



# *Strategic* **PLAN**

Our roadmap to increasing access, success and belonging



**2026-  
2031**

# Strategic PLAN 2026-2031

## MISSION

Citrus College provides quality educational experiences that support our students in achieving their academic, professional and personal goals, empowering them to make positive impacts on their communities and beyond. Citrus College faculty and staff take pride in being student-centered and in cultivating a safe, caring, compassionate and inclusive lifelong learning environment. Our college community welcomes students from all backgrounds and ensures that they have the opportunity to achieve upward social and economic mobility.

## VISION

Citrus College is committed to providing each student with a dynamic and equitable community college experience. We recognize and honor our students' unique needs and goals, and we are dedicated to helping them become the best version of themselves.

## VALUES

- **Student-Centeredness:** We focus on student needs and the student experience. Our students are at the center of everything we do.
- **Equity and Inclusion:** We provide equitable and inclusive teaching and learning opportunities, support services, and resources that promote quality educational experiences and social justice.
- **Compassion and Collegiality:** We serve and support the members of our college community with empathy and kindness, and we provide a learning and working environment that fosters a strong sense of belonging and connection.
- **Innovation:** We develop and implement industry-leading practices that enhance learning, support and college operations.
- **Academic and Professional Success:** We equip students with the skills and knowledge to meet their educational goals and prepare them to be competitive for rewarding career opportunities in an ever-evolving job market.
- **Transparency and Stewardship:** We are committed to serving with authenticity, ethics and integrity.
- **Serving our Community:** We are a proud Hispanic-Serving Institution reflective of our communities, and we proudly welcome and serve students from all backgrounds.

## MESSAGE FROM THE SUPERINTENDENT/PRESIDENT

Dear Colleagues and Community Partners,

It is my privilege to introduce the Citrus College 2026-2031 Strategic Plan, a forward-looking roadmap built on a simple but profound theme focusing on access, success and belonging for all.

This plan did not emerge from a single conversation or a top-down directive. It is the product of a genuine, broad-based and collaborative process that began in the fall of 2025 and carried through the spring of 2026. From our first Steering Committee discussions to a series of taskforce working sessions, this plan was shaped by the voices, experiences and expertise of students, faculty, classified staff and administrators.

Throughout the development of this plan, taskforce members drew on the college's Mission, Vision and Values, approved by the board of trustees in July 2025, as their foundation, which led to the development of seven Focus Areas. These areas express our intentionality for continuous improvement across all key aspects of our college community. They are:

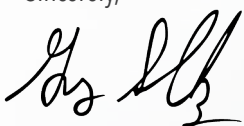
- 1. Equitable Student Access and Enrollment**
- 2. Equitable Student Success and Completion**
- 3. Holistic Student Support and Well-Being**
- 4. Inclusive, Caring and Thriving Campus Community**
- 5. Innovation, Institutional Effectiveness and Data-Informed Decision-Making**
- 6. Community Engagement, Philanthropy, Workforce Connections and Regional Impact**
- 7. Employee Experience and Belonging**

This work is anchored in a set of measurable objectives that establish clear, time-bound targets based on data from recent years. The plan's objectives align with these key external frameworks: the California Community Colleges Chancellor's Office Vision 2030, the Student Equity and Achievement Program (SEAP), the Student-Centered Funding Formula (SCFF), and the set standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). This alignment ensures that our local aspirations are connected to statewide and accreditation goals, and that our progress can be measured, verified and shared with transparency.

This plan sets clear focus areas, measurable goals and a transparent process for tracking our progress every step of the way. I am especially proud of the equity-centered lens that is integrated throughout this plan. Where data indicate disproportionate impact, the plan names those opportunity gaps and commits to closing them.

I extend my deepest gratitude to every member of the Strategic Planning Taskforce and to the broader campus community for your engagement, your collegiality and your unwavering dedication to our students. Citrus College is a special place, and I am confident that together we will achieve everything this plan sets out to accomplish.

Sincerely,



Greg Schulz, Ed.D.  
Superintendent/President



# *Focus* **AREA 1**

## **Equitable Student Access and Enrollment**

Expand equitable access by identifying and removing barriers and increasing opportunities for students, especially disproportionately impacted groups and those with diverse life experiences and needs.

# *Focus* **AREA 2**

## **Equitable Student Success and Completion**

Improve and accelerate student learning and persistence and reduce time to completion by providing culturally responsive learning environments, with a targeted commitment to eliminating equity gaps and promoting inclusive success.

# Focus AREA 3

## Holistic Student Support and Well-Being

Provide holistic, culturally responsive student support that integrates basic needs resources, financial aid, health and wellness services, personalized guidance, and a safe campus environment – ensuring that every student feels valued, respected and empowered to achieve their educational goals.



# *Focus* **AREA 4**

## **Inclusive, Caring and Thriving Campus Community**

Foster a safe, inclusive campus environment where students and employees support one another, feel valued and respected, and experience a sense of belonging.

# *Focus* **AREA 5**

## **Innovation, Institutional Effectiveness and Data-Informed Decision-Making**

Promote continuous improvement through innovation, transparency and responsible stewardship of financial and physical resources, using data storytelling to inform operational effectiveness and guide evidence-based decision making.

# Focus **AREA 6**

## **Community Engagement, Philanthropy, Workforce Connections and Regional Impact**

Strengthen and expand partnerships with the community, K-12, business, industry, workforce development and regional organizations and agencies to enhance educational and philanthropic opportunities, economic mobility and regional impact.

# Focus **AREA 7**

## **Employee Experience and Belonging**

Recruit, hire, develop and retain a diverse and culturally competent workforce. Foster an institutional culture that supports employee well-being, professional growth and meaningful connections across all roles, through transparent, inclusive and intentional practices rooted in respect, open communication and shared responsibility.

# Strategic PLAN 2026-2031

## MEASURABLE OBJECTIVES

The 2026-2031 Strategic Plan establishes a set of measurable objectives that translate the impact of the plan's seven Focus Areas into concrete, trackable outcomes. These objectives reflect the college's commitment to accountability at every level and drive continuous improvement over the five-year cycle.

Each objective is developed with an established accountability rationale, drawing on required metrics established by the Accrediting Commission for Community and Junior Colleges (ACCJC), the Student Equity and Achievement Program (SEAP), the Student-Centered Funding Formula (SCFF), and the California Community Colleges Chancellor's Office Vision 2030 outcomes. Together, these external frameworks ensure that the college's internal priorities remain aligned with statewide and local expectations for access, student success and fiscal responsibility.

The objectives span seven domains of the student experience, from initial enrollment through program completion and career outcomes, and they include support measures that address key factors influencing student success. Where data indicate disproportionate impact, the objectives include equity-specific targets for Black or African American, Hispanic or Latino, and first-generation college student populations, affirming the college's commitment to closing opportunity gaps while improving outcomes for all students.

By anchoring the Strategic Plan in measurable, time-bound targets informed by baseline data, Citrus College ensures that its aspirations for continuous improvement are not only meaningful, but also feasible, providing students, employees, the board of trustees and the broader community with clear evidence of institutional progress.

*Data sources and references: DataVista (SEAP 2.4 release, Jan. 29, 2026); ACCJC annual report; California Community Colleges Data Mart; SCFF.*

# 1 • ACCESS

## 1.1 Enrollment Yield Rate

**Rationale:** SEAP-required metric

**Definition:** Among first-time applicants who indicated an intent to enroll at Citrus College, the proportion who enrolled at the college in the same year.

**Baseline (2022-23):** 28% collegewide (2,010 students)

- **Collegewide Objective:** Increase the enrollment yield rate by 1 percentage point per year, reaching 36% by 2030-31.
  - Year 1 progress (2023-24): 31% (1,903 students)
- **DI Group Objective (Black or African American):** Increase the enrollment yield rate, with the goal of eliminating the disproportionate impact by 2030-31.
  - Baseline (2022-23): 20% (63 students)
  - Year 1 progress (2023-24): 23% (61 students)

## 1.2 FTES Goal

**Rationale:** Local measure

**Definition:** Resident full-time equivalent students (FTES) generated collegewide in the academic year.

**Baseline:** ~10,000 FTES

- **Collegewide Objective:** Increase FTES to 11,414 by 2030-31 (approximately 3% growth per year over 5 years).

# 2 • COURSE-LEVEL SUCCESS

## 2.1 Course Success Rate

**Rationale:** ACCJC-required metric

**Definition:** Percentage of students who successfully completed a course in the academic year.

**Baseline (2024-25):** 79% collegewide

- **Collegewide Objective:** Increase the course success rate, reaching 80% or above through 2030-31.
- **DI Group Objectives:** Decrease the equity gap for each disproportionately impacted group, with the goal of reaching collegewide average by 2030-31.
  - Black or African American baseline (2024-25): 71%
  - Hispanic or Latino baseline (2024-25): 77%
  - First-generation baseline (2023-24): 73%

## 2.2 Transfer-Level English and Math Completion

**Rationale:** SEAP-required metric, SCFF measure

**Definition:** Percentage of students who completed both transfer-level English and math courses during their first year.

**Baseline (2022-23):** 27% (671 students)

- **Collegewide Objective:** Increase the transfer-level English and math completion rate by 1 percentage point per year, reaching 34% by 2030-31.
  - Year 1 progress (2023-24): 29% (702 students)
- **DI Group Objectives:** Increase the completion rate, with the goal of eliminating the disproportionate impact by 2030-31.
  - Black or African American
    - Baseline (2022-23): 15% (13 students)
    - Year 1 progress (2023-24): 15% (11 students)
  - Hispanic or Latino
    - Baseline (2022-23): 25% (390 students)
    - Year 1 progress (2023-24): 28% (448 students)
  - First-generation
    - Baseline (2022-23): 23% (221 students)
    - Year 1 progress (2023-24): 23% (205 students)

# 3 • TERM-TO-TERM PERSISTENCE

## 3.1 Persistence Rate

**Rationale:** SEAP-required metric

**Definition:** Percentage of students who enrolled in the next primary term after their first primary term of enrollment.

**Baseline (2021-22):** 71% (1,352 students)

- **Collegewide Objective:** Increase the term-to-term persistence rate by 1 percentage point per year, reaching 77% by 2030-31.
  - Year 1 progress (2022-23): 72% (1,773 students)
- **DI Group Objectives:** Increase the persistence rate, with the goal of eliminating the disproportionate impact by 2030-31.
  - Black or African American
    - Baseline (2021-22): 49% (34 students)
    - Year 1 progress (2022-23): 60% (53 students)
  - First-generation
    - Baseline (2021-22): 66% (447 students)
    - Year 1 progress (2022-23): 68% (663 students)

## 4 • INTERMEDIATE SUCCESS

### 4.1 Career Technical Education (CTE) Nine or More Units Completion

**Rationale:** SCFF measure

**Definition:** Number of students completing nine or more CTE units annually.

**Baseline (2023-24):** 1,554 students

- **Collegewide Objective:** Increase the number of students completing nine or more CTE units by 1% through 2030-31.

## 5 • GOAL ACHIEVED

### 5.1 Degree Completion

**Rationale:** ACCJC-required metric, SCFF measure

**Definition:** Number of students awarded at least one associate degree annually (*ACCJC annual report*).

**Baseline (2024-25):** 1,306 students

- **Collegewide Objective:** Increase the number of associate degree earners by 1% per year through 2030-31.

### 5.2 Certificate Completion

**Rationale:** ACCJC-required metric, SCFF measure

**Definition:** Number of students awarded at least one certificate annually (*ACCJC annual report*).

**Baseline (2024-25):** 1,431 students

- **Collegewide Objective:** Increase the number of certificate earners by 1% per year through 2030-31.

### 5.3 Vision Goal Completion (Three-Year Completion Rate)

**Rationale:** SEAP-required metric

**Definition:** Percentage of first-time students who earned a certificate or associate degree within three years.

**Baseline (2019-20):** 21% (622 students)

- **Collegewide Objective:** Increase the three-year completion rate by 1 percentage point per year through 2030-31.
  - Year 1 progress (2020-21): 22% (567 students)
- **DI Group Objectives:** Increase the three-year completion rate with the goal of eliminating the disproportionate impact by 2030-31.
  - First-generation
    - Baseline (2019-20): 19% (266 students)
    - Year 1 progress (2020-21): 19% (222 students)

## 5.4 Science, Technology, Engineering and Mathematics (STEM) Program Completion

**Rationale:** Local measure

**Definition:** Number of students completing STEM programs of study annually.

- **Collegewide Objective:** Increase the number of STEM program completers by 1% per year through 2030-31.
- **DI Group Objective:** Increase the number of STEM program completers by 1% per year for each group through 2030-31.
  - Black or African American baseline (2024-25): 7 students
  - Hispanic or Latino baseline (2024-25): 242 students
  - First-generation baseline (2024-25): 198 students

## 5.5 Transfer Count

**Rationale:** ACCJC-required metric, SCFF measure

**Definition:** Number of students who transfer to a four-year college annually (*ACCJC annual report*).

**Baseline (2024-25):** 1,230 students

- **Collegewide Objective:** Increase the number of transfers by 1% per year through 2030-31.

## 5.6 Transfer Rate

**Rationale:** SEAP-required metric

**Definition:** Percentage of students who earned 12+ units, exited the community college system and enrolled at any four-year college.

**Baseline 2018-19 (cohort transferred by 2021-22):** 37% (487 students)

- **Collegewide Objective:** Increase the three-year transfer rate by 1 percentage point per year through 2030-31.
  - Year 1 progress (2019-20 cohort transferred by 2022-23): 38% (477 students)
- **DI Group Objectives:** Increase the transfer rate, with the goal of eliminating the disproportionate impact by 2030-31.
  - First-generation
    - Baseline (2018-19): 30% (158 students)
    - Year 1 progress (2019-20 cohort): 31% (165 students)

## 5.7 Licensure and Credential Pass Rate

**Rationale:** ACCJC-required metric

**Definition:** Pass rates on licensure and credential examinations (*ACCJC annual report*).

- **Collegewide Objective:** Set program-level goals for licensure and credential pass rates; maintain or improve pass rates annually through 2030-31.

## 5.8 Noncredit Certificate Count

**Rationale:** Local measure

**Definition:** Number of noncredit certificates awarded annually.

**Baseline (2024-25):** 53 certificates

- **Collegewide Objective:** Increase the number of noncredit certificates awarded by 5% per year through 2030-31.

# 6 • FINANCIAL IMPACT

## 6.1 Reduction of Units Accumulated by Degree Earners

**Rationale:** Vision 2030 (Outcome 6)

**Definition:** Average number of units accumulated to complete a first associate degree for transfer (*DataVista*).

**Baseline (2023-24):** 85 units

- **Collegewide Objective:** Monitor and decrease the average number of excess units toward the state average, with equity across all student groups.

## 6.2 Students Attaining a Living Wage

**Rationale:** SCFF measure

**Definition:** Percentage of students who attain a regional living wage following leaving the college.

**Baseline (2022-23):** 27% (408 students)

- **Collegewide Objective:** Monitor and increase the percentage of students attaining a living wage toward the state average.

# 7 • SUPPORT MEASURES

## 7.1 Comprehensive Student Educational Plan (SEP) Completion

**Rationale:** SEAP-required metric

**Definition:** Percentage of new students who complete an SEP within their first year.

**Baseline:** Fall 2023: 29% overall (654 students); Spring 2024: 13% overall (111 students)

- **Collegewide Objective:** Monitor and improve the SEP completion rate annually through 2030-31.
- **DI Group Objective:** Monitor and improve SEP completion rates for Black or African American, Latino and first-generation college student groups annually through 2030-31.

## 7.2 Financial Aid Application Completion

**Rationale:** Vision 2030 (Outcome 5)

**Definition:** Percentage of students who complete the Free Application for Federal Student Aid (FAFSA) application or California Dream Act application (*Reference metric in Vision 2030: Increase the number of students receiving Pell and California College Promise Grant*).

- **Collegewide Objective:** Monitor and increase the percentage of students who complete the financial aid application annually through 2030-31.

## STRATEGIC PLAN WORKGROUP

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