



**2016 Annual Report
Final Submission**

03/29/2016

Citrus College
1000 West Foothill Boulevard
Glendora, CA 91741-1899

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Arvid Spor
3.	Phone number of person preparing report:	626-914-8881
4.	E-mail of person preparing report:	aspor@citruscollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.citruscollege.edu/catalog/Documents/PDF/catalog83115.pdf scroll to page 8
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	www.citruscollege.edu/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2015: 13,680 Fall 2014: 13,449 Fall 2013: 13,061
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	12,940
8.	Headcount enrollment in pre-collegiate credit courses (which do not	2,851

	count toward degree requirements) for fall 2015:	
9.	Number of courses offered via distance education:	Fall 2015: 104 Fall 2014: 65 Fall 2013: 66
10.	Number of programs which may be completed via distance education:	13
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 2,497 Fall 2014: 2,403 Fall 2013: 2,565
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	70.3%	
14b.	Successful student course completion rate for the fall 2015 semester:	69.3%	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1270
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	1140

16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,667			
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,254			
16c.	Number of students who received a certificate in the 2014-2015 academic year:	1,127			
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,260			
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,234			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes			
18b.	If yes, please identify them:	-Literature -Writing Competency -English as Second Language -CSU Gen Ed			
19a.	Number of career-technical education (CTE) certificates and degrees:	49			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	22			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	8			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	49			
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (###.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Dental Assistant (Practical)	51.06	state	75 %	94 %
	Dental Assistant (Written)	51.06	state	75 %	74 %
	Dental Assistant (Law and Ethics)	51.06	state	75 %	93 %
	Registered Nursing	51.38	state	75 %	87 %
	Vocational Nursing (2013)	51.39	national	75 %	95 %
	Vocational Nursing (2014)	51.39	national	75 %	85 %
	Cosmetology (Written)	12.04	state	70 %	60 %
	Cosmetology (Practical)	12.04 < TD align='center' >state	70 %	88 %	
	Esthetician (Written)	12.04	state	70 %	95 %
	Esthetician (Practical)	12.04	state	70 %	99 %

2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Forestry/Wildland Resources	03.05	65 %	71 %
Accounting	52.03	65 %	65 %
Digital Media	10.03	65 %	14 %
Automotive Technology	47.06	65 %	92 %
Water Technology	15.05	65 %	86 %
Recording Arts/Commercial Music	10.02	65 %	54 %
Emerging Theater Technology	50.05	65 %	75 %
Licensed Vocational Nursing	51.39	65 %	77 %
Dental Assisting	51.06	65 %	91 %
Child Development	19.07	65 %	63 %
Administration of Justice	43.01	65 %	73 %
Cosmetology/Esthetics	12.04	65 %	68 %
Public Works/Administration	44.04	65 %	75 %

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Course completion rates	The College seeks to increase the overall course completion rates of African-American students	2% per year
Basic skills course completion rates	The College seeks to increase Basic Skills completion rates for Hispanic, African-American and disabled students	2% per year
Degree and certificate completion rates	The College seeks to increase degree and certificate completion rates for Hispanic and African-American students	2% per year

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

The College formed an Institutional Effectiveness Committee (IEC) with representatives of all aspects of the college. IEC members engage in dialogue that examines historical data on key metrics, and discusses implications of net increases to student success for the college, considers student composition, potential changes, and interventions needed at the course and program level. Integrated Planning - the College is in the process of developing the next five-year strategic plan, setting goals and objectives. Institution-set standards reported for accreditation purposes and state initiatives have been incorporated into the strategic plan. Data analysis is regularly used to facilitate change at the college. For example, data packets are provided to faculty for instructional program reviews. The packets contain course success and retention data at the program level disaggregated by age, gender, and ethnicity covering four terms a year over five years for twenty terms of data. The packets also include five-year longitudinal comparisons of success and retention rates by course modality (traditional vs. distance education). By examining the disaggregated program review data, the college will be more strategic in the implementation of interventions in order to meet or exceed our institution-set standards.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	709
	b.	Number of college courses with ongoing assessment of learning outcomes	709
		Auto-calculated field: percentage of total:	100
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	52
	b.	Number of college programs with ongoing assessment of learning outcomes	52
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	30
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	30
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	www.citruscollege.edu/pla	
28.	Number of courses identified as part of the general education (GE) program:	252	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	252	
32.	Number of Institutional Student Learning Outcomes defined:	3	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%	
34.	Percent of institutional outcomes (ILOs) with ongoing	100%	

	assessment of learning outcomes:	
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p>	<p>The 3 ILOs (GE/CTE/Basic Skills) originate from the mission of the College. For the 4th annual GE Assessment Dialogue, survey results were used for the first time to determine the theme of the discussion as well as the format and discussion prompts for the event. In an attempt to increase participation and hear thoughts from more faculty, HotShots (SLO Committee) and the GE Committee created an 11-question survey to gather as much data as possible from all full-time and part-time faculty beforehand. The survey results were analyzed and discussed in both committees. Accordingly, four questions were written and were used as a starting point for conversation. Findings and recommendations from the dialogue itself were discussed in the SLO Committee and instructional divisions. For example, Natural Sciences has discussed the findings in the report at divisional meetings and then used the results to create an action plan to focus on critical thinking in the classroom. Social/Behavioral Sciences committed to use Early Alert more fully to support students. Dialogue between the librarians, counselors, and academic program faculty has increased. Citrus will continue to add 5 custom, supplemental questions addressing the ILOs and Core Competencies to the 2016 CCSSE.</p>
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p>	<p>Course-level student learning outcomes are mapped to program-level outcomes using the curriculum map template employed in instructional program review. The curriculum map is used in conjunction with course assessment data during the supplemental year-four program review report to assess and analyze program-, degree-, and certificate-level student learning outcomes and assessments. These year-four supplement reports serve as program level assessments and are posted on the College's website. CTE programs such as Water Technology and Public Works re-wrote course SLOs to align with third party credentialing, licensure requirements, and industry standards. As part of the mission statement revision, Core Competencies were addressed, and thus reflected in the mapping process. By using a new rubric evaluation process, The Program Review Committee discovered that program-level and degree-level SLOs for some programs need revision. Library SLOs are aligned with National Library Standards. Instructional divisions ensure that catalog program descriptions are aligned with program level outcomes. < /tr ></p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p>	<p>Faculty engage in dialogue about SLOs and assessment as part of the annual program review (PR) process. Reflections on this dialogue, including potential modifications to instruction, are included in each core PR and may be linked to resource requests. For example, astronomy faculty analyzed distance education (DE) and traditional course performance in critical thinking on the final exam in the fall 2013 semester. Faculty cited a relatively low success rate, especially for online students. Faculty recommended trying a flipped classroom approach in which lectures are viewed at home and students engage in discussion and assignments during class meetings to improve the overall success rates in traditional classes. For the DE sections, faculty recommended updated online lectures and inclusion of more discussion board activity to mirror the flipped classroom activity in traditional sections. Analysis and</p>

	<p>reflection of SLOs for the academic year are housed in the annual PR document. In the 5-year PR cycle, the instructional year 4 and year 5 “+ One” supplements are posted online. These documents show purposeful assessment and alignment of program/degree/certificate outcomes with the course level SLOs, and program self-evaluation. SLO assessment and recommendations are posted online for Student Services.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Analysis and reflection of SLO assessment results in program review (PR) is an integral part of planning, executing, and evaluating in instructional programs, academic support programs, student services programs, and institutional support areas. Using information from SLOA, data analysis and program-level reflection inform the planning process for budget allocation, educational strategies, and completion goals. All PRs are discussed and validated by the Program Review Committee (PRC). Resource requests are forwarded through the deans, directors, and VPs for consideration in planning and budget processes. Budget requests are forwarded to the Financial Resources Committee (FRC) for review and recommendation to the Steering Committee. Resource allocation is directly tied to PR. For example, in the instructional area, the Office of Institutional Research, Planning, and Effectiveness provides extensive data to faculty each year through the PR process. Student success rates, retention rates, and student demographics are all part of the data sets. Requests for equipment, supplies, and personnel must be supported by evidence documented in PR. The effectiveness of such resource allocation is then assessed in subsequent PR. A flow chart has been created that documents the process of resource requests from the PRC to the FRC.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and in stitutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Computer Information Systems faculty found that SLOA results improved with hands-on lectures. YouTube instructional videos led to the success of the majority of students by allowing them to view the course material as presented by the instructor. Faculty will further use this technology to assist students’ learning efforts. MATH 020 Arithmetic Fundamentals assessed how well students learned the material in the course. The passing rate improved a year ago and has been holding steady at approximately 50% relative to the number of students who started the course. The improvement has been partly due to the fact that supplemental instruction tutors are now available, and a College Success Workshop has been added to the course. The pass rates for the winter and summer sessions seem to be significantly higher than the pass rates in the fall and spring semesters. Because of this finding, the College will offer more sections of Math 020 in summer and winter. The third institutional learning outcome is for basic skills preparation and success and is assessed via the College Success Committee and basic skills program review as appropriate for math, English, and English as a second language. Some improvements include adjustments to placement test cut scores, changes in course sequencing, and alignment of reading and English.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 1 2013-2014: 0

		2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.