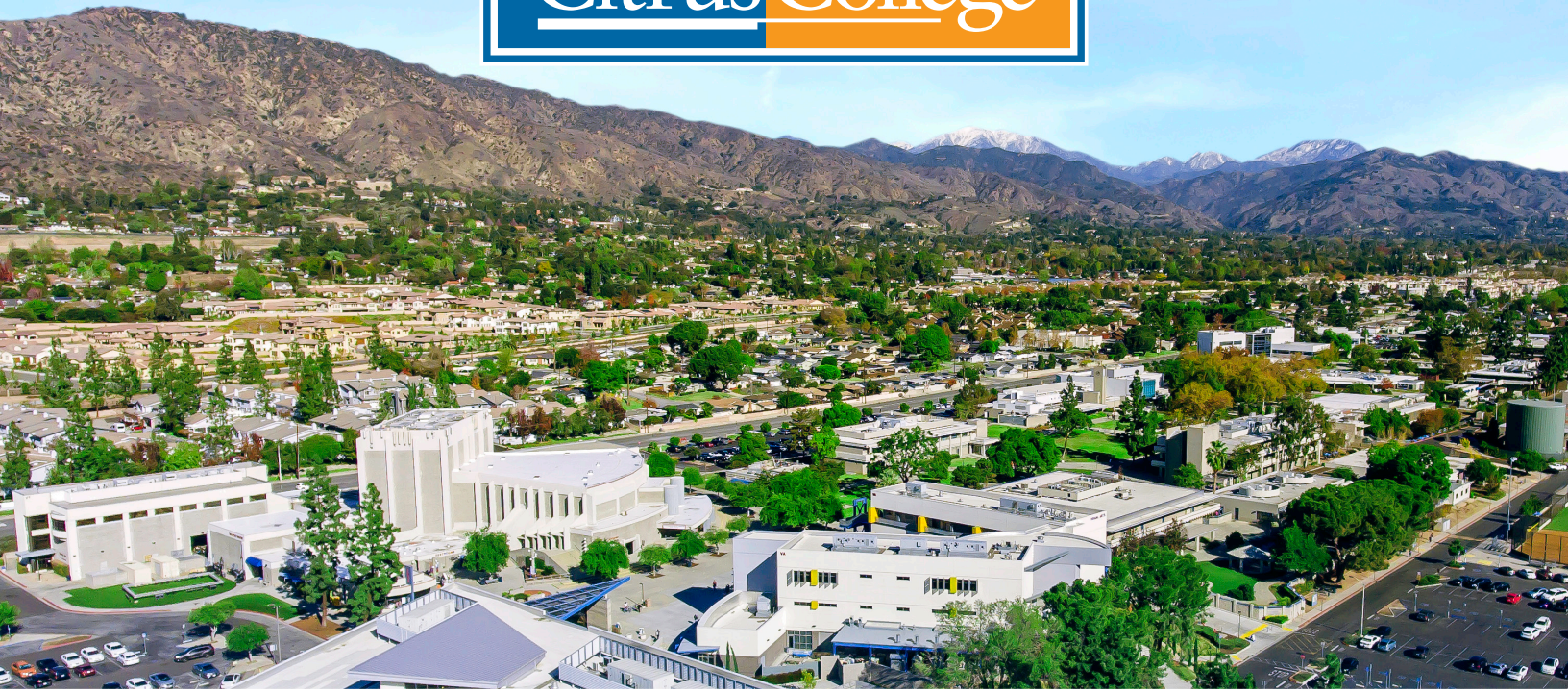


Citrus College



FACT BOOK SPRING 2019

Published by the Office of Institutional
Research, Planning and Effectiveness

citruscollege.edu

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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 presents 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 come from a variety of resources. For information pertaining to Citrus College's service area, data are 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 best serve its students.

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 [College's website](#) 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:

If you have been wondering about the number or percentage of anything at Citrus College . . . check the Fact Book! You will find current information about the college's students, demographics, enrollment, outcomes, employees, and much more. This is a wonderful resource.

The information provided herein allows us to recognize trends, discover potential, and even predict what may be ahead. This is the foundational data we need to plan for our future. It is timely information we can use to help us set goals and objectives, establish policies and procedures, and ultimately, help our students succeed in meeting their educational goals.

The Citrus College Office of Institutional Research, Planning and Effectiveness (IRPE) is charged with collecting and analyzing data, compiling relevant statistics, and reporting the outcomes in this publication. The Citrus College Fact Book is produced biennially to update and inform our Board of Trustees, faculty, staff and students in an effort to promote data-driven decisions. It also benefits local residents, businesses, and government leaders by providing the facts they need to inform public opinion, build corporate strategies, and shape public policy.

Citrus College provides higher education opportunities to approximately 20,000 students annually. Our college serves a diverse population with students from many backgrounds, cultures, and traditions. The majority of our incoming freshmen are first-generation college students. Many of our students come from the Azusa, Claremont, Duarte, Glendora and Monrovia unified school districts.

Students come to Citrus College to transform their lives. Some begin with Career and Technical Education (CTE) programs that lead to employment opportunities; others learn new skills and information to advance their careers or qualify for promotions; and many of our students start their college education after high school, and then transfer to four-year colleges and universities for more advanced degrees preparing them for their professional careers.

Citrus College offers more than 90 courses of study that lead to Certificates of Achievement, Associate Degrees, and Associate Degrees for Transfer (ADTs). The ADTs make it easier for students to transfer from Citrus College to a California State University, University of California, one of the Historically Black Colleges or Universities, Western Governors University (fully online university) or participating non-profit, independent colleges.

In 2018, Citrus College awarded more degrees than any other year in its 103-year history. More than 1,200 students transferred to four-year colleges and universities. It was indeed a banner year, and I am proud to present this Fact Book as evidence of our accomplishments. On behalf of Citrus College, the board of trustees, faculty, staff and students, I extend congratulations and gratitude to everyone who has contributed to our goal of increasing student success and completion.

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).



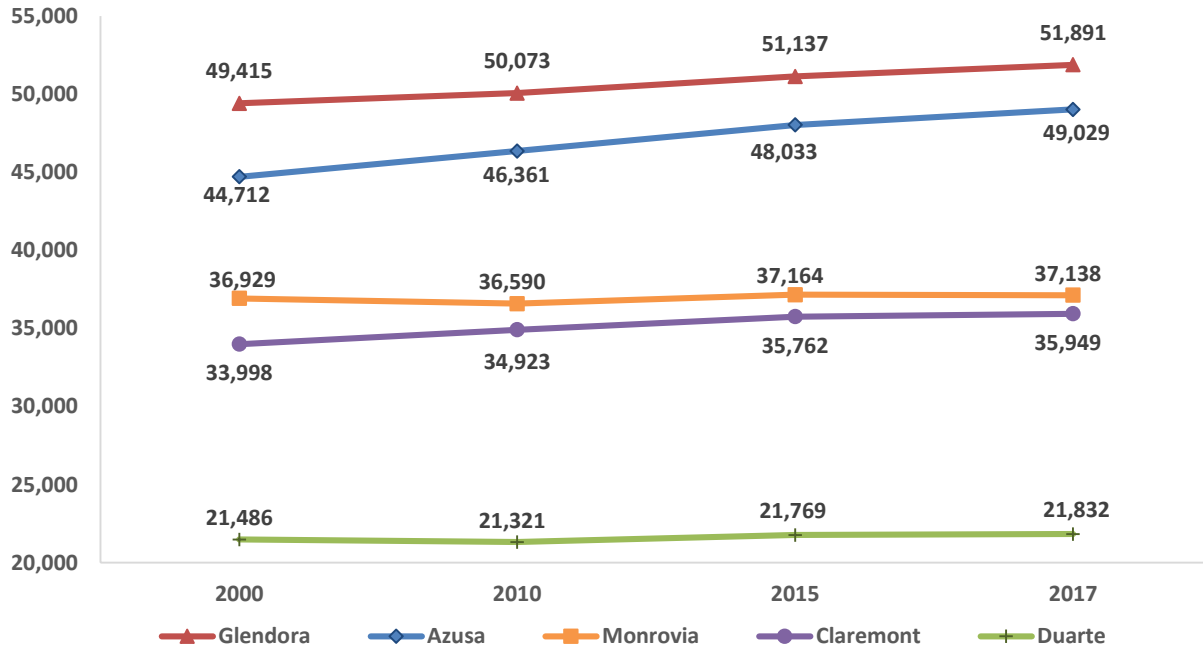
CHAPTER 1: SERVICE AREA

Office of Institutional Research, Planning and Effectiveness

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 51,891 and Duarte is the smallest with a population of 21,832 in 2017.



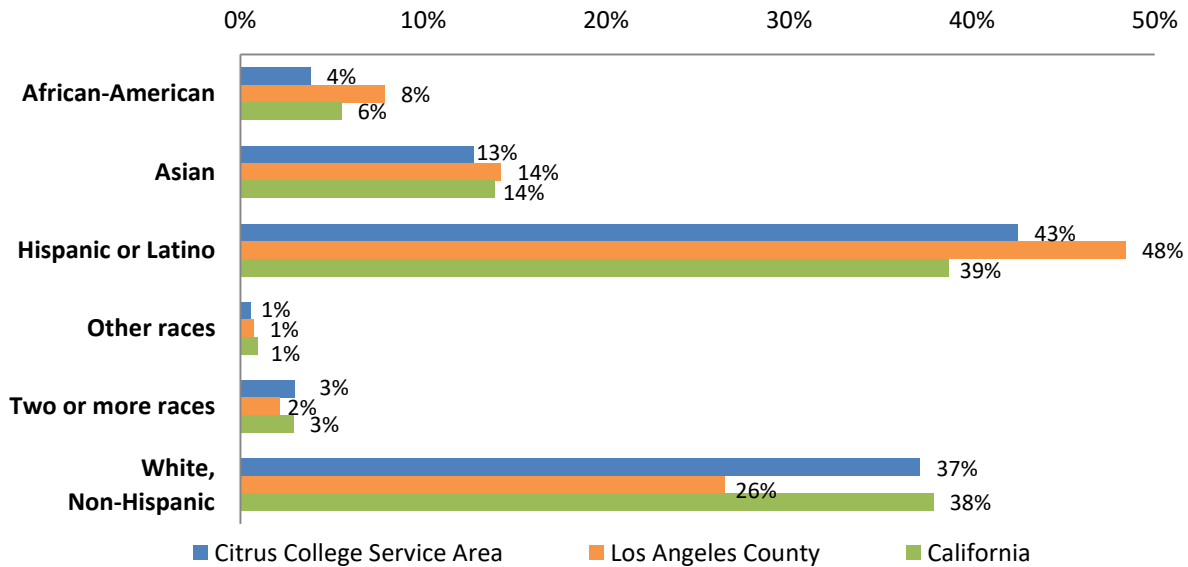
Source: Census 2000, 2010, 2015 and 2017 American Community Survey¹



¹ The 2000 and 2010 population data are from Census 2000 and Census 2010, respectively. The 2015 population data are from the 2015 American Community Survey 5-year estimates, which is based on data collected over a five-year period between 2011 and 2015. The 2017 population data are from the 2017 American Community Survey 5-year estimates, which is based on data collected between 2013 and 2017.

Figure 1.3 Service Area Residents by Ethnicity

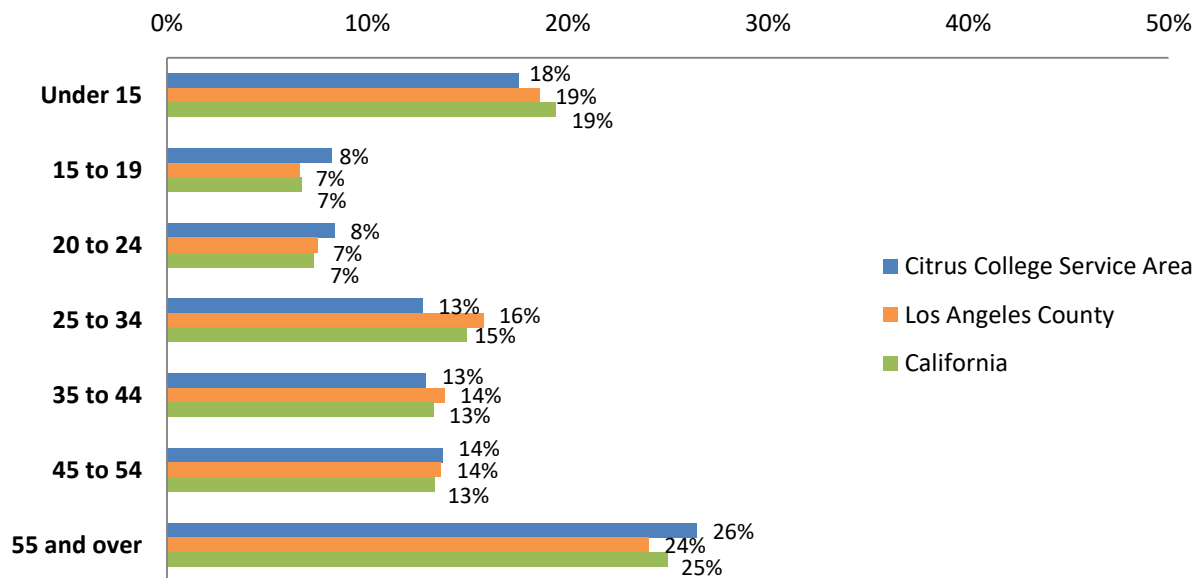
Citrus College’s service area is highly diverse: 43% Hispanic, 37% White, 13% Asian, and 4% African American. The college's service area has a lower concentration of Hispanic residents than Los Angeles County, but a higher concentration than that of California.



Source: Census Bureau 2017 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

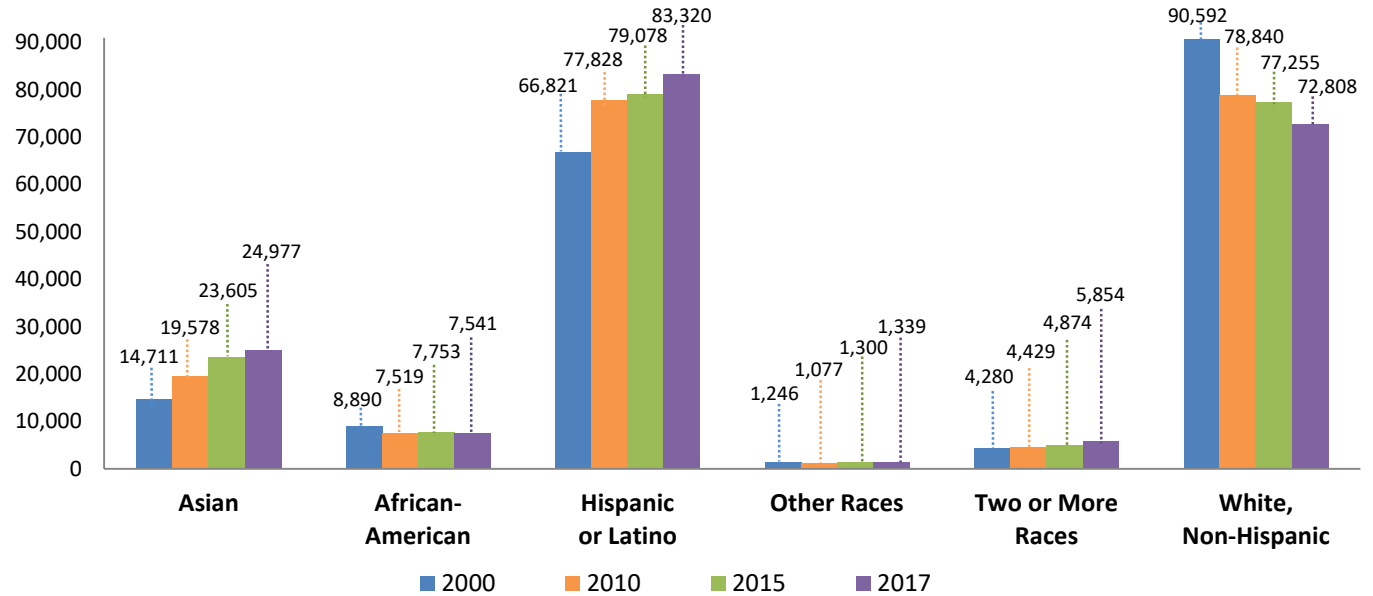


Source: Census Bureau 2017 American Community Survey

Service Area Population Trends

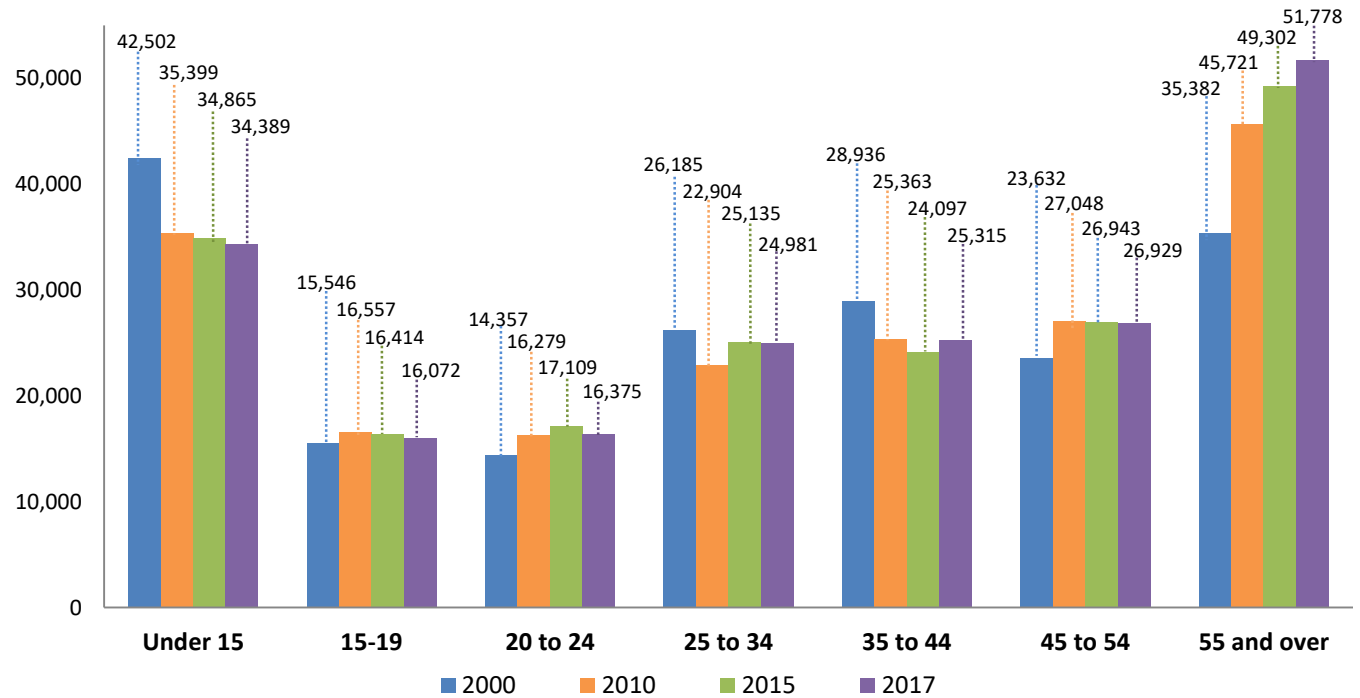
In the last decade, Asian and Hispanic populations in the service area continued to grow, while the White population decreased. Among the age groups, the population over age 55 has increased by 13% from 45,721 in 2010 to 51,778 in 2017.

Figure 1.5 Service Area Populations by Ethnicity, 2000, 2010, 2015, 2017



Source: Census 2000, 2010, 2015 and 2017 American Community Survey

Figure 1.6 Service Area Populations by Age, 2000, 2010, 2015, 2017

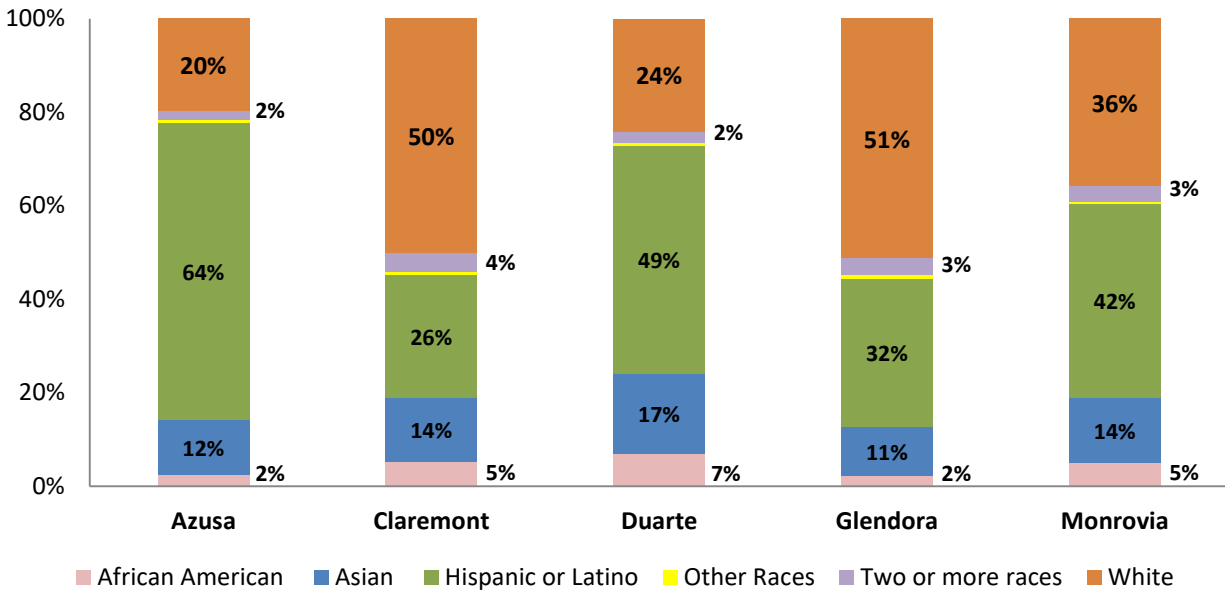


Source: Census 2000, 2010, 2015 and 2017 American Community Survey

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.

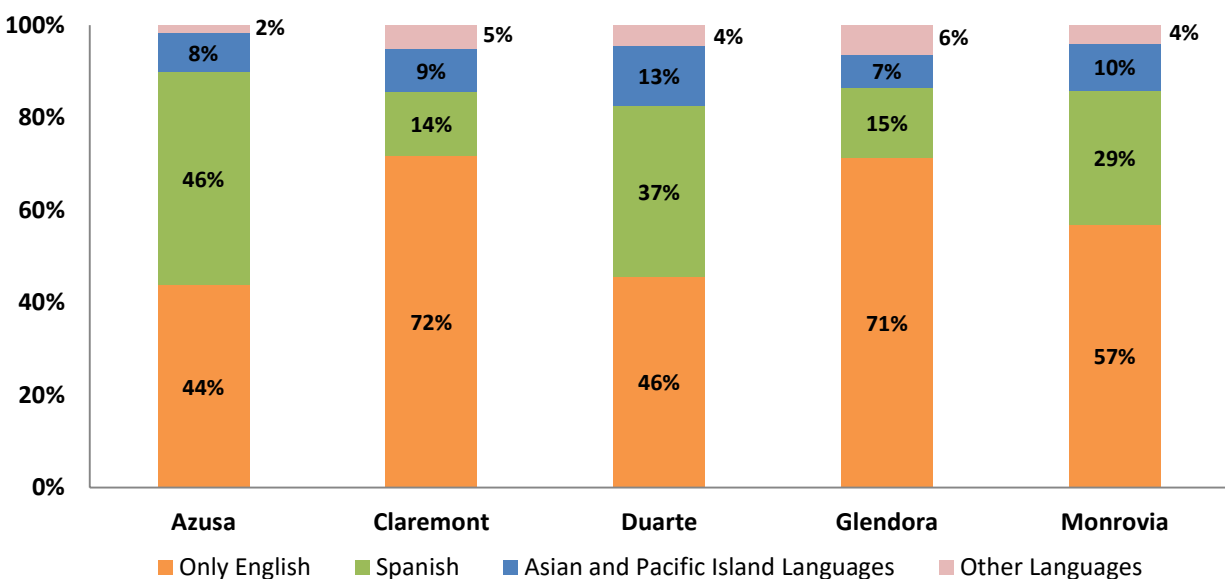
Figure 1.7 Ethnicities in Primary Cities



Source: Census Bureau 2017 American Community Survey

Residents who live in Citrus College's service area primarily speak English at home. Of the five primary cities, Azusa is the only city where more people speak Spanish (46%) than English (44%).

Figure 1.8 Languages Spoken at Home in Primary Cities

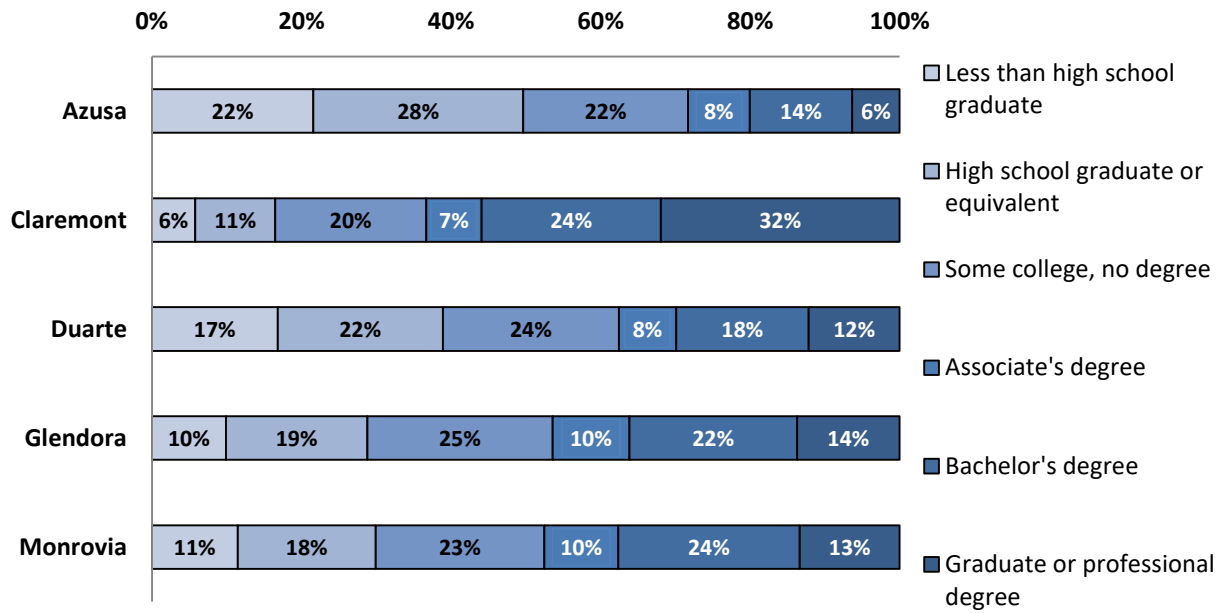


Source: Census Bureau 2017 American Community Survey

Educational Attainment

There is a vast variety in educational attainment across the five cities in the college's service area as shown in the chart below.

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



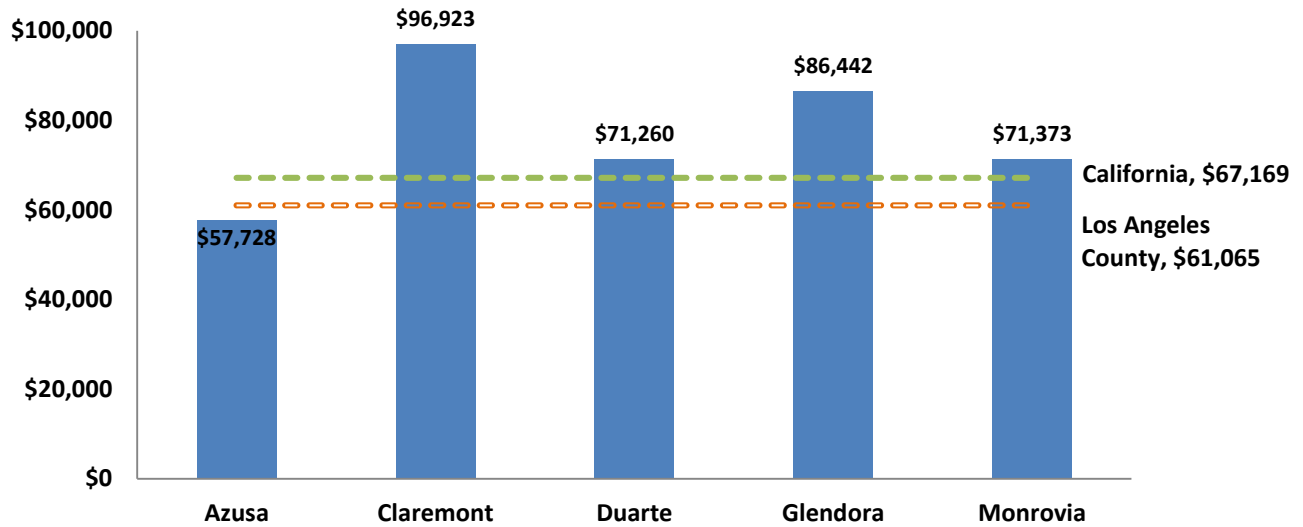
Source: Census Bureau 2017 American Community Survey



Socioeconomic Status of Service Area Residents

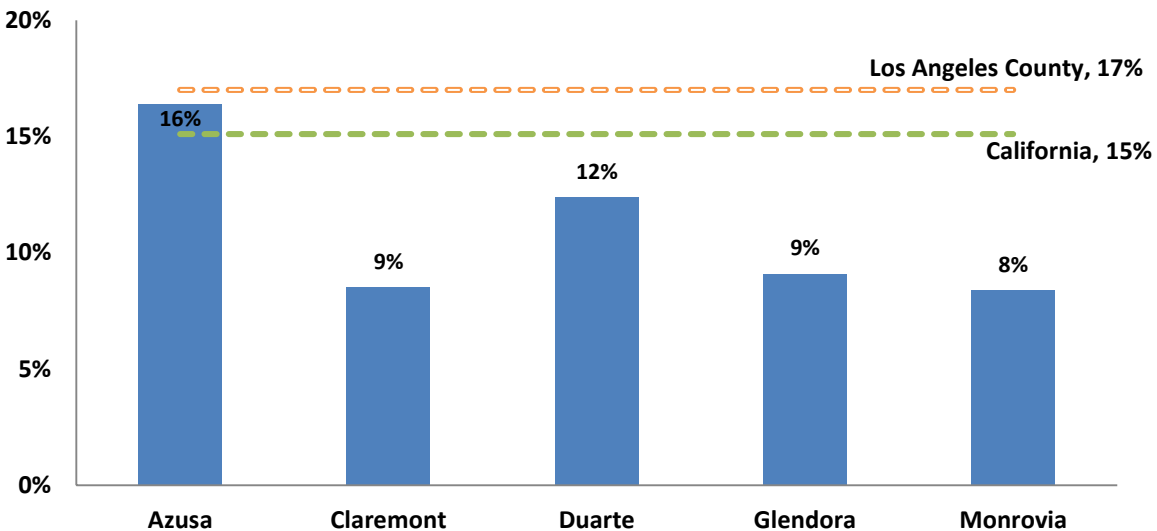
Figures 1.10 and 1.11 illustrate the socioeconomic status of residents in the college’s service area. Most of the cities in the service area have higher median household incomes and lower poverty rates than that of the county and the state.²

Figure 1.10 Median Household Income



Source: Census Bureau 2017 American Community Survey

Figure 1.11 Percentage of Residents Living Below Poverty



Source: Census Bureau 2017 American Community Survey

² In 2017, the poverty threshold for a family of four was \$25,094.

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 October 2018 for the college's primary cities range from 4.1% to 5.5%. The unemployment rates in all five cities are higher than the rate in California. However, in four out of five cities, the unemployment rates are lower than the rate in Los Angeles County.³

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

	Labor Force	Employment	Unemployment	Unemployment Rate
California	19,627,400	18,846,900	780,500	4.0%
Los Angeles County	5,179,900	4,937,100	242,700	4.7%
Citrus College Service Area				
Azusa	25,400	24,200	1,100	4.5%
Claremont	17,300	16,500	800	4.4%
Duarte	11,000	10,400	600	5.5%
Glendora	26,400	25,200	1,100	4.3%
Monrovia	21,400	20,600	900	4.1%

Source: California Employment Development Department



³ Labor market and unemployment data were released by the California Employment Development Department (EDD) in October 2018.

Occupation Outlook

Many Citrus College students join the workforce of the greater Los Angeles region. The following three tables show the top 15 occupations with the most openings and the top 15 occupations with the highest growth rates in Los Angeles County, Orange County, and the Inland Empire metropolitan areas.

Table 1.2 Occupations with the Most Job Openings and Fastest Growing Occupations, Los Angeles-Long Beach-Glendale Metropolitan Division, 2014-2024

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage ⁴
Personal Care Aides	8	112,010	\$21,200
Combined Food Preparation and Serving Workers, Including Fast Food	8	53,550	\$20,038
Retail Salespersons	8	51,370	\$23,270
Cashiers	8	48,800	\$20,106
Waiters and Waitresses	8	47,620	\$22,985
Laborers and Freight, Stock, and Material Movers, Hand	8	34,050	\$24,786
Registered Nurses	3	28,760	\$99,806
Office Clerks, General	7	27,000	\$31,560
General and Operations Managers	3	26,400	\$107,994
Stock Clerks and Order Fillers	8	25,110	\$23,414
Cooks, Restaurant	8	20,260	\$24,351
Customer Service Representatives	7	18,830	\$36,339
Accountants and Auditors	3	18,110	\$73,773
Food Preparation Workers	8	17,820	\$22,138
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	16,570	\$27,084
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Personal Care Aides	8	51.9%	\$21,200
Statisticians	2	44.3%	\$78,542
Reinforcing Iron and Rebar Workers	7	44.3%	\$56,024
Brickmasons and Blockmasons	7	40.9%	\$60,486
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	8	39.3%	\$26,680
Cooks, Restaurant	8	37.3%	\$24,351
Nurse Practitioners	2	36.8%	\$122,449
Floor Layers, Except Carpet, Wood, and Hard Tiles	8	36.7%	\$55,007
Home Health Aides	8	36.4%	\$24,005
Web Developers	4	36.0%	\$65,759
Operations Research Analysts	3	34.9%	\$85,299
Occupational Therapy Assistants	4	34.0%	\$70,158
Law Teachers, Postsecondary	1	33.3%	\$134,887
Massage Therapists	5	31.6%	\$41,524
Roofers	8	31.5%	\$53,229

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: Source: California Employment Development Department

<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html> ; retrieved December 11, 2018

Table 1.3 Occupations with the Most Job Openings and Fastest Growing Occupations, Santa Ana-Anaheim-Irvine Metropolitan Division 2014-2024

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage⁵
Retail Salespersons	8	19,870	\$23,199
Combined Food Preparation and Serving Workers, Including Fast Food	8	19,000	\$19,875
Cashiers	8	18,560	\$20,581
Waiters and Waitresses	8	18,490	\$21,935
Laborers and Freight, Stock, and Material Movers, Hand	8	11,910	\$23,359
General and Operations Managers	3	11,550	\$117,542
Personal Care Aides	8	9,880	\$22,516
Customer Service Representatives	7	9,520	\$38,253
Office Clerks, General	7	9,440	\$33,494
Stock Clerks and Order Fillers	8	9,150	\$24,438
Registered Nurses	3	8,130	\$89,843
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	8,070	\$23,148
Accountants and Auditors	3	7,540	\$70,673
Cooks, Restaurant	8	6,960	\$24,637
Construction Laborers	8	6,030	\$33,551
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Web Developers	4	48.9%	\$72,161
Floor Layers, Except Carpet, Wood, and Hard Tiles	8	45.2%	\$34,110
Operations Research Analysts	3	42.2%	\$84,609
Tapers	8	39.6%	\$47,008
Helpers--Electricians	7	38.7%	\$33,612
Home Health Aides	8	38.7%	\$22,944
Painters, Construction and Maintenance	8	37.6%	\$39,334
Drywall and Ceiling Tile Installers	8	37.0%	\$46,480
Tile and Marble Setters	8	36.1%	\$45,900
Interpreters and Translators	3	35.7%	\$45,693
Environmental Scientists and Specialists, Including Health	3	35.6%	\$78,491
Biomedical Engineers	3	35.6%	\$105,670
Electricians	7	34.9%	\$52,934
Phlebotomists	5	33.7%	\$36,802
Medical and Clinical Laboratory Technologists	3	32.9%	\$75,701

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 2016.

Source: Source: California Employment Development Department

<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>; retrieved December 11, 2018

Table 1.4 Occupations with the Most Job Openings and Fastest Growing Occupations, Riverside-San Bernardino-Ontario Metropolitan Division 2014-2024

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage⁶
Laborers and Freight, Stock, and Material Movers, Hand	8	25,560	\$25,652
Combined Food Preparation and Serving Workers, Including Fast Food	8	23,510	\$20,068
Personal Care Aides	8	22,110	\$21,098
Cashiers	8	19,730	\$20,298
Retail Salespersons	8	19,190	\$22,027
Waiters and Waitresses	8	14,830	\$20,976
Stock Clerks and Order Fillers	8	12,170	\$23,844
Heavy and Tractor-Trailer Truck Drivers	5	10,470	\$47,310
Registered Nurses	3	9,380	\$95,464
Carpenters	7	8,670	\$45,585
Office Clerks, General	7	8,360	\$31,908
Construction Laborers	8	8,360	\$35,564
General and Operations Managers	3	8,350	\$90,505
Cooks, Restaurant	8	7,120	\$23,994
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	6,570	\$27,115
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Reinforcing Iron and Rebar Workers	7	70.0%	\$67,743
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	8	65.9%	\$33,744
Roofers	8	61.5%	\$51,795
Cement Masons and Concrete Finishers	8	54.4%	\$47,222
Door-to-Door Sales Workers, News and Street Vendors, and Related Workers	8	50.4%	\$20,328
Glaziers	7	47.6%	\$40,056
Physical Therapist Aides	7	46.3%	\$27,778
Physician Assistants	2	45.3%	\$105,568
Helpers--Electricians	7	44.9%	\$30,644
Nurse Practitioners	2	44.7%	\$109,413
Painters, Construction and Maintenance	8	43.9%	\$39,934
Drywall and Ceiling Tile Installers	8	43.9%	\$50,606
Tapers	8	43.4%	\$45,433
Carpenters	7	41.5%	\$45,585
Cooks, Restaurant	8	41.3%	\$23,994

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 2016.

Source: Source: California Employment Development Department

<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>; retrieved December 11, 2018



CHAPTER 2: FEEDER SCHOOL DISTRICTS AND NEW STUDENTS

Office of Institutional Research, Planning and Effectiveness

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 (closed June 30,2018)
	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 Computer Science Magnet School
	Monrovia High School
	Mountain Park School
	Canyon Oaks High School (Continuation)

K-12 Enrollment Trends for Feeder Districts

Azusa is the largest district with an enrollment of 8,720 students, while Duarte is the smallest with approximately 4,300 students. Between 2013-14 and 2017-18, enrollment in Azusa Unified, Monrovia Unified and Glendora Unified dropped 9%, 7%, and 2%, respectively. Enrollment in Claremont Unified and Duarte Unified increased slightly during the same period⁷.

Figure 2.1 K-12 Enrollment Trend in Feeder Districts

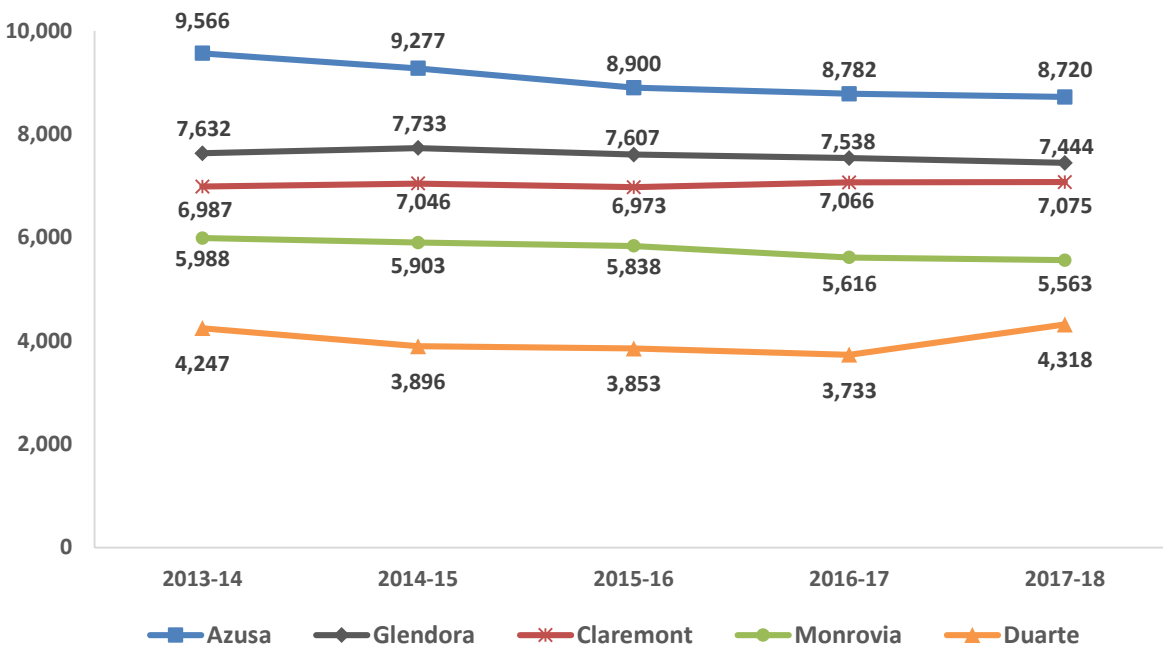


Table 2.2 K-12 Enrollment Trend in Feeder Districts

School	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Azusa Unified	9,566	9,277	8,900	8,782	8,720
Claremont Unified	6,987	7,046	6,973	7,066	7,075
Duarte Unified	4,247	3,896	3,853	3,733	4,318
Glendora Unified	7,632	7,733	7,607	7,538	7,444
Monrovia Unified	5,988	5,903	5,838	5,616	5,563
Citrus College Service Area	34,420	33,855	33,171	32,735	33,120
Los Angeles County	1,552,704	1,539,260	1,523,212	1,511,354	1,492,652
California	6,236,672	6,235,520	6,226,737	6,228,235	6,220,413

Source: California Department of Education, Report: Time Series - Public School Enrollment; as of 10/22/2018

<http://dq.cde.ca.gov/dataquest/>

⁷ Total enrollment in Duarte Unified School District include both charter schools (California School of the Arts-San Gabriel Valley and Opportunities for Learning-Duarte) and non-charter schools.

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 all five school districts.

Figure 2.2 K-12 Students in Feeder Districts by Ethnicity, 2017-2018

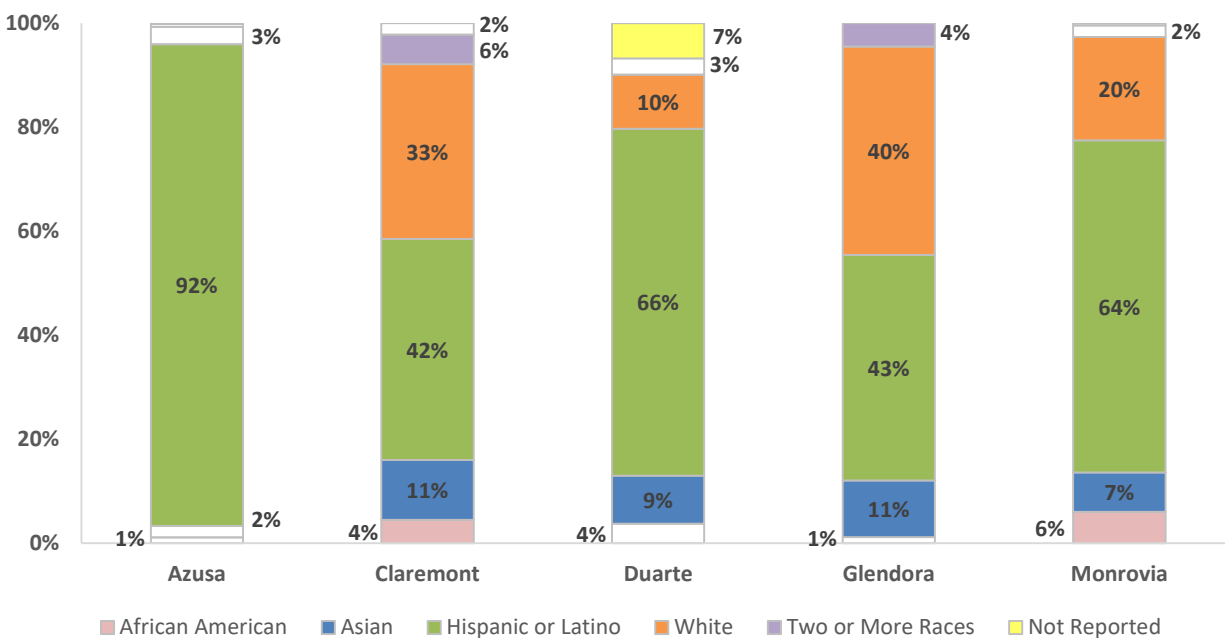


Table 2.3 K-12 Students in Feeder Districts by Ethnicity, 2017-2018

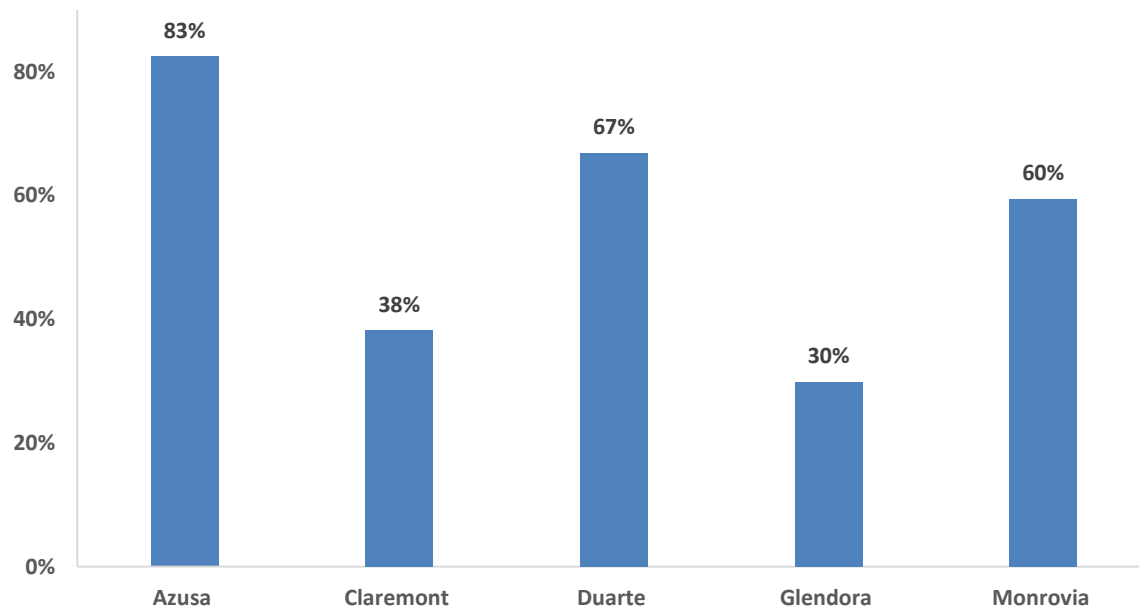
	Azusa	Claremont	Duarte	Glendora	Monrovia
African-American	1%	4%	4%	1%	6%
American Indian/Alaska Native	<1%	<1%	1%	<1%	<1%
Asian	2%	11%	9%	11%	7%
Hispanic or Latino	92%	42%	66%	43%	64%
Pacific Islander	<1%	<1%	<1%	<1%	<1%
White, Non-Hispanic	3%	33%	10%	40%	20%
Two or More Races	1%	6%	3%	4%	2%
Unknown	<1%	2%	7%	-	<1%
Total	8,720	7,075	4,318	7,444	5,563

Source: California Department of Education, Report: Enrollment by Ethnicity; as of 10/22/2018, <http://dq.cde.ca.gov/dataquest/>

K-12 Students Participating in the 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 2017-2018, the income limit for a family of four was \$31,980 for free meals and \$45,510 for reduced-price meals.⁸

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



Source: California Department of Education, Report: Free or Reduced-Price Meals, as of 10/22/2018
<http://dq.cde.ca.gov/dataquest/>



⁸ California Department of Education, Income Eligibility Scale, retrieved October 22, 2018 from <https://www.cde.ca.gov/ls/nu/rs/scales1718.asp>

High School Outcome

Tables 2.4 shows the graduation and outcome of high school students 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. All six feeder high schools have a graduation rate higher than 90% in 2017-2018.

Table 2.4 Four-Year Adjust Cohort Graduation Rate and Outcome Data, 2017-2018

District	High School	Cohort Size	Regular High School Diploma Graduates & Graduation Rate		California High School Proficiency Exam Completers	Special Education Certificate of Completion	Other Transfers	Still Enrolled	Dropouts
Azusa Unified	Azusa High	283	257	91%	1	11	5	1	8
	Gladstone High	289	276	96%	0	4	2	1	6
	Districtwide ⁹	660	592	90%	1	15	7	5	40
Claremont Unified	Claremont High	648	622	96%	0	4	3	1	18
	Districtwide	675	634	94%	0	4	8	1	28
Duarte Unified	Duarte High	199	190	95%	0	5	3	0	1
	Districtwide	241	217	90%	0	7	3	0	14
Glendora Unified	Glendora High	687	674	98%	1	9	0	2	1
	Districtwide	727	707	97%	1	9	0	7	3
Monrovia Unified	Monrovia High	400	377	94%	1	8	2	2	10
	Districtwide	464	414	89%	1	8	5	14	22

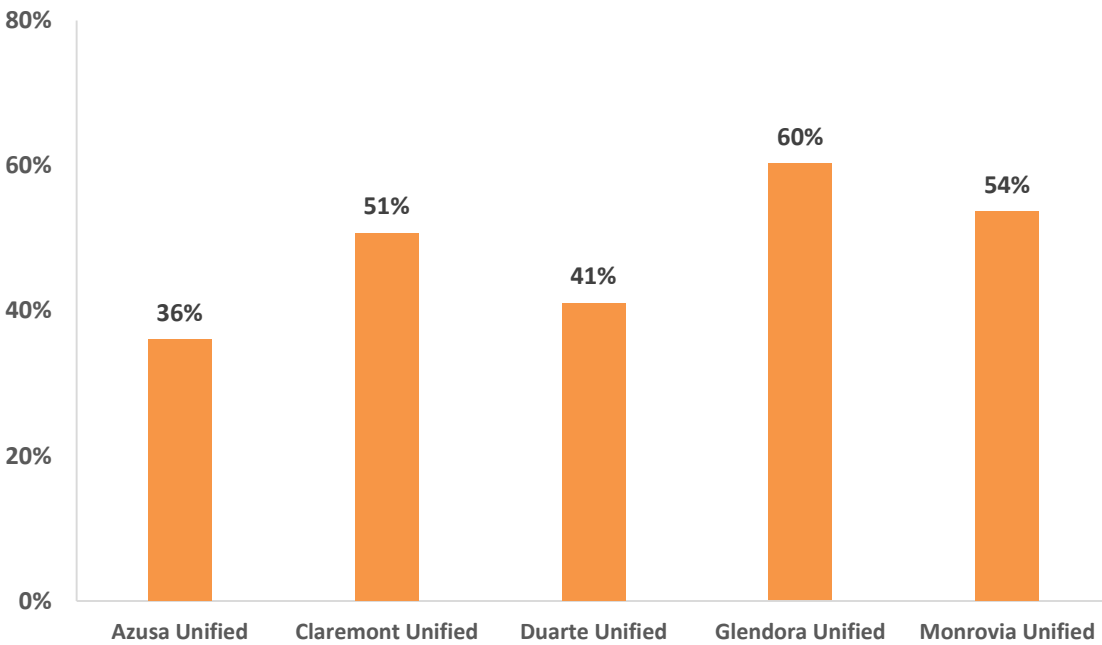
Source: California Department of Education, Report: Four-Year Cohort Graduation Rate and Outcome Data; as of 12/14/2018, <http://dq.cde.ca.gov/dataquest/>

⁹ Districtwide data include the high schools listed in table 2.4 as well as continuation high schools and non-public, non-sectarian schools that are not listed in the table.

High School Graduates Completing UC and/or CSU Required Courses

There are gaps in UC/CSU requirement completion among the feeder districts. In 2017-2018, the percent of high school graduates who completed UC and/or CSU required courses ranged from 36% to 60% among the feeder districts.

Figure 2.4 High School Graduates Completing UC/CSU Requirements, 2017-2018



Source: California Department of Education, Report: Number of graduates and graduates meeting UC/CSU entrance requirements; as of 12/14/2018, <http://dq.cde.ca.gov/dataquest/>

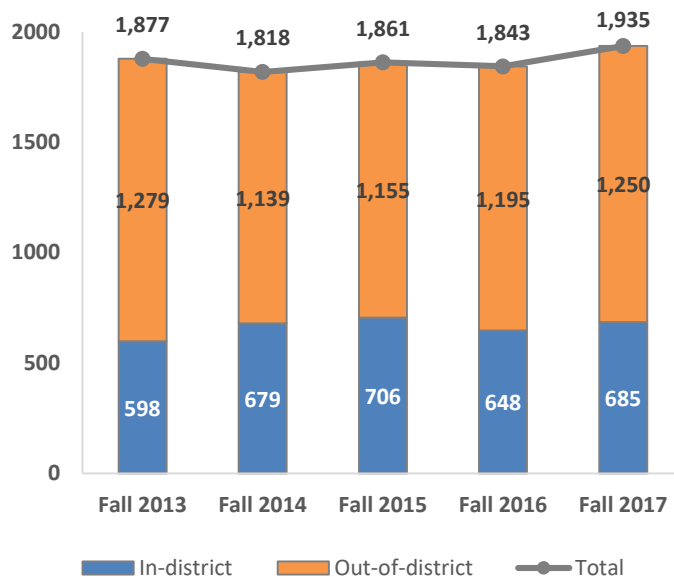


New High School Graduates Enrolled in Citrus College – Overview

Each fall semester, between 1,800 and 1,900 high school graduates start their academic career at Citrus College. About 30% to 40% of those students are from the six feeder high schools and the continuation high schools in the service area (Figure 2.5). 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 and private high schools. Table 2.6 shows the district origins of recent high school graduates who enrolled in Citrus College in fall 2017.¹¹ Among the feeder districts, Azusa Unified sent the most new students in fall 2017. Outside of the service area, Covina Valley Unified District sent the most new students.

Figure 2.5 New High School Graduates Enrolled in Citrus College



Source: Banner

Table 2.5 Origins of New High School Graduates Enrolled in Citrus College, Fall 2017†

District	Enrollment
Azusa Unified*	244
Glendora Unified*	180
Covina-Valley Unified	173
Bonita Unified	118
Baldwin Park Unified	116
Claremont Unified*	115
Pomona Unified	97
Monrovia Unified*	83
Chaffey Joint Union High	78
Charter Oak Unified	71
Duarte Unified*	68
West Covina Unified	56
Hacienda La Puente Unified	40
El Monte Union High	39
Upland Unified	33
Chino Valley Unified	29
Arcadia Unified	25
Los Angeles County Office of Education	17
Walnut Valley Unified	17
Los Angeles County Special Education	16
Los Angeles Unified	16
Temple City Unified	14
Rowland Unified	12
Pasadena Unified	11
Unknown	98
Other ¹⁰	169

†Enrollment includes district public high schools and adult schools.

*Citrus College feeder districts

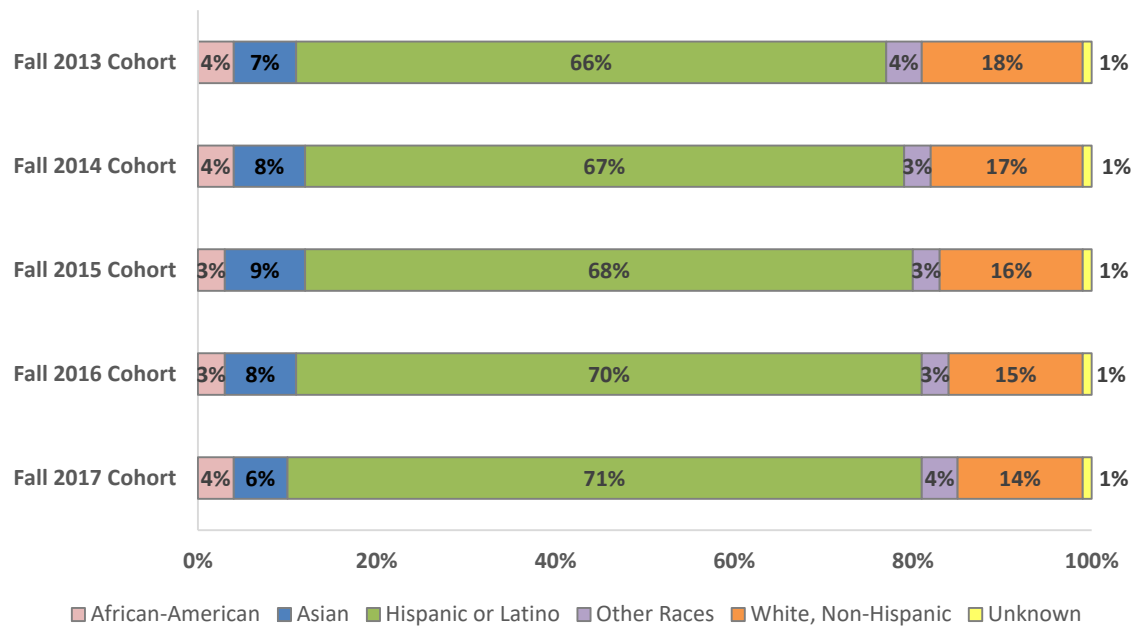
¹⁰ This category includes students from more than 35 districts, as well as those who come from private, out-of-state schools or are home schooled.

¹¹ Recent high school graduates are defined as students who graduated from high school or adult school between September 1, 2016 and August 31, 2017. Starting in fall 2016, students who did not report a high school name are included in the cohort as unknown high school.

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 students, 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 66% in the fall 2013 cohort to 71% in the fall 2017 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

When new high school graduates started at Citrus College, about 70% of the them were placed into basic skills English and 60% were placed into basic skills math by the Accuplacer placement test. In 2017, Citrus College piloted the [Multiple Measures Assessment Project \(MMAP\)](#)¹² with a group of Early Decision students from district high schools, using official high school transcripts. About a quarter of the students in the fall 17 cohort participated in MMAP and many of them were placed into higher level courses.

Figure 2.7 English Placement Levels of New High School Graduates

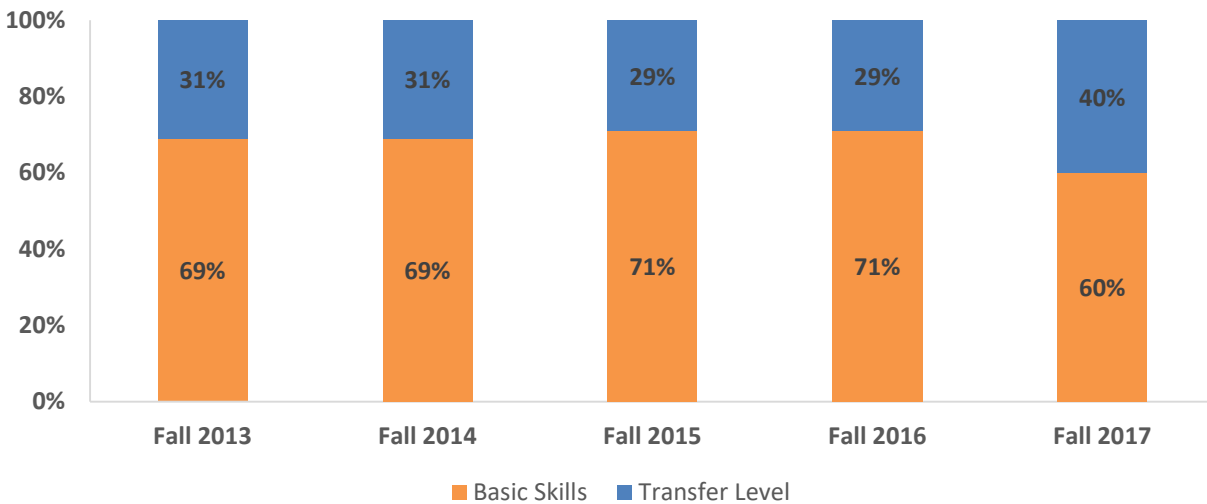
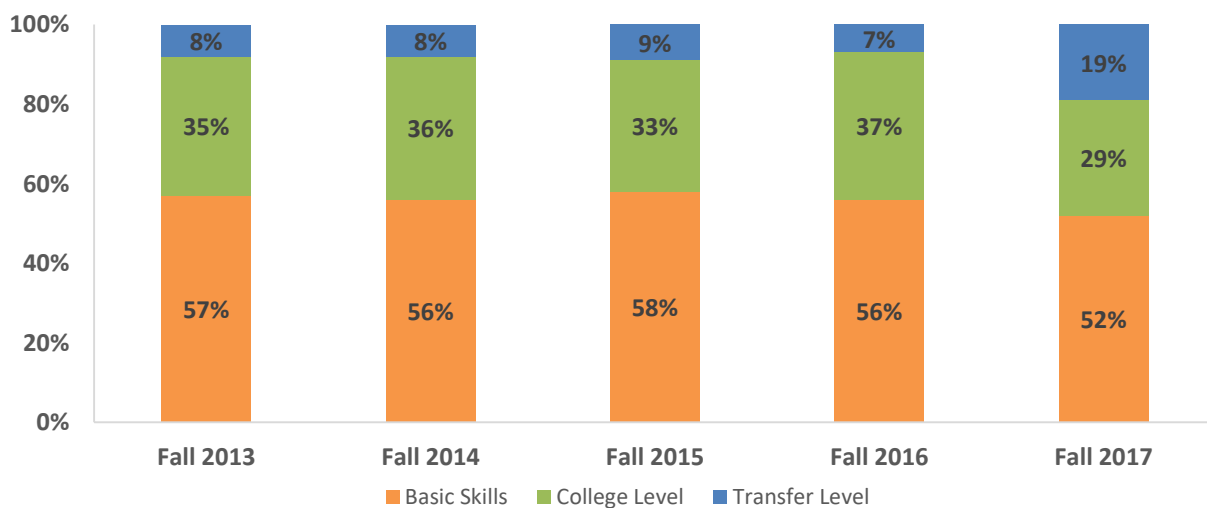


Figure 2.8 Math Placement Levels of New High School Graduates



Source: Banner

¹² MMAP considers a student's high school GPA and highest level of math taken in high school and places students into Math, English and ESL courses based on the [statewide rule sets](#). Citrus College has adopted a disjunctive method of MMAP, which gives students higher placement from MMAP or the Accuplacer placement test.

Table 2.6 Placement Levels and Courses in Fall 2017

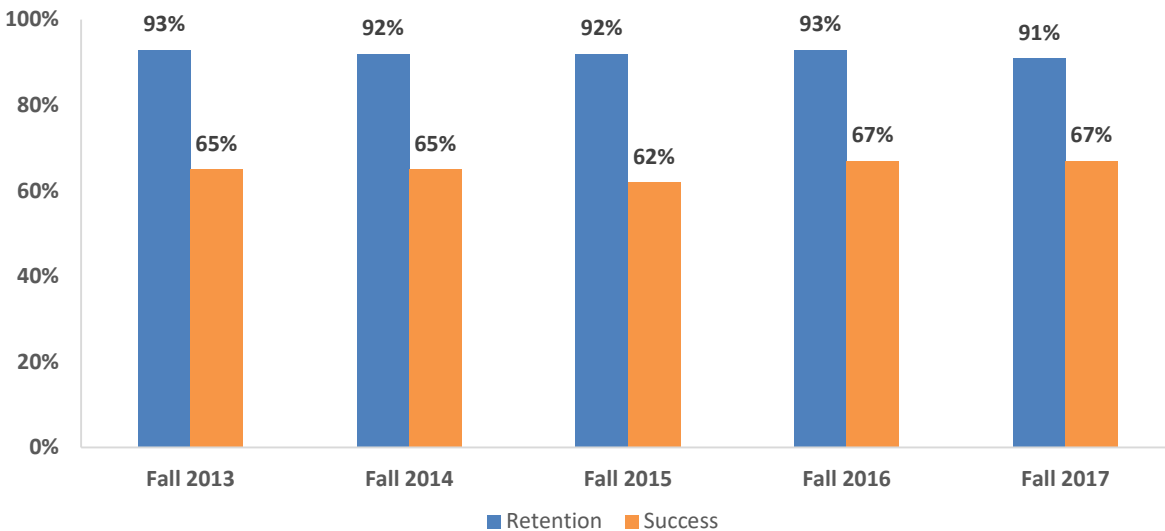
Fall 2017	Level	Course
English	Transfer	ENGL101 - Reading and Composition ENGL102 - Introduction to Literature ENGL103 - Composition and Critical Thinking ENGL104 - Advanced Rhetoric: The Classical Essay
	Basic Skills	ENGL098 - English Fundamentals ENGL099 - Introduction to Reading and Composition
Math	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	MATH025 - Arithmetic, Pre-Algebra 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.¹³

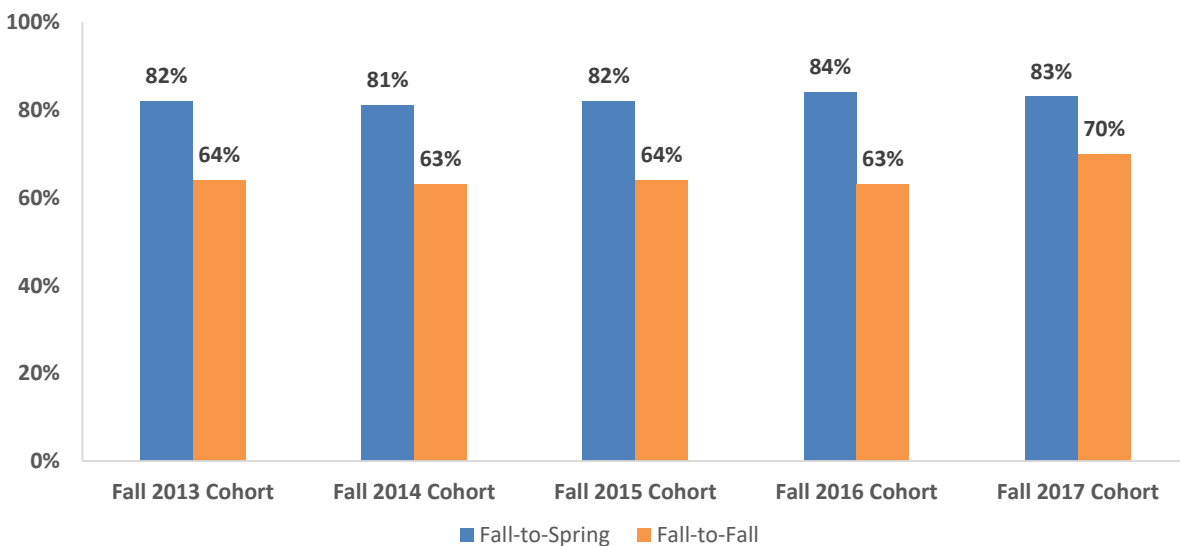
Figure 2.9 First-Term Retention and Success Rate of New High School Graduates



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. The fall 2017 cohort achieved a 70% fall-to-fall persistence rate, which is the highest among the last five cohorts.



Source: Banner

¹³ 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.

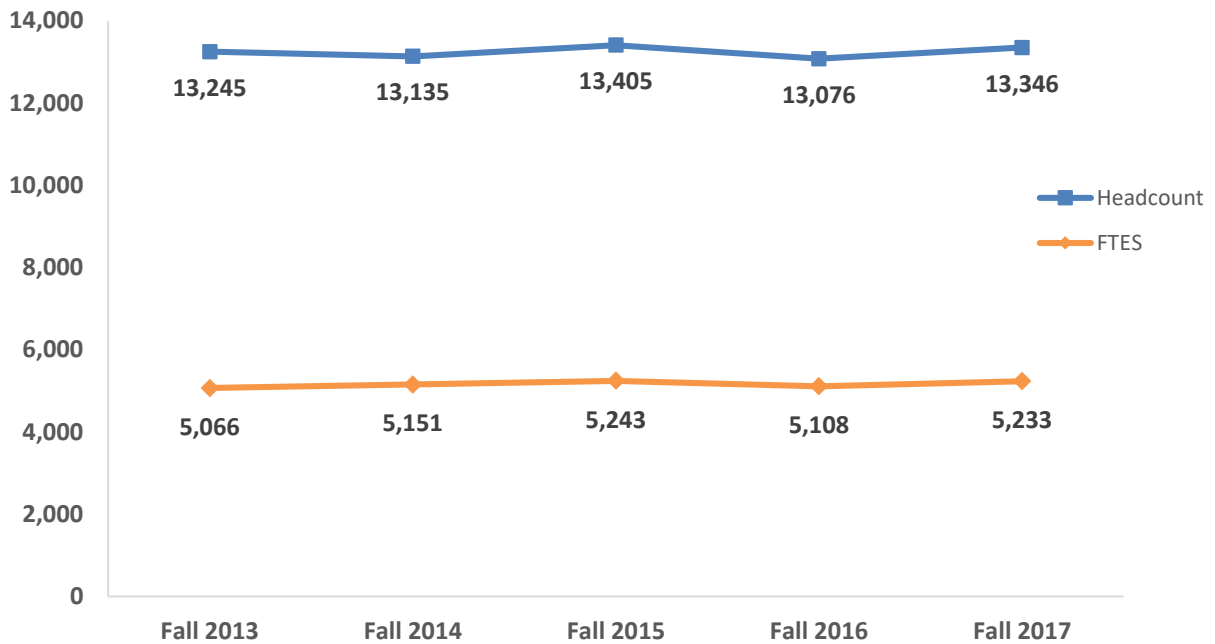


CHAPTER 3: STUDENTS

Enrollment Trends

Citrus College enrollment has been stable in the last five years. 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 2013. In fall 2017, 53% of Citrus College students were female and 45% were male.

Table 3.1 Enrolled Students by Gender

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
Female	6,961	53%	6,860	52%	6,960	52%	6,878	53 %	7,066	53 %
Male	6,062	46%	6,006	46%	6,171	46%	5,942	45 %	6,068	45 %
Unknown	222	2%	269	2%	274	2%	256	2 %	212	2 %
Citrus College Total	13,245	100%	13,135	100%	13,405	100%	13,076	100%	13,346	100%

Source: Chancellor's Office Data Mart



Almost three quarters of students at Citrus College are of traditional college age. In fall 2017, 72% of the students were 24 or younger.

Table 3.2 Enrolled Students by Age

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
19 or younger	4,150	31%	3,958	30%	4,001	30%	3,768	29 %	4,041	30 %
20 to 24	5,628	42%	5,765	44%	5,812	43%	5,689	44 %	5,591	42 %
25 to 29	1,597	12%	1,613	12%	1,765	13%	1,729	13 %	1,879	14 %
30 to 34	671	5%	688	5%	657	5%	691	5 %	698	5 %
35 to 39	355	3%	340	3%	401	3%	393	3 %	416	3 %
40 to 49	500	4%	458	3%	458	3%	475	4 %	418	3 %
50 or older	342	3%	313	2%	308	2%	331	3 %	303	2 %
Unknown	2	<1%	-	-	-	-	-	-	-	-
Citrus College Total	13,245	100%	13,135	100%	13,405	100%	13,076	100%	13,346	100%

Source: Chancellor's Office Data Mart

Enrolled Students' Demographics – Ethnicity

There have been changes in the enrolled student demographics relating to ethnicity. Most notably, the percentage of Hispanic students at Citrus College has increased from 59% in fall 2013 and to 64% in fall 2017.

Table 3.3 Enrolled Students by Ethnicity

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
African-American	582	4%	516	4%	508	4%	473	4 %	469	4 %
American Indian or Alaskan Native	23	<1%	22	<1%	24	<1%	21	<1%	20	<1%
Asian	1,519	11%	1,568	12%	1,682	12%	1,633	12%	1,654	12%
Hispanic or Latino	7,816	59%	7,930	60%	8,204	61%	8,160	62 %	8,569	64 %
Two or More Races	383	3%	367	3%	358	3%	360	3 %	390	3 %
Pacific Islander	23	<1%	17	<1%	18	<1%	11	<1%	9	<1%
White, Non-Hispanic	2,724	21%	2,582	20%	2,478	18%	2,302	18 %	2,142	16 %
Unknown	175	1%	133	1%	133	1%	116	1 %	93	1 %
Citrus College Total	13,245	100%	13,135	100%	13,405	100%	13,076	100%	13,346	100%

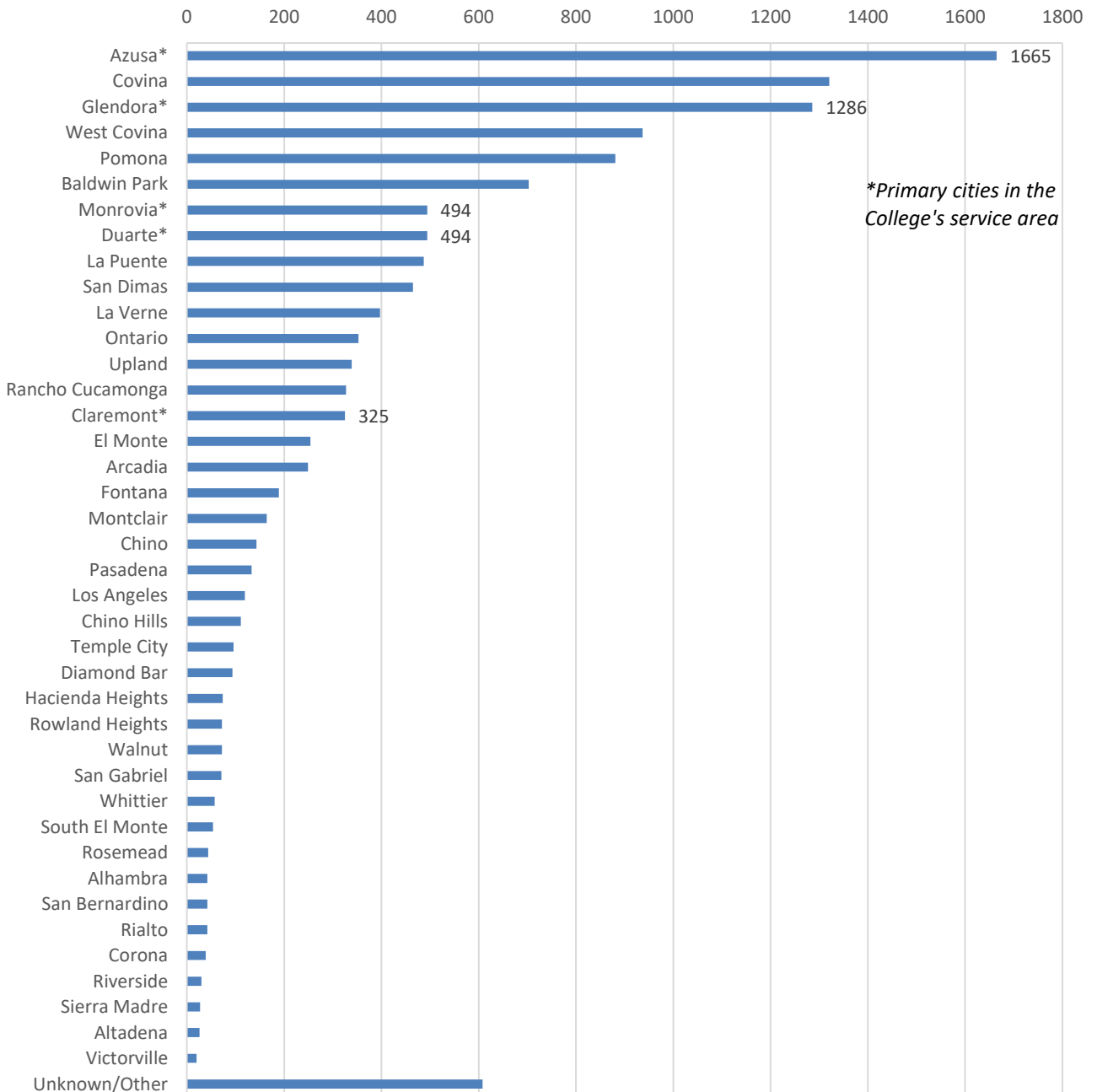
Source: Chancellor's Office Data Mart



Enrolled Students' Demographics – Residency

Citrus College students are primarily from Azusa, Covina, Glendora and their neighboring communities. Among the enrolled students in fall 2017, about a third are residents of Azusa, Covina, and Glendora.¹⁴

Figure 3.2 Enrolled Students by Residency, Fall 2017



Source: MIS Referential File and Banner

¹⁴ Residency is based on zip code. Cities with fewer than 20 students are reported as one group under "Other/Unknown", which includes 472 students from more than 160 cities as well as students who reported unknown or invalid zip codes.

Enrollment Status and Educational Goals

As shown in Table 3.4, 20% to 25% of the students are first-time students; between 12% and 18% are returning students. More than half are continuing students.

Table 3.4 Enrolled Students by Enrollment Status¹⁵

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
First-Time Student	2,082	16%	2,212	17%	2,104	16%	1,522	12 %	1,490	11 %
First-Time Transfer Student	837	6%	1,110	8%	1,156	9%	789	6 %	1,131	8 %
Returning Student	1,948	15%	2,297	17%	2,436	18%	1,539	12 %	2,011	15 %
Continuing Student	8,002	60%	7,178	55%	7,284	54%	8,817	67 %	8,143	61 %
Uncollected/Unreported	328	2%	291	2%	345	6%	315	2 %	253	2 %
Special Admit Student	48	<1%	47	<1%	80	<1%	94	1 %	318	2 %
Citrus College Total	13,245	100%	13,135	100%	13,405	100%	13,076	100%	13,346	100%

Source: Chancellor's Office Data Mart

The percentage of students who intend to transfer rose slightly from 55% in fall 2013 to 58% in fall 2017. About one fifth of the students reported undecided or unknown goals.

Table 3.5 Enrolled Students by Educational Goals

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
Transfer	7,272	55%	7,534	57%	7,832	58%	7,720	59%	7,755	58%
Associate Degree/Certificate	1,420	11%	1,283	10%	1,234	9%	1,137	9%	1,086	8%
Career/Job Skills	774	6%	742	6%	721	5%	753	6%	697	5%
GED/High School Diploma	679	5%	721	5%	708	5%	654	5%	841	6%
Educational Development	153	1%	169	1%	138	1%	130	1%	124	1%
Improve Basic Skills	106	1%	95	1%	106	1%	87	1%	101	1%
Undecided/Unreported	2,841	21%	2,591	20%	2,666	20%	2,595	20%	2,748	21%
Citrus College Total	13,245	100%	13,135	100%	13,405	100%	13,076	100%	13,346	100%

Source: MIS Referential File

¹⁵ 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 2017, 40% of the students were enrolled full-time. This group has grown slightly by 2% since fall 2013.

Table 3.6 Enrolled Students by Unit Load

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
Less than 6 units	2,775	21%	2,630	20%	2,632	20%	2,599	20%	2,773	21%
6.0 - 8.9	2,562	19%	2,531	19%	2,592	19%	2,502	19%	2,644	20%
9.0 - 11.9	2,495	19%	2,489	20%	2,513	19%	2,351	18%	2,260	17%
12 or more units	5,053	38%	5,166	39%	5,284	39%	5,279	40%	5,381	40%
Noncredit	360	3%	319	2%	382	3%	345	3%	288	2%
Citrus College Total	13,245	100%	13,135	100%	13,405	100%	13,076	100%	13,346	100%

Source: Chancellor's Office Data Mart

Students who enroll in one or more day classes on weekdays are considered day students. Students who enroll in evening and/or weekend classes only are considered evening/weekend students. Other students are those who enroll exclusively in irregularly scheduled and/or to be arranged classes¹⁶. More than 80% of enrolled students attended classes during the day, and about 10% of the students attended evening/weekend classes only.

Table 3.7 Enrolled Students by Day/Evening Status

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
Day	11,152	84%	11,056	84%	11,197	84%	10,953	84 %	11,074	83 %
Evening/Weekend	1,642	12%	1,693	13%	1,766	13%	1,644	13 %	1,500	11 %
Other	451	3%	386	3%	442	3%	479	4 %	772	6 %
Citrus College Total	13,245	100%	13,135	100%	13,405	100%	13,076	100%	13,346	100%

Source: Chancellor's Office Data Mart

¹⁶ 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. An evening class is defined as a class with a start time on or after 4:30pm. A weekend class is defined as a class scheduled on Saturday or Sunday. Most of the classes with irregular or to-be-arranged schedule are online classes.

Financial Aid

In the last five years, the total amount of aid awarded has increased, while the number of students receiving loans remains about the same. In 2017-2018, more than 11,000 students received the California College Promise Grant (formerly known as the Board of Governors Fee Waiver), and over 5,000 students received grants (Pell Grant, Cal Grant, Supplemental Educational Opportunity Grant, etc.). The number of students receiving scholarship and work study has also increased.

Figure 3.3 Number of Students Served by Financial Aid Type

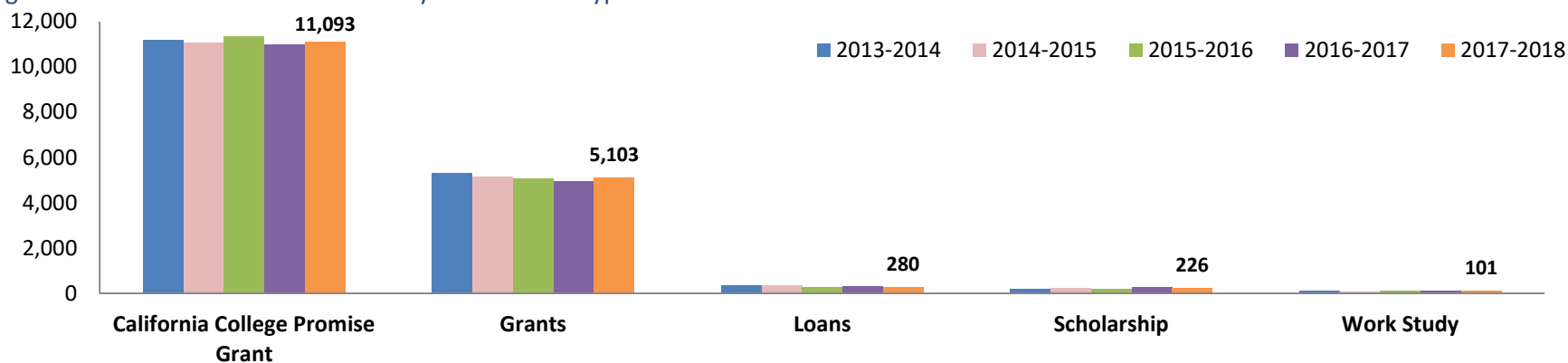


Table 3.8 Number of Students Served and Financial Aid Amount

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid amount	Students Served	Aid mount	Students Served	Aid mount
California College Promise Grant	11,191	\$8,849,848	11,063	\$8,960,202	11,343	\$9,176,885	10,988	\$8,290,189	11,093	\$8,275,515
Grants	5,309	\$17,602,681	5,153	\$17,715,969	5,081	\$19,085,719	4,952	\$18,746,048	5,103	\$20,598,162
Loans	357	\$1,821,964	356	\$1,818,567	285	\$1,384,237	305	\$1,773,658	280	\$1,683,295
Scholarship	161	\$165,749	211	\$183,608	194	\$286,564	258	\$207,688	226	\$170,920
Work Study	93	\$199,632	78	\$251,028	90	\$285,914	91	\$292,961	101	\$324,414
Citrus College Total¹⁷	11,422	\$28,639,874	11,302	\$28,929,374	11,560	\$30,191,537	11,217	\$29,310,544	11,322	\$31,052,356

Source: Chancellor's Office Data Mart

¹⁷ Unduplicated headcount of students served and total amount of financial aid.



CHAPTER 4: STUDENT PERFORMANCE

Office of Institutional Research, Planning and Effectiveness

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. Overall, Citrus College’s success rate is about 70%, and retention rate is about 90%.

Figure 4.1 Retention and Success Rates

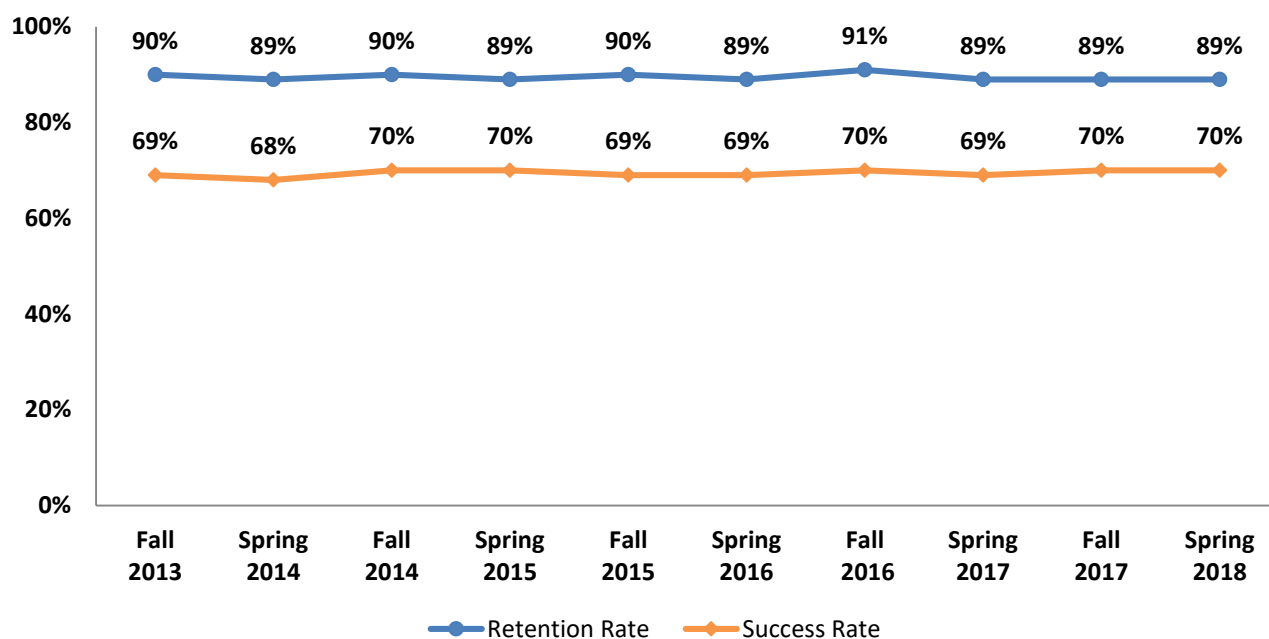


Table 4.1 Retention and Success Rates

Semester	Enrollment	Retention Rate	Success Rate	Semester	Enrollment	Retention Rate	Success Rate
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%
Fall 2016	36,956	91%	70%	Spring 2017	37,418	89%	69%
Fall 2017	37,736	89%	70%	Spring 2018	35,193	89%	70%

Source: Chancellor’s Office Data Mart

Tables 4.2 and 4.3 provide more details on retention and success. Female students have slightly higher retention and success rates than male students. However, gaps in retention and success rates are larger among students from different ethnic groups. African-American students have lower-than-average retention and success rates in the last five fall semesters.

Table 4.2 Retention and Success Rates by Gender

Gender	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Female	91%	71%	91%	71%	91%	71%	91 %	71 %	90 %	71 %
Male	90%	68%	90%	68%	90%	67%	90 %	69 %	89 %	69 %
Unknown	87%	63%	89%	68%	88%	68%	91 %	69 %	91 %	71 %
Citrus College Total	90%	69%	90%	70%	90%	69%	91%	70%	89%	70%

Source: Chancellor’s Office Data Mart

Table 4.3 Retention and Success Rates by Ethnicity

Ethnicity	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
African-American	88%	61%	87%	59%	87%	57%	86 %	58 %	86 %	58 %
American Indian or Alaskan Native	86%	75%	91%	65%	92%	68%	89 %	59 %	89 %	59 %
Asian	93%	77%	92%	76%	92%	77%	93 %	76 %	93 %	76 %
Hispanic or Latino	90%	67%	90%	67%	90%	67%	90 %	68 %	90 %	68 %
Two or More Races	89%	66%	85%	69%	90%	69%	91 %	73 %	91 %	73 %
Pacific Islander	81%	55%	85%	69%	91%	57%	94 %	81 %	94 %	81 %
White, Non-Hispanic	91%	74%	89%	67%	87%	68%	92 %	77 %	92 %	77 %
Unknown	89%	71%	91%	76%	91%	74%	90 %	70 %	90 %	70 %
Citrus College Total	90%	69%	90%	69%	90%	69%	91%	70%	89%	70%

Source: Chancellor’s Office Data Mart

The table below offers a cross-tab of fall 2017 retention and success rates by gender and ethnicity. Among Asian, White, and students of two or more races, there is a gap of 5% or more in success rates between female and male students.

Table 4.4 Fall 2017 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	622	81 %	55 %	835	83 %	53 %	17	88 %	76 %	1,474	82%	54%
American Indian or Alaskan Native	20	60 %	45 %	24	83 %	67 %	-	-	-	44	73%	57%
Asian	2,325	93 %	81 %	2,738	93 %	75 %	57	98 %	86 %	5,120	93%	77%
Hispanic or Latino	13,194	89 %	69 %	10,209	88 %	67 %	299	92 %	70 %	23,702	89%	68%
Two or More Races	601	91 %	75 %	560	87 %	70 %	26	88 %	54 %	1,187	89%	72%
Pacific Islander	2	50 %	0 %	23	91 %	48 %	-	-	-	25	88%	44%
White Non-Hispanic	3,065	90 %	78 %	2,838	90 %	73 %	87	85 %	64 %	194	87%	72%
Unknown	74	82 %	69 %	63	92 %	68 %	57	88 %	79 %	5,990	90%	76%
Citrus College Total	19,903	90 %	71 %	17,290	89 %	69 %	543	91 %	71 %	37,736	89%	70%

Source: Chancellor’s Office Data Mart

Online Education

Online Education enrollment has increased in the last five years. In fall 2017, online enrollment accounts for 15% of the total enrollment. Retention and success rates in traditional face-to-face classes are generally higher than online education classes. However, online education retention and success rates have improved considerably. The online education success rate increased from 56% in fall 2013 to 62% in fall 2017.

Figure 4.2 Online Education Enrollment

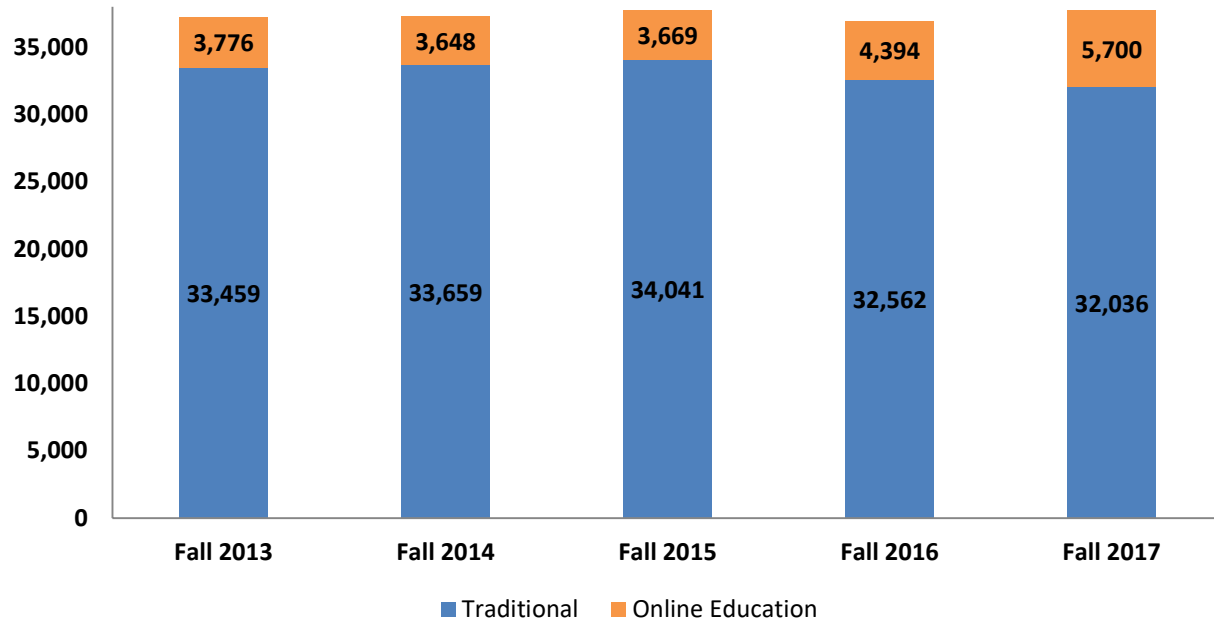


Table 4.5 Online Education Retention and Success Rates

Retention Rate	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Online Education	81%	83%	85%	86 %	84 %
Traditional Classes	91%	91%	91%	92 %	90 %
Citrus College Total	90%	90%	90%	91 %	89 %
Success Rate	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Online Education	56%	60%	62%	61 %	62 %
Traditional Classes	71%	71%	70%	72 %	72 %
Citrus College Total	69%	70%	69%	70 %	70 %

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. There are gaps in success rates among students from different ethnic groups.

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

		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
		Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Gender	Female	82%	57%	82%	57%	86%	62%	86 %	60 %	84 %	61 %
	Male	80%	56%	80%	56%	85%	62%	86 %	62 %	84 %	64 %
	Unknown	79%	59%	79%	59%	86%	61%	85 %	59 %	83 %	60 %
Age	19 or younger	83 %	55 %	84 %	57 %	88 %	63 %	85 %	60 %	85 %	63 %
	20 to 24	82 %	56 %	83 %	60 %	86 %	61 %	87 %	62 %	85 %	63 %
	25 to 29	80 %	54 %	84 %	61 %	84 %	62 %	83 %	59 %	83 %	63 %
	30 to 34	79 %	59 %	80 %	61 %	84 %	62 %	83 %	59 %	82 %	60 %
	35 to 39	67 %	50 %	84 %	64 %	83 %	64 %	86 %	66 %	83 %	60 %
	40 to 49	86 %	66 %	76 %	59 %	85 %	70 %	84 %	61 %	76 %	56 %
	50 or older	85 %	58 %	83 %	69 %	83 %	58 %	86 %	65 %	83 %	52 %
Ethnicity	African-American	79 %	47 %	76 %	48 %	82 %	38 %	85 %	51 %	71 %	37 %
	American Indian or Alaskan Native	71 %	71 %	100 %	75 %	100 %	100 %	53 %	20 %	71 %	43 %
	Asian	90 %	72 %	88 %	73 %	88 %	73 %	88 %	70 %	92 %	76 %
	Hispanic or Latino	80 %	52 %	82 %	55 %	84 %	58 %	85 %	57 %	83 %	60 %
	Two or More Races	73 %	48 %	86 %	52 %	85 %	54 %	86 %	55 %	83 %	63 %
	Pacific Islander	86 %	71 %	75 %	75 %	100 %	50 %	100 %	100 %	-	-
	White Non-Hispanic	80 %	60 %	84 %	67 %	87 %	68 %	87 %	69 %	86 %	69 %
	Unknown	80 %	54 %	84 %	59 %	81 %	72 %	78 %	58 %	70 %	54 %
Online Education Total		81%	56%	83%	60%	85%	62%	86%	61%	84%	62%

Source: Chancellor's Office Data Mart

Noncredit – Gender, Age, Ethnicity

There has been a decline in noncredit students over the last three years. The biggest noncredit program is the high school summer school program.

Table 4.7 Noncredit Students by Gender

	Summer 2013	Fall 2013	Winter 2014	Spring 2014
Female	52 %	64 %	-	69 %
Male	44 %	34 %	-	29 %
Unknown	5 %	2 %	-	2 %
Total Noncredit Headcount	735	360	-	360
	Summer 2014	Fall 2014	Winter 2015	Spring 2015
Female	40 %	69 %	67 %	75 %
Male	47 %	27 %	30 %	23 %
Unknown	13 %	4 %	3 %	2 %
Total Noncredit Headcount	1,511	319	169	97
	Summer 2015	Fall 2015	Winter 2016	Spring 2016
Female	39 %	64 %	65 %	64 %
Male	49 %	31 %	28 %	32 %
Unknown	12 %	4 %	7 %	3 %
Total Noncredit Headcount	1,732	382	198	321
	Summer 2016	Fall 2016	Winter 2017	Spring 2017
Female	35 %	67 %	67 %	64 %
Male	44 %	30 %	31 %	32 %
Unknown	22 %	3 %	2 %	4 %
Total Noncredit Headcount	1,451	345	167	299
	Summer 2017	Fall 2017	Winter 2018	Spring 2018
Female	34 %	63 %	57 %	64 %
Male	40 %	34 %	40 %	33 %
Unknown	26 %	3 %	3 %	3 %
Total Noncredit Headcount	1,326	288	164	237

Source: Chancellor's Office Data Mart

Table 4.8 Noncredit Students by Age

	Summer 2013	Fall 2013	Winter 2014	Spring 2014
19 or Less	72 %	3 %	-	5 %
20 to 24	2 %	9 %	-	9 %
25 to 29	3 %	9 %	-	8 %
30 to 39	5 %	24 %	-	24 %
40 to 49	7 %	28 %	-	27 %
50 +	10 %	26 %	-	26 %
Unknown	<1%	1 %	-	1 %
Total Noncredit Headcount	735	360	-	360

	Summer 2014	Fall 2014	Winter 2015	Spring 2015
19 or Less	91 %	5 %	4 %	3 %
20 to 24	1 %	7 %	5 %	7 %
25 to 29	1 %	8 %	5 %	4 %
30 to 39	2 %	23 %	21 %	22 %
40 to 49	2 %	29 %	30 %	41 %
50 +	4 %	29 %	36 %	23 %
Unknown	1 %	-	-	-
Total Noncredit Headcount	1,511	319	169	97

	Summer 2015	Fall 2015	Winter 2016	Spring 2016
19 or Less	90%	4 %	4 %	3 %
20 to 24	2 %	9 %	7 %	10 %
25 to 29	1 %	9 %	8 %	10 %
30 to 39	2 %	24 %	26 %	24 %
40 to 49	3 %	27 %	22 %	24 %
50 +	2 %	27%	33 %	30 %
Total Noncredit Headcount	1,732	382	198	321

	Summer 2016	Fall 2016	Winter 2017	Spring 2017
19 or Less	88 %	3 %	4 %	5 %
20 to 24	1 %	8 %	9 %	11 %
25 to 29	1 %	9 %	8 %	12 %
30 to 39	2 %	26 %	24 %	23 %
40 to 49	2 %	22 %	21 %	22 %
50 +	5 %	32 %	35 %	26 %
Total Noncredit Headcount	1,451	345	167	299

	Summer 2017	Fall 2017	Winter 2018	Spring 2018
19 or Less	89 %	4 %	2 %	1 %
20 to 24	1 %	11 %	15 %	13 %
25 to 29	1 %	10 %	10 %	8 %
30 to 39	2 %	22 %	23 %	27 %
40 to 49	2 %	22 %	24 %	22 %
50 +	3 %	30 %	26 %	29 %
Total Noncredit Headcount	1,326	288	164	237

Source: Chancellor's Office Data Mart

Table 4.9 Noncredit Students by Ethnicity

	Summer 2013	Fall 2013	Winter 2014	Spring 2014
African-American	4%	<1%	-	1%
Asian	9%	24%	-	21%
Hispanic	67%	44%	-	46%
Other	-	1%	-	1%
White Non-Hispanic	17%	28%	-	30%
Unknown	3%	4%	-	2%
Total Noncredit Headcount	735	360	-	360
	Summer 2014	Fall 2014	Winter 2015	Spring 2015
African-American	4%	1%	1%	1%
Asian	5%	16%	16%	23%
Hispanic	65%	55%	46%	58%
Other	4%	-	-	-
White Non-Hispanic	13%	25%	34%	13%
Unknown	9%	3%	4%	5%
Total Noncredit Headcount	1,511	319	169	97

	Summer 2015	Fall 2015	Winter 2016	Spring 2016
African-American	5%	1%	-	<1%
Asian	5%	19%	15%	20%
Hispanic	66%	55%	53%	53%
Other	3%	1%	-	1%
White Non-Hispanic	11%	20%	27%	22%
Unknown	10%	4%	5%	5%
Total Noncredit Headcount	1,732	382	198	321

	Summer 2016	Fall 2016	Winter 2017	Spring 2017
African-American	3%	1%	1%	<1%
Asian	4%	23%	28%	21%
Hispanic	44%	50%	46%	60%
Other	2%	1%	1%	-
White Non-Hispanic	7%	16%	15%	10%
Unknown	40%	9%	10%	8%
Total Noncredit Headcount	1,451	345	167	299

	Summer 2017	Fall 2017	Winter 2018	Spring 2018
African-American	2%	-	1%	<1%
Asian	6%	29%	27%	31%
Hispanic	42%	56%	52%	50%
Other	2%	<1%	1%	<1%
White Non-Hispanic	5%	9%	12%	8%
Unknown	43%	5%	7%	10%
Total Noncredit Headcount	1,326	288	164	237

Source: Chancellor's Office Data Mart

Student Success Scorecard – Completion and Progression

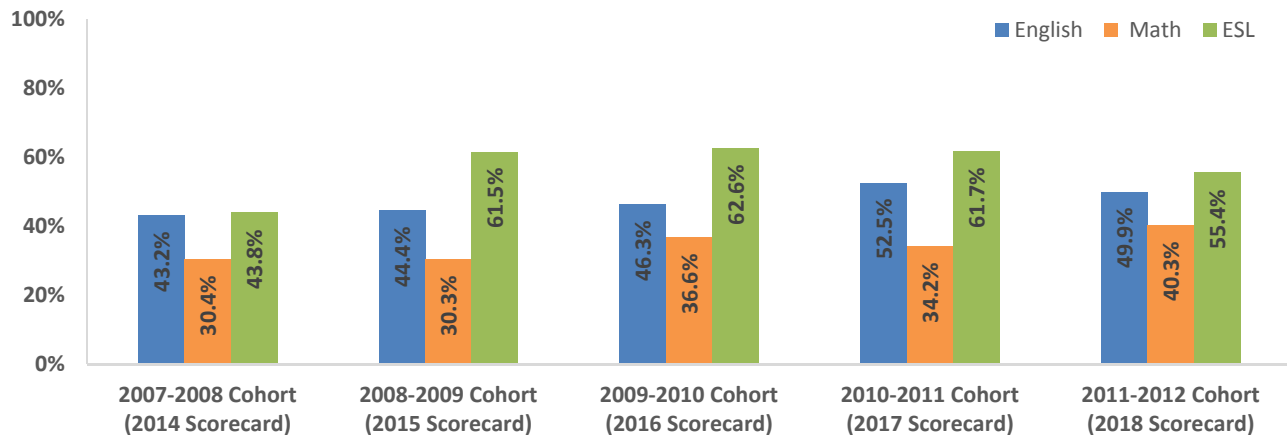
The Student Success Scorecard is a report of student performance in the California Community College system. Students are tracked for six years and outcomes are reported for each six-year cohort.¹⁸ Persistence, 30-unit and completion rates¹⁹ have improved among the last five cohorts.

Figure 4.3 Completion, Persistence and 30-unit Rates



Progression rates²⁰ in remedial English and ESL courses have increased steadily. The ESL progression rate of the 2011-2012 cohort is 11% higher than that of the 2007-2008 cohort. The remedial math progression rate has increased 10% from 30.5% (2007-2008 cohort) to 40.3% (2011-2012 cohort). The remedial English progression rate has also improved.

Figure 4.4 Remedial Progression Rates



Source: Student Success Scorecard Five-Year Trend, as of April 23, 2018

¹⁸ Each cohort includes first-time students with at least six units who attempted a math or English course in the first three years.

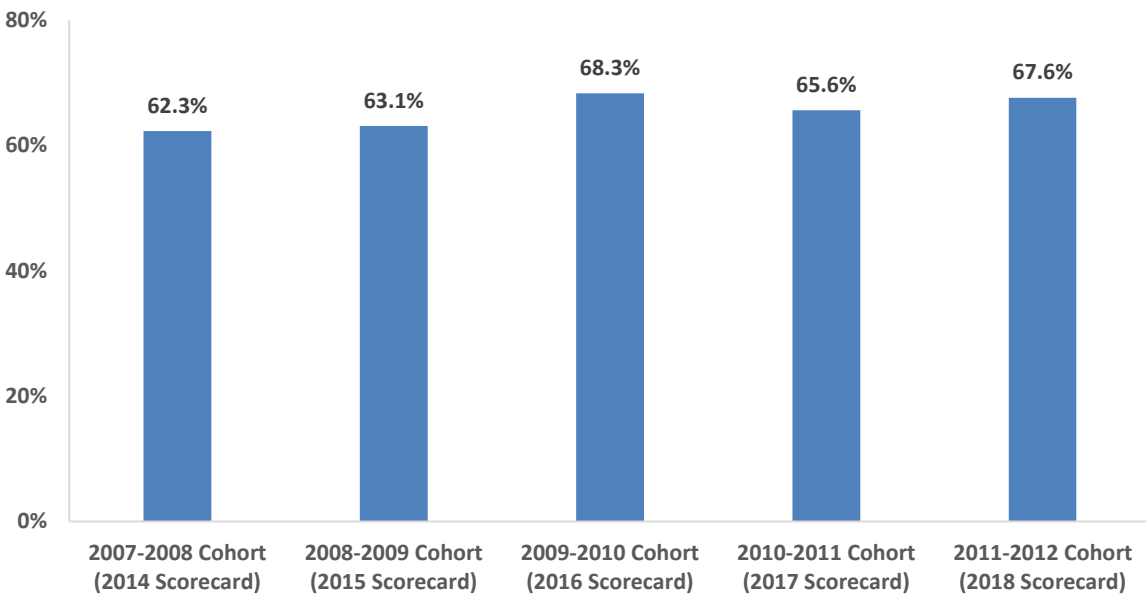
¹⁹ Persistence rate is the percentage of the cohort who enrolled in their first three consecutive primary semesters. Thirty-unit rate is the percentage of the cohort who earned at least 30 units in the California Community College System. Completion rate is the percentage of the cohort who achieved any 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.

²⁰ 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 cohort's²¹ 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 Five-Year Trend, as of April 23, 2018.



²¹ The CTE cohort is consisted of 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 total number of awards granted to students has more than doubled. The number of Associate Degrees for Transfer (AA-T and AS-T) awarded has increased significantly from 399 in 2013-2014 to 1027 in 2017-2018. Certificate awards have also increased substantially since 2013-2014, when the CSU General Education certificate and the IGETC certificate were introduced.

Figure 4.6 Degree and Certificate Awards

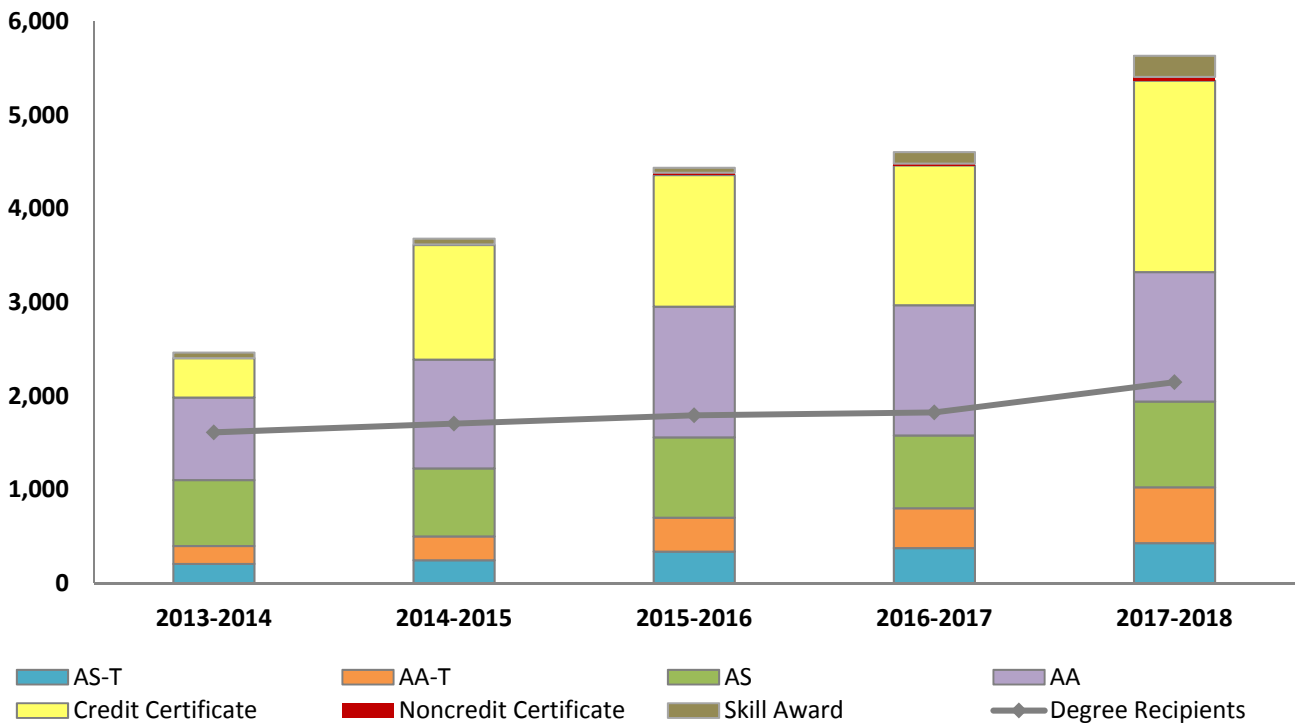


Table 4.10 Degree and Certificate Awards

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
AS-T	208	247	340	378	431
AA-T	191	255	362	424	596
AS	704	726	857	778	915
AA	882	1,161	1,395	1,390	1,382
Credit Certificate	420	1,224	1,404	1,491	2,043
Noncredit Certificate	-	7	27	20	41
Skill Award	60	60	52	124	225
Total Number of Awards	2,465	3,680	4,437	4,605	5,633
Total Number of Degree Award Recipients	1,613	1,706	1,795	1,825	2,148

Source: Banner

Transfers

The total number of transfers to four-year institutions has grown by more than 20% in the last ten years. Transfer volume to the California State University (CSU) system and the University of California (UC) system institutions has also increased significantly. On average, more than 60% of Citrus College transfer students go to the CSU system and UC system. The remaining transfer students attend in-state private colleges and out-of-state colleges.

Figure 4.7 Citrus College Transfers

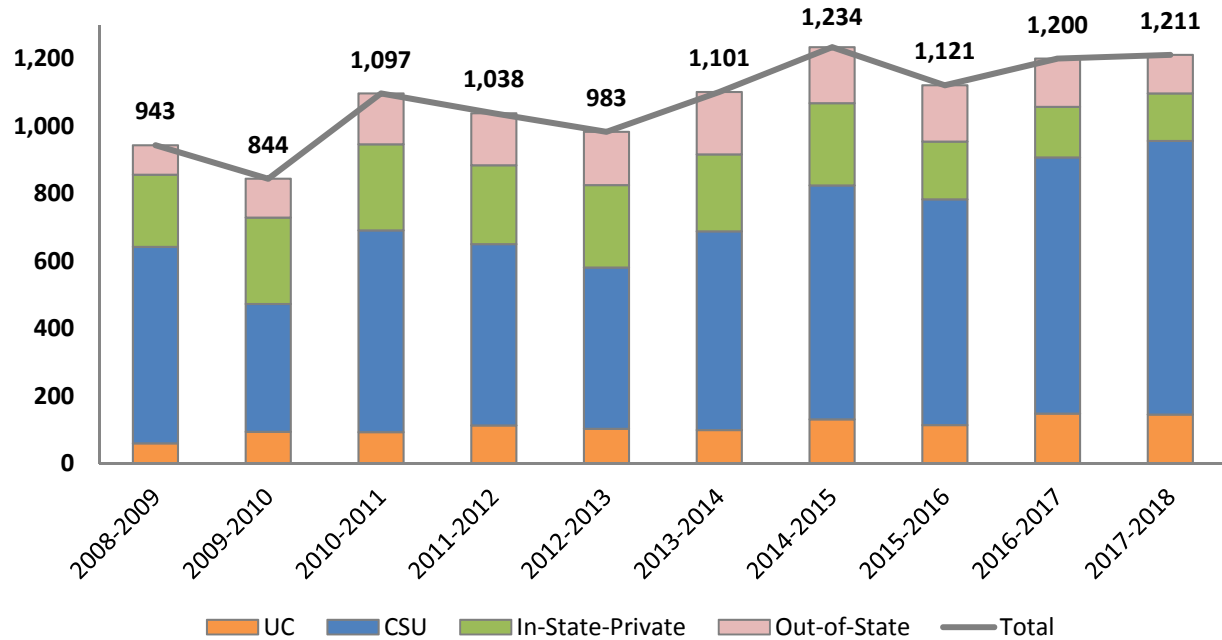


Table 4.11 Citrus College Transfers

System	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
UC	60	94	93	113	103	99	131	114	148	145
CSU	582	379	598	537	478	589	693	669	759	811
UC/CSU Total	642	473	691	650	581	688	824	783	907	956
In-State-Private	214	256	255	234	244	228	244	171	150	141
Out-of-State	87	115	151	154	158	185	166	167	143	114
ISP/OOS Total	301	371	406	388	402	413	410	338	293	255
Grand Total	943	844	1,097	1,038	983	1,101	1,234	1,121	1,200	1211

Source:

CSU: CSU Institution Research and Analyses; as of 8/1/2018

UC: University of California Office of the President (UCOP); as of 8/1/2018

Out-of-State and In-State-Private: California Community College Chancellor's Office Data Mart; as of 3/18/2018



CHAPTER 5: EMPLOYEES

Office of Institutional Research, Planning and Effectiveness

Citrus College Employees

As of fall 2017, Citrus College had more than 800 employees, including full-time faculty (20%), adjunct faculty (44%), managers (4%), supervisor/confidential (3%), and classified staff (29%).

Table 5.1 Citrus College Employees, Fall 2013 to Fall 2017

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
Full Time Faculty	159	22%	156	19%	158	19%	175	20%	174	20%
Adjunct Faculty	269	37%	355	44%	366	44%	388	44%	391	44%
Manager	25	3%	25	3%	25	3%	26	3%	32	4%
Supervisor/Confidential	35	5%	33	4%	31	4%	30	3%	30	3%
Classified	248	34%	243	30%	244	30%	256	29%	262	29%
Citrus College Total	736	100%	812	100%	824	100%	875	100%	889	100%

Source: MIS Referential File/TeCS/Human Resources



Faculty Demographics – Fall 2017

Among Citrus College faculty members, there are more female than male. In fall 2017, there were 174 full-time faculty and 391 adjunct faculty. Fifty-three of the full-time faculty and 52% of the adjunct faculty were female.

Figure 5.1 Full-time faculty by Gender, Fall 2017

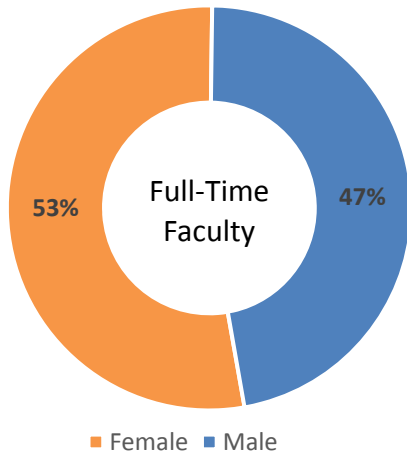
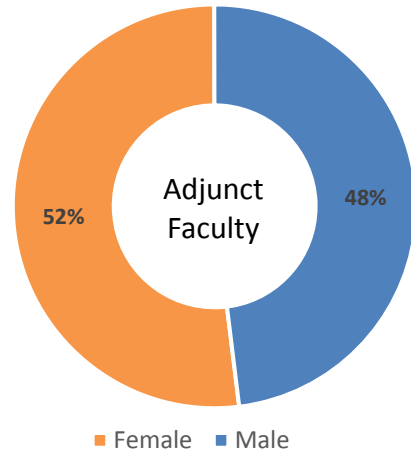


Figure 5.2 Adjunct faculty by Gender, Fall 2017



Adjunct faculty tend to be younger than full-time faculty. Forty-two percent of the adjunct faculty were 45 or older, compared to 67% of the full-time faculty. In addition, 28% of the adjunct faculty were under age 35 while 5% of the full-time faculty were in the same age group.

Figure 5.3 Full-time Faculty by Age, Fall 2017

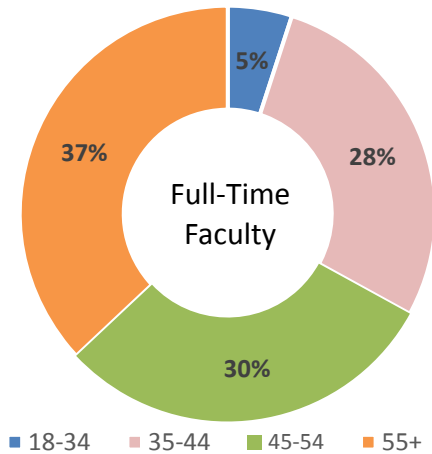
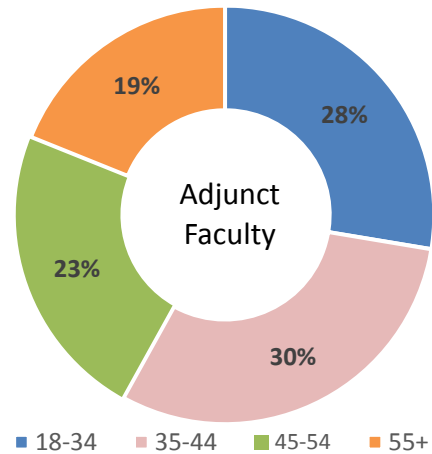


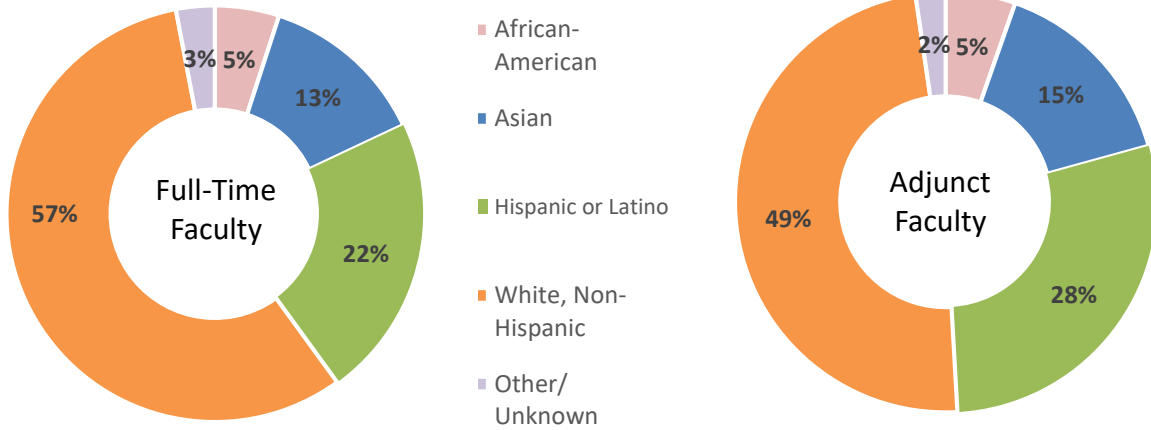
Figure 5.4 Adjunct Faculty by Age, Fall 2017



Among the full-time faculty members, 57% were White, 22% were Hispanic or Latino, 13% were Asian, and 5% were African-American. Adjunct faculty were just as diverse with 49% White, 28% Hispanic or Latino, 15% Asian, and 5% African-American.

Figure 5.5 Full-time Faculty by Ethnicity, Fall 2017

Figure 5.6 Adjunct Faculty by Ethnicity, Fall 2017



Source: MIS Referential File



Staff and Management Demographics – Fall 2017

Citrus College strives to maintain a diverse environment on campus. In fall 2017, 54% of the staff (management, supervisor/confidential, and classified) were female. Age-wise, 37% were 55 or older. The ethnic composition of Citrus College staff is diverse, with 46% White, 36% Hispanic, 8% Asian, and 5% African-American.

Figure 5.7 Staff and Management by Gender, Fall 2017

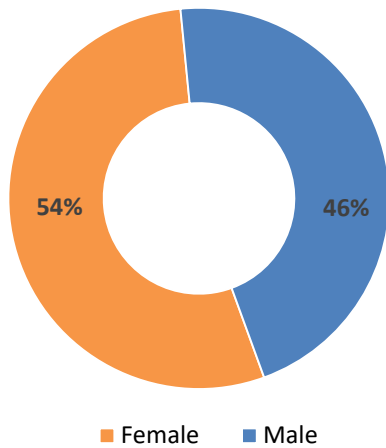


Figure 5.8 Staff and Management by Age, Fall 2017

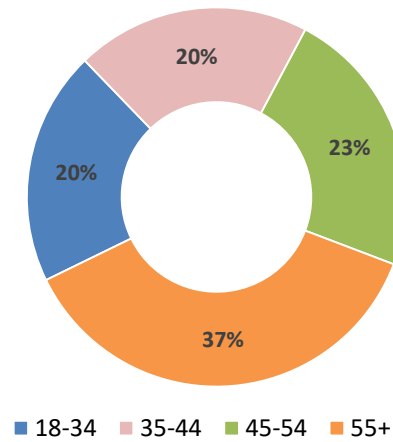
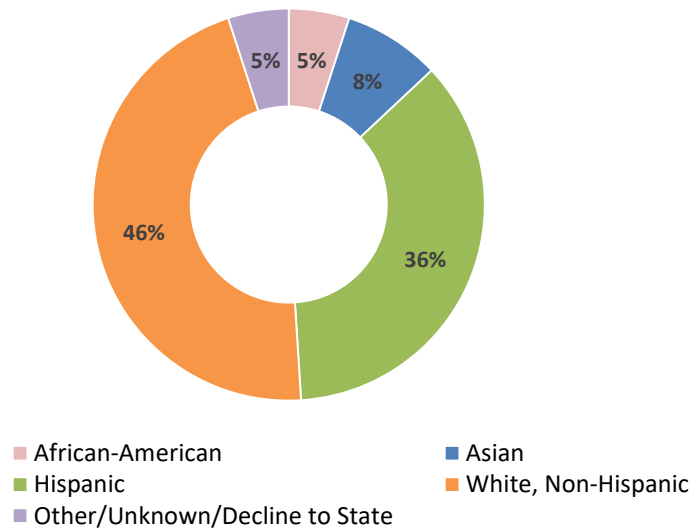


Figure 5.9 Staff and Management by Ethnicity, Fall 2017



Source: MIS Referential File

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