-generation college students.

Our new Welcome Center continued to serve as a vital entry point for incoming students, contributing to an increase in enrollment among applicants. The college also successfully implemented Course Program of Study (CPoS) processing – an important step toward maximizing students' financial aid eligibility and supporting degree completion.

On the enrollment front, the college deployed innovative marketing strategies to reconnect with students who stopped pursuing their education just short of completion. Faculty and deans also collaborated to determine the most appropriate modalities and course schedules in an effort to attract and

retain students. Funding for the construction of a new Science Building and a new Career Technical Education Building was secured through Measure Y bond proceeds and Proposition 2 state matching funds – investments that will ensure our campus infrastructure matches the quality education provided by the college.

And where would we be without our highly skilled and passionate faculty or our dedicated classified professionals? The Equity-Minded Teaching Institute engaged 21 faculty members in equity-focused pedagogical practices, while the inaugural cohort of the Classified Leadership Academy provided 14 staff members with rich professional development experiences.

As we celebrate the accomplishments of this plan, we look ahead with equal enthusiasm. I extend a special thank you to the 38-member Strategic Plan Taskforce – a shared-governance group of Citrus College faculty, managers, supervisors, classified professionals and students – who worked tirelessly throughout the academic year to develop the succeeding 2026–2031 Strategic Plan, our roadmap for increasing access, success and belonging. Implementation begins in fall 2026.

Thank you for your continued partnership, dedication and commitment. I am honored to serve and lead this institution alongside a campus community as caring and passionate as ours, and I look forward to continuing our work together in service to our students.

With appreciation,

Greg Schulz, Ed.D.
Superintendent/President

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2025-2026 Progress Report

THEME 1: Student Experience

Cabinet Lead(s): Vice President of Student Services

Specific Activities	Update to Activities as of May 2026
<p>1. A Latinx advisory workgroup will identify strategies to celebrate Citrus College’s Hispanic Serving Institution (HSI) status and support Latinx student success.</p>	<p>1. Mi Gente Scholars is an initiative focusing on the culture, contributions of, and resources for Latino students and staff at the college. It was launched in fall 2025 to celebrate the HSI status of the college and increase students’ engagement and sense of belonging on campus through collaborative cultural events. During the spring 2026 semester, the Latinx advisory workgroup held a campuswide Cinco de Mayo educational event in collaboration with areas such as Counseling and Advising, and Ethnic Studies. Mi Gente Scholars also hosted a year-end recognition event for Latinx graduates.</p>
<p>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.</p>	<p>2. Following various visits to shared governance groups and open events to collect feedback from all constituent groups, the 2025-2028 Student Equity Plan was adopted by the Board of Trustees and submitted to the California Community Colleges Chancellor’s Office (CCCCO) in November 2025.</p>
<p>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.</p>	<p>3. A draft of the survey was developed and shared with the director of institutional research, planning and effectiveness (IRPE) and the vice president of Student Services (VPSS). The survey will be administered after Commencement. The results will be analyzed in summer 2026 and used to inform planning and improvements for future commencement ceremonies.</p>

2025-2026 Progress Report

THEME 1: Student Experience

Cabinet Lead(s): Vice President of Student Services

Specific Activities	Update to Activities as of May 2026
<p>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.</p>	<p>4. The Financial Aid Department, in collaboration with Counseling and Advising, Admissions and Records, and TeCS, has implemented CPoS processing for fall 2026 registration. The team also established related policies for students who are declaring or updating their majors and/or certificates of achievement. The team also updated student support structures and communication plans. These related policies are intended to maximize students’ financial aid eligibility while supporting degree completion and Title IV compliance. Multiple trainings have taken place for Financial Aid and Counseling staff specifically related to CPoS implementation.</p>

2025-2026 Progress Report

THEME 2: Student Resources and Support

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

Specific Activities	Update to Activities as of May 2026
<p>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.</p>	<p>1. The Coffee Bar and Owl Café have been renovated and reopened in fall 2025 and spring 2026 respectively. The reopening of Stadium Concessions is in the planning phase which includes updating plan documents for submission to the L.A. County Department of Public Health.</p>
<p>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.</p>	<p>2. The Citrus College Welcome Center launched as scheduled in fall 2025. Data collected shows sustained student engagement with the Welcome Center as it continues delivery of core onboarding services. Initial analysis indicates positive trends in students’ transition from application to registration, with ongoing efforts focused on achieving the target of a 10% increase by the end of spring 2026.</p>
<p>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.</p>	<p>3. As of February 2026, the college completed key AB 2458 implementation activities ahead of schedule for the 2026–2027 academic year. This includes updated website information, student notifications, and a streamlined process for student parents to report dependent care expenses through the Financial Aid dashboard. The Financial Aid Department established a simplified, inclusive process to determine appropriate student parent COA adjustments while reducing barriers of students applying for financial aid.</p>
<p>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.</p>	<p>4. AP 5520 has been revised to align with AB 1575 and current best practices and is currently under review by all constituent groups. BP 5500 was reviewed and did not require additional revisions; however, it is also being circulated among constituent groups as a desk review. Both documents are expected to be ready for Board of Trustees review in summer 2026.</p>

2025-2026 Progress Report

THEME 3: Enrollment Management

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

Specific Activities	Update to Activities as of May 2026
<p>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.</p>	<p>1. During spring 2026, the N2N fraud detection tool went live and is actively being used to screen admissions applications. Plans are in place to expand its use to additional data sources such as financial aid. Citrus College also received grant funding to continue the LexisNexis pilot program through June 2026 and integrate enhanced analytics that identify applicant location, device usage, and potential bot activity, resulting in a marked reduction of fraudulent applications and enrollments.</p>
<p>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.</p>	<p>2. The updated online probation workshop was launched in fall 2025 to include new videos and revised content. Counseling and Advising is working to edit videos and content to align with new Title 5 language, changing academic standing terms (e.g., “probation” to “notice” and “dismissal” to “pause”) to keep the online workshop current and aligned with non-demeaning, student-friendly terminology.</p>
<p>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.</p>	<p>3. The enrollment dashboard, which provides deans with up to date enrollment data via daily automated data refreshes, continues to serve as a foundational tool for scheduling decisions. Ad hoc analysis were also conducted to assess course-level demand and identify gaps in course offerings. Faculty and deans have collaborated to determine the most appropriate modalities and course offerings. Counselor input was also frequently incorporated, providing real-time student feedback and insight into high-demand courses supporting informed scheduling adjustments by deans.</p>

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THEME 3: Enrollment Management

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

Specific Activities	Update to Activities as of May 2026
<p>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.</p>	<p>4. Progress has been impacted by several significant institutional priorities that required substantial staff time and resources during this period. Specifically, the college directed considerable effort toward preparing for the transition to the Standardized Attendance Accounting Method (SAAM), implementing Common Course Numbering, advancing the Course Program of Study (CPOS) implementation, and managing the transition from TOP codes to CIP codes. As a result, meaningful progress on this activity was deferred; however, the foundational infrastructure being established through the aforementioned transitions is expected to support greater efficiency in schedule block development moving forward, and the team remains committed to resuming this work in fall 2026.</p>
<p>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.</p>	<p>5. Artificial intelligence may provide an avenue to display room utilization in a functional way. The approximate projected time of completion is December 2026.</p>
<p>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.</p>	<p>6. Aimed at increasing returning student enrollment, the college contracted with Motimatic, a behavioral science-driven enrollment marketing platform, to reconnect with stop-out students who had not yet completed their educational goals. Using a targeted contact list of 4,000 former students, Motimatic deployed personalized ads across major social media platforms designed to validate past effort, reduce confusion about next steps, and simplify the path back to enrollment. The spring 2026 campaign yielded strong early results: 303 former students registered, generating 1,665 units — equivalent to 67 FTES — and an estimated \$411K in revenue, with registrations spanning credit, non-credit, and non-resident students. Based on these outcomes, the college will continue utilizing Motimatic for summer and fall 2026, and spring 2027 registration promotions.</p>

2025-2026 Progress Report

THEME 4: Instructional Excellence

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

Specific Activities	Update to Activities as of May 2026
<p>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.</p>	<p>1. The new course, MATH 189 Path to Calculus, along with a unique co-requisite support course, MATH 089, will be offered for the first time in fall 2026. Faculty successfully developed the new Open Educational Resource (OER) for Statistics which will be utilized as an option moving forward. Throughout the 2025-2026 academic year, faculty participated in CoP for the Statistics and Calculus pathways, presented at several relevant conferences, and attended workshops hosted by EdTrust West and Motivate Lab.</p>
<p>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.</p>	<p>2. The CoP/inquiry group met several times throughout the 2025-2026 academic year. The group analyzed disaggregated data and compared success rates for in-person and online English Composition classes. The group developed a list of student behaviors that tend to lead to increased student success in online learning. Class assignments have been created to promote these behaviors. The assignments will be shared with English faculty through Canvas.</p>

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THEME 4: Instructional Excellence

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

Specific Activities	Update to Activities as of May 2026
<p>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.</p>	<p>3. The Institute had a successful turnout of participants for the fall 2025 semester and focused on advancing equitable student outcomes through equity-minded teaching practices. Across ten sessions, participants explored topics which included:</p> <ul style="list-style-type: none"> • equity-minded syllabus design • disaggregated student outcome data analysis at the course level • grade and attendance mapping • managing classroom discourse • race-conscious classroom observations • facilitating conversations about race and racism <p>The Institute also emphasized reflective inquiry, culturally responsive pedagogy, and strategies for sustaining equity-focused change within both classroom and institutional practices.</p> <p>Through readings, applied activities, coaching, and collaborative dialogue, faculty examined how instructional practices and institutional structures impact students from historically marginalized racial and ethnic groups. Moving forward, the Institute will be held throughout the academic year instead of only during the fall semester. This change will give faculty more time to engage in the discussion and reflect on what they have learned.</p>

2025-2026 Progress Report

THEME 5: Instructional Support

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

Specific Activities	Update to Activities as of May 2026
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 was secured through the issuance of Measure Y, Series A and B bond funds. The collaborative planning process is complete, and the project was submitted to DSA in December 2025. Following DSA approval, construction will commence.
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 was secured through the issuance of Measure Y, Series A and B bond funds, and through state capital outlay matching funds, provided through the successful passage of Proposition 2, the statewide K-14 facilities bond. The project is currently in the collaborative planning and construction document development phase. Submission to DSA will likely occur in fall 2026.

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THEME 6: Employee Experience

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

Specific Activities	Update to Activities as of May 2026
<p>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.</p>	<p>1. The following Board Policies and Administrative Procedures were reviewed with legal counsel and now include recommended language from the Community College League of California. They were subsequently reviewed by the Human Resources and EEO Advisory Committee, and collegial consultation was attained with constituent groups. The BP/AP items are moving forward to the Steering Committee and remain on schedule for consideration at the June 2026 Board of Trustees meeting.</p> <ul style="list-style-type: none"> • BP and AP 3433 – Prohibition of Sexual Harassment Under Title IX • AP 3434 – Responding to Harassment Based on Sex Under Title IX • BP and AP 7100 – Equal Employment Opportunity • BP 7101 – Nondiscrimination • AP 7101 – Discrimination, Harassment Complaint, and Investigations • BP and AP 7102 – Prohibition of Harassment
<p>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.</p>	<p>2. The development of three online trainings - search committee training, EEO representative training, and search committee chair training - are in the process of being developed through Illumen Studios LLC, in consultation with the offices of Human Resources and Diversity, Equity, Inclusion, and Accessibility +. These new versions of training should be rolled out by spring 2027. While the new trainings are in the development stage, Human Resources has implemented in-person search committee training and now provides micro-training prior to each search committee process.</p>

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THEME 6: Employee Experience

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

Specific Activities	Update to Activities as of May 2026
<p>3. Explore potential content and begin designing New Employee Orientations for supervisor/confidential, and managers.</p>	<p>3. The Executive Director of Human Resources and Director of Diversity, Equity, Inclusion, and Accessibility + are collaborating to identify the needs of classified, supervisors, confidential, and managers. The information gathered during this time will be used to design a new employee orientation for these groups, with the goal of hosting the first New Employee Orientation session by spring 2027. Additionally, the Professional Learning Faculty Coordinator and Director of Diversity, Equity, Inclusion, and Accessibility + are in the process of reviewing the existing New Faculty Orientation and Adjunct Faculty Welcome and Orientation to identify revision that could be made to further enhance the learning experience of new faculty.</p>
<p>4. Implement the Classified Leadership Academy.</p>	<p>4. The first cohort of the Classified Leadership Academy launched in October 2025 with 14 active participants. Throughout the year, participants engaged with and learned from faculty leaders and management from Citrus College and other colleges and universities in California.</p> <p>Among the many topics were:</p> <ul style="list-style-type: none"> • the history and structure of higher education • equity and accessibility • budgeting and institutional planning • leadership development and career advancement <p>Participants had opportunities to receive feedback on aspects of effective job search skills. They read and had in-depth discussions about two leadership books and also completed the CliftonStrengths assessment, engaging in strengths-based reflection activities. The program design enabled them to deepen their understanding of the college and higher education systems in California while preparing them for future leadership opportunities. Upon completion of the program, members will be paired with an on-campus mentor to further support their growth and development. The DEIA+ office will begin recruiting for the 2026-2027 cohort.</p>

2025-2026 Progress Report

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

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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