



Spring 2017

FACT BOOK

Increase Student Success and Completion



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Introduction

The *Citrus College Fact Book* (Fact Book) provides statistical information to support sound planning and decision-making, as well as presenting a historical perspective of the institution. It is designed for use as a desk reference, documenting data to support academic, student services and administrative decisions, and as a handbook for faculty and other college constituents wishing to gain a collegewide perspective.

As a means of providing a comprehensive view, each chapter features data for multiple years. Topics include a brief college history; a description of the service area populations, including socioeconomic data; a description of the K-12 feeder districts; and data related to the college's student body, enrollment, and academic outcome indicators. The last chapter includes data on college personnel. The Fact Book's graphs and charts provide an at-a-glance comparative perspective.

The data in this Fact Book came from a variety of resources. For information pertaining to Citrus College's service area, data were extracted from the Census Bureau and the California Employment Development Department. A brief environmental scan of the service area demographics is provided, as well as a comparison of socioeconomic differences among the cities that the college serves. This scan allows for a comprehensive understanding of the district and how Citrus College can better serve its constituents.

Data from the California Department of Education, such as growth data, students' participation in special programs, and high school graduation and dropout rates are used to provide useful information regarding Citrus College's feeder school districts. All information about Citrus College students' performance and academic outcome is either extracted from the Citrus College student records database (Banner) or the California Community Colleges Chancellor's Office (Data Mart).

This Fact Book is accessible to the Citrus College community via the [Internet](#) and is available in print. As with any publication, this book is the result of the efforts of many individuals in gathering and analyzing the data. The data were compiled by the Office of Institutional Research, Planning and Effectiveness, with many helpful suggestions from the Institutional Research and Planning Committee, as well as other members of the Citrus College community. The contributions of everyone involved in producing this publication are greatly appreciated. The Fact Book is designed to be a useful resource in college planning; therefore, suggestions for improving the content or data presentation are welcome.





Message from the Superintendent/President

Dear Colleagues and Community Partners:

For over 100 years, Citrus College has contributed to the quality of life and the economy of the communities it serves by providing high quality, affordable academic and career education and serving as a center of cultural enrichment.

Included in this 2017 Fact Book, compiled by the Office of Institutional Research, Planning and Effectiveness (IRPE), are statistics and data in one, easy-to-use resource. In it you will find facts about the college's community demographics, enrollment trends, student profiles, financial aid, student outcomes, employee demographics and more.

Located in Glendora, California, Citrus College is approximately 25 miles northeast of Los Angeles. The college has the distinction of being the oldest community college in Los Angeles County and the fifth oldest in the state. Citrus College was founded in 1915 and serves the Azusa, Claremont, Duarte, Glendora and Monrovia unified school districts. The college service area encompasses 271 square miles.

As a federally designated Hispanic Serving Institution, Citrus College educates approximately 20,000 students annually. The college offers over 90 associate degrees and certificates of achievement, prepares students for transfer to four-year colleges and universities, provides basic skills courses, and workforce training. Classes are offered on a 16-week and 8-week calendar during the fall and spring semesters. In addition, a variety of course scheduling options—evenings, winter and summer sessions, online education and/or hybrid classes—are available. In 2016, Citrus College granted more than 1,900 degrees and certificates and transferred over 900 students to four-year institutions. The 104-acre-campus serves a dynamic and diverse student body with a broad array of educational options.

One of the most comprehensive college projects advanced in recent time was the 2016-2021 Strategic Plan. The plan was developed with broad-based input and a diversity of perspectives from the college community. The five-year plan has one overarching institutional goal: **Increase Student Success and Completion**. To measure how well the college is progressing toward accomplishing this goal, 18 collegewide measurable objectives were created and will be assessed annually.

The 2017 Fact Book is one of many tools that provides information and data necessary to support sound and effective decision-making. Citrus College is the community's college—where students come to transform their lives. When our students attain academic and professional success, our district thrives.

Thank you for contributing to the achievements of our students and of Citrus College.

Sincerely,

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

Our Mission

Citrus College provides innovative educational opportunities and student support services that lead to the successful completion of degrees, transfer, career/technical education and basic skills proficiency. The college fosters personal and professional success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning community. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.



Accreditation

Citrus College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. The college's many professional memberships include the American Association of Community Colleges (AACC), the Community College League of California (CCLC), California Community College Athletic Association (CCCAA), Hispanic Association of Colleges and Universities (HACU), Association of Community College Trustees (ACCT), and Academic Senate for California Community Colleges (ASCCC).



Chapter One:

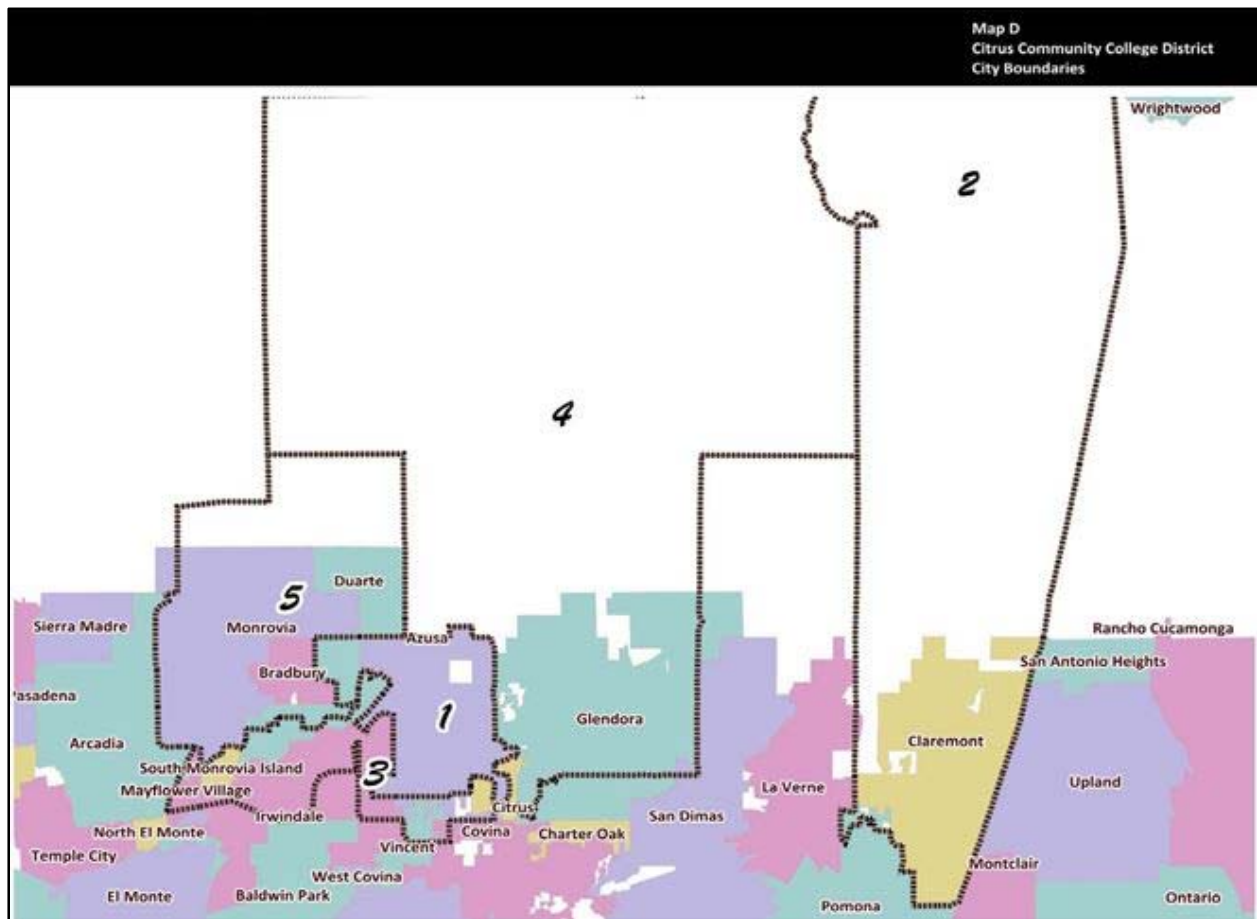
SERVICE AREA



Office of Institutional Research, Planning and Effectiveness

District Map and Citrus College Board of Trustees

Figure 1.1 Board of Trustees District Area Map



Trustee Area #1 - Azusa and portions of Duarte
Dr. Barbara R. Dickerson, Representative

Trustee Area #2 - Claremont and portions of Pomona and La Verne
Mrs. Susan M. Keith, Representative

Trustee Area #3 - Duarte and portions of Azusa, Monrovia, Arcadia, Covina and Irwindale
Dr. Edward C. Ortell, Representative

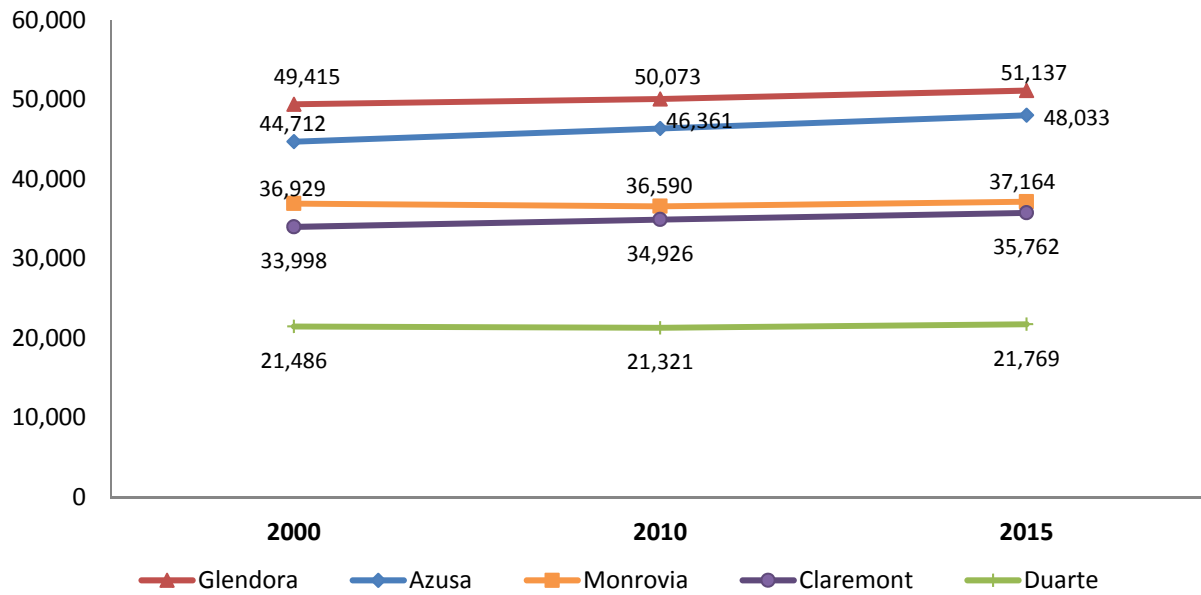
Trustee Area #4 - Glendora and portions of San Dimas
Dr. Patricia A. Rasmussen, Representative

Trustee Area #5 - Monrovia/Bradbury and portions of Duarte
Mrs. Joanne Montgomery, Representative

Service Area Population

Figure 1.2 Service Area Population

Citrus College's service area includes five primary cities within the college district boundary: Azusa, Claremont, Duarte, Glendora, and Monrovia. Glendora is the largest city with a population of 51,137 and Duarte is the smallest with a population of 21,769 in 2015.¹



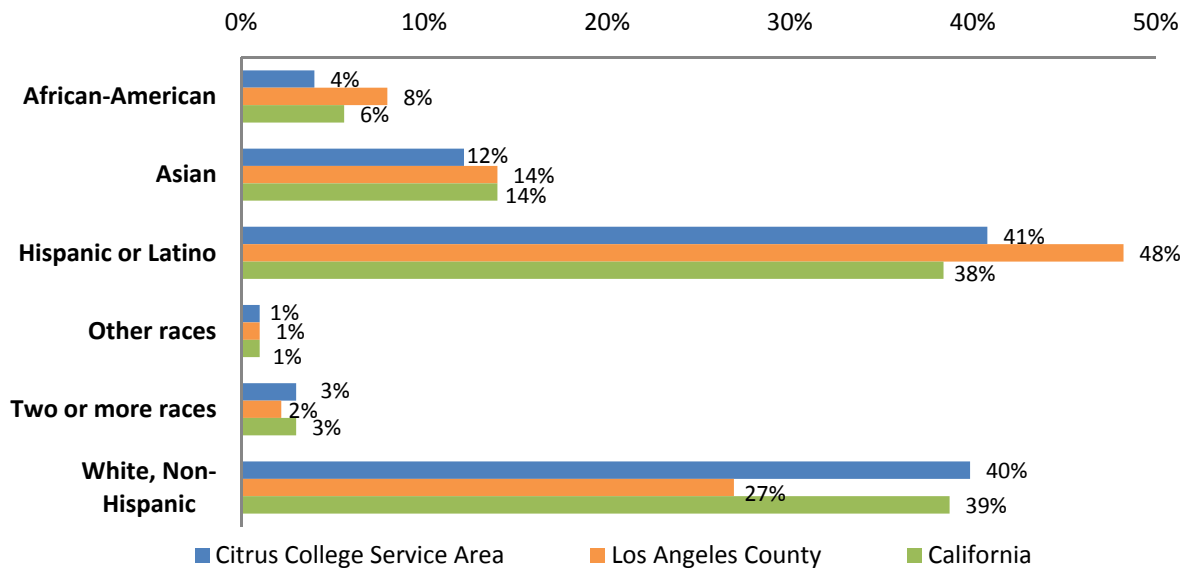
Source: Census 2000, 2010, 2015 American Community Survey



¹ 2011-2015 American Community Survey 5-year estimates released on December 8, 2016.

Figure 1.3 Service Area Residents by Ethnicity

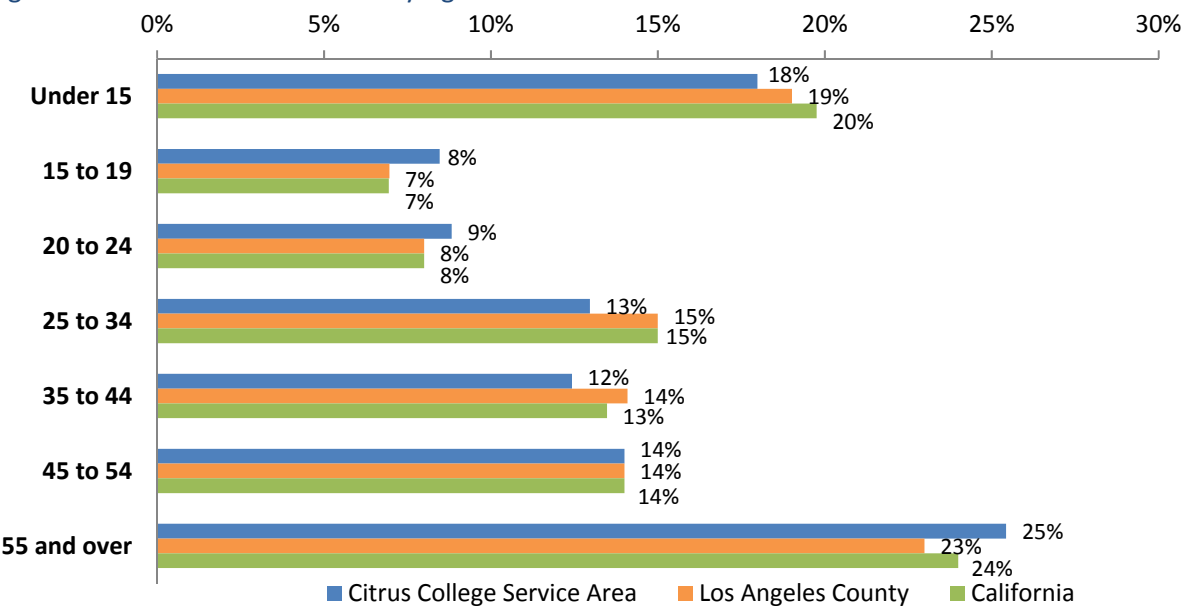
Citrus College’s service area is highly diverse: 41% Hispanic, 40% White, 12% Asian, and 4% African American. The college's service area has a lower concentration of Hispanic residents than Los Angeles County, but a higher concentration than that of California.



Source: Census Bureau 2015 American Community Survey

The age composition of Citrus College service area residents is similar to Los Angeles County and California.

Figure 1.4 Service Area Residents by Age

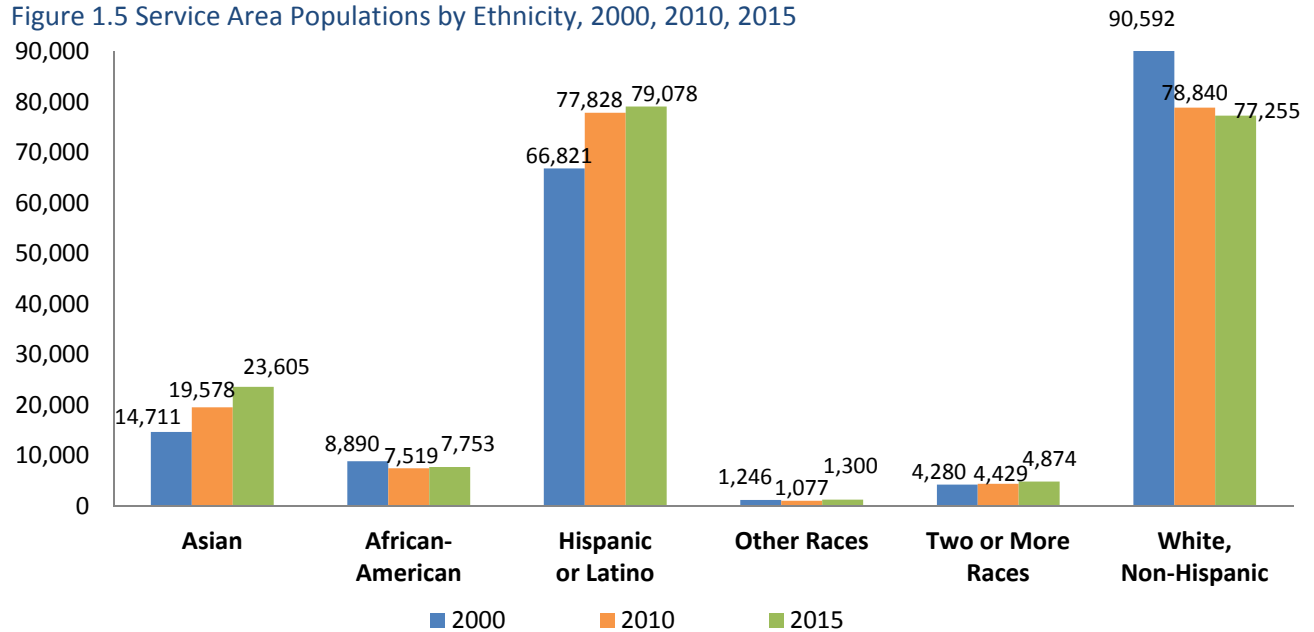


Source: Census Bureau 2015 American Community Survey

Service Area Population Trends

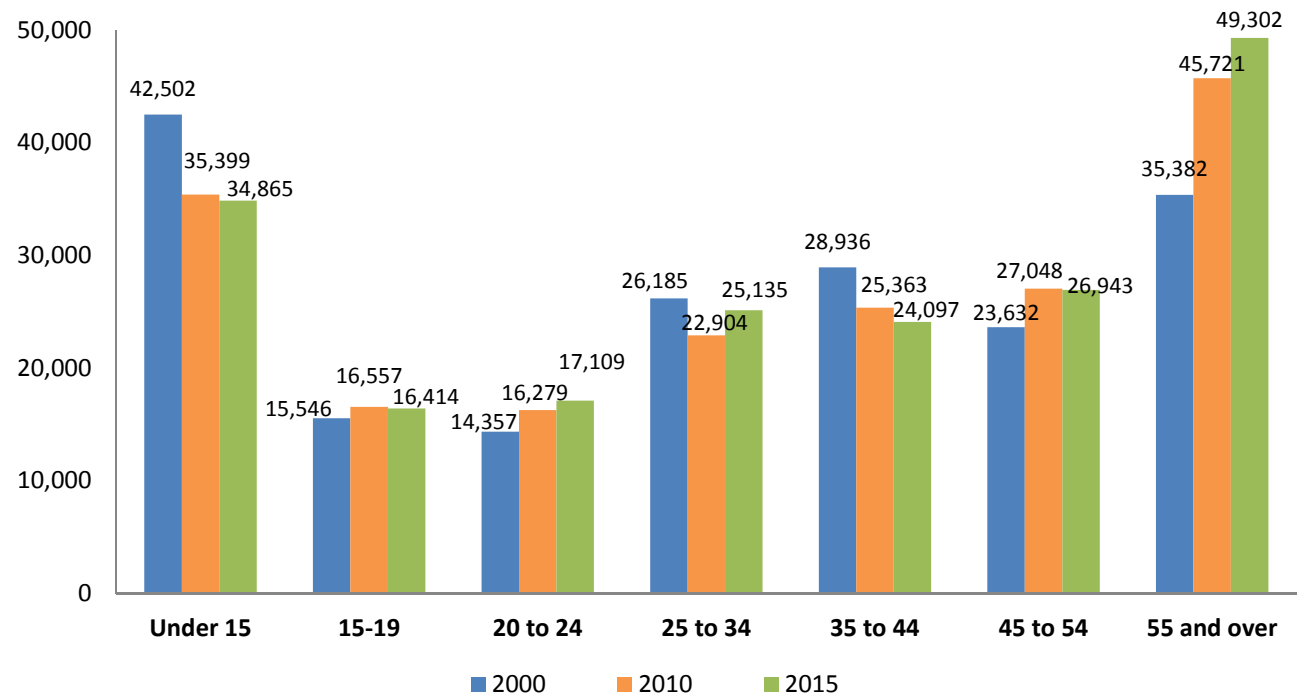
In the last five years, Asian and Hispanic populations in the service area continued to grow, while the White population decreased. Among the age groups, the population over age 55 has increased by 8% from 45,721 in 2010 to 49,302 in 2015.

Figure 1.5 Service Area Populations by Ethnicity, 2000, 2010, 2015



Source: Census 2000, 2010, 2015 American Community Survey

Figure 1.6 Service Area Populations by Age, 2000, 2010, 2015

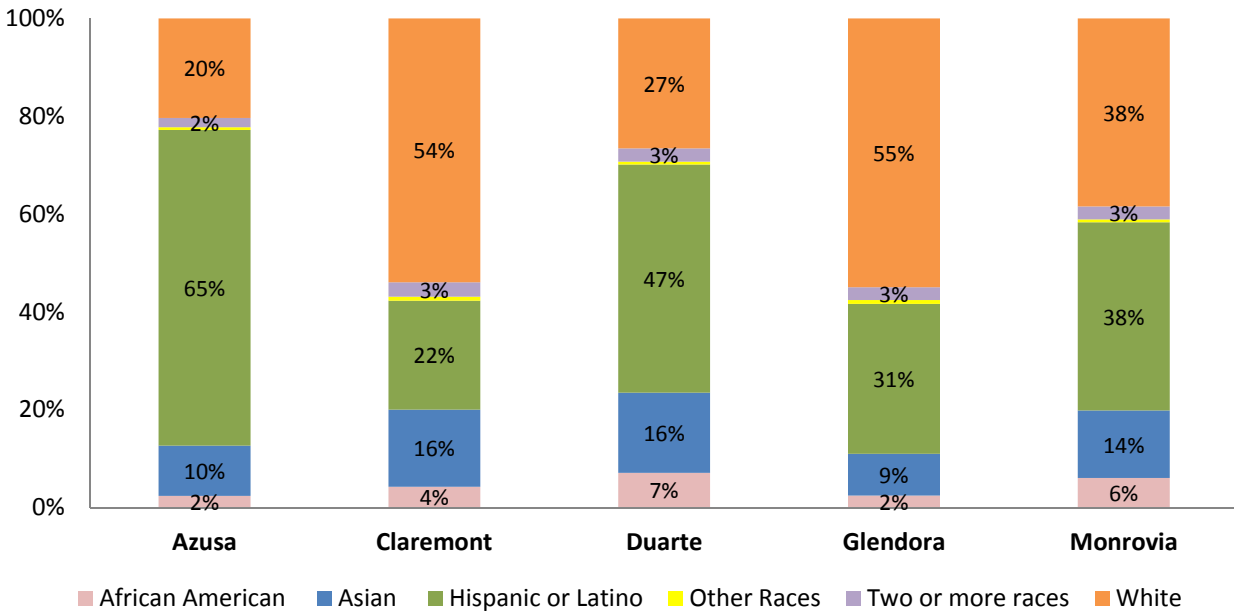


Source: Census 2000, 2010, 2015 American Community Survey

Community Demographics

The population of the primary cities within the college's service area is very diverse. Azusa and Duarte have the highest percentage of Hispanic residents.

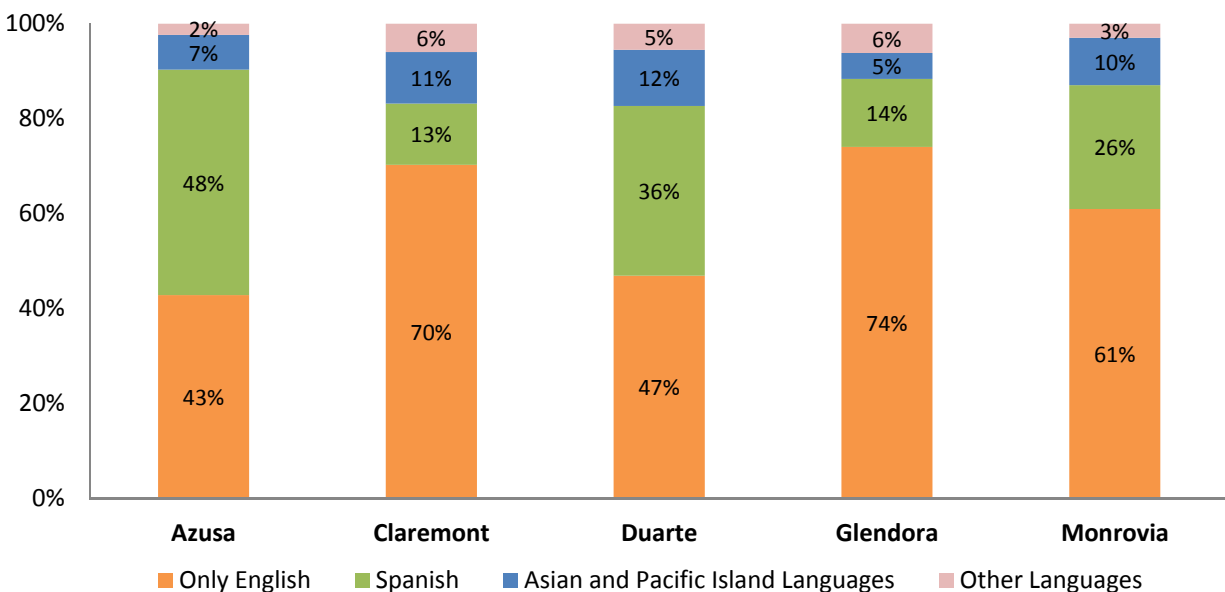
Figure 1.7 Ethnicities in Primary Cities



Source: Census Bureau 2015 American Community Survey

Citrus College service area residents primarily speak English at home. Of the five cities in the district's service area, Azusa is the only city where more people speak Spanish (48%) than English (43%).

Figure 1.8 Languages Spoken at Home in Primary Cities

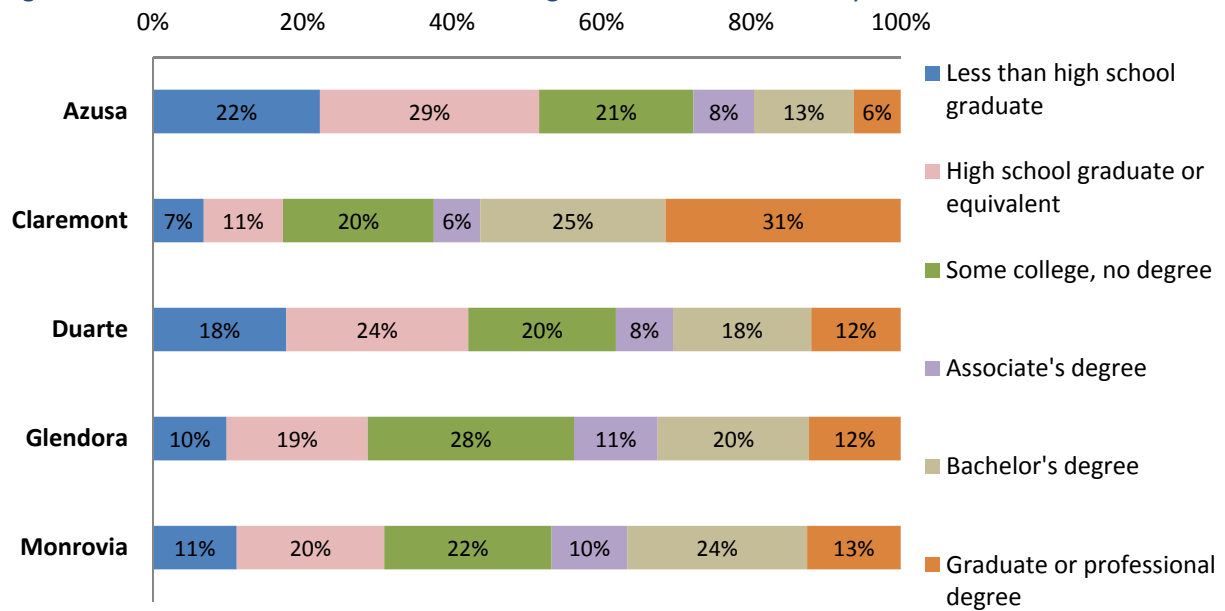


Source: Census Bureau 2015 American Community Survey

Educational Attainment

There is a vast difference in educational attainment across the five cities in the college's service area. More than half of Claremont residents hold a bachelor's degree or above, while only 19% of Azusa residents have the same level of educational attainment.

Figure 1.9 Educational Attainment of Adults Age 25 and Older in Primary Cities



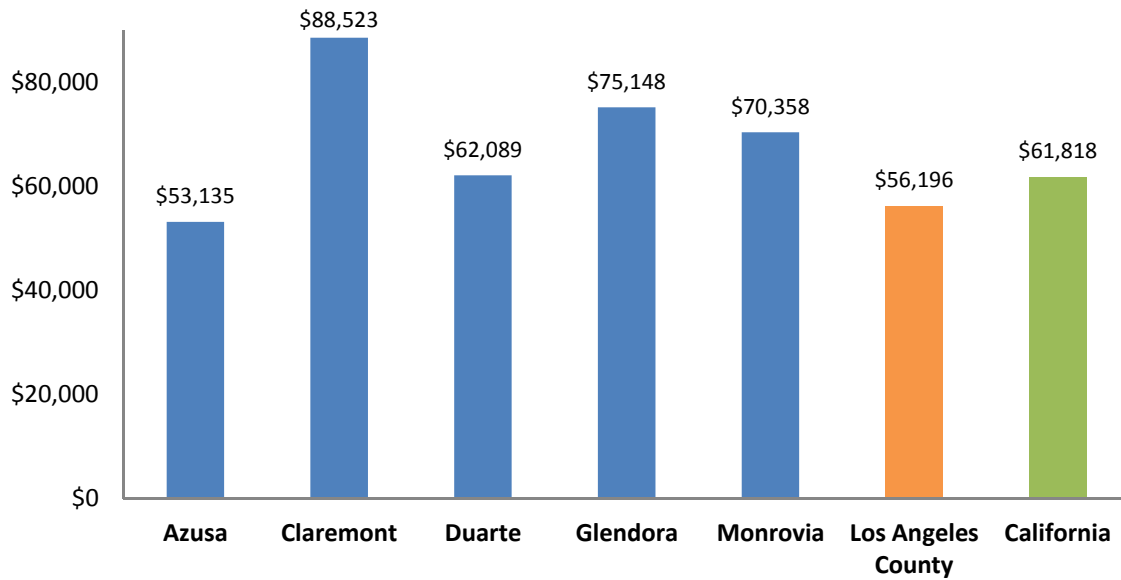
Source: Census Bureau 2015 American Community Survey



Socioeconomic Status of Service Area Residents

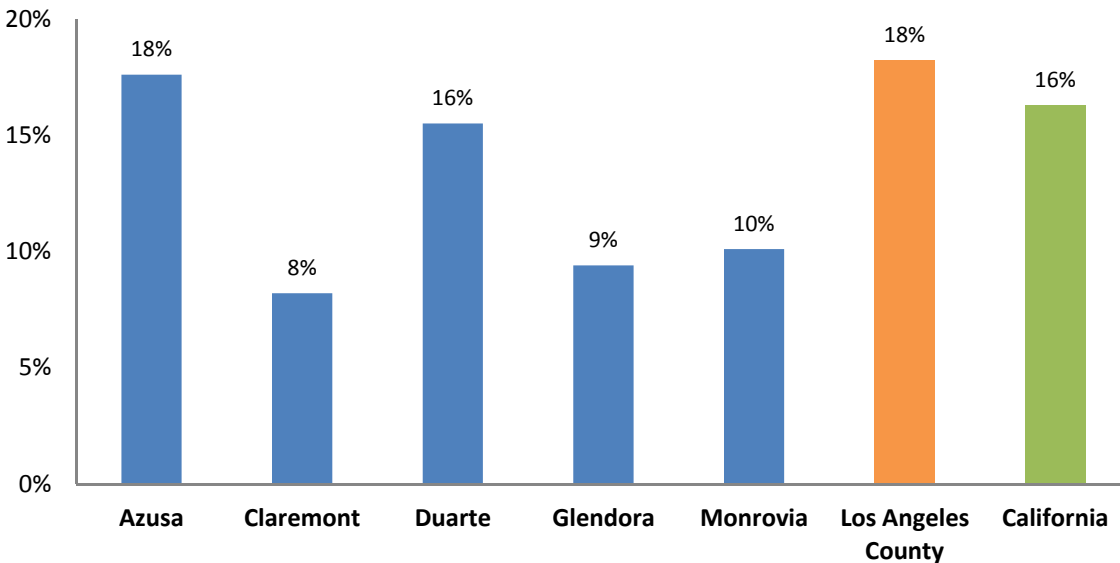
Figures 1.10 and 1.11 illustrate the socioeconomic status of residents in the college’s service area. Claremont, Glendora and Monrovia have higher median household incomes and lower poverty rates than other primary cities. In contrast, Azusa and Duarte have lower median household incomes and higher poverty rates. Nearly one in five Azusa residents live below the poverty line.²

Figure 1.10 Median Household Income



Source: Census Bureau 2015 American Community Survey

Figure 1.11 Percentage of Residents Living below Poverty



Source: Census Bureau 2015 American Community Survey

² In 2015, the poverty threshold for a family of four is \$24,257.

Source: Census Bureau

<http://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>

Unemployment Rate

The unemployment rates as of November 2016 for the college's primary cities range from 3.6% to 4.6%, which are lower than the unemployment rates in California and Los Angeles County.³

Table 1.1 Labor Force and Unemployment Rate, Preliminary, Not Seasonally Adjusted

| | Labor Force | Employment | Unemployment | Unemployment Rate |
|------------------------------------|-------------|------------|--------------|-------------------|
| California | 19,358,000 | 18,381,600 | 976,400 | 5.0% |
| Los Angeles County | 5,106,000 | 4,860,300 | 245,700 | 4.8% |
| Citrus College Service Area | | | | |
| Azusa | 24,400 | 23,350 | 900 | 3.6% |
| Claremont | 17,100 | 16,300 | 800 | 4.6% |
| Duarte | 10,700 | 10,300 | 500 | 4.3% |
| Glendora | 25,800 | 24,700 | 1,100 | 4.1% |
| Monrovia | 21,200 | 20,400 | 800 | 3.7% |

Source: California Employment Development Department



³ Labor market and unemployment data were released by the California Employment Development Department (EDD) in November 2016.

Fastest Growing Occupations

Many Citrus College students join the workforce of the greater Los Angeles region. The following three tables show the top 30 occupations with the highest growth rates in Los Angeles County, Orange County, and the Inland Empire metropolitan areas.

† Citrus College offers programs and courses that may lead to the flagged occupations. Interested students are strongly encouraged to discuss their academic and career plans with a counselor.

Table 1.2 Fastest Growing Occupations, Los Angeles-Long Beach-Glendale Metropolitan Division 2014-2024

| Occupational Title | Percent Growth | Median Annual Wage ⁴ | Entry Level Education |
|---|----------------|---------------------------------|-----------------------|
| Personal Care Aides | 51.9% | \$21,200 | 8 |
| Statisticians | 44.3% | \$78,542 | 2 |
| Reinforcing Iron and Rebar Workers | 44.3% | \$56,024 | 7 |
| Brickmasons and Blockmasons | 40.9% | \$60,486 | 7 |
| Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters | 39.3% | \$26,680 | 8 |
| Cooks, Restaurant | 37.3% | \$24,351 | 8 |
| Nurse Practitioners† | 36.9% | \$122,449 | 2 |
| Floor Layers, Except Carpet, Wood, and Hard Tiles | 36.7% | \$55,007 | 8 |
| Home Health Aides† | 36.4% | \$24,005 | 8 |
| Web Developers | 36.1% | \$65,759 | 4 |
| Operations Research Analysts | 34.9% | \$85,299 | 3 |
| Occupational Therapy Assistants† | 34.0% | \$70,158 | 4 |
| Law Teachers, Postsecondary | 33.3% | \$134,887 | 1 |
| Massage Therapists | 31.6% | \$41,524 | 5 |
| Roofers | 31.5% | \$53,229 | 8 |
| Physical Therapist Aides† | 31.4% | \$28,563 | 7 |
| Biomedical Engineers† | 31.1% | \$85,157 | 3 |
| Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons | 31.0% | \$19,688 | 8 |
| Combined Food Preparation and Serving Workers, Including Fast Food | 30.6% | \$20,038 | 8 |
| Marriage and Family Therapists† | 30.5% | \$45,896 | 2 |
| Commercial Pilots | 30.3% | \$104,196 | 7 |
| Physician Assistants | 29.9% | \$92,004 | 2 |
| Health Specialties Teachers, Postsecondary | 29.8% | \$98,457 | 1 |
| Social and Human Service Assistants | 29.6% | \$40,945 | 7 |
| Agents and Business Managers of Artists, Performers, and Athletes | 29.5% | \$77,519 | 3 |
| Physical Therapist Assistants | 29.5% | \$69,556 | 4 |
| Forensic Science Technicians | 29.4% | \$92,917 | 3 |
| First-Line Supervisors of Food Preparation and Serving Workers | 29.3% | \$32,213 | 7 |
| Tapers | 28.8% | \$49,570 | 8 |
| Self-Enrichment Education Teachers | 28.7% | \$36,928 | 7 |

Entry Level Education

1- Doctoral or professional degree 2- Master's degree 3- Bachelor's degree 4- Associate degree
 5- Postsecondary non-degree award 6- Some college, no degree 7- High school diploma or equivalent 8- Less than high school

⁴ Estimated median annual wage in the first quarter of 2016.

Source: California Employment Development Department

<http://www.labormarketinfo.edd.ca.gov/data/occupations-in-demand.html>; retrieved December 21, 2016

Table 1.3 Fastest Growing Occupations, Santa Ana-Anaheim-Irvine Metropolitan Division 2012-2022

| Occupation | Percent Growth | Median Annual Wage ⁵ | Entry Level Education |
|---|----------------|---------------------------------|-----------------------|
| Fashion Designers | 54.3% | \$60,966 | 3 |
| Personal Care Aides | 49.6% | \$21,755 | 8 |
| Brickmasons and Blockmasons | 49.0% | \$49,069 | 7 |
| Occupational Therapy Assistants | 48.1% | \$72,642 | 4 |
| Loan Interviewers and Clerks† | 45.7% | \$45,971 | 7 |
| Floor Layers, Except Carpet, Wood, and Hard Tiles | 45.5% | \$32,372 | 7 |
| Telecommunications Equipment Installers and Repairers, Except Line Installers | 44.2% | \$65,566 | 5 |
| Information Security Analysts | 43.5% | \$93,088 | 3 |
| Painters, Construction and Maintenance | 43.1% | \$37,280 | 8 |
| Loan Officers† | 42.6% | \$72,150 | 3 |
| Market Research Analysts and Marketing Specialists† | 42.2% | \$66,760 | 3 |
| Tapers | 41.8% | \$40,568 | 8 |
| Health Specialties Teachers, Postsecondary | 40.8% | \$65,104 | 1 |
| Operations Research Analysts | 40.8% | \$83,295 | 3 |
| Actuaries | 40.7% | \$114,698 | 3 |
| Personal Financial Advisors† | 40.7% | \$74,155 | 3 |
| Physical Therapist Assistants | 40.0% | \$67,624 | 4 |
| Drywall and Ceiling Tile Installers | 39.8% | \$57,711 | 8 |
| Tile and Marble Setters | 39.6% | \$39,840 | 8 |
| Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic | 38.3% | \$51,087 | 7 |
| Telecommunications Line Installers and Repairers | 38.3% | \$66,004 | 7 |
| Physical Therapist Aides | 38.1% | \$30,028 | 7 |
| Meeting, Convention, and Event Planners† | 38.0% | \$49,773 | 3 |
| Credit Counselors† | 36.2% | \$43,566 | 3 |
| Demonstrators and Product Promoters | 36.2% | \$26,527 | 7 |
| Medical and Clinical Laboratory Technicians | 36.1% | \$37,413 | 4 |
| Home Health Aides† | 36.1% | \$20,556 | 8 |
| Web Developers | 35.9% | \$62,443 | 4 |
| Weighers, Measurers, Checkers, and Samplers, Recordkeeping | 34.9% | \$29,243 | 7 |
| Rehabilitation Counselors† | 34.7% | \$28,288 | 2 |

Entry Level Education

1- Doctoral or professional degree

2- Master's degree

3- Bachelor's degree

4- Associate degree

5- Postsecondary non-degree award

6- Some college, no degree

7- High school diploma or equivalent

8- Less than high school

⁵ Estimated median annual wage in the first quarter of 2014.

Source: California Employment Development Department

<http://www.labormarketinfo.edd.ca.gov/data/occupations-in-demand.html>; retrieved October 4, 2016

Table 1.4 Fastest Growing Occupations, Riverside-San Bernardino-Ontario Metropolitan Division 2012-2022

| Occupation | Percent Growth | Median Annual Wage ⁶ | Entry Level Education |
|---|----------------|---------------------------------|-----------------------|
| Brickmasons and Blockmasons | 100.0% | \$86,601 | 7 |
| Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters | 93.5% | \$30,135 | 8 |
| Reinforcing Iron and Rebar Workers | 66.7% | \$71,250 | 7 |
| Cement Masons and Concrete Finishers | 64.3% | \$51,457 | 8 |
| Fence Erectors | 63.2% | \$37,998 | 7 |
| Tile and Marble Setters | 61.4% | \$39,951 | 8 |
| Cost Estimators | 59.5% | \$62,296 | 3 |
| Painters, Construction and Maintenance | 58.4% | \$44,798 | 8 |
| Personal Care Aides | 58.0% | \$19,569 | 8 |
| Roofers | 57.8% | \$49,170 | 8 |
| Audio and Video Equipment Technicians | 57.1% | N/A | 5 |
| Glaziers | 56.9% | N/A | 7 |
| Drywall and Ceiling Tile Installers | 56.5% | \$45,648 | 8 |
| Carpet Installers | 56.4% | \$27,464 | 8 |
| Tapers | 50.7% | \$40,336 | 8 |
| Logisticians | 50.0% | \$71,354 | 3 |
| First-Line Supervisors of Construction Trades and Extraction Workers | 48.4% | \$68,771 | 7 |
| Construction Laborers | 47.7% | \$38,899 | 8 |
| Plasterers and Stucco Masons | 46.7% | \$36,045 | 8 |
| Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 46.1% | \$51,439 | 5 |
| Carpenters | 46.0% | \$52,489 | 7 |
| Market Research Analysts and Marketing Specialists† | 45.9% | \$55,687 | 3 |
| Diagnostic Medical Sonographers | 45.5% | \$69,677 | 4 |
| Plumbers, Pipefitters, and Steamfitters | 43.7% | \$46,397 | 7 |
| Demonstrators and Product Promoters | 43.6% | \$23,312 | 7 |
| Electricians | 42.6% | \$57,407 | 7 |
| Telecommunications Line Installers and Repairers | 42.4% | \$55,633 | 7 |
| Structural Iron and Steel Workers | 39.7% | \$81,086 | 7 |
| Management Analysts | 39.0% | \$76,009 | 3 |
| Physician Assistants | 37.7% | \$92,127 | 2 |

Entry Level Education

1- Doctoral or professional degree

2- Master's degree

3- Bachelor's degree

4- Associate degree

5- Postsecondary non-degree award

6- Some college, no degree

7- High school diploma or equivalent

8- Less than high school

⁶ Estimated median annual wage in the first quarter of 2014.

Source: California Employment Development Department

<http://www.labormarketinfo.edd.ca.gov/data/occupations-in-demand.html>; retrieved October 4, 2016



Chapter Two:

Feeder School Districts and NEW STUDENTS



Middle and High Schools of the Citrus College Feeder Districts

Table 2.1 lists the middle and high schools in each of the five K-12 districts served by the Citrus Community College District.

Table 2.1 Middle and High Schools in the District

| District | School |
|------------------|--|
| Azusa | Center Middle School |
| | Foothill Middle School |
| | Slauson Intermediate School |
| | Azusa High School |
| | Gladstone High School |
| | Sierra High School (Continuation) |
| Claremont | El Roble Intermediate School |
| | Claremont High School |
| | San Antonio High School (Continuation) |
| Duarte | Northview Intermediate School |
| | Duarte High School |
| | Mt. Olive Innovation and Technology High School (Continuation) |
| Glendora | Goddard Middle School |
| | Sandburg Middle School |
| | Glendora High School |
| | Whitcomb High School (Continuation) |
| Monrovia | Clifton Middle School |
| | Santa Fe Middle School |
| | Monrovia High School |
| | Mountain Park School |
| | Quest Academy Community Day School |
| | Canyon Oaks High School (Continuation) |

K-12 Enrollment in Feeder Districts by Ethnicity

The ethnic composition of students in the feeder district schools is consistent with the general population of the primary cities. Hispanic students represent the largest ethnic group in four out of the five school districts. Azusa Unified School District has the highest concentration of Hispanic students, followed by Duarte and Monrovia.

Figure 2.1 K-12 Students in Feeder Districts by Ethnicity, 2015-2016

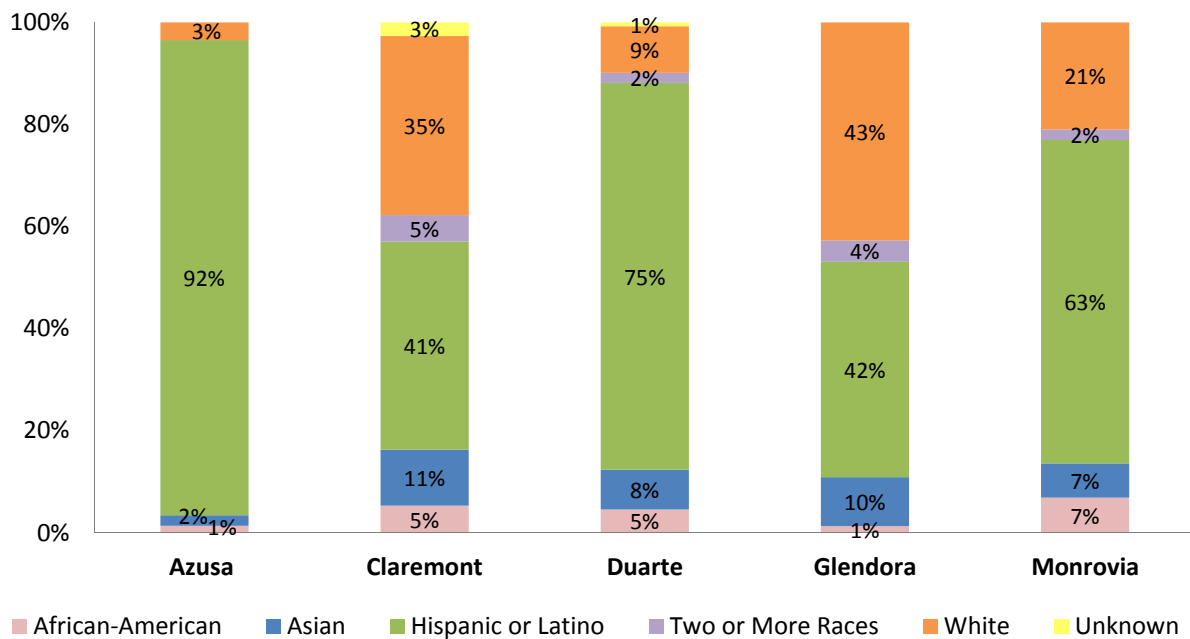


Table 2.2 K-12 Students in Feeder Districts by Ethnicity, 2015-2016

| | Azusa | Claremont | Duarte | Glendora | Monrovia |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|
| American Indian/Alaska Native | <1% | <1% | <1% | <1% | <1% |
| African-American | 1% | 5% | 5% | 1% | 7% |
| Asian | 2% | 11% | 8% | 10% | 7% |
| Hispanic or Latino | 92% | 41% | 75% | 42% | 63% |
| Pacific Islander | <1% | <1% | <1% | <1% | <1% |
| Two or More Races | <1% | 5% | 2% | 4% | 2% |
| White, Non-Hispanic | 3% | 35% | 9% | 43% | 21% |
| Unknown | <1% | 3% | 1% | <1% | <1% |
| Total | 8,900 | 6,973 | 3,853 | 7,607 | 5,838 |

Source: California Department of Education, Report: Enrollment by Ethnicity; as of 10/4/2016, <http://dq.cde.ca.gov/dataquest/>

K-12 Enrollment Trends for Feeder Districts

Azusa is the largest district with an enrollment of almost 9,000 students, while Duarte is the smallest with approximately 3,800 students. The enrollment in Azusa Unified dropped from 10,163 in 2011-2012 to 8,900 in 2015-2016, which is a 12% decline. The other four districts have had about the same enrollment for the last five years.

Figure 2.2 K-12 Enrollment Trend in Feeder Districts

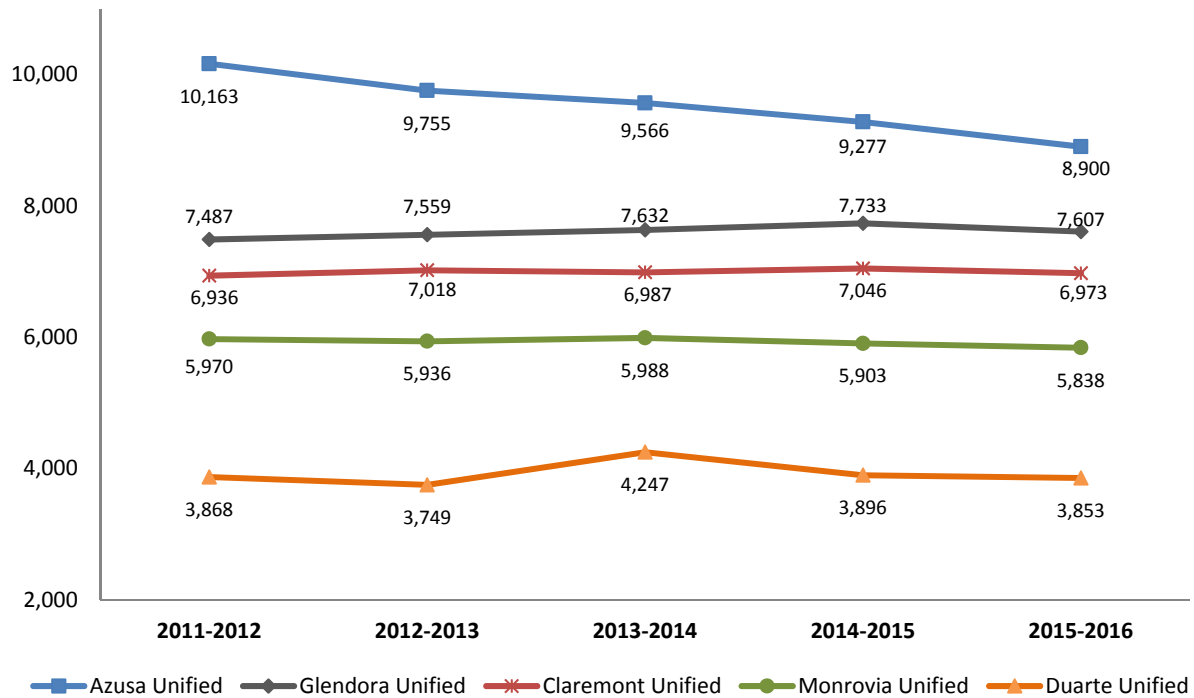


Table 2.3 K-12 Enrollment Trend in Feeder Districts

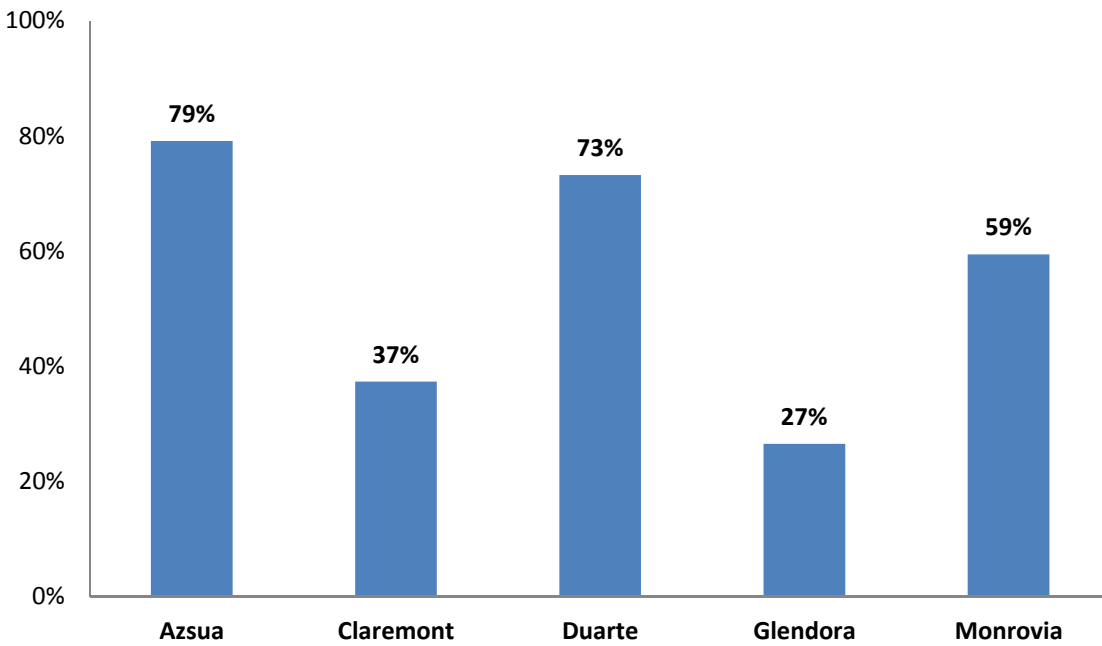
| School | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Azusa Unified | 10,163 | 9,755 | 9,566 | 9,277 | 8,900 |
| Claremont Unified | 6,936 | 7,018 | 6,987 | 7,046 | 6,973 |
| Duarte Unified | 3,868 | 3,749 | 4,247 | 3,896 | 3,853 |
| Glendora Unified | 7,487 | 7,559 | 7,632 | 7,733 | 7,607 |
| Monrovia Unified | 5,970 | 5,936 | 5,988 | 5,903 | 5,838 |
| Citrus College Service Area | 34,424 | 34,017 | 34,420 | 33,855 | 33,171 |
| Los Angeles County | 1,578,215 | 1,564,205 | 1,552,704 | 1,539,260 | 1,513,212 |
| California | 6,220,993 | 6,226,989 | 6,236,672 | 6,217,002 | 6,226,737 |

Source: California Department of Education, Report: Time Series - Public School Enrollment; as of 10/4/2016
<http://dq.cde.ca.gov/dataquest/>

K-12 Students Participating in Free/Reduced-Price Meals Program

Participation in the Free/Reduced-Price Meals Program is an indicator of students' socioeconomic status. To qualify for the program, a participant's household income must meet the California Department of Education's income guidelines. In 2015-2016, the income limit for a family of four was \$31,525 for free meals and \$44,863 for reduced-price meals.⁷ Azusa Unified has the highest participation rate in the program.

Figure 2.3 Percent of Feeder Districts Students Participating in Reduced-Price Lunch Program



Source: California Department of Education, Report: Free or Reduced-Price Meals, as of 10/4/2016
<http://dq.cde.ca.gov/dataquest/>



⁷ California Department of Education, Income Eligibility Scale, retrieved October 4, 2016 from <http://www.cde.ca.gov/ls/nu/rs/scales1516.asp>

High School Graduation Rate and Dropout Rate

Tables 2.4 and 2.5 show the graduation and dropout rates of high schools in the service area's unified districts. Data reflect the outcomes of a four-year adjusted cohort, which includes first-time students who enter 9th grade and students who transfer later into the cohort.⁸

Table 2.4 High School Graduation Rate, 2014-2015

| District | High School | Graduates | School Cohort | Graduation Rate |
|-------------------|----------------|-----------|---------------|-----------------|
| Azusa Unified | Azusa High | 307 | 343 | 89.5% |
| | Gladstone High | 267 | 281 | 95.0% |
| | Districtwide | 636 | 700 | 90.9% |
| Claremont Unified | Claremont High | 564 | 575 | 98.1% |
| | Districtwide | 589 | 607 | 97.0% |
| Duarte Unified | Duarte High | 248 | 251 | 98.8% |
| | Districtwide | 280 | 291 | 96.2% |
| Glendora Unified | Glendora High | 573 | 576 | 99.5% |
| | Districtwide | 632 | 645 | 98.0% |
| Monrovia Unified | Monrovia High | 373 | 394 | 94.7% |
| | Districtwide | 409 | 476 | 85.9% |

Source: California Department of Education, Report: Cohort Outcome Data by Program, as of 10/4/2016, <http://dq.cde.ca.gov/dataquest/>

Table 2.5 High School Dropout Rate, 2014-2015

| District | High School | Dropouts from School | School Cohort | Dropout Rate |
|-------------------|----------------|----------------------|---------------|--------------|
| Azusa Unified | Azusa High | 19 | 343 | 5.5% |
| | Gladstone High | * | 281 | 1.8% |
| | Districtwide | 37 | 700 | 5.3% |
| Claremont Unified | Claremont High | * | 575 | 0.3% |
| | Districtwide | * | 607 | 1.2% |
| Duarte Unified | Duarte High | * | 251 | 1.2% |
| | Districtwide | * | 291 | 3.1% |
| Glendora Unified | Glendora High | * | 576 | 0.0% |
| | Districtwide | * | 645 | 0.6% |
| Monrovia Unified | Monrovia High | 16 | 394 | 4.1% |
| | Districtwide | 39 | 476 | 8.2% |

* To protect student privacy, no data are provided if the number of students is less than 11.

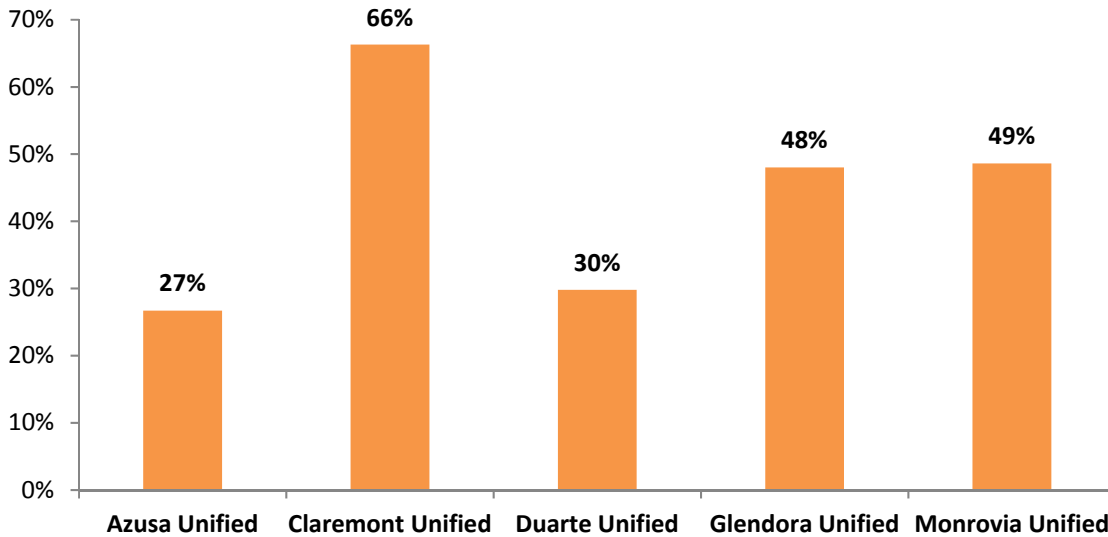
Source: California Department of Education, Report: Cohort Outcome Data by Program, as of 10/4/2016, <http://dq.cde.ca.gov/dataquest/>

⁸ California Department of Education. Four-Year Adjusted Cohort Outcome Data Processing. Retrieved July 29th, 2014 from http://dq.cde.ca.gov/dataquest/CohortRates/CohortOutcomeDefinitions2012_4_30.doc

High School Graduates Completing UC and/or CSU Required Courses

There are gaps in UC/CSU requirement completion among the feeder districts. In 2014-2015, 66% percent of Claremont Unified School District graduates completed all courses required for UC and/or CSU entrance compared to 27% of the Azusa Unified graduates.

Figure 2.4 High School Graduates Completing UC/CSU Requirement, 2014-2015



Source: California Department of Education, Report: Number of graduates and graduates meeting UC/CSU entrance requirements; as of 10/4/2016, <http://dq.cde.ca.gov/dataquest/>

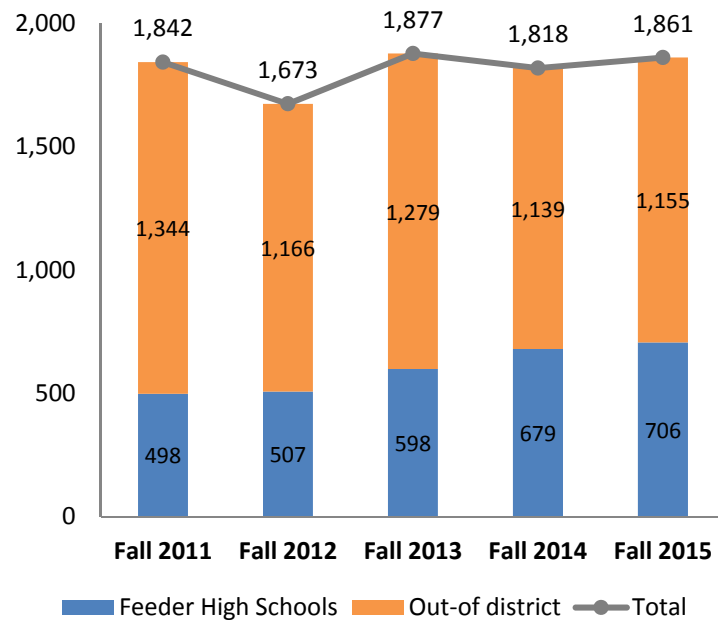


New High School Graduates Enrolled in Citrus College – Overview

Each fall semester, roughly 1,800 high school graduates start their academic career at Citrus College (Figure 2.5). About 30% to 40% of those students are from the six feeder high schools and the continuation high schools in the service area. The six feeder high schools are Azusa High School, Claremont High School, Duarte High School, Gladstone High School, Glendora High School, and Monrovia High School.

The remaining are from schools outside of the college’s service area. Table 2.6 shows the district origins of recent high school graduates who enrolled in Citrus College in fall 2015.¹⁰ The number of students from the six feeder high schools increased moderately between fall 2011 and fall 2015. Among the feeder high schools, Azusa Unified sent the most new students in fall 2015.

Figure 2.5 New High School Graduates Enrolled in Citrus College



Source: Banner

Table 2.6 Origins of New High School Graduates Enrolled in Citrus College, Fall 2015

| District | Enrollment† |
|---|-------------|
| Azusa Unified* | 235 |
| Glendora Unified* | 191 |
| Bonita Unified | 136 |
| Covina-Valley Unified | 127 |
| Claremont Unified* | 121 |
| Chaffey Joint Union High | 111 |
| Duarte Unified* | 91 |
| Monrovia Unified* | 91 |
| Baldwin Park Unified | 80 |
| Charter Oak Unified | 78 |
| West Covina Unified | 57 |
| Pomona Unified | 55 |
| El Monte Union High | 54 |
| Chino Valley Unified | 52 |
| Upland Unified | 33 |
| Bassett Unified | 32 |
| Hacienda La Puente Unified | 31 |
| Rowland Unified | 30 |
| Arcadia Unified | 30 |
| San Gabriel Unified | 24 |
| Temple City Unified | 21 |
| Pasadena Unified | 19 |
| Los Angeles County Office of Education | 17 |
| Walnut Valley Unified | 15 |
| SBE - The School of Arts and Enterprise | 12 |
| Corona-Norco Unified | 11 |
| Montebello Unified | 10 |
| Los Angeles Unified | 10 |
| Other ⁹ | 87 |

†Enrollment includes district public, private, and adult schools.

*Citrus College Feeder Districts

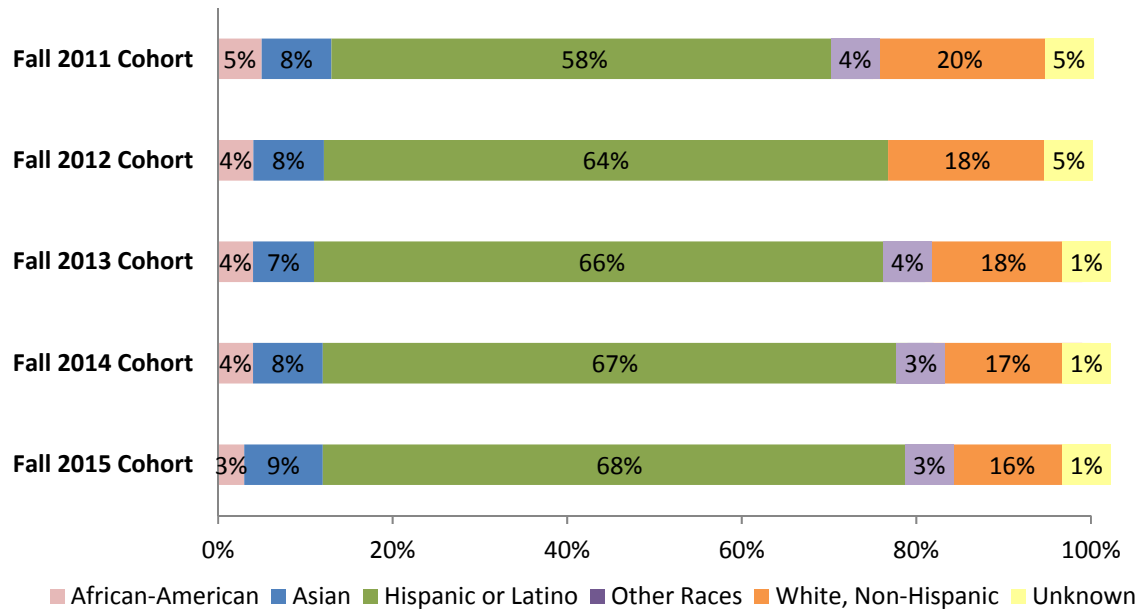
⁹ This category includes students from more than 50 districts, as well as those who come from out-of-state or are home schooled.

¹⁰ Recent high school graduates are defined as students who graduated from high school or adult school between September 1, 2014 and August 31, 2015.

New High School Graduates Enrolled in Citrus College – Demographics

Each new high school’s graduate cohort is made up of roughly 50% male and 50% female, with an average cohort age of 18 years. While the age and gender makeup remains consistent, ethnicity composition has changed over time. Hispanic students increased from 58% in the fall 2010 cohort to 68% in the fall 2015 cohort.

Figure 2.6 New High School Graduates Enrolled in Citrus College by Ethnicity



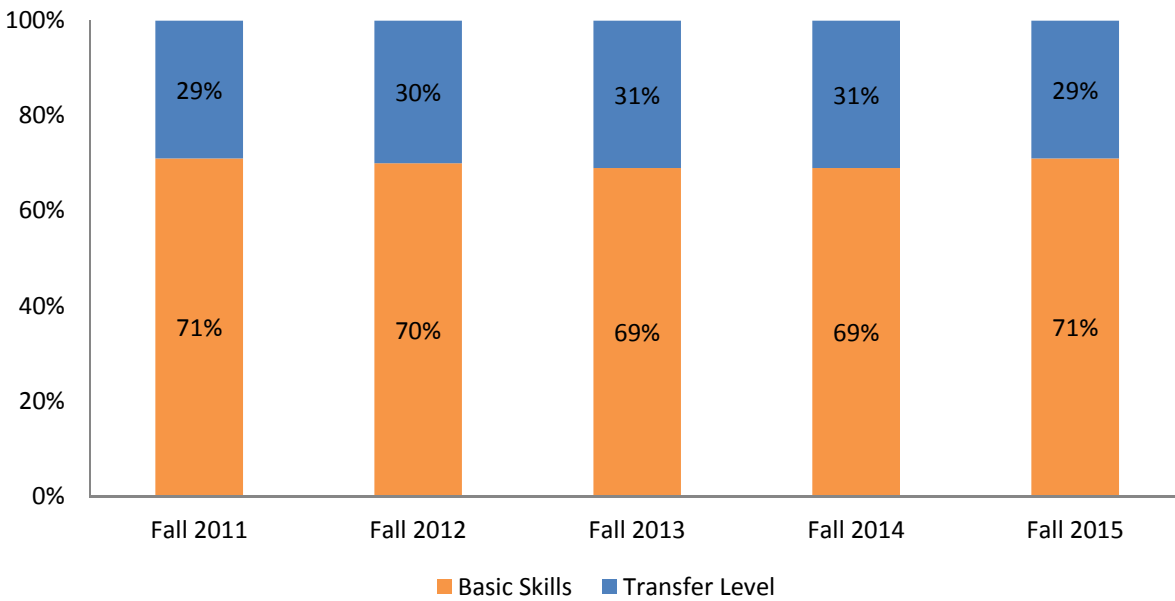
Source: Banner



New High School Graduates Enrolled in Citrus College – Academic Profile

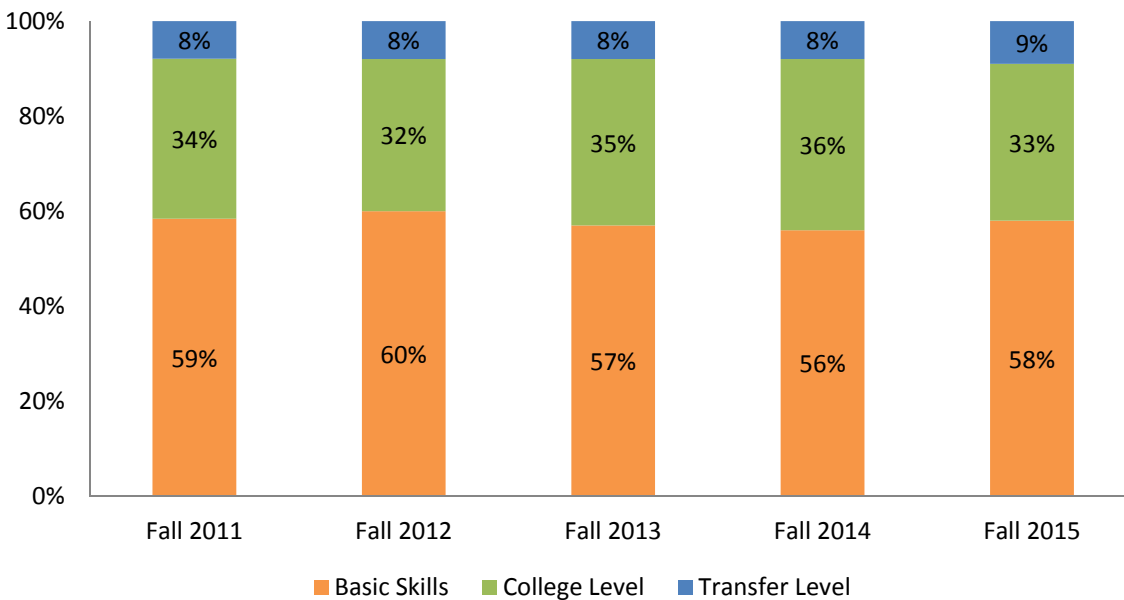
More than half of the new high school graduates started at Citrus College as full-time students who primarily attended classes in the daytime. Approximately three quarters of these students have a goal of transfer. When they started at Citrus College, about 70% of the students were placed into basic skills English and 60% were placed into basic skills math.

Figure 2.7 English Placement Levels of New High School Graduates



Source: Banner

Figure 2.8 Math Placement Levels of New High School Graduates



Source: Banner

Table 2.7 Placement Levels and Courses

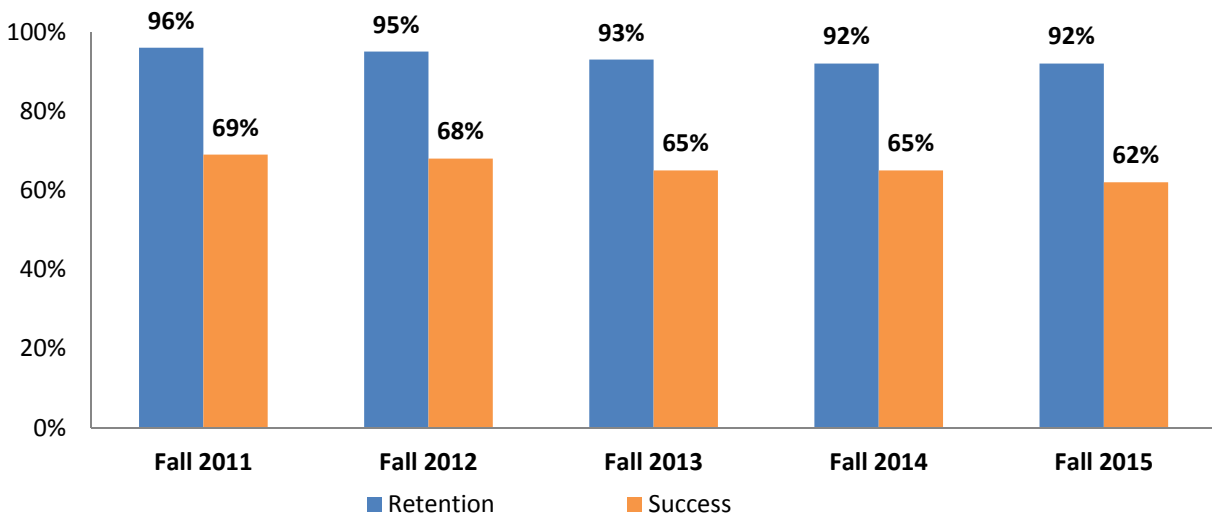
| | Level | Course |
|---------|--------------|---|
| English | Transfer | ENGL101 - Reading and Composition ENGL102 - Introduction to Literature ENGL103 - Composition and Critical Thinking ENGL104 - Advanced Rhetoric: The Classical Essay |
| | Basic Skills | ENGL098 - English Fundamentals ENGL099 - Introduction to Reading and Composition |
| Math | Transfer | MATH151 - Plane Trigonometry MATH160 - Survey of Math MATH162 - Introduction to Math Analysis MATH165 - Introduction to Statistics MATH170 - College Algebra MATH175 - Pre-Calculus MATH190 - Calculus with Analytic Geometry I |
| | College | MATH131 - Plane Geometry MATH140 – Pre-Statistics MATH150 - Intermediate Algebra |
| | Basic Skills | MATH020 - Arithmetic Fundamentals MATH029 - Pre-Algebra MATH030 - Elementary Algebra |



Retention, Success and Persistence

Overall, more than 60% of new high school graduates successfully completed courses, and more than 90% remained enrolled to the end of their first term.¹¹ However, both retention and success rates declined in the last five years.

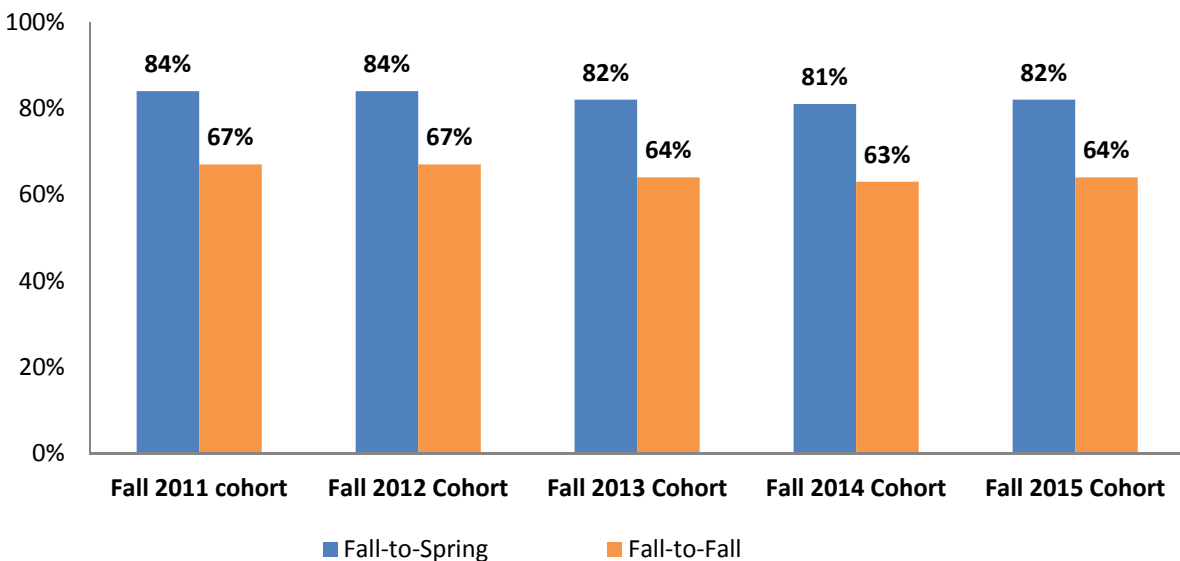
Figure 2.9 First-Term Retention and Success Rate of New High School Graduates



Source: Banner

Figure 2.10 Persistence Rate of New High School Graduates

More than 80% of new students who started in the fall semester continued to enroll in Citrus College the following spring semester, and roughly two-thirds persisted into the following fall semester.



Source: Banner

¹¹ Retention rate is defined as the percentage of non-withdrawal grades out of all grades. Success rate is defined as the percentage of grades A, B, C, CR (credit), or P (Pass) out of all grades.

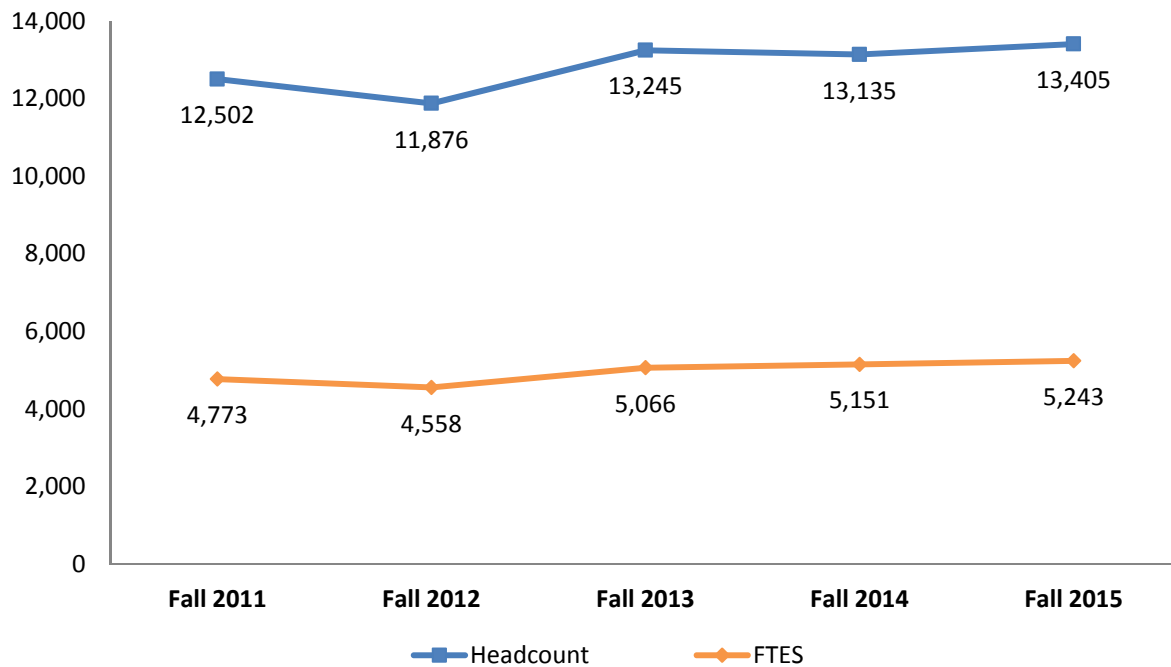
STUDENTS



Enrollment Trends

Citrus College enrollment dropped significantly due to the reduction in state funding during the economic recession. Enrollment has recovered and increased since fall 2012. Figure 3.1 shows student enrollment by headcount and full-time equivalent students (FTES). According to the Chancellor's Office, one FTES is equivalent to 525 contact hours.

Figure 3.1 Enrollment: Headcount and FTES



Source: Chancellor's Office Data Mart. Data include both credit and noncredit students.



Enrolled Students' Demographics – Gender and Age

As depicted in Table 3.1, Citrus College has more female students than male students. This trend has been consistent since fall 2011, but the gender gap has narrowed in the last five years. In fall 2015, 52% of Citrus College students were female and 46% were male.

Table 3.1 Enrolled Students by Gender

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-----------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| Female | 6,742 | 54% | 6,235 | 53% | 6,961 | 53% | 6,860 | 52% | 6,960 | 52% |
| Male | 5,601 | 45% | 5,510 | 46% | 6,062 | 46% | 6,006 | 46% | 6,171 | 46% |
| Unknown | 159 | 1% | 131 | 1% | 222 | 2% | 269 | 2% | 274 | 2% |
| Citrus College Total | 12,502 | 100% | 11,876 | 100% | 13,245 | 100% | 13,135 | 100% | 13,405 | 100% |

Source: Chancellor's Office Data Mart

Almost three quarters of students at Citrus College are of traditional college age. In fall 2015, 73% of the students were 24 or younger.

Table 3.2 Enrolled Students by Age

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-----------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| 19 or younger | 4,023 | 32% | 3,694 | 31% | 4,150 | 31% | 3,958 | 30% | 4,001 | 30% |
| 20 to 24 | 5,180 | 41% | 5,243 | 44% | 5,628 | 42% | 5,765 | 44% | 5,812 | 43% |
| 25 to 29 | 1,367 | 11% | 1,379 | 12% | 1,597 | 12% | 1,613 | 12% | 1,765 | 13% |
| 30 to 34 | 565 | 5% | 545 | 5% | 671 | 5% | 688 | 5% | 657 | 5% |
| 35 to 39 | 358 | 3% | 307 | 3% | 355 | 3% | 340 | 3% | 401 | 3% |
| 40 to 49 | 433 | 3% | 416 | 4% | 500 | 4% | 458 | 3% | 458 | 3% |
| 50 or older | 575 | 5% | 292 | 2% | 342 | 3% | 313 | 2% | 308 | 2% |
| Unknown | 1 | <1% | - | - | 2 | <1% | - | - | - | - |
| Citrus College Total | 12,502 | 100% | 11,876 | 100% | 13,245 | 100% | 13,135 | 100% | 13,405 | 100% |

Source: Chancellor's Office Data Mart



Enrolled Students' Demographics – Ethnicity

The percentage of Hispanic students at Citrus College has increased in the last five years. Hispanic students made up 53% of the student body in fall 2011 and 61% of the student body in fall 2015. Compared to the statewide community college student population, Citrus College has a higher percentage of Hispanic students and a lower percentage of White students.

Table 3.3 Enrolled Students by Ethnicity

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|--|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| African-American | 633 | 5% | 568 | 5% | 582 | 4% | 516 | 4% | 508 | 4% |
| American Indian or Alaskan Native | 25 | <1% | 29 | <1% | 23 | <1% | 22 | <1% | 24 | <1% |
| Asian | 933 | 7% | 987 | 8% | 1,181 | 9% | 1,221 | 9% | 1,279 | 10% |
| Filipino | 377 | 3% | 335 | 3% | 338 | 3% | 347 | 3% | 403 | 3% |
| Hispanic or Latino | 6,681 | 53% | 6,719 | 57% | 7,816 | 59% | 7,930 | 60% | 8,204 | 61% |
| Two or More Races | 324 | 3% | 325 | 3% | 383 | 3% | 367 | 3% | 358 | 3% |
| Pacific Islander | 36 | <1% | 23 | <1% | 23 | <1% | 17 | <1% | 18 | <1% |
| Unknown | 467 | 4% | 257 | 2% | 175 | 1% | 133 | 1% | 133 | 1% |
| White, Non-Hispanic | 3,026 | 24% | 2,633 | 22% | 2,724 | 21% | 2,582 | 20% | 2,478 | 18% |
| Citrus College Total | 12,502 | 100% | 11,876 | 100% | 13,245 | 100% | 13,135 | 100% | 13,405 | 100% |

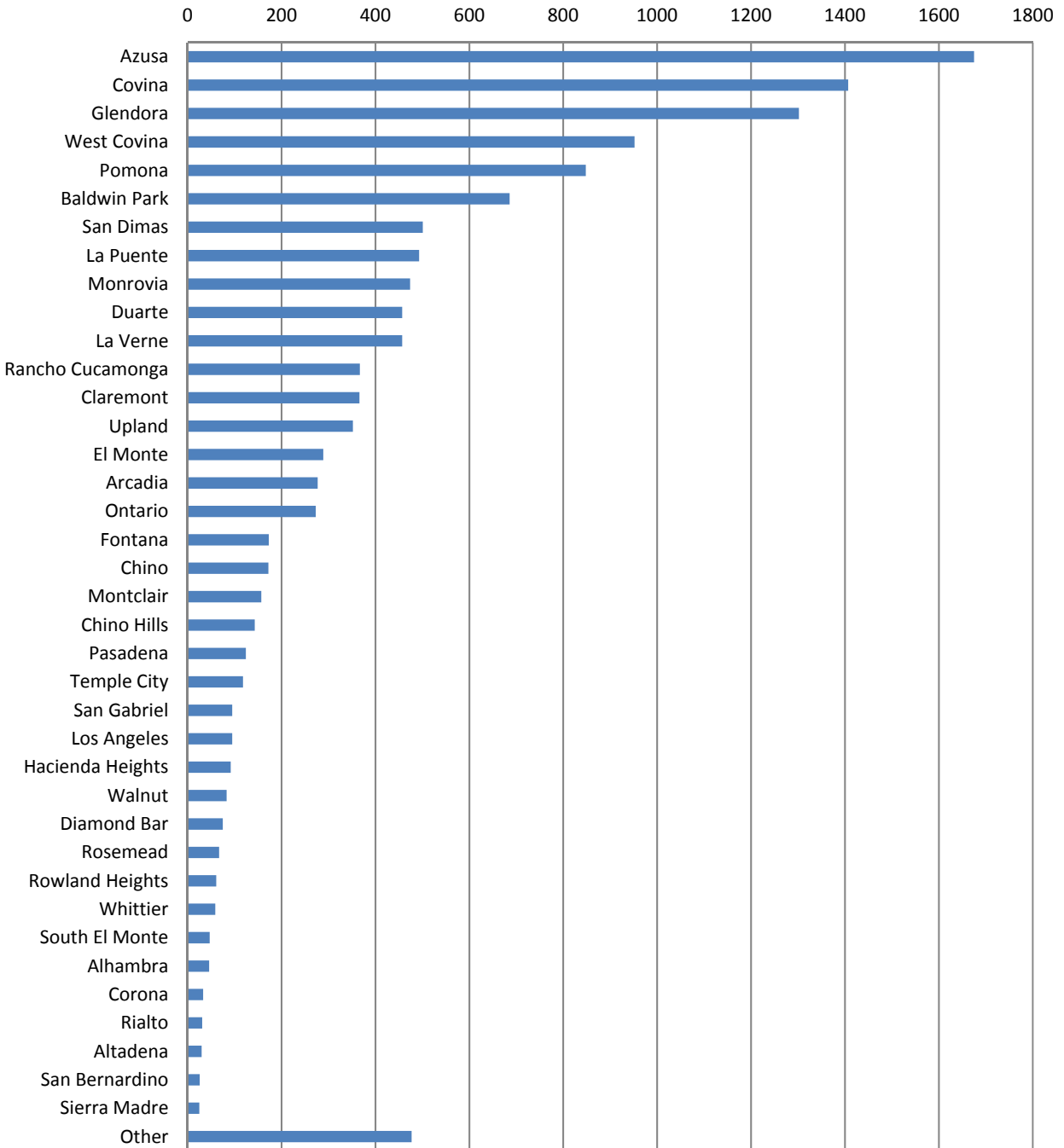
Source: Chancellor's Office Data Mart



Enrolled Students' Demographics – Residency

Citrus College students are primarily from Azusa, Covina, Glendora and their neighboring communities. Among the students enrolled in fall 2015, about a third are residents of Azusa, Covina, and Glendora.¹²

Figure 3.2 Enrolled Students by Residency, Fall 2015



Source: MIS Referential File and Banner

¹² Residency is based on zip code. Cities with fewer than 25 students are reported as one group under "Other." This category includes 477 students from more than 150 cities.

Enrollment Status and Educational Goals

As shown in Table 3.4, 20% to 25% of the students are first-time students; between 15% and 18% are returning students. More than half are continuing students.

Table 3.4 Enrolled Students by Enrollment Status¹³

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|------------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| First-Time Student | 1,979 | 16% | 2,075 | 17% | 2,082 | 16% | 2,212 | 17% | 2,104 | 16% |
| First-Time Transfer Student | 679 | 5% | 937 | 8% | 837 | 6% | 1,110 | 8% | 1,156 | 9% |
| Returning Student | 1,874 | 15% | 2,089 | 18% | 1,948 | 15% | 2,297 | 17% | 2,436 | 18% |
| Continuing Student | 7,501 | 60% | 6,568 | 55% | 8,002 | 60% | 7,178 | 55% | 7,284 | 54% |
| Uncollected/Unreported | 383 | 3% | 173 | 1% | 328 | 2% | 291 | 2% | 345 | 6% |
| Special Admit Student | 86 | 1% | 34 | <1% | 48 | <1% | 47 | <1% | 80 | <1% |
| Citrus College Total | 12,502 | 100% | 11,876 | 100% | 13,245 | 100% | 13,135 | 100% | 13,405 | 100% |

Source: Chancellor's Office Data Mart

The percentage of students who intend to transfer rose from 47% in fall 2011 to 58% in fall 2015. During the same time period, the percentage of students without a goal dropped by 6%.

Table 3.5 Enrolled Students by Educational Goals

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-------------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| Transfer | 5,825 | 47% | 6,252 | 53% | 7,272 | 55% | 7,534 | 57% | 7,832 | 58% |
| Associate Degree/Certificate | 1,638 | 13% | 1,358 | 11% | 1,420 | 11% | 1,283 | 10% | 1,234 | 9% |
| Career/Job Skills | 806 | 6% | 721 | 6% | 774 | 6% | 742 | 6% | 721 | 5% |
| GED/High School Diploma | 522 | 4% | 628 | 5% | 679 | 5% | 721 | 5% | 708 | 5% |
| Educational Development | 306 | 2% | 162 | 1% | 153 | 1% | 169 | 1% | 138 | 1% |
| Improve Basic Skills | 107 | 1% | 98 | 1% | 106 | 1% | 95 | 1% | 106 | 1% |
| Undecided/Unreported | 3,298 | 26% | 2,657 | 22% | 2,841 | 21% | 2,591 | 20% | 2,666 | 20% |
| Citrus College Total | 12,502 | 100% | 11,876 | 100% | 13,245 | 100% | 13,135 | 100% | 13,405 | 100% |

Source: MIS Referential File

¹³ First-Time student: A student enrolled in Citrus College for the first time after high school.

First-time transfer student: A first-time Citrus College student who transferred from another college.

Returning student: A student who returned to Citrus College after an absence of at least one primary term.

Continuing student: A currently enrolled student who was also enrolled in the previous term.

Special Admit student: A student who is concurrently enrolled in K-12.

Enrolled Students' Unit Load and Day/Evening Status

Students are considered full-time if they take 12 or more units. In fall 2015, almost 40% of the students were enrolled full-time. This group has grown 3% since fall 2011. Students who enrolled in 9-11.9 units also increased slightly.

Table 3.6 Enrolled Students by Unit Load

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-----------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| Less than 6 units | 3,055 | 24% | 2,990 | 25% | 2,775 | 21% | 2,630 | 20% | 2,632 | 20% |
| 6.0 - 8.9 | 2,377 | 19% | 2,385 | 20% | 2,562 | 19% | 2,531 | 19% | 2,592 | 19% |
| 9.0 - 11.9 | 2,117 | 17% | 2,054 | 17% | 2,495 | 19% | 2,489 | 20% | 2,513 | 19% |
| 12 or more units | 4,495 | 36% | 4,234 | 36% | 5,053 | 38% | 5,166 | 39% | 5,284 | 39% |
| Noncredit | 458 | 4% | 213 | 2% | 360 | 3% | 319 | 2% | 382 | 3% |
| Citrus College Total | 12,502 | 100% | 11,876 | 100% | 13,245 | 100% | 13,135 | 100% | 13,405 | 100% |

Source: Chancellor's Office Data Mart

A student who is enrolled in at least one day class¹⁴ or both day and evening classes, is considered a day student. More than 80% of enrolled students attended classes during the day, and about 10% of the students attend evening classes only.

Table 3.7 Enrolled Students by Day/Evening Status

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-----------------------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| Day Student | 10,603 | 85% | 10,157 | 86% | 11,152 | 84% | 11,056 | 84% | 11,197 | 84% |
| Evening Student | 1,477 | 12% | 1,302 | 11% | 1,642 | 12% | 1,693 | 13% | 1,766 | 13% |
| Unknown | 422 | 3% | 417 | 4% | 451 | 3% | 386 | 3% | 442 | 3% |
| Citrus College Total | 12,502 | 100% | 11,876 | 100% | 13,245 | 100% | 13,135 | 100% | 13,405 | 100% |

Source: Chancellor's Office Data Mart

¹⁴ A day class is defined as a class with a start time beginning on or after 6:00 a.m. and before 4:30 p.m.

Financial Aid

In the last five years, the number of students receiving financial aid and the total amount of aid awarded has increased, while the number of students receiving loans declined. In 2015-16, more than 11,000 students received Board of Governors (BOG) Fee Waivers, and over 5,000 students received grants (Pell Grant, Cal Grant, Supplemental Educational Opportunity Grant, etc.). The state of the economy and the shifts in student demographics may contribute to these changes in the financial aid pattern.

Figure 3.3 Number of Students Served by Financial Aid Type

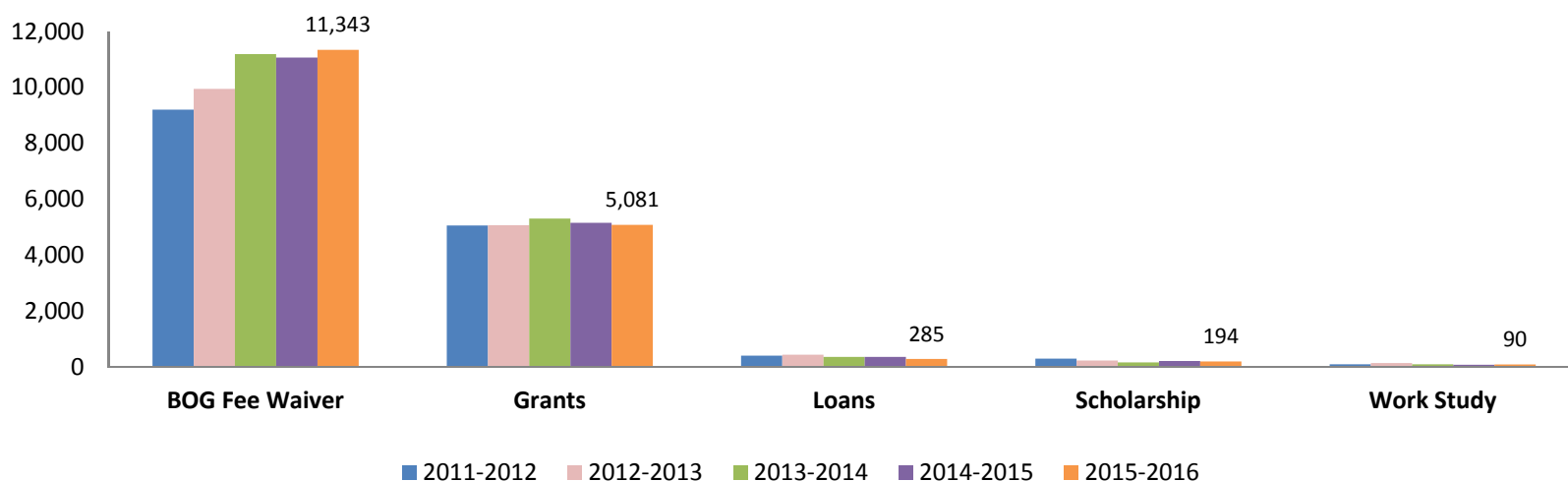


Table 3.8 Number of Students Served and Financial Aid Amount

| | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|-----------------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| | Students Served | Aid Amount | Students Served | Aid Amount | Students Served | Aid Amount | Students Served | Aid Amount | Students Served | Aid amount |
| BOG Fee Waiver | 9,202 | \$5,462,127 | 9,944 | \$7,716,569 | 11,191 | \$8,849,848 | 11,063 | \$8,960,202 | 11,343 | \$9,176,885 |
| Grants | 5,059 | \$15,873,109 | 5,069 | \$16,211,009 | 5,309 | \$17,602,681 | 5,153 | \$17,715,969 | 5,081 | \$19,085,719 |
| Loans | 404 | \$2,194,063 | 435 | \$2,215,599 | 357 | \$1,821,964 | 356 | \$1,818,567 | 285 | \$1,384,237 |
| Scholarship | 298 | \$146,821 | 232 | \$149,390 | 161 | \$165,749 | 211 | \$183,608 | 194 | \$286,564 |
| Work Study | 96 | \$281,163 | 141 | \$299,848 | 93 | \$199,632 | 78 | \$251,028 | 90 | \$285,914 |

Source: Chancellor's Office Data Mart

STUDENT PERFORMANCE



Retention and Success

Retention rate is defined as the percentage of non-withdrawal grades out of all grades posted. Success rate is defined as the percentage of grades A, B, C, or P (Pass) out of all grades posted. The retention and success rates are relatively stable in the last five years, with slightly higher rates in fall semesters. Overall, Citrus College's success rate is about 70%, and retention rate at the end of the term is about 90%.

Figure 4.1 Retention and Success Rates

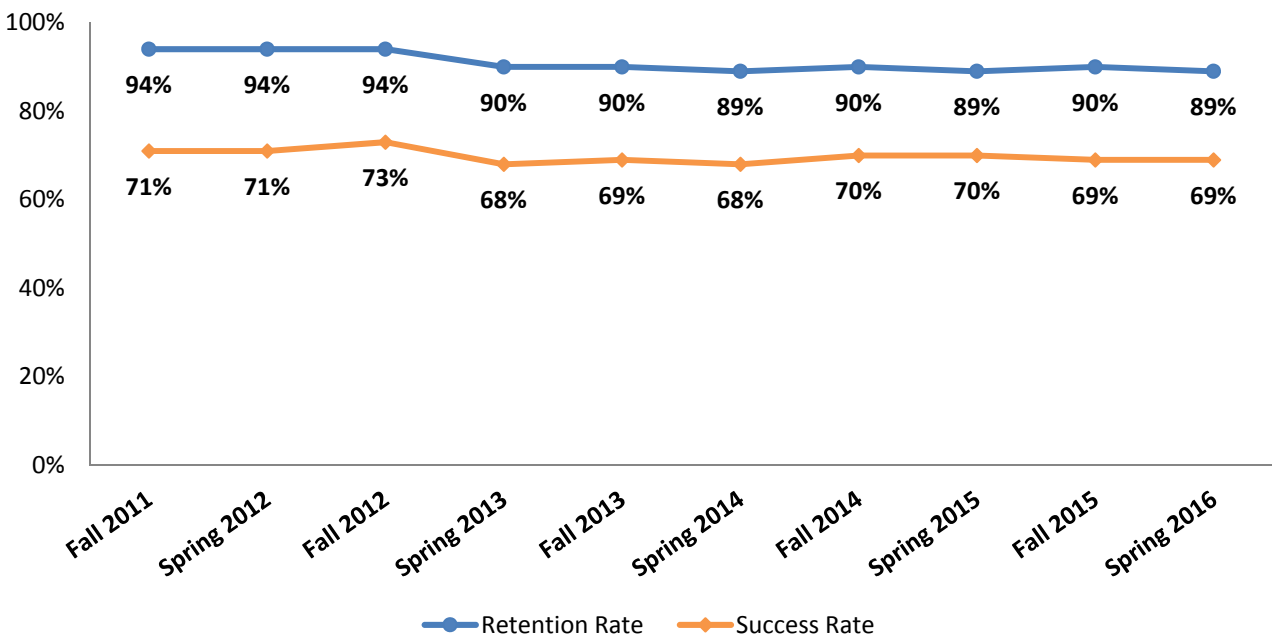


Table 4.1 Retention and Success Rates

| Fall | Enrollment | Retention Rate | Success Rate | Spring | Enrollment | Retention Rate | Success Rate |
|-----------|------------|----------------|--------------|-------------|------------|----------------|--------------|
| Fall 2011 | 33,561 | 94% | 71% | Spring 2012 | 34,086 | 94% | 71% |
| Fall 2012 | 32,138 | 94% | 73% | Spring 2013 | 35,835 | 90% | 68% |
| Fall 2013 | 37,235 | 90% | 69% | Spring 2014 | 35,728 | 89% | 68% |
| Fall 2014 | 37,307 | 90% | 70% | Spring 2015 | 35,994 | 89% | 70% |
| Fall 2015 | 37,710 | 90% | 69% | Spring 2016 | 36,611 | 89% | 69% |

Source: Chancellor's Office Data Mart

Tables 4.2 and 4.3 provide more details on retention and success. In general, both genders are retained at about the same rate, but female students have slightly higher success rates than male students. Students from different ethnic groups are retained at similar rates. However, there is a gap of more than 15% in success rates between the highest and the lowest performing group.

Table 4.2 Retention and Success Rates by Gender

| Gender | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Retention | Success | Retention | Success | Retention | Success | Retention | Success | Retention | Success |
| Female | 93% | 73% | 94% | 74% | 91% | 71% | 91% | 71% | 91% | 71% |
| Male | 94% | 70% | 93% | 71% | 90% | 68% | 90% | 68% | 90% | 67% |
| Unknown | 94% | 72% | 94% | 78% | 87% | 63% | 89% | 68% | 88% | 68% |
| Citrus College Total | 94% | 71% | 94% | 73% | 90% | 69% | 90% | 70% | 90% | 69% |

Source: Chancellor's Office Data Mart

Table 4.3 Retention and Success Rates by Ethnicity

| Ethnicity | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Retention | Success | Retention | Success | Retention | Success | Retention | Success | Retention | Success |
| African-American | 91% | 58% | 90% | 62% | 88% | 61% | 87% | 59% | 87% | 57% |
| American Indian or Alaskan Native | 94% | 64% | 86% | 64% | 86% | 75% | 91% | 65% | 92% | 68% |
| Asian | 95% | 77% | 96% | 80% | 93% | 77% | 92% | 76% | 92% | 77% |
| Hispanic or Latino | 93% | 69% | 94% | 70% | 90% | 67% | 90% | 67% | 90% | 67% |
| Two or More Races | 94% | 71% | 95% | 72% | 89% | 66% | 85% | 69% | 90% | 69% |
| Pacific Islander | 94% | 69% | 86% | 60% | 81% | 55% | 85% | 69% | 91% | 57% |
| White, Non-Hispanic | 94% | 78% | 93% | 77% | 91% | 74% | 89% | 67% | 87% | 68% |
| Unknown | 93% | 72% | 94% | 76% | 89% | 71% | 91% | 76% | 91% | 74% |
| Citrus College Total | 94% | 71% | 94% | 73% | 90% | 69% | 90% | 69% | 90% | 69% |

Source: Chancellor's Office Data Mart

Table 4.4 offers a cross-tab of fall 2015 retention and success rates by gender and ethnicity. Asians have a noticeable gap in success rate by gender, with female students attaining a 10% higher success rate than male students.

Table 4.4 Fall 2015 Retention and Success Rates by Gender and Ethnicity

| Ethnicity | Female | | | Male | | | Unknown | | | Citrus College Total | | |
|-----------------------------------|---------------|------------|------------|---------------|------------|------------|------------|------------|------------|----------------------|------------|------------|
| | Enrollment | Retention | Success | Enrollment | Retention | Success | Enrollment | Retention | Success | Enrollment | Retention | Success |
| African-American | 737 | 87% | 59% | 719 | 87% | 55% | 30 | 93% | 43% | 1,486 | 87% | 57% |
| American Indian or Alaskan Native | 17 | 94% | 71% | 45 | 91% | 67% | - | - | - | 62 | 92% | 68% |
| Asian | 2,467 | 94% | 82% | 2,721 | 91% | 72% | 69 | 86% | 74% | 5,257 | 92% | 77% |
| Hispanic or Latino | 12,272 | 90% | 68% | 10,090 | 90% | 65% | 385 | 88% | 66% | 22,747 | 90% | 67% |
| More than Two Races | 511 | 91% | 71% | 519 | 88% | 66% | 30 | 97% | 80% | 1,060 | 90% | 69% |
| Pacific Islander | 19 | 95% | 68% | 16 | 87% | 44% | - | - | - | 35 | 91% | 57% |
| White Non-Hispanic | 3,348 | 92% | 78% | 3,263 | 90% | 71% | 152 | 89% | 69% | 6,763 | 87% | 68% |
| Unknown | 89 | 81% | 63% | 148 | 90% | 66% | 63 | 90% | 78% | 300 | 91% | 74% |
| Citrus College Total | 19,460 | 91% | 71% | 17,521 | 90% | 67% | 729 | 88% | 68% | 37,710 | 90% | 69% |

Source: Chancellor's Office Data Mart

Online Education

Online Education enrollment accounts for about 10% of the total enrollment at Citrus College. Retention and success rates in face-to-face classes are generally higher than online education classes. In fall 2015, there was a 6% gap in retention rate and an 8% gap in success rate between online education and face-to-face classes.

Figure 4.2 Online Education Enrollment

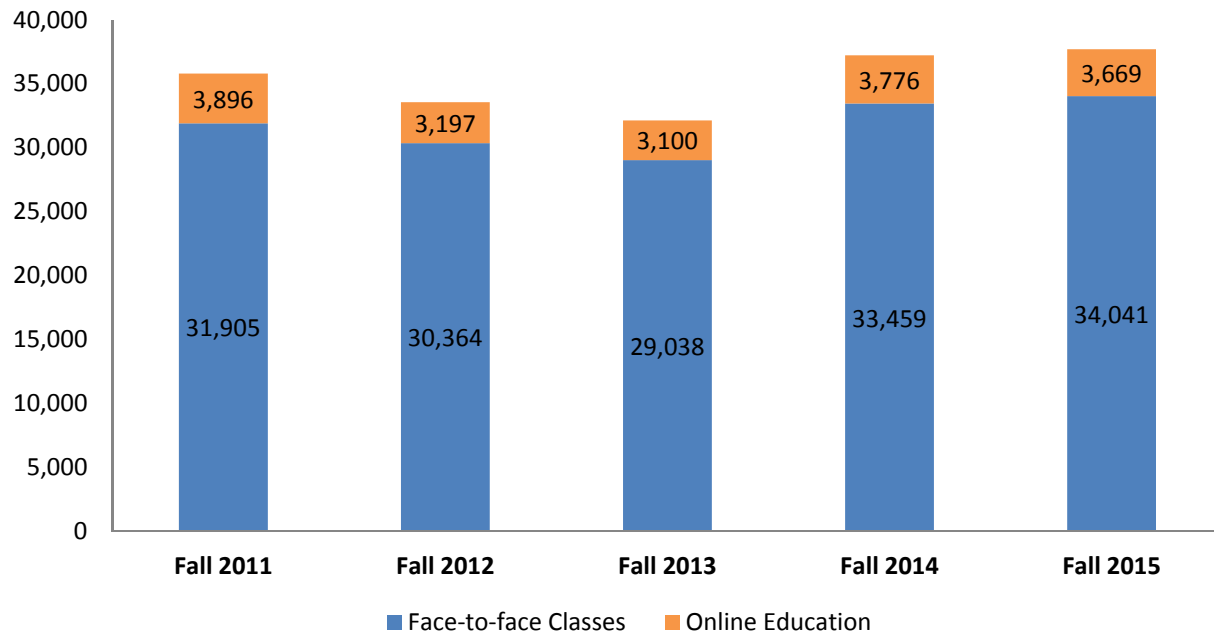


Table 4.5 Online Education Retention and Success Rates

| Retention Rate | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| Online Education | 88% | 87% | 81% | 83% | 85% |
| Face-to-face Classes | 94% | 94% | 91% | 91% | 91% |
| Citrus College Total | 94% | 94% | 90% | 90% | 90% |
| Success Rate | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 |
| Online Education | 60% | 61% | 56% | 60% | 62% |
| Face-to-face Classes | 73% | 74% | 71% | 71% | 70% |
| Citrus College Total | 71% | 73% | 69% | 70% | 69% |

Source: Chancellor's Office Data Mart

The table below provides detailed information on retention and success rates by gender, age and ethnicity in online education classes.

Table 4.6 Online Education Retention and Success by Age, Ethnicity and Gender

| | | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-------------------------------|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | | Retention | Success | Retention | Success | Retention | Success | Retention | Success | Retention | Success |
| Gender | Female | 88% | 60% | 87% | 62% | 82% | 57% | 84% | 60% | 86% | 62% |
| | Male | 88% | 59% | 87% | 60% | 80% | 56% | 82% | 60% | 85% | 62% |
| | Unknown | 88% | 67% | 87% | 71% | 79% | 59% | 80% | 63% | 86% | 61% |
| Age | 19 or younger | 89% | 54% | 91% | 58% | 83% | 55% | 84% | 57% | 88% | 63% |
| | 20 to 24 | 88% | 60% | 87% | 63% | 82% | 56% | 83% | 60% | 86% | 61% |
| | 25 to 49 | 87% | 61% | 85% | 60% | 79% | 57% | 82% | 61% | 84% | 63% |
| | 50 or older | 89% | 74% | 86% | 78% | 85% | 58% | 83% | 69% | 83% | 58% |
| Ethnicity | African-American | 87% | 44% | 80% | 46% | 79% | 47% | 76% | 48% | 82% | 38% |
| | American Indian or Alaskan Native | 78% | 44% | 79% | 50% | 71% | 71% | 100% | 75% | 100% | 100% |
| | Asian | 90% | 68% | 91% | 75% | 90% | 72% | 88% | 73% | 88% | 73% |
| | Hispanic or Latino | 86% | 55% | 87% | 58% | 80% | 52% | 82% | 55% | 84% | 58% |
| | Two or More Races | 86% | 60% | 86% | 61% | 73% | 48% | 86% | 52% | 85% | 54% |
| | Pacific Islander | 89% | 89% | 75% | 25% | 86% | 71% | 75% | 75% | 100% | 50% |
| | White Non-Hispanic | 90% | 68% | 88% | 65% | 80% | 60% | 84% | 67% | 87% | 68% |
| | Unknown | 89% | 61% | 88% | 67% | 80% | 54% | 84% | 59% | 81% | 72% |
| Online Education Total | | 88% | 60% | 87% | 61% | 81% | 56% | 83% | 60% | 85% | 62% |

Source: Chancellor's Office Data Mart

Noncredit – Gender, Age, Ethnicity

There has been a decline in noncredit students over the last five years due to the reduction in noncredit offerings. Among the noncredit students, there are more female than male students and more older students than students of traditional college age.

There is a significant decline in students who are 50 years old or above. They made up 72% of the noncredit students in fall 2011, but only 27% in fall 2015. Among the ethnic groups, Hispanics and Asians had the strongest growth in noncredit students, while White students declined in the same period.

Table 4.7 Noncredit Students by Gender

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-----------------------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| Female | 310 | 68% | 131 | 62% | 230 | 64% | 221 | 69% | 245 | 64% |
| Male | 144 | 31% | 82 | 38% | 124 | 34% | 86 | 27% | 120 | 31% |
| Unknown | 4 | 1% | - | - | 6 | 2% | 12 | 4% | 17 | 5% |
| Citrus College Total | 458 | 100% | 213 | 100% | 360 | 100% | 319 | 100% | 382 | 100% |

Source: Chancellor's Office Data Mart

Table 4.8 Noncredit Students by Age

| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-----------------------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| 19 or Less | 61 | 13% | 6 | 3% | 11 | 3% | 15 | 5% | 14 | 4% |
| 20 to 24 | 9 | 2% | 19 | 9% | 32 | 9% | 23 | 7% | 35 | 9% |
| 25 to 29 | 11 | 2% | 19 | 9% | 34 | 9% | 25 | 8% | 34 | 9% |
| 30 to 34 | 12 | 3% | 23 | 11% | 41 | 11% | 41 | 13% | 42 | 11% |
| 35 to 39 | 13 | 3% | 20 | 9% | 45 | 13% | 32 | 10% | 50 | 13% |
| 40 to 49 | 20 | 4% | 46 | 22% | 100 | 28% | 91 | 29% | 102 | 27% |
| 50 + | 331 | 72% | 80 | 38% | 95 | 26% | 92 | 29% | 105 | 27% |
| Unknown | 1 | <1% | - | - | 2 | 1% | - | - | - | - |
| Citrus College Total | 458 | 100% | 213 | 100% | 360 | 100% | 319 | 100% | 382 | 100% |

Source: Chancellor's Office Data Mart

Table 4.9 Noncredit Students by Ethnicity

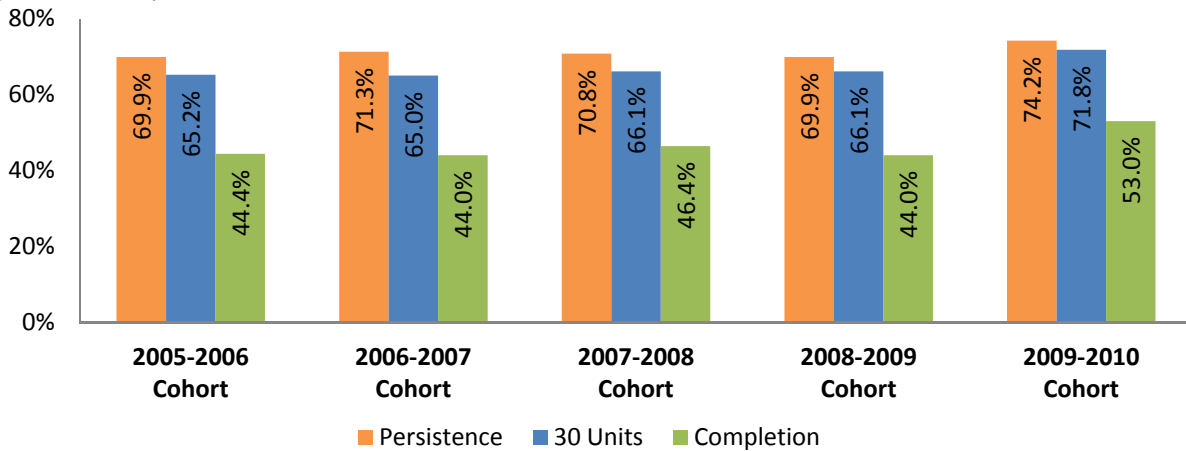
| | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | | Fall 2015 | |
|-----------------------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| African-American | 19 | 4% | 3 | 1% | 1 | <1% | 2 | 1% | 3 | 1% |
| Asian | 35 | 8% | 31 | 15% | 85 | 24% | 50 | 16% | 74 | 19% |
| Hispanic or Latino | 149 | 33% | 96 | 45% | 157 | 44% | 177 | 55% | 212 | 56% |
| Other | 3 | 1% | - | - | 2 | 1% | - | - | 3 | 1% |
| White, Non-Hispanic | 225 | 49% | 77 | 36% | 101 | 28% | 80 | 25% | 76 | 20% |
| Unknown | 27 | 6% | 6 | 3% | 14 | 4% | 10 | 3% | 14 | 4% |
| Citrus College Total | 458 | 100% | 213 | 100% | 360 | 100% | 319 | 100% | 382 | 100% |

Source: Chancellor's Office Data Mart

Student Success Scorecard – Completion and Progression

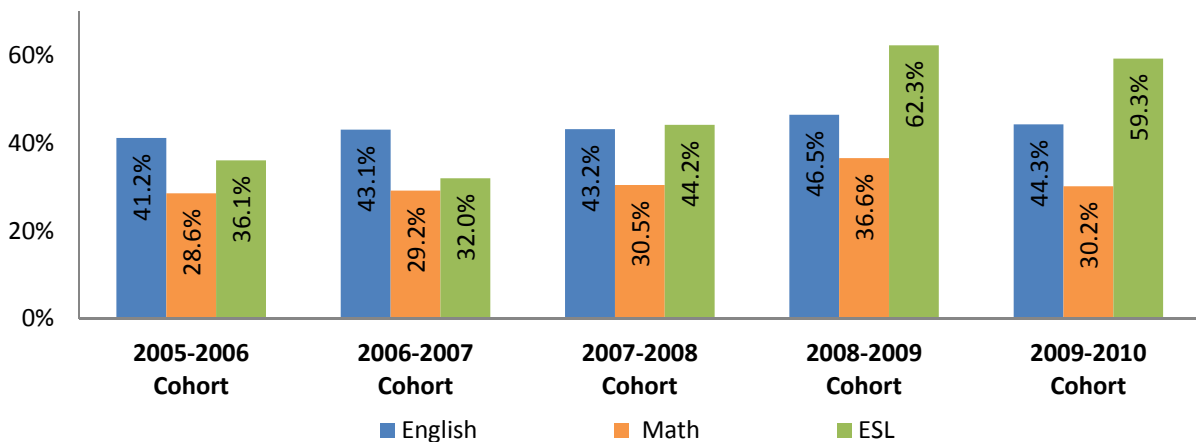
The Student Success Scorecard is a report of student performance in the California Community College system. Students are tracked for six years, and outcomes are reported in cohorts.¹⁵ The Student Success Scorecard shows a 70% to 74% fall-to-fall persistence rate for the last five cohorts. The completion rate¹⁶ of the 2009-2010 cohort is 9% higher than that of the 2005-2006 cohort.

Figure 4.3 Completion, Persistence and 30-unit Rates



Progression rates¹⁷ in remedial English and ESL courses have increased steadily. The ESL progression rate of the 2009-2010 cohort is 23% higher than that of the 2005-2006 cohort. The remedial math progression rate also increased slightly from 28.6% (2005-2006 cohort) to 30.2% (2009-2010 cohort).

Figure 4.4 Remedial Progression Rates



Source: Student Success Scorecard

¹⁵ Each cohort includes first-time students with at least six units who attempted a math or English course in the first three years.

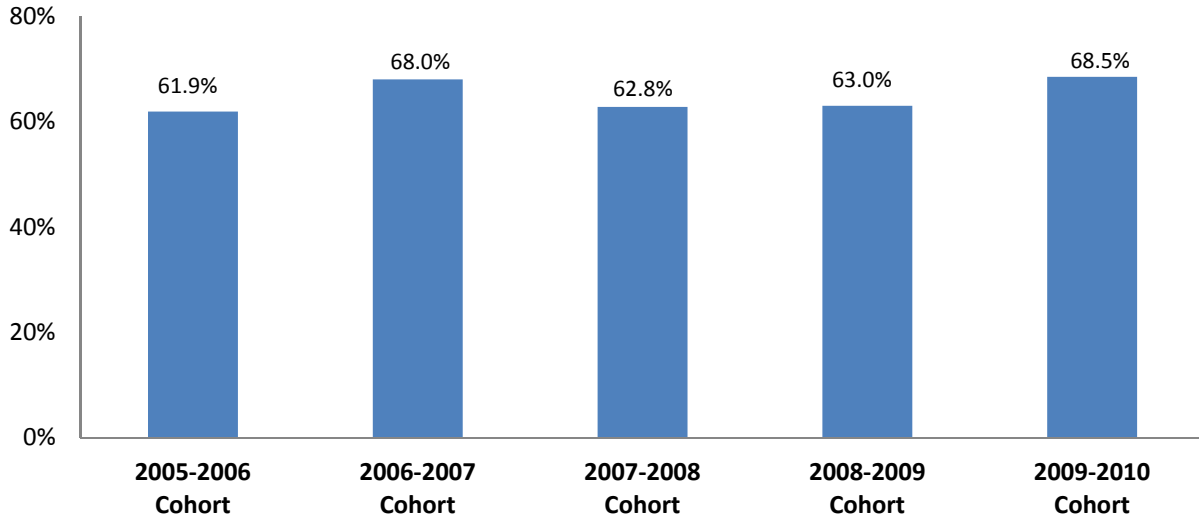
¹⁶ Completion rate is the percentage of the cohort who achieved any of the following outcomes: obtained an associate degree or certificate, transfer to a four-year institution, or completed 60 UC/CSU transferrable units with a GPA of 2.0 or above. Thirty-unit rate is the percentage of the cohort who earned at least 30 units in the California Community College system.

¹⁷ Progression rate is the percentage of students who attempted a course below transfer level in English, math, and/or ESL and completed a college-level course in that subject in six years.

Student Success Scorecard – Career Technical Education (CTE)

The CTE completion rate measures the percentage of each CTE cohort¹⁸ of students who earned an associate degree or certificate, transferred to a four-year institution, or completed 60 UC/CSU transferrable units with a GPA of 2.0 or above.

Figure 4.5 CTE Completion Rates



Source: Student Success Scorecard



¹⁸ First-time students who attempted a CTE course and completed more than eight units in one single discipline

Degree Awards

In the last five years, the number of degrees and certificates awarded to students has increased by 58% from 1,774 in 2011-2012 to 4,324 in 2015-2016. The number of Associate Degrees for Transfer (AA-T and AS-T) awarded has increased significantly from 39 in 2011-2012, when they were first awarded, to 703 in 2015-2016. Certificate awards have also increased substantially since 2014-2015, when the CSU General Education certificate was introduced.

Figure 4.6 Degree and Certificate Awards

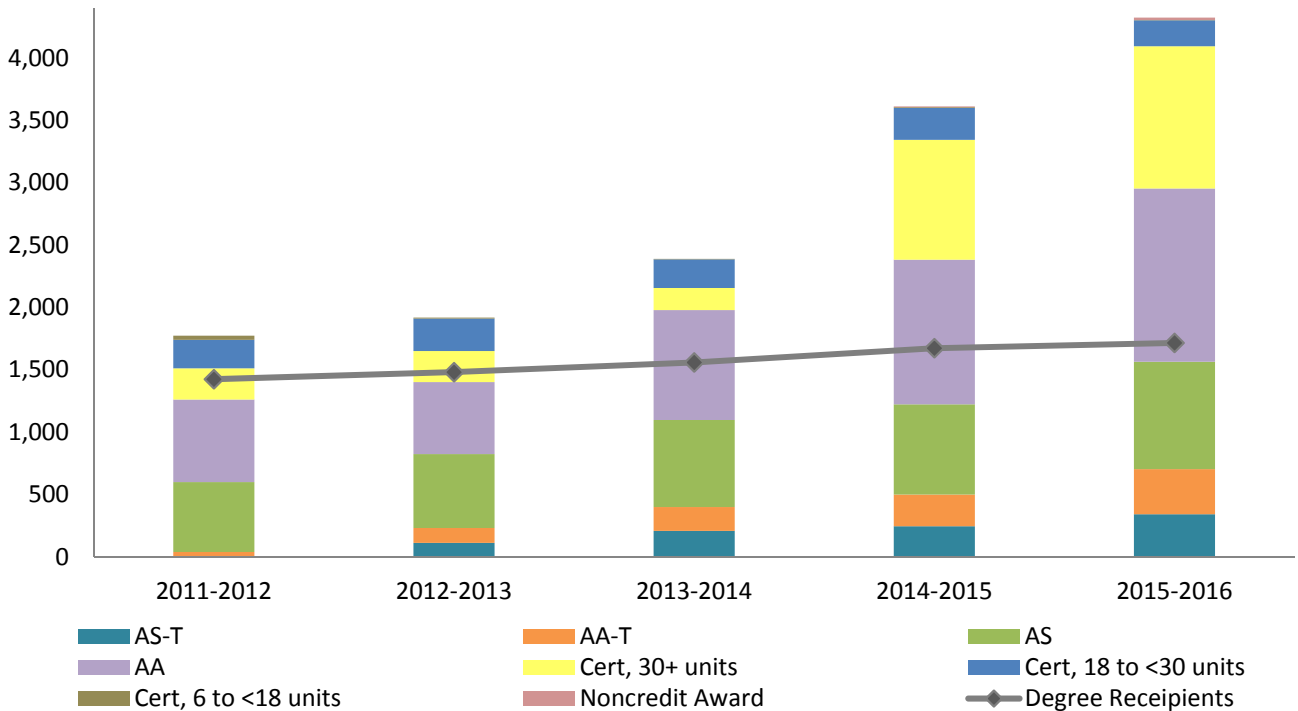


Table 4.10 Degree and Certificate Awards

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|--|--------------|--------------|--------------|--------------|--------------|
| AS-T | 7 | 112 | 208 | 245 | 342 |
| AA-T | 32 | 119 | 191 | 255 | 361 |
| AS | 561 | 593 | 699 | 723 | 861 |
| AA | 662 | 577 | 881 | 1,160 | 1,390 |
| Certificate, 30+ units | 250 | 249 | 177 | 961 | 1,141 |
| Certificate, 18 to < 30 units | 228 | 261 | 230 | 255 | 208 |
| Certificate, 6 to < 18 units | 34 | 8 | 3 | 7 | 2 |
| Noncredit Award | - | - | - | 6 | 19 |
| Total Number of Degree Awards | 1,774 | 1,919 | 2,389 | 3,612 | 4,324 |
| Total Number of Degree Award Recipients | 1,425 | 1,482 | 1,560 | 1,674 | 1,716 |

Source: Chancellor's Office Data Mart/MIS Referential File

Transfers

The total number of transfers to four-year institutions has been growing in the last ten years. Transfer volumes to University of California (UC), in-state-private and out-of-state institutions have increased significantly over the last decade.

On average, about half of the Citrus College transfer students go to the California State University (CSU) system, and another 20-25% transfer to in-state-private institutions. The rest of the transfer students attend the University of California or out-of-state colleges. The top three CSU campuses for Citrus College transfers are Pomona (Cal Poly), Los Angeles (CSULA), and Fullerton (CSUF). The top three UC campuses for Citrus College transfers are Riverside (UCR), Los Angeles (UCLA), and Irvine (UCI).

Figure 4.7 Citrus College Transfers

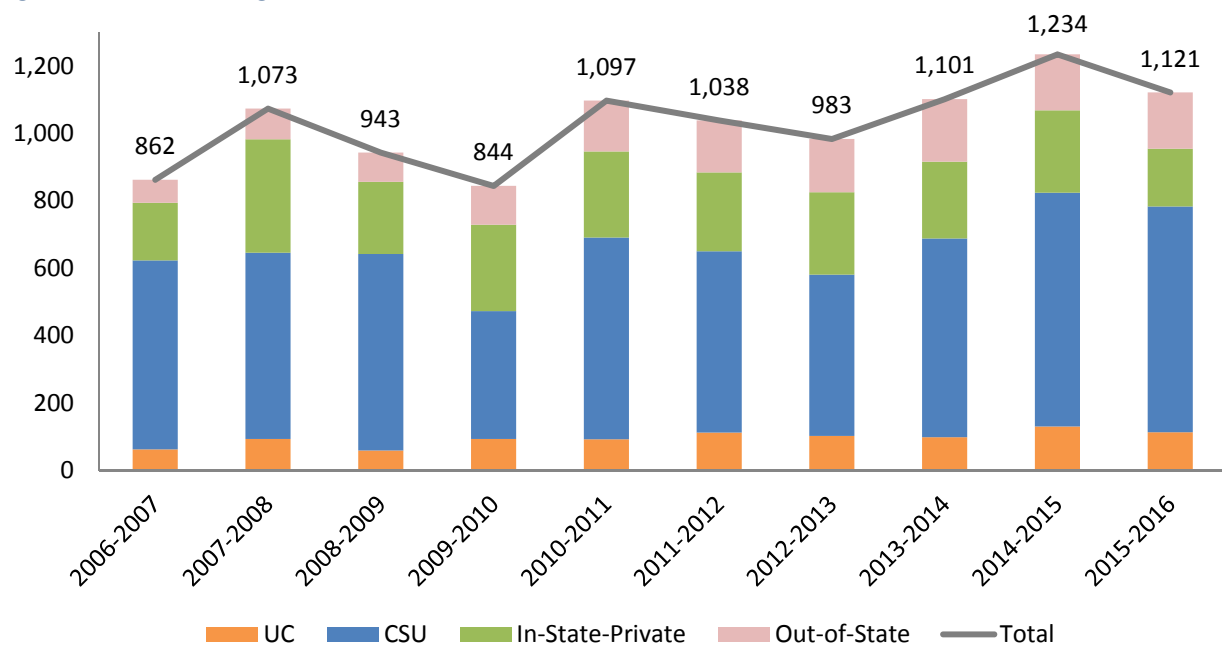


Table 4.11 Citrus College Transfers

| System | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|----------------------|------------|--------------|------------|------------|--------------|--------------|------------|--------------|--------------|--------------|
| UC | 63 | 94 | 60 | 94 | 93 | 113 | 103 | 99 | 131 | 114 |
| CSU | 560 | 552 | 582 | 379 | 598 | 537 | 478 | 589 | 693 | 669 |
| UC/CSU Total | 623 | 646 | 642 | 473 | 691 | 650 | 581 | 688 | 824 | 783 |
| In-State-Private | 171 | 336 | 214 | 256 | 255 | 234 | 244 | 228 | 244 | 171 |
| Out-of-State | 68 | 91 | 87 | 115 | 151 | 154 | 158 | 185 | 166 | 167 |
| ISP/OOS Total | 239 | 427 | 301 | 371 | 406 | 388 | 402 | 413 | 410 | 338 |
| Grand Total | 862 | 1,073 | 943 | 844 | 1,097 | 1,038 | 983 | 1,101 | 1,234 | 1,121 |

Source:

CSU: CSU Chancellor's Office, <http://www.calstate.edu/AS/stats.shtml>

UC: University of California Office of President (UCOP);

Out-of-State and In-State-Private: Chancellor's Office Data Mart.



Chapter Five:

EMPLOYEES



Citrus College Employees

As of 2015, Citrus College had more than 800 employees, including full-time faculty (22%), adjunct faculty (43%), managers (3%), supervisor/confidential (4%), and classified (28%).

Table 5.1 Citrus College Employees, Fall 2011 to Fall 2015

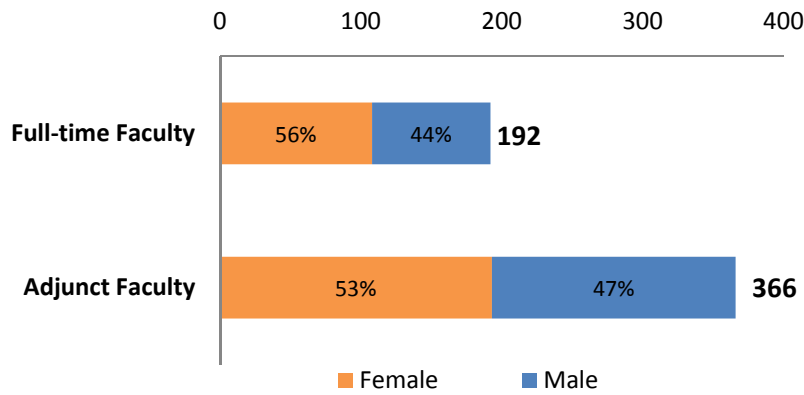
| | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
|--------------------------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| | N | % | N | % | N | % | N | % | N | % |
| Full Time Faculty | 155 | 22% | 156 | 24% | 153 | 22% | 153 | 19% | 192 | 22% |
| Adjunct Faculty | 199 | 29% | 195 | 30% | 269 | 38% | 355 | 45% | 366 | 43% |
| Manager | 29 | 4% | 27 | 4% | 26 | 4% | 25 | 3% | 24 | 3% |
| Supervisor/Confidential | 33 | 5% | 33 | 5% | 34 | 5% | 34 | 4% | 31 | 4% |
| Classified | 273 | 40% | 242 | 37% | 221 | 31% | 227 | 29% | 243 | 28% |
| Citrus College Total | 689 | 100% | 653 | 100% | 703 | 100% | 794 | 100% | 856 | 100% |

Source: MIS Referential File



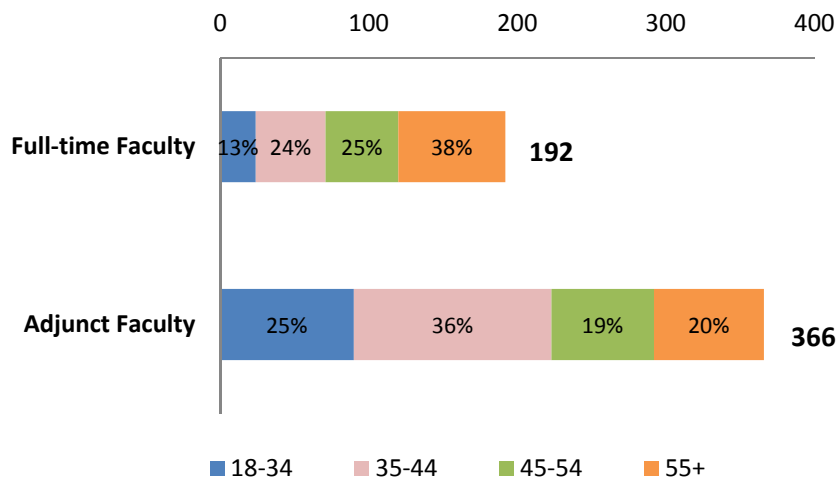
Faculty Demographics – Fall 2015

Figure 5.1 Faculty by Gender, Fall 2015



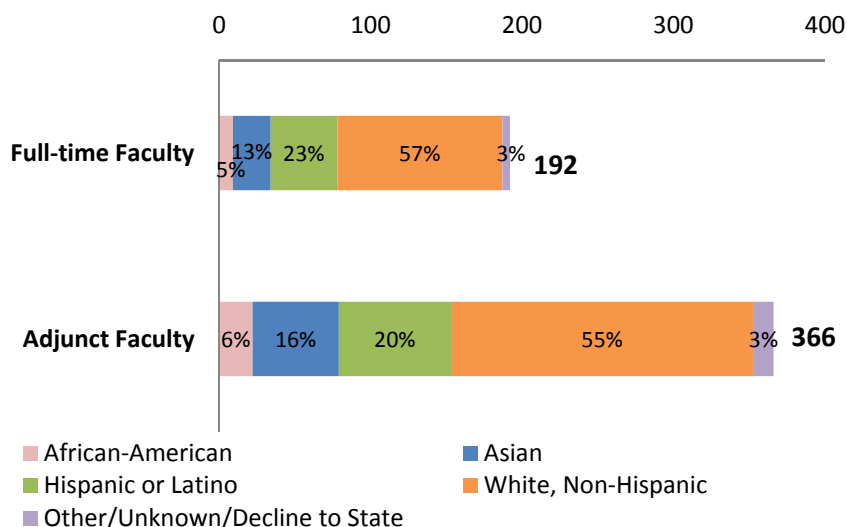
Citrus College has more female faculty than male faculty. In fall 2015, there were 192 full-time faculty and 366 adjunct faculty. Fifty-six percent of the full-time faculty and 53% of the adjunct faculty are women.

Figure 5.2 Faculty by Age, Fall 2015



Adjunct faculty tend to be younger than full-time faculty. Thirty-nine percent of the adjunct faculty are 45 or older, compared to 63% of the full-time faculty. In addition, 25% of the adjunct faculty are under age 35 while 13% of the full-time faculty are in the same age group.

Figure 5.3 Faculty by Ethnicity, Fall 2015



Among the full-time faculty, 57% are White, 23% are Hispanic, 13% are Asian, and 5% are African-American. The adjunct faculty are as diverse as the full-time faculty with 55% White, 20% Hispanic, 16% Asian, and 6% African-American.

Source: MIS Referential File

Staff and Management Demographics – Fall 2015

Citrus College strives to maintain a diverse environment on campus. In fall 2015, 56% of the staff was female and 41% were 55 or older. The ethnic composition of Citrus College staff is quite diverse, with 52% White, 31% Hispanic, 6% Asian, and 5% African-American.

Figure 5.4 Staff and Management by Gender, Fall 2015

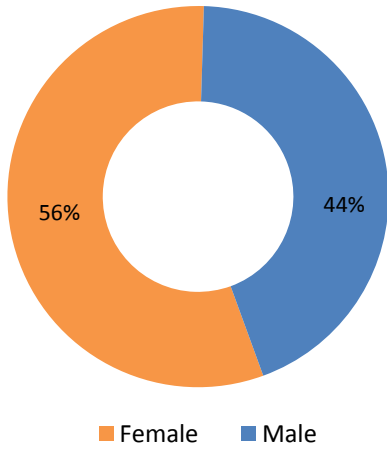


Figure 5.5 Staff and Management by Age, Fall 2015

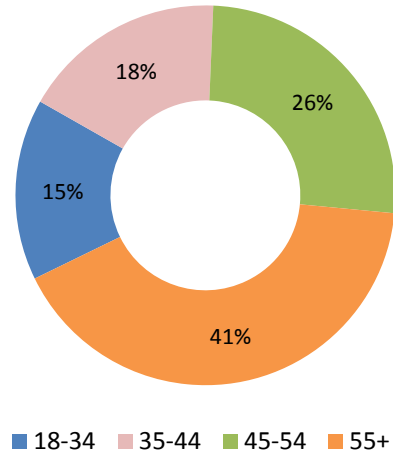
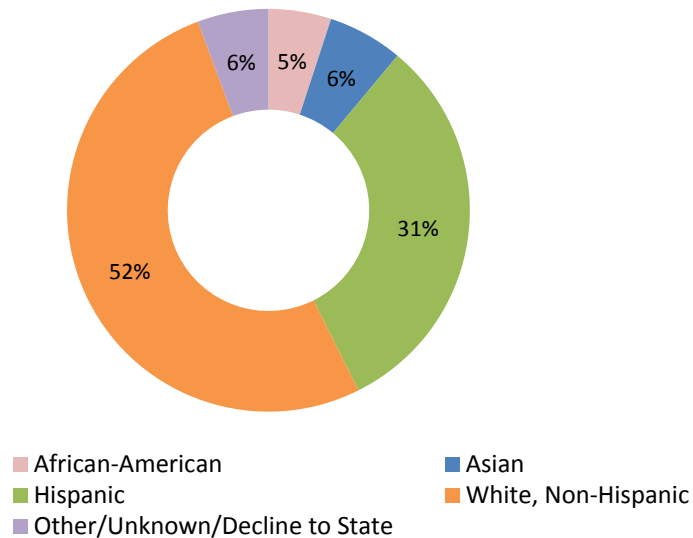


Figure 5.6 Staff and Management by Ethnicity, Fall 2015



Source: MIS Referential File

For information and additional questions about the Citrus College Fact Book, contact Institutional Research, Planning and Effectiveness, 626-914-8521.