



Strategic Plan Progress Report 2010-2011

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Dear Colleagues:

I am pleased to present the 2010-2011 Progress Report of the Citrus College Strategic Plan. This final report of the strategic plan, adopted in 2007, concludes four years of implementing activities, fulfilling objectives and meeting goals. This progress report evidences the college's effectiveness as an institution of higher learning. It also highlights measures undertaken to enable our students to achieve successful academic, career and personal outcomes.

Since this strategic plan was implemented, the college has met several critical milestones which have advanced the strategic planning goals of student success, student learning outcomes (SLO), fiscal transparency and communication. Outcomes include:

- The college received a six-year reaffirmation of accreditation.
- The online student orientation program was introduced and well received.
- The number of completed TAG applications to the University of California tripled between 2009 and 2011.
- SLOs were established in 95 percent of the courses offered at the college.
- Faculty, staff and students continue to receive timely updates regarding the budget process, through collegewide forums and e-Memos.
- Our supporters, staff and friends have been kept apprised of the college's news and accomplishments through several new publications: *A Taste of Citrus*, *Citrus View*, *Fast Facts*, *Owl's Nest* and *The Citrus Grove*.

As Citrus College approaches its centennial, I am optimistic about our ability to meet the educational needs of our students and communities. I am grateful to the members of the board of trustees for their vision and to my Citrus College colleagues for their ongoing efforts in supporting our students through the advancement of the strategic plan.

Sincerely,

Geraldine M. Perri, Ph.D.
Superintendent/President

Citrus Community College District Board of Trustees

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Superintendent/President

**CITRUS COLLEGE STRATEGIC PLAN
PROGRESS REPORT 2010-2011**

1) Student Success; 2) Student Learning Outcomes and Assessment; 3) Fiscal Transparency; 4) Communication

	<u>Strategic Planning Goals</u>	<u>Objectives</u>	<u>Primary Contact</u>	<u>Specific Activities</u>	<u>Update of Activities</u>
1.	Student Success	1.1. Improve and expand the college's orientation services.	Student Services Committee (SSC), Matriculation and Assessment Committee (MAC), and College Success Advisory Committee (CSAC)	1.1.A. Continue to implement the in-person and online orientation program.	<u>Completed</u> There were 3,446 students who completed the orientation online and 2,390 students who completed the orientation in-person.
				1.1.B. Continue to track and evaluate the effectiveness of the orientation program for a full academic year.	<u>Completed</u> All students who use the online or classroom orientation are being recorded in Banner by term.
				1.1.C. Track the number of students using the Accessible, English, and Spanish versions of the online orientation program.	The college is investigating options for collecting this detailed level of data.
		1.2. Continue to implement a proactive model of steps for students to complete in order to increase transfer to four-year schools.	SSC and Career/Transfer Center	1.2.A. Increase the number of students who complete a TAG contract for UC, by offering workshops and appointments, as well as counselor trainings.	<u>Completed</u> The following are TAG applications by year for UC: 2009: 119 2010: 96 2011: 487

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	Student Success			1.2.B. Invite students to attend CSU/UC application workshops and make individual appointments to assist with independent college applications.	<u>Completed</u> Over 427 students attended an application workshop and the majority rated the workshops as very helpful.
				1.2.C. Send e-mails reminding students of important transfer deadlines and dates for four-year university previews and college events.	<u>Completed</u> Over 900 e-mails were sent to students about transfer workshops and representative visits. Announcements are also posted on the Career/Transfer Facebook page.
		1.3. Continue to improve articulation to four-year colleges and universities.	SSC and articulation officer	1.3.A. Continue to maintain up-to-date articulation agreements with top feeder colleges and universities by working with Citrus College faculty for appropriate and timely submissions to the UC and CSU systems.	<u>Completed</u> Faculty were assisted with new SB1440 transfer degrees in: Communication Studies, Psychology and Sociology. Courses were submitted to C-ID (Course Identification Numbering system) for Administration of Justice, Communication Studies, Psychology, Sociology and History. There were five newly approved CSUGE and IGETC courses. There was new major articulation with Azusa Pacific University in Nursing and Social Work, and California Baptist

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					<p>University in Liberal Arts, Biology, and Business.</p> <p>Articulation was maintained and updated with Azusa Pacific University, University of La Verne, University of Southern California, and local Cal State University campuses and UCs.</p>
		<p>1.4. Continue to improve student engagement at the college.</p>	<p>SSC and Educational Programs Committee (EPC)</p>	<p>1.4.A. The Faculty Learning Institute will continue to provide faculty/staff development training on student engagement strategies.</p>	<p><u>Completed</u></p> <p>The Faculty Learning Institute (FLI) provided many developmental workshops for faculty in the 2010-2011 academic year. The theme for the year was “Becoming Aware – Ourselves, Our Community, Our World.” Events included two “Coffee and Conversation” roundtable discussions on the following topics: Social Networking (Middle East, North Africa and In the Classroom) and Crisis in Public Funding (Local, State and Federal) and two Campus Book Events.</p> <p>The FLI committee also sponsored FLEX DAY on February 22, 2011. Workshops included: Digging for Digital Treasure at your Library, Reaching Distressed Students, Serving our Student Veterans, Sustainability/Citrus College is Green!, and Reaching Out to the Community.</p>

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				1.4.B. Complete the curriculum for an introductory course in ethnic studies.	<u>Completed</u> Introduction to Chicano Studies (introductory Ethnic Studies course) was approved by Curriculum on April 7, 2011. The documents are in CurricUNET.
				1.4.C. Implement “Student Portal” to improve connection with students.	<u>Completed</u> The student portal application came out in beta format in the fall 2010. Implementation is targeted to begin in fall 2011.
				1.4.D. The College Success Program will continue to implement the Basic Skills Initiative action plan activities designed to improve student engagement.	<u>Completed</u> The Faculty Mentoring Program was established in fall 2010 with five faculty mentors and 11 mentees. The entire basic skills curriculum was revised and approved by the Curriculum Committee on April 7, 2011. English 030 and Reading 019 were compressed into the new ENGL 098. English 040/100 and Reading 040/099 were compressed into the new ENGL 099, effective fall 2011. The College Success website will be restructured by June 2011.

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	Student Success			1.4.E. Continue to carry out the HSI STEM (Science, Technology, Engineering and Math) grant activities, including peer mentoring, enrichment workshops, and supplemental instruction for math and science classes.	<p><u>Completed</u> The STEM Center served over 888 students in fall 2010. The satisfaction survey for the STEM center (fall 2010) indicates that 90 percent of the survey respondents either strongly agreed or agreed that they achieved a better understanding of the course materials, and they performed better on the class exams as a result of attending Supplemental Instruction (SI) review sessions; the SI leaders were helpful and knowledgeable; and they enjoyed attending SI review sessions in the STEM Center.</p> <p>The Math Success Center served over 657 students in fall 2010. The satisfaction survey of the Math Success Center (fall 2010) indicates that over 85percent of the survey respondents either strongly agreed or agreed that the tutors were knowledgeable in the subject, and they were helpful in tutoring the students as well.</p> <p>SI was provided in science and math courses. For the 28 class sections with SI in fall 2010, evaluation results from the Office of Institutional Research</p>

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	Student Success				<p>show that students who participated in SI had higher success rates compared to their fellow students who did not participate in SI, and this is true for all classes offered with SI in Astronomy, Biology, Chemistry, Physics, and Earth Science. In addition, attending SI is significantly related to course success rates for biology and chemistry students. The more times students participate, the more likely they are to obtain a higher grade.</p> <p>Other STEM activities included: tutoring; STEM counselors providing workshops as well as seeing students; guest speakers on STEM topics; calculus peer mentoring program; supplemental instruction, after school tutors at local middle schools and high schools; various types of STEM summer programs for local K12 districts; and ULV, UCR and CSUF tours and research opportunities for Citrus College students.</p>

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		1.5. Implement a proactive model of steps to increase certificate completion and career placement.	EPC, dean of career, technical and continuing education, dean of counseling and chief information officer	1.5.A. Define and initiate the certificate tracking project and establish a timeline for completion.	<p><u>Completed</u> The electronic database is used to track student course-to-course plus certificate completions. The tracking includes feedback to individual students to ensure timely progression toward degree and certificate completion.</p> <p>The following are the numbers of students eligible for certificates and notified: Auto Tech/Undercar - 31 Auto Tech/Underhood - 28 Auto Tech/Master - 8 Auto Tech/T-TEN - 6 [Total 73]</p> <p>Courses leading to the Heating & Air Conditioning Certificate are tracked; however, few courses are offered. As a result, for the students that are active in the tracking system, none are yet eligible for the certificate.</p>
				1.5.B. The career, technical and continuing education (CTE) counselor will continue to work with CTE students.	<p><u>Completed</u> The CTE counselor held 589 advisement sessions. An additional 1,044 (enrolled and prospective) CTE students were served in classroom visitations and small group workshops</p>

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					for cosmetology, technology, and engineering.
				1.5.C. Expand degree and certificate review, as well as course mapping to all CTE areas; institutionalize the process with instructional program review.	<u>Completed</u> Twenty CTE certificates were translated into course maps (displayed by semester sequence). A recommendation was made to routinely include a semester-by- semester display in the program review template for years one and six.
				1.5.D. Collaborate with local high schools and Regional Occupational Programs (ROP) to ensure career pathways from high school to community college to workplace are recognized under institutional agreements, secondary courses are sequenced, and personnel collaborate to ensure pathway is as efficient as possible.	<u>Completed</u> Nine Institutional Articulation Agreements with USDs were implemented; eight certificates were mapped (course maps display semester-by-semester sequence PLUS related secondary courses) and three college district USDs were adopted. Therefore, career pathways are in place. Six course level articulation agreements representing two CTE disciplines are in place.
		1.6. Continue to improve the non-credit curriculum for senior citizens.	EPC, dean of career, technical and continuing education	1.6.A. Obtain college and state approval for newly developed courses targeting older adults.	This activity has been halted in noncredit. The Chancellor’s Office is urging all colleges to align to the central goals of CTE, transfer and basic skills. While a few courses for Older Adults were approved locally, none have been

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					approved by the Chancellor's office. Future Older Adult programming will likely fall under Community Education.

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2	Student Learning Outcomes and Assessment	2.1 Complete the course-level SLOs for credit classes and continue to improve the number of programs with SLOs developed and assessed.	The HotShots Committee, SLOA coordinator	2.1.A. Serve as the college resource center to provide help and guidance in SLO writing and assessment.	<u>Completed</u> The ratio of classes with completed SLOs continues to climb. The number is now near 95 percent. The remaining classes still without SLOs largely consist of courses no longer active or offered at the institution. The curriculum chair, SLOA coordinator and program review coordinator are working to “clear” these classes from CurricUNET.
				2.1.B. Promote and refine the use of CurricUNET as the collection source for SLO’s and assessment tools and the annual and six-year program review process as the mechanism for assessment documentation.	<u>Completed</u> The 2010/2011 Citrus College Comprehensive Assessment Report was developed throughout the spring 2011 semester and is nearing completion. This report encompasses instructional, non-instructional and instructional support SLO data and assessment.

				<p>2.1.C. Conduct a survey of the faculty regarding development and assessment of SLOs, including their sense of the value of the process.</p>	<p><u>Completed</u> A survey regarding faculty opinions and the efficacy of the SLO and assessment process was completed in November 2010. The survey found that 68 percent of faculty find the SLO process “useful” or “somewhat useful.” Ninety-seven percent of faculty have been “very involved” or “somewhat involved” in the process, and 98 percent reported that the assessment tools documented in the Course Outlines of Record are the ones that they utilize in the classroom. Although there are some negative feelings that the process is imposed from an outside source, the survey revealed that faculty realize that SLOs are becoming institutionalized and would like additional help from resources such as support staff and “one-on-one” meetings with the SLOAC.</p>
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		2.2. Identify and assess GE Student Learning Outcomes.	The HotShots Committee, General Education Committee	2.2.A. Use the six-year Program Review Curriculum and SLO Assessment Map to glean information regarding specific GE course SLOs and their assessment results.	<p><u>Completed</u> In spring 2011, the Program Review Task Force will recommend that GE courses be “flagged” within the SLO matrix, which is part of the six-year program review process, in order to establish the link to program SLOs.</p>
				2.2.B. Coordinate with the GE committee on assessment and reporting.	<p><u>Completed</u> GE assessment reporting will be included in the 2011/2012 annual program review process.</p>

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	Student Learning Outcomes and Assessment	2.3. Design program level assessment with linkage to course SLOs, GE SLOs, and resource allocation.	The HotShots Committee	2.3.A. Design and link instructional support and student services SLOs to GE SLOs when appropriate.	<u>Completed</u> The Program Review Task Force will recommend that the SLO assessment reflection specifically address GE course level assessment and, when appropriate, be linked to student services or instructional support requests.
				2.3.B. With assistance from Student Services, the Office of External Relations and student leadership focus groups, launch a student SLO awareness campaign by posting signs in classrooms and various high profile locations campus wide.	<u>Completed</u> A student awareness campaign targeting Citrus institutional outcomes was launched throughout the 2010/2011 year. Focus groups were conducted during HotShots as well as with the ASCC leadership during the fall 2010 semester. Through these focus groups, a “Success Tips” web page was launched in spring 2011 and provided students with detailed success resources categorized within the three primary institutional level SLOs. All students were sent e-mails in lieu of an extensive poster campaign in order to maximize exposure and awareness within the student body.

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3.	Fiscal Transparency	3.1. Continue the practice of open budget preparation, execution, and reporting. Provide an operating budget that reflects the proposed cuts by the governor due to the economic uncertainty in the state.	Financial Resources Committee (FRC)	3.1.A. The superintendent/president and vice president of finance and administrative services will hold a budget forum explaining the budget development information and the budget process, and updated state budget climate.	Completed A college-wide budget forum was held on September 21, 2010. About 80 people, including faculty, staff, students, and trustees, attended the forum. Results from the evaluation indicates that the forum was well-received, with 98 percent of the attendants (51) agreeing that the forum was well organized and informative; 94 percent agreeing that they had a better understanding of the state and college budget after attending the forum; 98 percent stating it is critical to have periodic college budget forums; and 96 percent agreeing to attend more forums in the future. In addition, a college-wide financial forum was held on March 29, 2011, to provide the latest information on the state budget. This was also very well attended, with over 70 faculty and staff responding to the evaluation survey afterwards providing very positive feedback on the financial forum.

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		3.2. Make reliable, comprehensive, understandable, and timely district fiscal data available to the college constituency groups.	FRC	3.2.A. The vice president of finance and administrative services or designee will hold budget presentations at various committees and meetings.	<u>Completed</u> The superintendent/president, vice president of academic affairs and the director of human resources attended an Academic Senate Meeting to discuss the budget. The vice president of finance and administrative services attended a CSEA meeting, budget and finance forums, and an ASCC meeting. The director of fiscal services met with deans as a group and individually.
				3.2.B. Send an evaluation survey to the recipients of e-mails from the CCLC and the California Community Colleges Chancellor's Office to determine the usefulness of the information.	Due to limited resources, the survey was not conducted this year. The short survey that was conducted last year indicated that people are appreciative of receiving constant updates from CCLC.
				3.2.C. Publish detailed accounting reports on the intranet.	<u>Completed</u> One hundred sixty cost centers receive/request reports were published. Cost center managers used the reports to reconcile their department spread sheets.
		3.3 Promote assurances of financial integrity.	Financial and Administrative Services departments	3.3.A. Follow the annual audit process.	<u>Completed</u> There were no audit findings.

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				3.3.B. Provide fraud training.	<u>Completed</u> Eight employees and board members participated in SAS99 interviews. A memo and sample questions were provided regarding SAS99.
				3.3.C. Disseminate WeTIP whistleblower information to college groups.	<u>Completed</u> There were no WeTip reports received. Information continues to be disseminated through posters in various locations on campus, new hire packets, and information on the intranet under Fiscal Services and Human Resources.

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4.	Communication	4.1. Expand communication with the external community and advocate for issues of importance to Citrus College.	superintendent/president and executive director of advancement and external relations	4.1.A. The superintendent/president and members of the board of trustees will provide periodic guest columns and opportunity educational pieces to the media.	<p><u>Completed</u> Five guest columns appeared in the Duarte View and eight guest columns appeared in the San Gabriel Valley Tribune, San Gabriel Valley Examiner, Claremont Courier and Monrovia Insider. The board president was quoted in all press releases submitted.</p> <p>Outcomes include public exposure about the college's progress and initiatives through the external media.</p>
				4.1.B. The superintendent/president and board of trustees will provide letters of support to the Community College League of California on critical issues in higher education.	<p><u>Completed</u> Forty-four letters were sent in support of CCLC. Outcomes include passage of SB 1440 (Student Transfer) and SB 1143 (Student Success).</p>
				4.1.C. The superintendent/president will provide input to local, state and national legislators on matters pertinent to the college and education.	<p><u>Completed</u> Ninety-six letters and messages were sent. The college hosted Senator Bob Huff's Education Summit, Saluting Our Veterans event and Water Awareness Day.</p>

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					<p>The superintendent/ president attended various community events and meetings and, along with board members, lobbied legislators in Sacramento.</p> <p>Outcomes include renewed communication of goals, needs and value of the college; support for college programs; and maintenance of Pell Grant funding level.</p>
				<p>4.1.D. The superintendent/president and the board of trustees will provide tours of the college to local community leaders from business, industry, education and government.</p>	<p><u>Completed</u> Eleven tours were provided and two building dedications with tours were held. Outcomes include enhanced college image and mention of college programs in the Huff Newsletter.</p>
				<p>4.1.E. The college will hold a college-wide budget forum on state and college budgets.</p>	<p><u>Completed</u> See section 3.1.A.</p>
				<p>4.1.F. External Relations will increase college press releases.</p>	<p><u>Completed</u> As of April 2011, 60 press releases have been sent to local and national media.</p> <p>Press releases often generated</p>

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	Communication				additional exposure for the college such as the veterans’ services video presented at the White House Summit on Community Colleges and extended media coverage, such as coverage of the student who participated in the October 2010 NASA program.
4.1.G. The superintendent/president and External Relations will produce college “Fast Facts” sheet of college accomplishments.		<u>Completed</u> To date, four editions of “Fast Facts” have been released. As a result, the community and the college have an additional information source for college news and achievements.			
4.2. Continue to promote a culture that encourages college-wide communication.		superintendent/president and executive director of advancement and external relations	4.2.A. The superintendent/president will work with the college Foundation and External Relations to produce a Foundation and Alumni Association newsletter.	<u>Completed</u> The Advancement Division produced two publications “ <i>The Citrus Grove</i> ,” a Foundation newsletter, which was distributed to 4,500 donors and community members, and “ <i>The Owls Nest</i> ,” which was distributed to 3,000 alumni and community members. Both publications featured a new design and content, which were well received by readers.	

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				4.2.B. The superintendent/president will send periodic letters to the college to provide an update on significant issues such as budget, emergency preparedness, accreditation, end-of-year reports, etc.	<u>Completed</u> Twenty-four letters were sent.
				4.2.C. The superintendent/president will make a presentation on the state of the college.	<u>Completed</u> The superintendent/ president provided a “State of the College” address at the Fall Convocation. Approximately 350 faculty, staff and student leaders attended and the majority of Convocation attendees participated in the collegewide planning session held after the program. Feedback was very positive.
				4.2.D. External Relations will oversee production of an end-of-year progress report to the college community.	<u>Completed</u> The Report to the Community was published, distributed to 1,300 recipients, and posted online. The external community received an overview of the college’s progress and Foundation donors were acknowledged through listings.

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Communication		4.3. Acknowledge and recognize contributions to the college by the members of the college community.	Superintendent/ President	4.2.E. The college will develop an Annual Implementation Plan to support the goals of the Strategic Plan.	<u>Completed</u> The 2010-2011 Annual Implementation Plan was produced.
				4.3.A. The superintendent/president will send letters acknowledging the faculty and staff.	<u>Completed</u> Ninety-one letters were sent. The value of employee participation was reinforced.
				4.3.B. The superintendent/president will send notes of congratulations on special accomplishments, awards, and/or recognition received by individuals of the college community.	<u>Completed</u> One hundred and thirteen congratulatory notes were sent. The college's mission, vision and values were reinforced through recognition of exceptional achievement.
				4.3.C. The superintendent/president and executive director of advancement and external relations will send letters of thanks to donors to the Foundation.	<u>Completed</u> Four hundred and six letters were sent.

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		4.4. Communicate with, support and recognize the work of students.	Superintendent/ President	4.4.A. The superintendent/president and cabinet will sponsor an orientation meeting for the ASCC college leadership.	<u>Completed</u> On 8/24/10 the President's Cabinet met with ASCC leaders and provided overviews of their areas. Incoming ASCC leaders gained an understanding of college structure and a comfort level in interacting with college administrators.
				4.4.B. The college will publish the names of honor students in local Chamber of Commerce publications.	<u>Completed</u> The college published the names of 758 honor students.