FACT BOOK SPRING 2023

Published by the Office of Institutional Research, Planning and Effectiveness

Citrus College

citruscollege.edu

Table of Contents

Message from the Superintendent/President

Dear Colleagues and Community Partners:

The biennial Citrus College Fact Book is a product of the dedicated effort of the Citrus College Office of Institutional Research, Planning and Effectiveness (IRPE). With this 2023 edition, IRPE has implemented a new mode of access – readers can now easily view the data tables through the online table of contents.

The Fact Book is a valuable resource containing information that provides in-depth details relative to the College's service area population, as well as new and incoming student demographics from within our five feeder school districts. Student performance and success are also highlighted and include data through fall 2021. Lastly, the 2023 Fact Book provides faculty, staff and management demographics. It is my hope that, as you explore each component, you will discover the high priority that the College places on knowing its students – where they come from, who they are and what their future goals are beyond their time at Citrus College.

Data transparency is essential for credibility, enabling the College to "see below the surface." Five-year longitudinal data reveal, in part, how our students and the College continue to recover from the adverse effects of global and local events over time. Citrus College is moving forward with purpose to build an all-inclusive learning environment sensitive to the uniqueness of each student, in which educational pathways are clear, student support is paramount and the College's values are evident.

It is my hope that you will learn more about the "Citrus College Experience" from the valuable information and data contained within the 2023 Fact Book.

Sincerely,

Greg Schulz, Ed.D.
Superintendent/President

Introduction

The Citrus College Fact Book (Fact Book) is a biennial publication and a means of transparency for the college. It provides factual information to support sound planning and decision-making. The Fact Book presents a bird's-eye view of the campus' surrounding communities with regard to population demographics, new student and enrollment trends, including outcome data and college employee demographics. It is designed to be used as a 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.

Each chapter features data for multiple years. Topics include a brief college history; a description of the service area populations, including socioeconomic data; descriptions of the feeder K-12 school districts; data related to the college's student body, enrollment, and academic outcome indicators. The last chapter includes data on college employees. The Fact Book's graphs and charts illustrate a clear at-a-glance comparative viewpoint.

The data in this Fact Book come from a variety of resources. Data pertaining to Citrus College's service area 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 primary cities that the college serves. This scan allows for a broad understanding of the district's residents and how Citrus College can best serve its students.

Data from the California Department of Education, such as K-12 enrollment and high school graduation rates are used to provide useful information regarding Citrus College's K-12 feeder school districts. Information about Citrus College students' performance and academic outcomes is extracted from our local student records database (Banner) or the California Community Colleges Chancellor's Office (Data Mart).

The data contained in the pages that follow were compiled by the Citrus College Office of Institutional Research, Planning and Effectiveness. Aesthetics are the creative work of the Citrus College Office of Communications and External Relations, in addition to their editing contributions.

Our Mission

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. 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.

<div align="right">Approved by the Citrus Community College District Board of Trustees on July 16, 2019</div>

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), the California Community College Athletic Association (CCCAA), the Hispanic Association of Colleges and Universities (HACU), and Association of Community College Trustees (ACCT), and the Academic Senate for California Community Colleges (ASCCC).

Citrus College 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
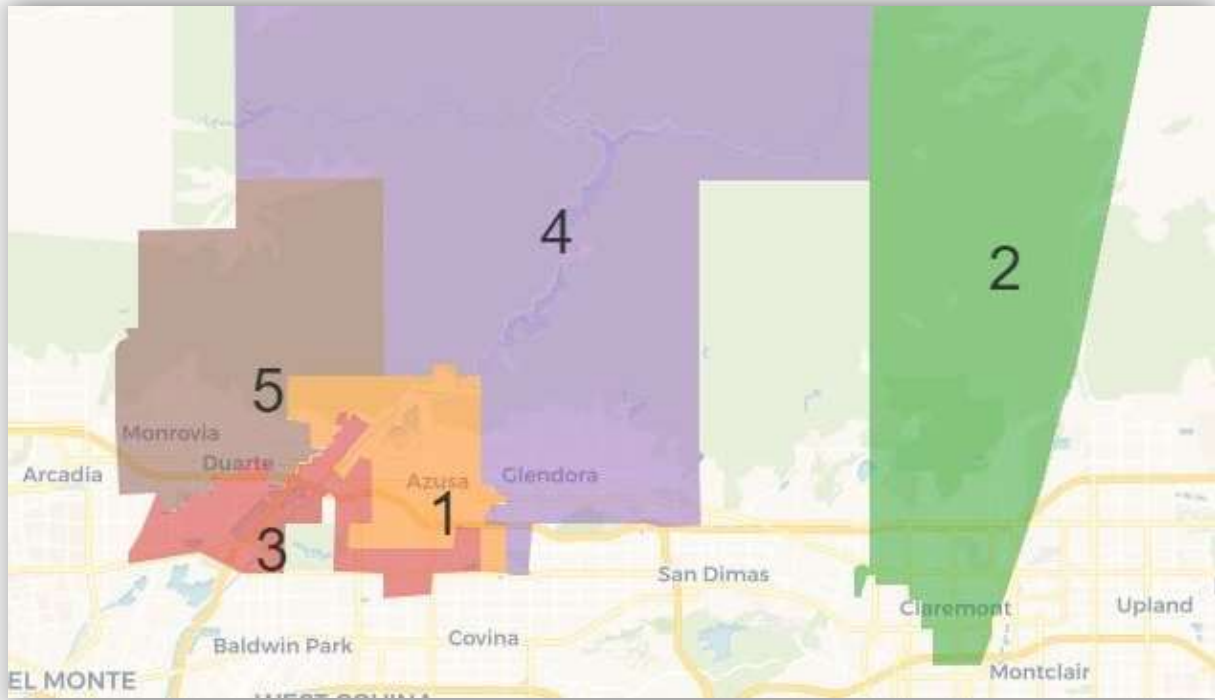
Ms. Laura J. Bollinger, President
Area 2: Claremont and portions of
Pomona and La Verne representative

Dr. Anthony Contreras, Vice President
Area 1: Azusa and portions of
Duarte representative

Dr. Patricia A. Rasmussen, Clerk/Secretary
Area 4: Glendora and portions of
San Dimas representative

Ms. Cheryl Alexander, Member
Area 3: Duarte and portions of
Azusa, Monrovia, Arcadia, Covina
and Irwindale representative

Ms. Mary Ann Lutz, Member
Area 5: Monrovia/Bradbury and
portions of Duarte representative

Service Area Population

Figure 1.2 Service Area Population Trend

Citrus College's service area includes five primary cities within the college district boundary: Azusa, Claremont, Duarte, Glendora, and Monrovia. In 2021, Glendora was the largest city with a population of 52,458 and Duarte was the smallest with a population of 21,723. The population in four out of the five cities declined in 2021.
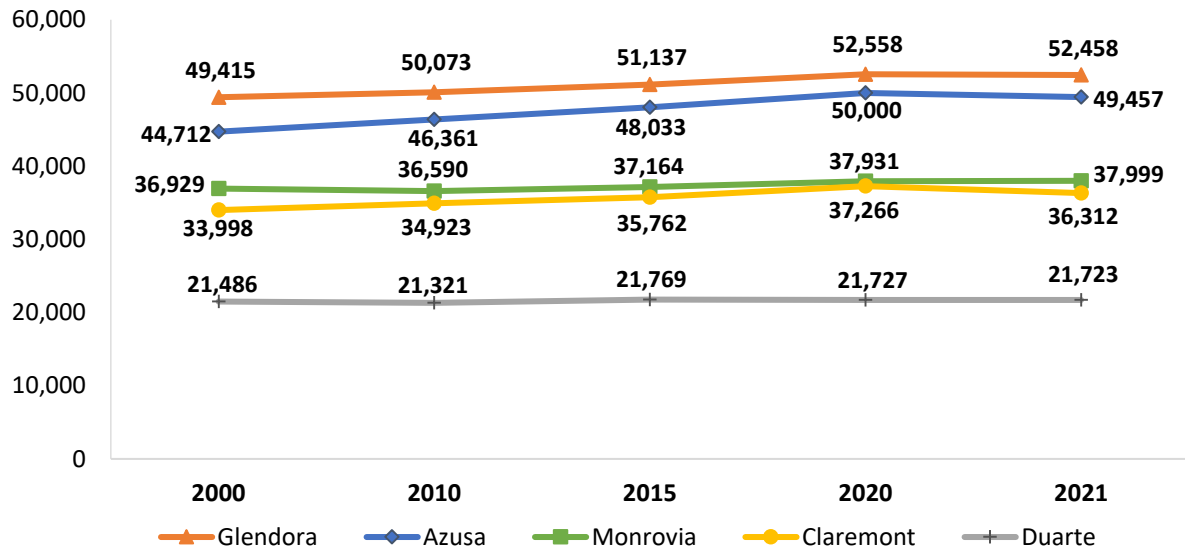
In the last decade, Asian and Hispanic populations in the college's service area continued to grow, while the African American and White populations decreased. Among the age groups, the population over age 55 has increased by 22% from 45,721 in 2010 to 55,771 in 2021.

Figure 1.3 Service Area Populations by Race/Ethnicity, 2000, 2010, 2015, 2021
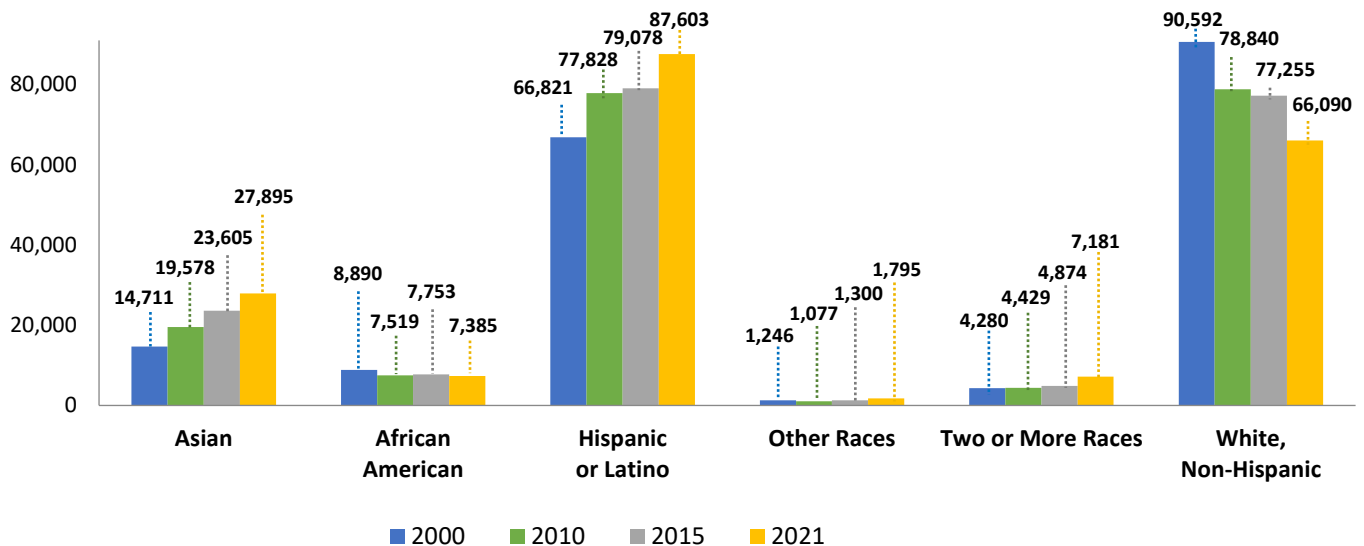
Figure 1.4 Service Area Populations by Age, 2000, 2010, 2015, 2021

Age group	2000	2010	2015	2021
Under 15	42,502	35,399	34,865	33,895
15 to 19	15,546	16,557	16,414	14,410
20 to 24	14,357	16,279	17,109	16,094
25 to 34	26,185	22,904	25,135	26,111
35 to 44	28,936	25,363	24,097	26,477
45 to 54	23,632	27,048	26,943	25,191
55 and over	35,382	45,721	49,302	55,771
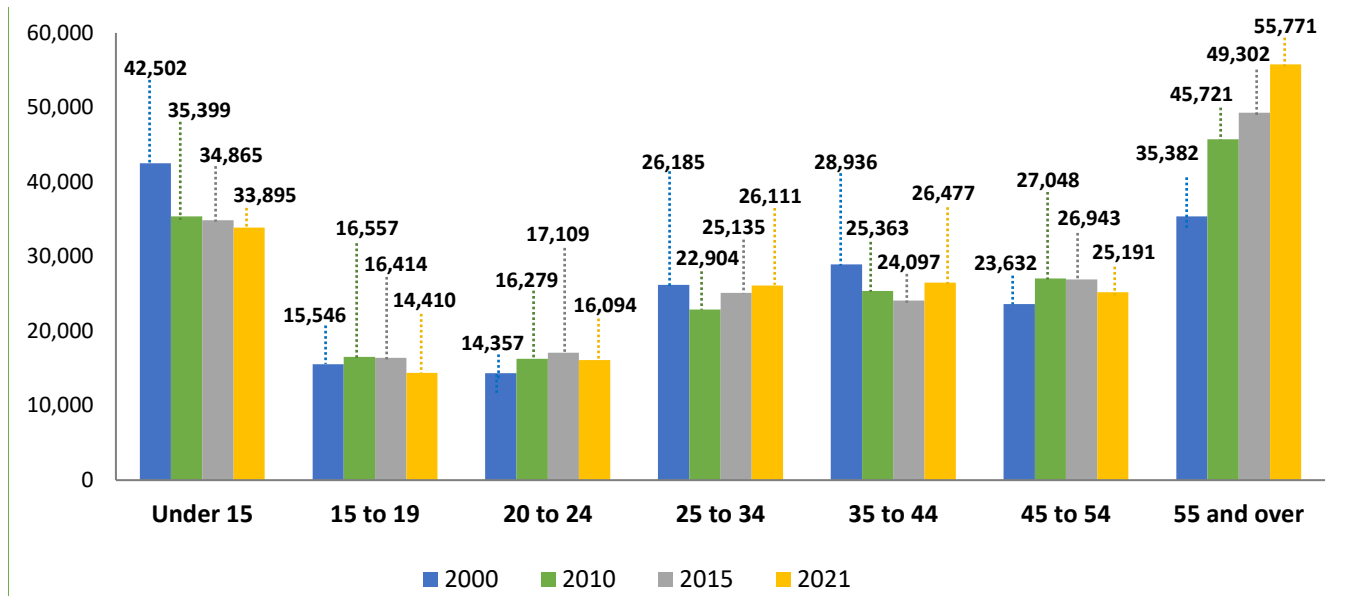
Source: US Census

Community Demographics

Figure 1.5 Races/Ethnicities in Primary Cities

The population of the primary cities within the college's service area is very diverse. In Azusa and Duarte more than half of the residents are of Hispanic origin.

Figure 1.5 Races/Ethnicities in Primary Cities

Legend: African American, Asian, Hispanic/Latino, Two or more races, Other Races, White

City	African American	Asian	Hispanic/Latino	Two or more races	Other Races	White
Azusa	3%	15%	63%		0%	17%
Claremont	6%	15%	24%		1%	47%
Duarte	4%	17%	51%		1%	25%
Glendora	2%	12%	38%		1%	44%
Monrovia	5%	14%	43%		2%	32%
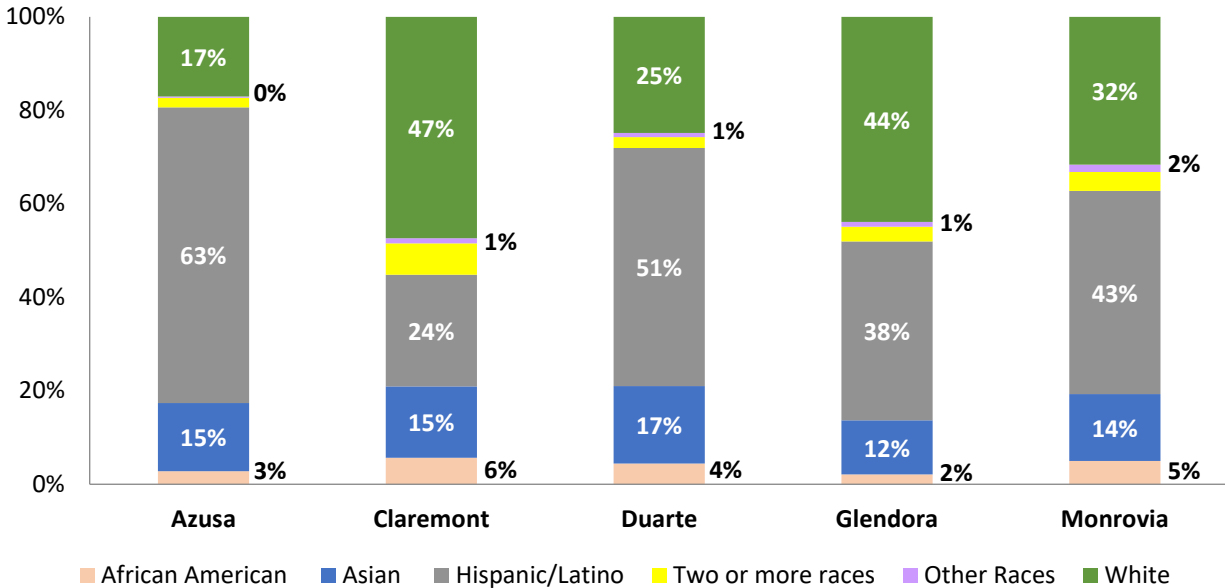
Residents who live in Citrus College's service area primarily speak English at home. Spanish is the second most spoken language in the service area.

Figure 1.6 Languages Spoken at Home in Primary Cities

Figure 1.6 Languages Spoken at Home in Primary Cities

Legend: Only English, Spanish, Other indo-European languages, Asian and Pacific Island Languages, Other Languages

City	Only English	Spanish	Other indo-European languages	Asian and Pacific Island Languages	Other Languages
Azusa	47%	42%	2%	9%	1%
Claremont	73%	12%	4%	11%	1%
Duarte	43%	39%	5%	12%	2%
Glendora	70%	17%	3%	8%	3%
Monrovia	56%	30%	3%	12%	<1%
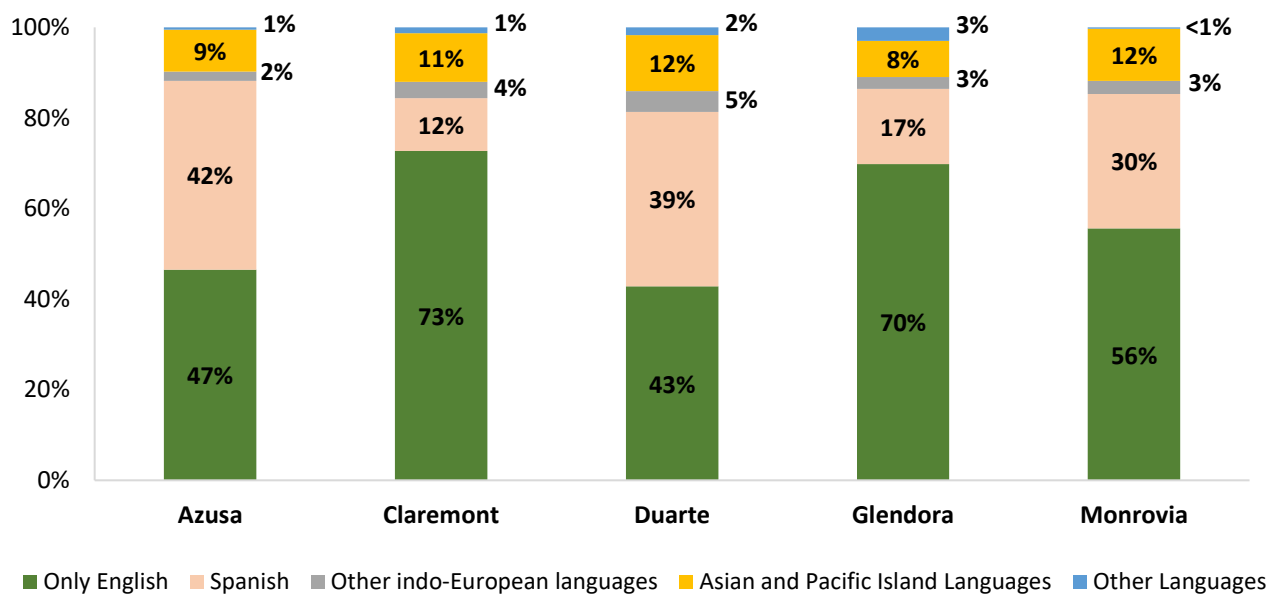
Educational Attainment

In the college's five primary cities, there are notable differences in the highest level of education that an individual has completed.

Figure 1.7 Educational Attainment of Adults Age 25 and Older in Primary Cities

City	Less than high school graduate	High school graduate or equivalent	Some college, no degree	Associate's degree	Bachelor's degree	Graduate or professional degree
Azusa	20%	25%	19%	9%	18%	9%
Claremont	6%	11%	18%	8%	27%	31%
Duarte	15%	22%	22%	8%	21%	12%
Glendora	7%	21%	23%	11%	25%	14%
Monrovia	10%	19%	20%	8%	27%	16%
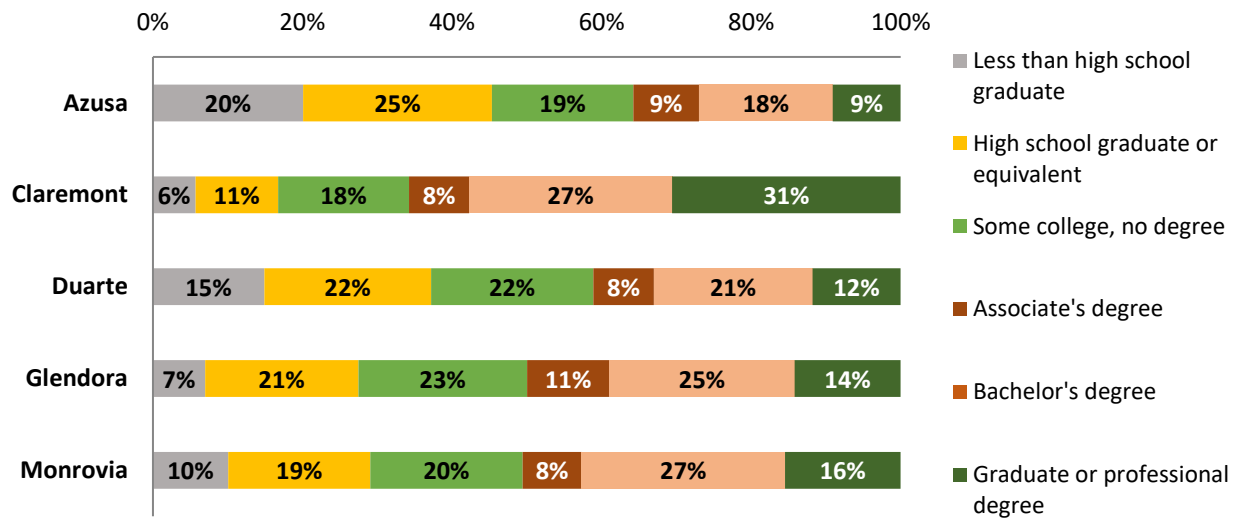
Socioeconomic Status of Service Area Residents

The socioeconomic status of residents in the college's service area differs considerably by city. Azusa has the lowest median household income and the highest poverty rate among the five primary cities.

Figure 1.8 Median Household Income (in 2021 inflation-adjusted dollars) and Percentage of Residents Living Below Poverty

City	Median Household Income	Percentage Below Poverty
Azusa	$74,043	15%
Claremont	$111,937	5%
Duarte	$86,903	9%
Glendora	$103,159	8%
Monrovia	$87,077	9%
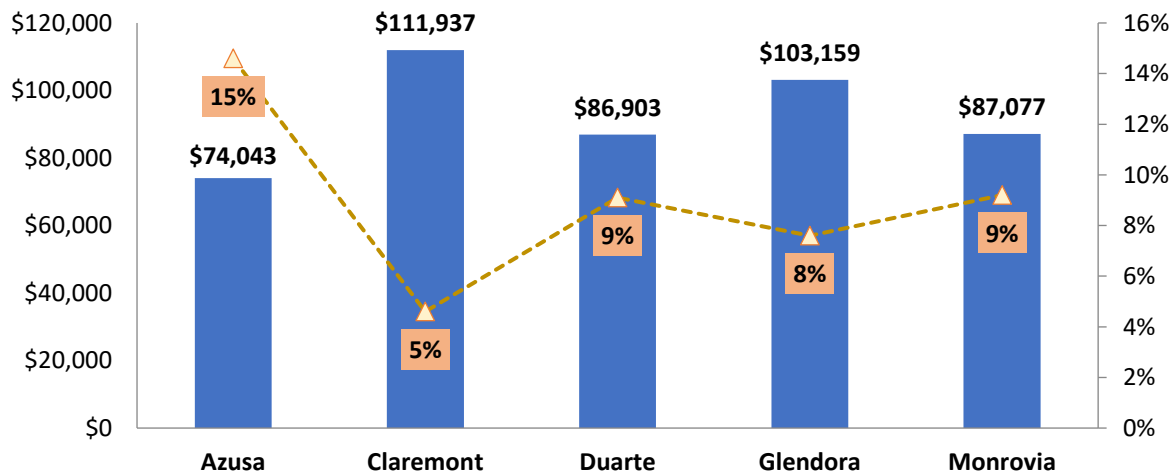
Source: US Census

Unemployment Rate

The unemployment rate in the college's service area surged in 2020 during the pandemic (Figure 1.8), but has returned to the pre-pandemic level. The unemployment rates in all primary cities in September 2022 are comparable to the those back in September 2019.

The source of all data in this section is California Employment Development Department.

Figure 1.9 Unemployment Rate in the College's Service Area and Los Angeles County, 2019, 2020, 2022.
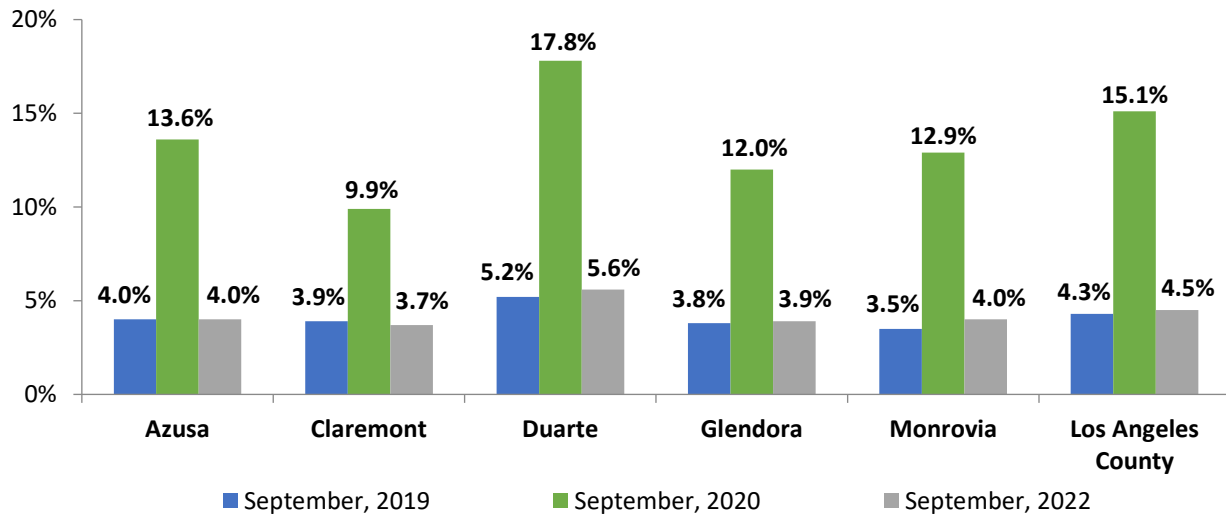
Two of the fastest growing occupations in the Los Angeles-Long Beach-Glendale Metropolitan Division are Personal Care Aides and Physician Assistants. See Table 1.1 on page 10.

Occupation Outlook

Many Citrus College students joined the workforce in Los Angeles County and the broader Southern California region. The following three tables show the top 10 occupations with the most openings and the top 10 occupations with the highest growth rates in Los Angeles County, Orange County, and the Inland Empire metropolitan areas. The occupations projected to have the most job openings are primarily in leisure and hospitality, transportation and warehousing as well as healthcare. Many of the fastest growing and highest-paying jobs such as physician assistants and software developers require a bachelor's degree or higher.

Table 1.1 Occupations with the Most Job Openings and Fastest Growing Occupations, Los Angeles-Long Beach-Glendale Metropolitan Division, 2018-2028

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage[1]
Personal Care Aides	7	442,830	n/a
Combined Food Preparation and Serving Workers, Including Fast Food	8	221,570	n/a
Cashiers	8	212,980	$29,362
Retail Salespersons	8	166,200	$31,221
Waiters and Waitresses	8	163,210	$29,097
Laborers and Freight, Stock, and Material Movers, Hand	8	160,770	$30,988
Office Clerks, General	7	117,760	$37,093
Stock Clerks and Order Fillers	7	96,260	n/a
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	91,460	$32,336
Cooks, Restaurant	8	87,570	$30,997
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Personal Care Aides	7	46.3%	n/a
Statisticians	2	37.4%	$96,582
Physician Assistants	2	33.5%	$127,433
Occupational Therapy Assistants	4	32.5%	$67,912
Nursing Instructors and Teachers, Postsecondary	1	32.1%	n/a
Health Specialties Teachers, Postsecondary	1	31.8%	$89,653
Nurse Practitioners	2	31.6%	$135,098
Speech-Language Pathologists	2	29.8%	$91,862
Athletic Trainers	3	29.6%	$57,807
Actuaries	3	28.6%	$115,236

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- No formal education credential*

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[1] Wages are from 2020 first quarter, excluding self-employed or unpaid family workers. An estimate could not be provided for wages listed as n/a. Source: California Employment Development Department

Table 1.2 Occupations with the Most Job Openings and Fastest Growing Occupations, Santa Ana-Anaheim-Irvine Metropolitan Division 2018-2028

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage
Combined Food Preparation and Serving Workers, Including Fast Food	8	88,470	n/a
Personal Care Aides	7	73,920	n/a
Retail Salespersons	8	70,260	$29,517
Laborers and Freight, Stock, and Material Movers, Hand	8	63,150	$30,892
Cashiers	8	62,640	$28,730
Waiters and Waitresses	8	62,020	$27,895
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	42,360	$30,760
Office Clerks, General	7	34,510	$36,617
Stock Clerks and Order Fillers	7	30,160	n/a
Customer Service Representatives	7	29,650	$39,214
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Occupational Therapy Assistants	4	52.0%	$75,190
Speech-Language Pathologists	2	39.2%	$92,774
Photographers	7	35.8%	$50,288
Physical Therapist Assistants	4	32.8%	$77,051
Information Security Analysts	3	31.2%	n/a
Physical Therapist Aides	7	30.4%	$27,894
Operations Research Analysts	3	29.0%	$90,645
Phlebotomists	5	28.8%	$44,162
Software Developers, Applications	3	27.6%	n/a
Marriage and Family Therapists	2	27.5%	$52,252

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- No formal education credential*

Photographers is the third-highest fastest growing occupation in the Santa Ana-Anaheim-Irvine Metropolitan Division. See Table 1.2 above.

Table 1.3 Occupations with the Most Job Openings and Fastest Growing Occupations, Riverside-San Bernardino-Ontario Metropolitan Division 2018-2028

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage
Laborers and Freight, Stock, and Material Movers, Hand	8	123,440	$31,927
Personal Care Aides	7	108,450	n/a
Combined Food Preparation and Serving Workers, Including Fast Food	8	98,600	n/a
Cashiers	8	86,080	$26,585
Retail Salespersons	8	66,630	$29,209
Stock Clerks and Order Fillers	7	55,400	n/a
Waiters and Waitresses	8	49,970	$26,122
Heavy and Tractor-Trailer Truck Drivers	5	40,870	$49,482
Office Clerks, General	7	32,880	$36,812
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	26,920	$32,262
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Machine Feeders and Offbearers	8	46.0%	$32,923
Physician Assistants	2	40.7%	$132,533
Phlebotomists	5	35.3%	$44,921
Diagnostic Medical Sonographers	4	31.7%	$87,794
Personal Care Aides	7	31.3%	n/a
Laborers and Freight, Stock, and Material Movers, Hand	8	31.1%	$31,927
Software Developers, Applications	3	29.9%	n/a
Industrial Truck and Tractor Operators	8	29.5%	$37,516
Nurse Practitioners	2	29.5%	$133,565
Physical Therapist Assistants	4	28.3%	$75,071

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- No formal education credential*

Source: California Employment Development Department

Physician Assistant is the second-fastest growing occupation in the Riverside-San Bernardino-Ontario Metropolitan Division. See Table 1.3 above.

Feeder School Districts and First-Year Students

Office of Institutional Research, Planning and Effectiveness

K-12 Enrollment Trends for Feeder Districts

There are five school districts in the college's service area: Azusa Unified School District, Claremont Unified School District, Duarte Unified School District, Glendora Unified School District and Monrovia Unified School District.

In the past five years, K-12 enrollment in four districts dropped, while enrollment at Duarte Unified School District increased. This increase in Duarte Unified is due to the newly opened California School of the Arts – San Gabriel Valley. K-12 enrollment in Los Angeles County and the state dropped 10% and 5%, respectively.

Figure 2.1 K-12 Enrollment Trend in Feeder Districts
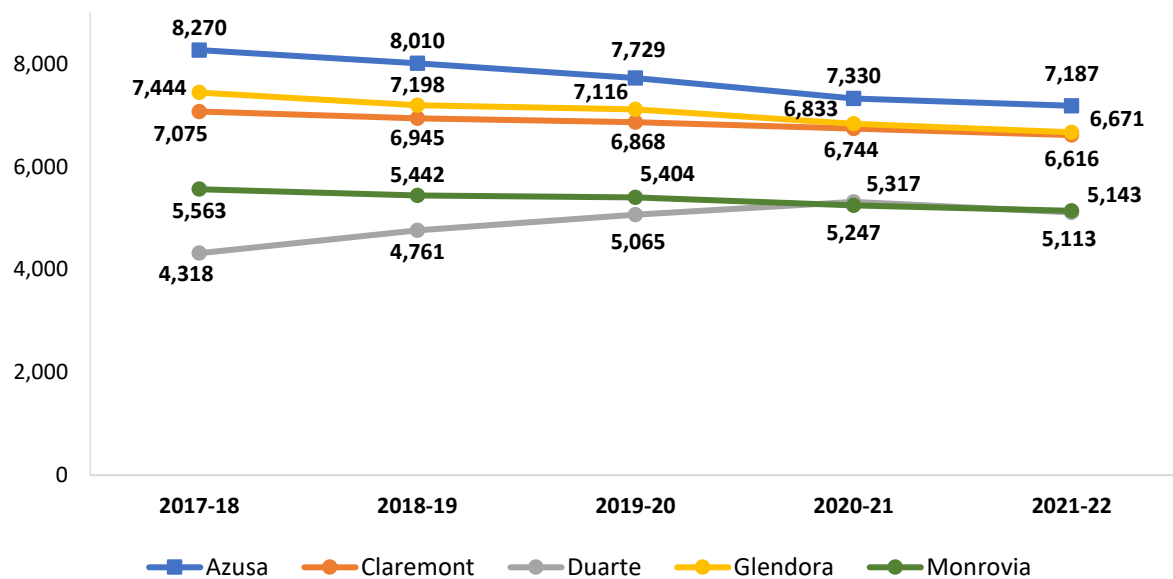
Table 2.1 K-12 Enrollment Trend in Feeder Districts

School District	2017-18	2018-19	2019-20	2020-21	2021-22
Azusa Unified	8,270	8,010	7,729	7,330	7,187
Claremont Unified	7,075	6,945	6,868	6,744	6,616
Duarte Unified	4,318	4,761	5,065	5,317	5,113
Glendora Unified	7,444	7,198	7,116	6,833	6,671
Monrovia Unified	5,563	5,442	5,404	5,247	5,143
Citrus College Service Area	33,120	32,356	32,182	31,471	30,730
Los Angeles County	1,492,652	1,464,002	1,436,522	1,390,342	1,336,558
California	6,220,413	6,186,278	6,163,001	6,002,523	5,892,240

Source: California Department of Education, Report: Time Series - Public School Enrollment; as of 6/27/2022
http://dq.cde.ca.gov/dataquest/

K-12 Enrollment in Feeder Districts by Race/Ethnicity

The ethnic composition of students in the college's feeder district schools is consistent with the population in the college's service area. Hispanic/Latino students represent the largest ethnic group in all five school districts.

Figure 2.2 K-12 Students in Feeder Districts by Race/Ethnicity, 2021-22
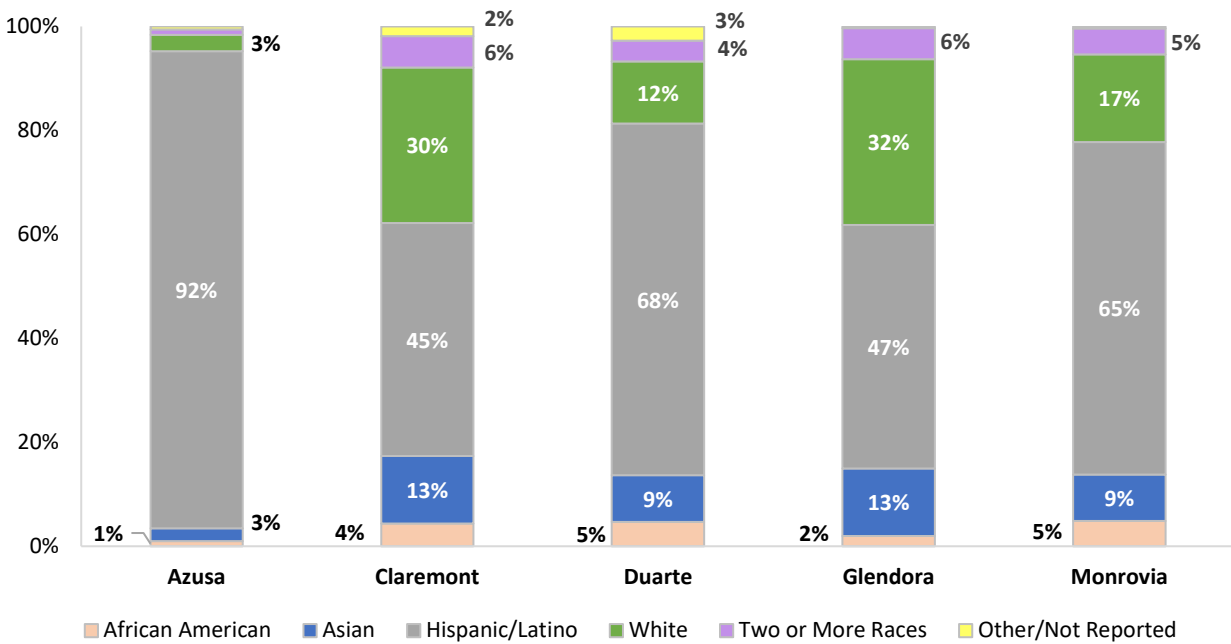
Table 2.2 K-12 Students in Feeder Districts by Race/Ethnicity, 2021-22

	Azusa	Claremont	Duarte	Glendora	Monrovia
African American	1%	4%	5%	2%	5%
American Indian/Alaska Native	<1%	<1%	<1%	<1%	<1%
Asian	3%	13%	9%	13%	9%
Hispanic/Latino	92%	45%	68%	47%	65%
Pacific Islander	<1%	<1%	<1%	<1%	<1%
White, Non-Hispanic	3%	30%	12%	32%	17%
Two or More Races	1%	6%	4%	6%	5%
Not Reported	1%	2%	3%	<1%	<1%
Total	7,187	6,616	5,113	6,671	5,413

Source: California Department of Education, Report: Enrollment by Race/Ethnicity; as of 6/27/2022, 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 2021-2022, the income limit for a family of four was $34,450 to qualify for free meals and $49,025 for reduced-price meals.

Figure 2.3 Percent of Feeder Districts Students Participating in the Free/Reduced-Price Lunch Program
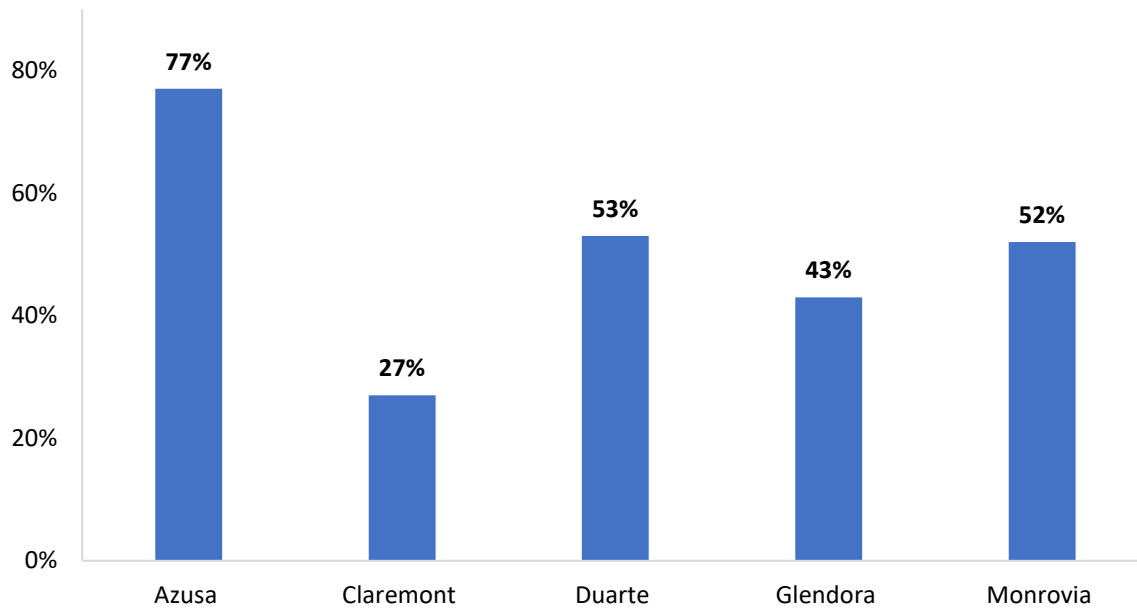
Source: California Department of Education, Report: Free or Reduced-Price Meals, as of 6/27/2022, https://www.cde.ca.gov/ls/nu/rs/scales2122.asp

High School Outcomes

Table 2.3 shows the graduation and outcomes of high school students in the service area's school districts. Data reflects the outcomes of a four-year adjusted cohort, which includes first-time students who enter ninth grade and students who transfer later into the cohort.

Table 2.3 Four-Year Adjusted Cohort Graduation Rate and Outcome Data, 2021-22

District	High School	Cohort Size	Regular High School Diploma Graduates & Graduation Rate		California High School Proficiency Exam Completers	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Azusa Unified	Azusa High	243	209	86%	0	12	0	1	0	21
	Gladstone High	241	215	89%	0	0	1	1	0	24
	Districtwide[2]	592	516	87%	0	12	2	2	1	59
Claremont Unified	Claremont High	583	577	99%	1	1	0	0	2	2
	Districtwide	607	597	98%	1	2	0	1	3	3
Duarte Unified	Duarte High	173	160	92%	0	4	0	0	1	8
	Districtwide	213	192	90%	0	4	0	0	8	9
Glendora Unified	Glendora High	559	552	99%	0	5	0	0	0	2
	Districtwide	608	591	97%	0	5	0	1	3	8
Monrovia Unified	Monrovia High	369	359	97%	0	4	0	0	0	6
	Districtwide	424	402	95%	0	4	0	0	2	16

Source: California Department of Education, Report: Four-Year Cohort Graduation Rate and Outcome Data; as of 1/9/2023, http://dq.cde.ca.gov/dataquest/

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[2] Districtwide data include the high schools listed in table 2.3 as well as continuation high schools and non-public, non-sectarian schools that are not listed in the table.

New High School Graduates Enrolled in Citrus College – Overview

Prior to fall 2020, approximately 2,000 high school graduates began their academic career at Citrus College. However, the fall cohort size declined dramatically in the last two years.

In each fall cohort, 30% to 40% of the students come from the seven feeder high schools in the service area: Azusa High School, California School of the Arts – San Gabriel Valley, Claremont High School, Duarte High School, Gladstone High School, Glendora High School and Monrovia High School.

The remaining students in the cohort are from schools outside of the college's service area, private high schools or have been home schooled. Table 2.4 shows the district origins of recent high school graduates who enrolled in Citrus College in fall 2021. Among the feeder districts, Glendora Unified sent the highest number of new students. Outside of the service area, Bonita Unified sent the highest number of new students.

Table 2.4 Origins of New High School Graduates Enrolled in Citrus College, Fall 2021

High School District	Enrollment
Glendora Unified*	159
Bonita Unified	137
Azusa Unified*	121
Claremont Unified*	111
Covina-Valley Unified	91
Duarte Unified*	67
Baldwin Park Unified	64
Monrovia Unified*	57
Charter Oak Unified	36
Chaffey Joint Union High	35
Other**	220
Unknown	129
Total	**1,227**

*Citrus College feeder districts
**This category includes students from more than 25 districts, as well as those who come from private, out-of-state schools, or are home schooled.*

Figure 2.4 New High School Graduates Enrolled in Citrus College
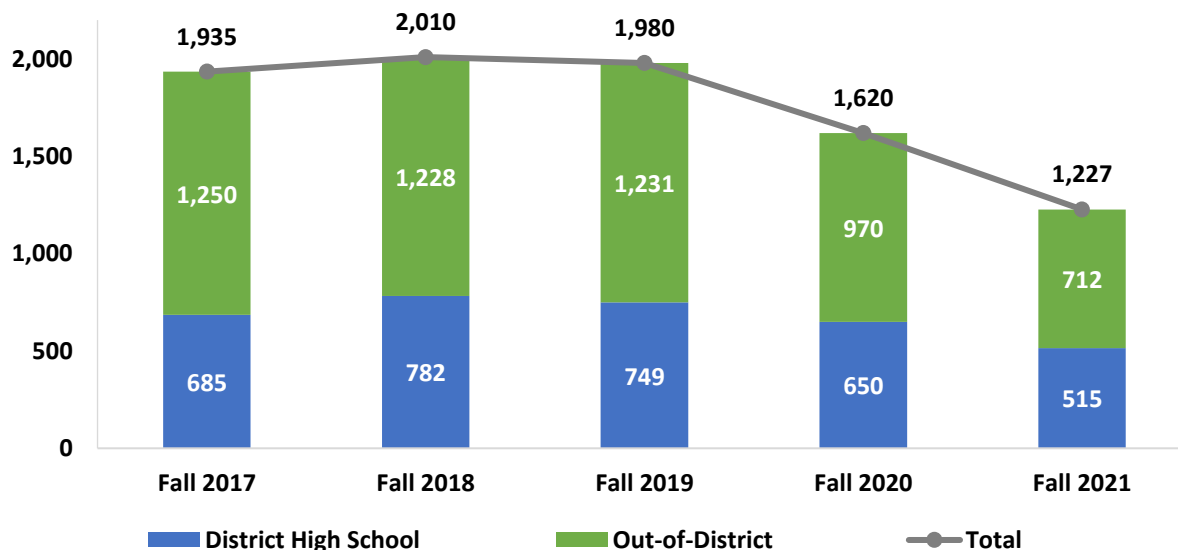
Source: Banner

Each new high school graduate cohort is made up of roughly 70% Hispanic students, half males and half females, with an average cohort age of 18 years.

Figure 2.5 New High School Graduates Enrolled in Citrus College by Race/Ethnicity

	Asian	Africa American	Hispanic/Latino	Other Races	White, Non-Hispanic	Unknown
Fall 2017 Cohort	6%	4%	71%	4%	14%	1%
Fall 2018 Cohort	8%	3%	70%	3%	15%	1%
Fall 2019 Cohort	6%	3%	73%	3%	12%	3%
Fall 2020 Cohort	7%	3%	70%	3%	16%	<1%
Fall 2021 Cohort	6%	3%	71%	5%	15%	1%
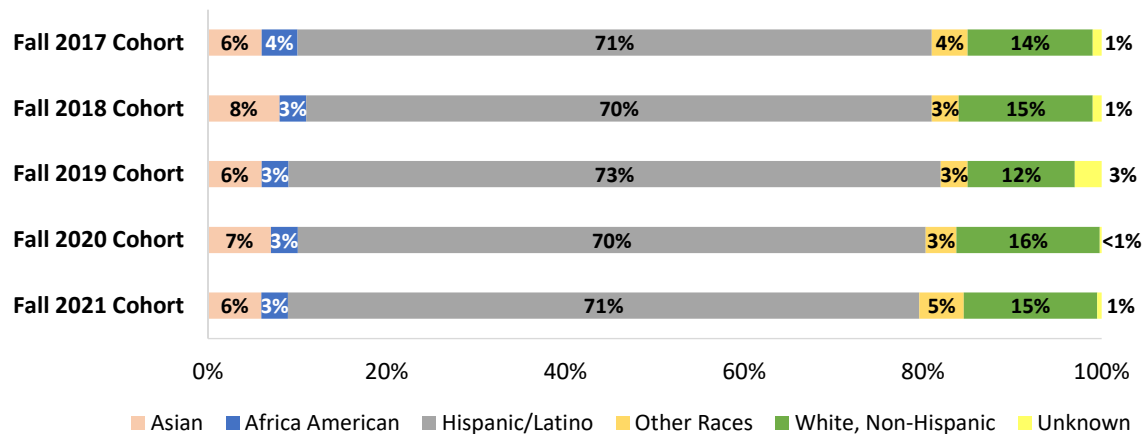
Source: Banner

New High School Graduates Enrolled in Citrus College – Academic Profile

In fall 2018, Citrus College implemented AB 705[3] and discontinued the Accuplacer tests for English and math placement. All students have direct access to transfer-level English and math courses (with or without corequisite support). Of the students in the fall 2021 cohort, 51% completed transfer-level English within one year and 44% completed transfer-level math within one year.

Figure 2.6 Transfer-level English and Math Completion

	Transfer-level English				Transfer-level math			
Fall 2018 Cohort	54%				33%			
Fall 2019 Cohort		54%				43%		
Fall 2020 Cohort			52%				43%	
Fall 2021 Cohort				51%				44%
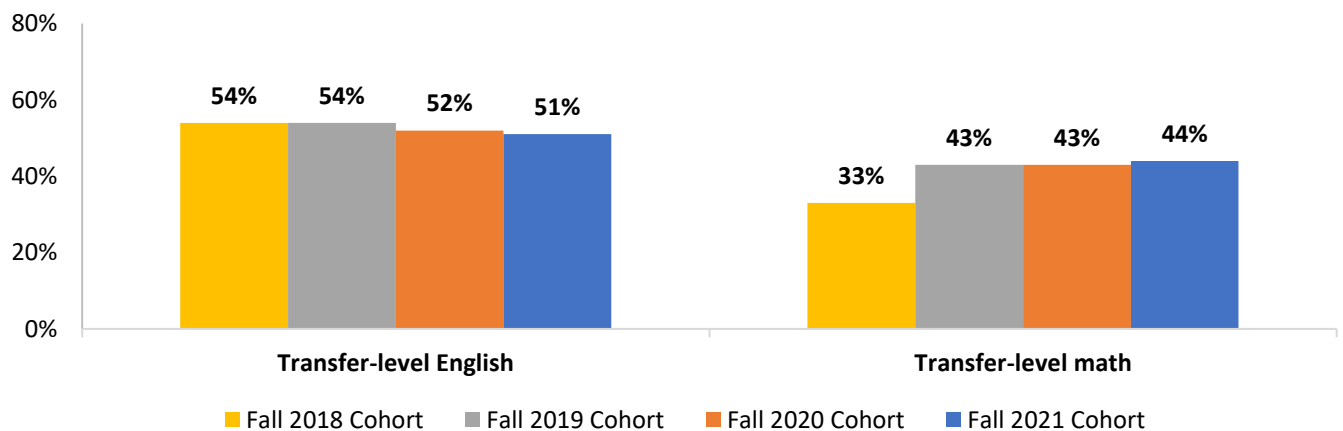
Source: Banner

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[3] Assembly Bill 705 (AB 705) requires community college districts to "maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe by utilizing assessment measures that include high school performance (GPA) to achieve this goal".

Retention, Success and Persistence

Overall, more than 60% of new high school graduates successfully completed courses, and about 90% remained enrolled to the end of their first term.[4]

Figure 2.7 First-Term Retention and Success Rate of New High School Graduates
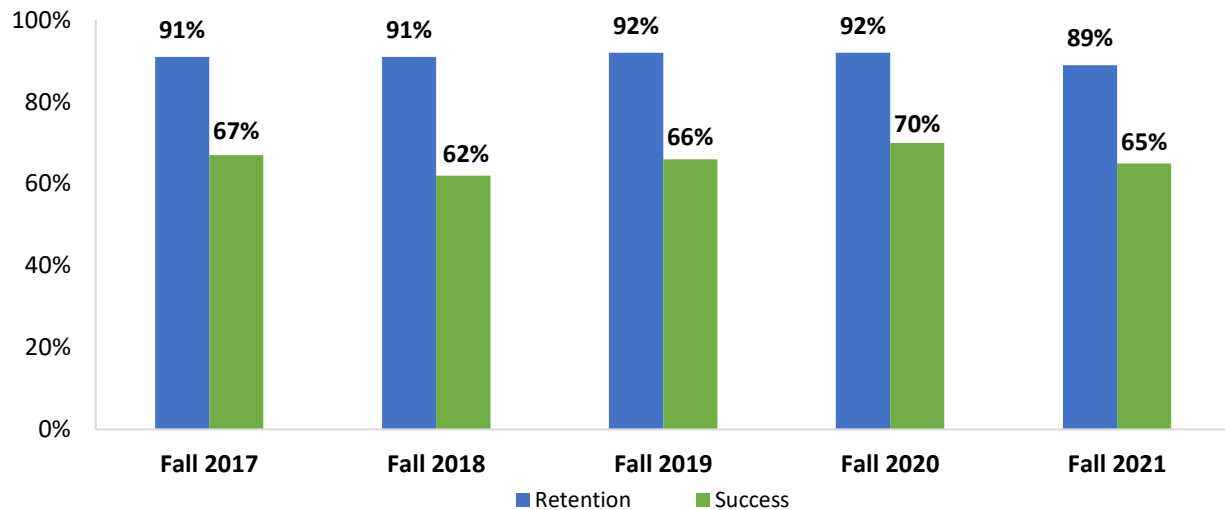
Source: Banner

Figure 2.8 Persistence Rate of New High School Graduates

On average, 78% of new students who started in the fall semester continued to enroll in Citrus College the following spring semester and 65% persisted into the following fall semester.
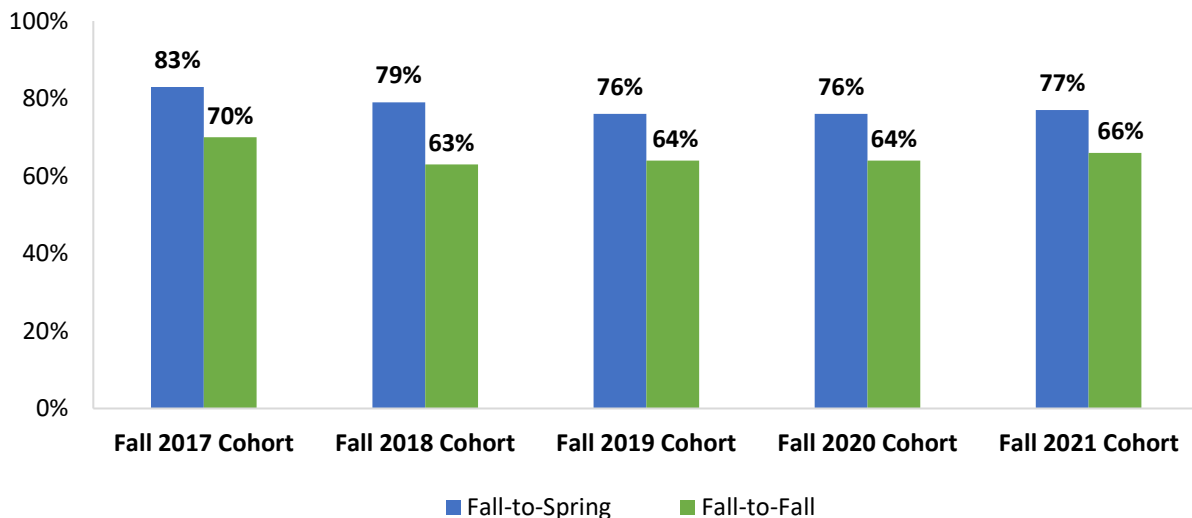
Source: Banner

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[4] 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 III:

Citrus College Students

Office of Institutional Research, Planning and Effectiveness

Enrollment Trends

The college's enrollment declined significantly during the Covid-19 pandemic. In 2021-22, headcount enrollment and full-time equivalent student (FTES) numbers dropped 23% and 25%, respectively since 2019-20.

Data sources for Enrollment Trends and Demographics is the Chancellor's Office Data Mart/MIS referential file.

Figure 3.1 Enrollment: Credit and Noncredit Headcount and FTES
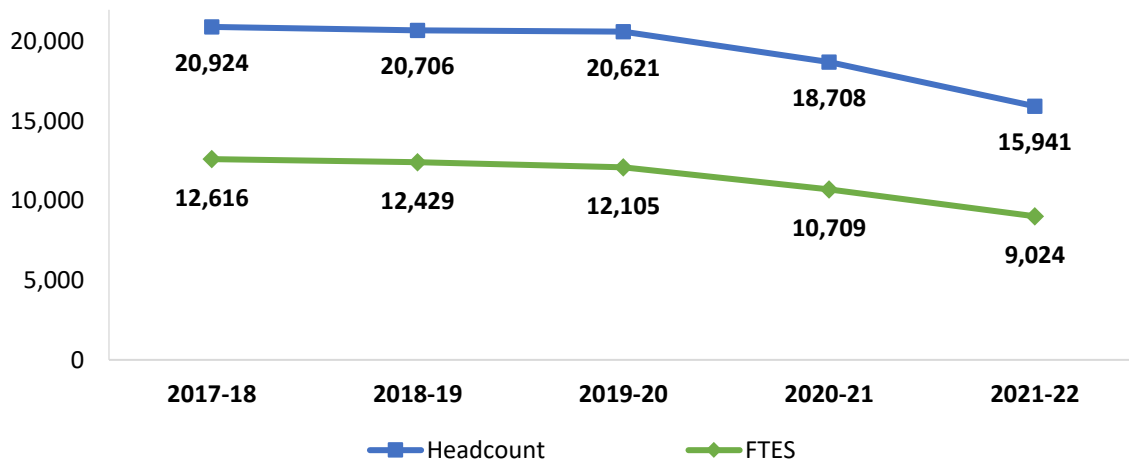
Enrolled Students' Demographics – Gender and Age

There are consistently more female students than male students enrolled at the college. In fall 2021, 57% of Citrus College students were female and 41% were male.

Table 3.1 Enrolled Students by Gender

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
Female	7,354	53%	7,308	54%	7,467	55%	6,976	57%	5,912	57%
Male	6,216	45%	6,124	45%	5,920	44%	5,049	41%	4,269	41%
Non-binary	-	-	-	-	-	-	-	-	55	<1%
Unknown	219	2%	214	2%	201	1%	168	1%	132	1%
Total	13,789	100%	13,646	100%	13,588	100%	12,193	100%	10,368	100%

Almost three quarters of students at Citrus College are of traditional college age. In fall 2021, 36% of the students were 19 or younger and 33% of the students were between 20 and 24 years old.

Table 3.2 Enrolled Students by Age

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
19 or younger	4,077	30%	4,342	32%	4,583	34%	4,420	36%	3,712	36%
20 to 24	5,744	42%	5,366	39%	5,107	38%	4,128	34%	3,378	33%
25 to 29	1,970	14%	1,904	14%	1,835	14%	1,681	14%	1,472	14%
30 to 34	744	5%	792	6%	790	6%	838	7%	697	7%
35 to 39	456	3%	419	3%	446	3%	395	3%	386	4%
40 to 49	469	3%	496	4%	495	4%	480	4%	450	4%
50 or older	329	2%	327	2%	332	2%	251	2%	273	3%
Total	13,789	100%	13,646	100%	13,588	100%	12,193	100%	10,368	100%

Enrolled Students' Demographics – Race/Ethnicity

In fall 2021, the race/ethnicity of the college's student body was 65% Hispanic/Latino, 15% White, 11% Asian, 3% African American, 3% two or more races. Pacific Islander and American Indian made up less than 1% of the student population.

Table 3.3 Enrolled Students by Race/Ethnicity

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
African American	528	4 %	478	4 %	480	4 %	389	3 %	342	3 %
American Indian or Alaskan Native	22	<1%	12	<1%	30	<1%	26	<1%	22	<1%
Asian	1,684	12 %	1,655	12 %	1,597	12 %	1,337	11 %	1,140	11 %
Hispanic/Latino	8,832	64 %	8,892	65 %	8,826	65 %	7,979	65 %	6,737	65 %
Two or More Races	401	3 %	392	3 %	380	3 %	387	3 %	361	3 %
Pacific Islander	9	<1%	16	<1%	21	<1%	23	<1%	22	<1%
White, Non-Hispanic	2,214	16 %	2,075	15 %	1,892	14 %	1,826	15 %	1,590	15 %
Unknown	99	1 %	126	1 %	362	3 %	226	2 %	154	1 %
Total	13,789	100 %	13,646	100 %	13,588	100 %	12,193	100 %	10,368	100 %

Enrolled Students' Demographics – First Generation College Students

The college enrolled fewer first-generation students in the last five years. The percentage of first-generation students declined from 70% in fall 2017 to 62% in fall 2021.

Figure 3.2. First Generation Students
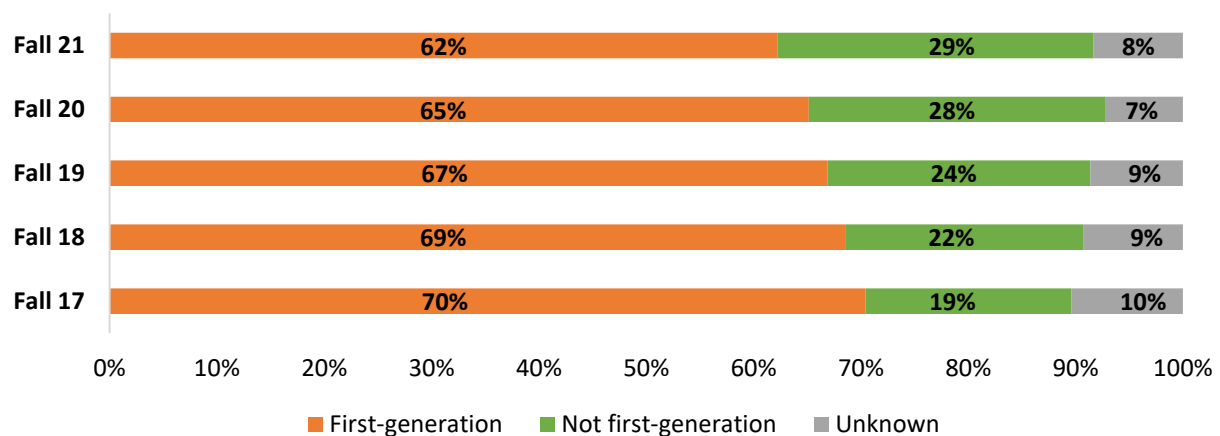
Enrolled Students' Demographics – Residency

About one third of Citrus College students reside in one of the five primary cities within the College's service area. As much as 65% of the students live outside of the service area. A small percentage are international students.

Figure 3.3 below illustrates the residency of Citrus College students. The circle size indicates the concentration of student residency.

Table 3.4 Student Residency, Fall 2021

	Count	Percent
Within Citrus College Service Area	3,450	33%
Outside of the Citrus College Service Area	6,707	65%
International students	211	2%
Total	**10,368**	**100%**

Table 3.5. Top 15 Cities of Residence, Fall 2021

Azusa*	1,264
Covina	974
Glendora*	942
Pomona	582
West Covina	578
Baldwin Park	463
Monrovia*	458
Duarte*	442
La Verne	369
San Dimas	360
Claremont*	344
La Puente	305
Upland	265
Rancho Cucamonga	222
Ontario	219

Figure 3.3 Enrolled Students Residency Map
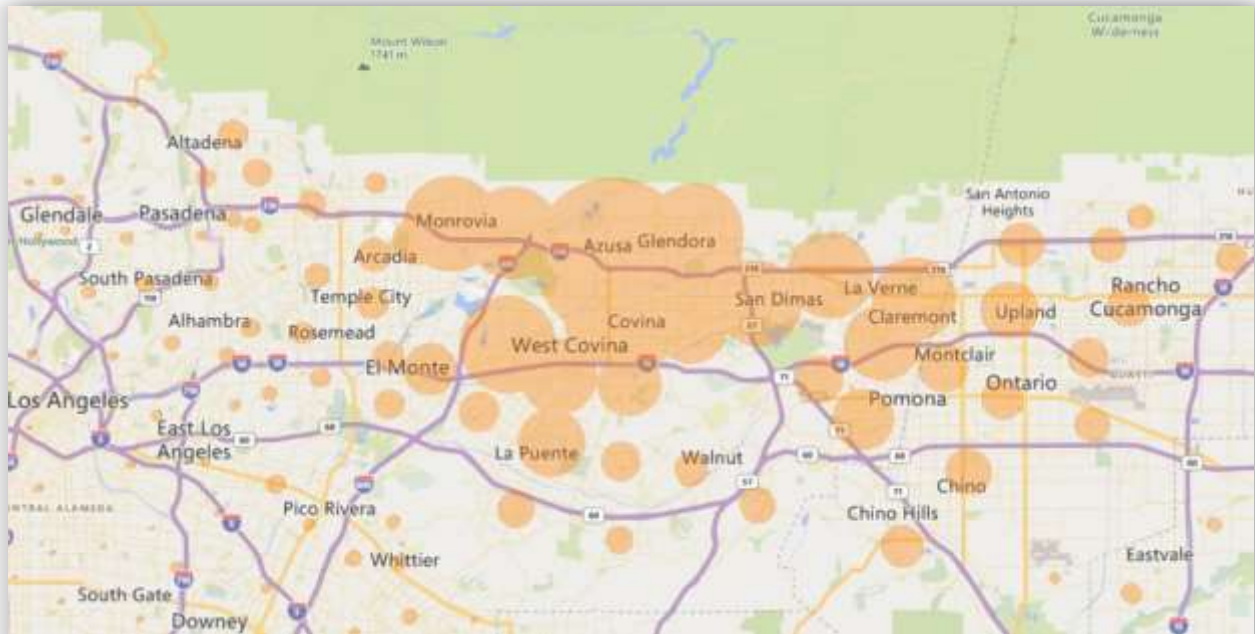
Source: Chancellor's Office Data Mart/MIS referential file

Enrollment Status and Educational Goals

The number of special admit students increased considerably as the college expanded college course offerings at the district high schools.

Table 3.6 Enrolled Students by Enrollment Status[5]

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
First-Time Student	1,536	11 %	1,933	14 %	1,962	14 %	1,607	13 %	1,404	14 %
First-Time Transfer Student	1,174	9 %	1,113	8 %	1,196	9 %	999	8 %	801	8 %
Returning Student	2,120	15 %	2,176	16 %	2,177	16 %	2,211	18 %	1,887	18 %
Continuing Student	8,355	61 %	7,695	56 %	7,192	53 %	6,038	50 %	5,022	48 %
Uncollected/Unreported	284	2 %	284	2 %	250	2 %	145	1 %	181	2 %
Special Admit Student	320	2 %	445	3 %	811	6 %	1,193	10 %	1,073	10 %
Total	13,789	100 %	13,646	100 %	13,588	100 %	12,193	100 %	10,368	100 %

The college expanded its dual enrollment program over the last five years. Table 3.7 shows an increasing number of students with the goal of earning a high school diploma.

Table 3.7 Enrolled Students by Educational Goals

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
Transfer	7,978	58%	7,780	57%	7,428	55%	6,312	52%	5,045	49%
Associate Degree/Certificate	1,156	8%	1,166	9%	1,184	9%	1,013	8%	966	9%
Career/Job Skills	729	5%	717	5%	696	5%	594	5%	604	6%
GED/High School Diploma	852	6%	937	7%	1,247	9%	1,663	14%	1,549	15%
Educational Development	125	1%	160	1%	155	1%	156	1%	136	1%
Improve Basic Skills	104	1%	84	1%	71	1%	49	<1%	43	<1%
Undecided/Unreported	2,845	21%	2,802	21%	2,807	21%	2,406	20%	2,025	20%
Total	13,789	100%	13,646	100%	13,588	100%	12,193	100%	10,368	100%

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[5] **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 are enrolled in 12 or more units. In fall 2021, 36% of the students were enrolled full-time. This group has decreased by 3% since Fall 2017.

Table 3.8 Enrolled Students by Unit Load

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
Less than 6 units	3,006	22%	2,941	22%	3,236	24%	2,939	24%	2,815	27%
6.0 - 8.9	2,733	20%	2,732	20%	2,685	20%	2,616	21%	2,127	21%
9.0 - 11.9	2,306	17%	2,139	16%	1,966	14%	1,838	15%	1,475	14%
12 or more units	5,414	39%	5,502	40%	5,415	40%	4,628	38%	3,737	36%
Noncredit	330	2%	332	2%	286	2%	172	1%	214	2%
Citrus College Total	**13,789**	**100%**	**13,646**	**100%**	**13,588**	**100%**	**12,193**	**100%**	**10,368**	**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[6] or online asynchronous classes with no set meeting time. These students are classified as "Other" and the number doubled over the last two years.

Table 3.9 Enrolled Students by Day/Evening Status

	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
Day	11,077	80 %	10,823	79 %	10,674	79 %	8,869	73 %	7,431	72 %
Evening/Weekend	1,565	11 %	1,557	11 %	1,445	11 %	1,046	9 %	905	9 %
Other	1,147	8 %	1,266	9 %	1,469	11 %	2,278	19 %	2,032	20 %
Citrus College Total	**13,789**	**100%**	**13,646**	**100%**	**13,588**	**100%**	**12,193**	**100%**	**10,368**	**100%**

Source: Chancellor's Office Data Mart/MIS referential files

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[6] 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 schedules are online classes.

Noncredit Students

Citrus College offers no-cost noncredit courses and fee-based community education courses to help students improve basic skills, develop professional competencies, and acquire new interests. The characteristics and performance of students enrolled in six noncredit programs are presented in table 3.10 to 3.15.

Table 3.10 Noncredit Enrollment and Student Profile - Basic Skills

Basic Skills	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Winter 2018	Winter 2019	Winter 2020	Winter 2021	Winter 2022	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Enrollment	1821	1832	1919	1998	1660				22								27	31		11
Completion	1605	1657	1628	1126	1171				14								6	10		4
Completion-70% attendance	88%	90%	85%	56%	71%				64%								22%	32%		36%
Success Grade (P & SP)	1506	1533	1524	1042	1035				15								5	13		5
Success Rate	83%	84%	79%	52%	62%				68%								19%	42%		45%

Unduplicated Headcount

		Summer 2017		Summer 2018		Summer 2019		Summer 2020		Summer 2021		Fall 2017	Fall 2018	Fall 2019	Fall 2020		Fall 2021	Winter 2018	Winter 2019	Winter 2020	Winter 2021	Winter 2022	Spring 2018	Spring 2019		Spring 2020		Spring 2021	Spring 2022	
Age	Less than 20	1306	100%	1274	100%	1328	100%	1286	99%	1101	99%													27	100%				3	27%
	20-24	1	0.1%					2	0.2%	4	0.4%				2	9%													3	13%	3	27%
	25-49	2	0.2%			1	0.1%	9	0.7%	6	0.5%				16	73%											11	46%	5	45%
	50 and Older	1	0.1%					6	0.5%	6	0.5%				4	18%											10	42%		
Race/Ethnicity	Asian	42	3%	49	4%	54	4%	58	4%	57	5%				4	18%								1	4%	13	54%	1	9%
	Black/African American	36	3%	41	3%	46	3%	33	3%	24	2%																		
	Hispanic/Latino	857	65%	829	65%	876	66%	764	59%	631	56%				14	64%								26	96%	9	38%	6	55%
	Native American	2	0.2%	4	0.3%	4	0.3%	3	0.2%	3	0.3%																		
	Hawaiian/Pacific Islander	1	0.1%	1	0.1%			2	0.2%	1	0.1%				1	5%													
	Two or More Races	32	2%	27	2%	35	3%	32	2%	29	3%																		
	White	111	8%	92	7%	100	8%	105	8%	59	5%				1	5%										1	4%	4	36%
	Unknown	229	17%	231	18%	214	16%	306	23%	313	28%				2	9%										1	4%		
Gender	Female	473	36%	478	38%	538	40%	547	42%	533	48%				17	77%								11	41%	22	92%	8	73%
	Male	659	50%	639	50%	679	51%	733	56%	545	49%				4	18%								15	56%	1	4%	3	27%
	Unknown	178	14%	157	12%	112	8%	23	2%	39	3%				1	5%								1	4%	1	4%		0%
Total Unduplicated Headcount		1310	100%	1274	100%	1329	100%	1303	100%	1117	100%				22	100%								27	100%	24	100%		11	100%

Table 3.11 Noncredit Enrollment and Student Profile - English as a Second Language (ESL)

ESL	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Winter 2018	Winter 2019	Winter 2020	Winter 2021	Winter 2022	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Enrollment	146	140	159	132	87	290	283	253	140	138	157	210	160	132	94	247	242	149	152	158
Completion -70% attendance	72	50	71	73	46	95	82	106	85	64	63	61	68	82	54	74	87	45	85	62
Completion Rate	49%	36%	45%	55%	53%	33%	29%	42%	61%	46%	40%	29%	43%	62%	57%	30%	36%	30%	56%	39%
Success Grade (P & SP)	99	88	119	92	69	207	209	174	116	108	119	141	135	101	75	143	186	90	121	99
Success Rate	68%	63%	75%	70%	79%	71%	74%	69%	83%	78%	76%	67%	84%	77%	80%	58%	77%	60%	80%	63%

Unduplicated Headcount

		Summer 2017		Summer 2018		Summer 2019		Summer 2020		Summer 2021		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Winter 2018		Winter 2019		Winter 2020		Winter 2021		Winter 2022		Spring 2018		Spring 2019		Spring 2020		Spring 2021		Spring 2022	
Age	Less than 20	6	4%	4	3%	8	6%	1	1%	1	1%	2	1%	3	1%	8	4%			4	4%	1	1%	2	1%	4	3%	1	1%			1	0.5%	4	2%	5	3.4%	1	1%	2	2%
	20-24	14	10%	11	8%	7	5%	5	5%	3	4%	25	11%	32	13%	15	7%	6	6%	8	7%	19	13%	8	5%	6	4%	8	8%	5	7%	25	12%	12	6%	11	8%	4	4%	7	6%
	25-49	71	49%	72	53%	74	51%	56	53%	38	53%	116	51%	124	51%	108	50%	56	52%	60	54%	85	56%	76	48%	66	47%	53	56%	37	50%	126	59%	101	50%	76	52%	61	59%	66	59%
	50 and Older	53	37%	50	36%	55	38%	44	42%	30	42%	86	38%	82	34%	86	40%	46	43%	40	36%	46	30%	72	46%	63	45%	33	35%	32	43%	62	29%	87	43%	54	37%	38	37%	37	33%
Race/Ethnicity	Asian	46	32%	48	35%	57	40%	39	37%	21	29%	68	30%	83	34%	80	37%	41	38%	44	39%	42	28%	46	29%	44	32%	30	32%	30	41%	65	30%	54	26%	53	36%	31	30%	44	39%
	Black/African American			1	1%			1	1%									1	1%			1	1%							2	2%									1	1%
	Hispanic/Latino	88	61%	66	48%	62	43%	54	51%	44	61%	131	57%	108	45%	105	48%	56	52%	56	50%	81	54%	62	39%	62	45%	56	59%	35	47%	108	50%	107	52%	75	51%	64	62%	54	48%
	Native American																																									
	Hawaiian/Pacific Islander																																									
	Two or More Races					1	1%					1	1%	1	0.4%	2	0.8%					1	1%					1	1%	1	1%	1	1%	1	0.5%	1	0.5%			1	1%
	White	7	5%	9	7%	12	8%	6	6%	1	1%	20	9%	21	9%	17	8%	4	4%	3	3%	16	11%	25	16%	17	12%	2	2%	1	1%	17	8%	20	10%	7	5%	2	2%	2	2%
	Unknown	3	2%	12	9%	13	9%	6	6%	5	7%	9	4%	27	11%	15	7%	6	6%	8	7%	11	7%	25	16%	15	11%	4	4%	7	9%	23	11%	22	11%	11	8%	5	5%	12	11%
Gender	Female	96	67%	94	69%	103	72%	84	79%	57	79%	149	65%	144	60%	141	65%	77	71%	83	74%	93	62%	101	64%	92	66%	73	77%	59	80%	141	66%	135	66%	97	66%	79	76%	83	74%
	Male	41	28%	39	28%	35	24%	18	17%	12	17%	71	31%	76	32%	55	25%	27	25%	23	21%	53	35%	43	27%	34	24%	16	17%	10	14%	65	30%	53	26%	34	23%	19	18%	23	21%
	Unknown	7	5%	4	3%	6	4%	4	4%	3	4%	9	4%	21	9%	21	10%	4	4%	6	5%	5	3%	14	9%	13	9%	6	6%	5	7%	8	4%	16	8%	15	10%	6	6%	6	5%
Total Unduplicated Headcount		144	100%	137	100%	144	100%	106	100%	72	100%	229	100%	241	100%	217	100%	108	100%	112	100%	151	100%	158	100%	139	100%	95	100%	74	100%	214	100%	204	100%	146	100%	104	100%	112	100%

Table 3.12 Noncredit Enrollment and Student Profile - Health and Safety

Health and Safety	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Winter 2018	Winter 2019	Winter 2020	Winter 2021	Winter 2022	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Enrollment																				27
Completion-70% attendance																				7
Completion Rate																				26%
Success Grade (P & SP)																				14
Success Rate																				52%

Unduplicated Headcount

		Summer 2017		Summer 2018		Summer 2019		Summer 2020		Summer 2021		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Winter 2018		Winter 2019		Winter 2020		Winter 2021		Winter 2022		Spring 2018		Spring 2019		Spring 2020		Spring 2021		Spring 2022	
Age	Less than 20																																							1	4%
	20-24																																							10	37%
	25-49																																							7	26%
	50 and Older																																							9	33%
Race/Ethnicity	Asian																																							4	15%
	Black/African American																																								
	Hispanic/Latino																																							13	48%
	Native American																																								
	Hawaiian/Pacific Islander																																								
	Two or More Races																																							1	4%
	White																																							4	15%
	Unknown																																							5	19%
Gender	Female																																							21	78%
	Male																																							4	15%
	Unknown																																							2	7%
Total Unduplicated Headcount																																								27	100%

Table 3.13 Noncredit Enrollment and Student Profile - Immigrant Education

Immigrant Education	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Winter 2018	Winter 2019	Winter 2020	Winter 2021	Winter 2022	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Enrollment					15					15					8		24			15
Completion-70% attendance					5					7					5		16			12
Completion Rate					33%					47%					63%		67%			80%
Success Grade (P & SP)					8					9					7		22			14
Success Rate					53%					60%					88%		92%			93%

Unduplicated Headcount

Category		Summer 2017		Summer 2018		Summer 2019		Summer 2020		Summer 2021		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Winter 2018		Winter 2019		Winter 2020		Winter 2021		Winter 2022		Spring 2018		Spring 2019		Spring 2020		Spring 2021		Spring 2022	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Age – Less than 20																																									
Age – 20-24																														1	13%			2	8%					2	13%
Age – 25-49										9	60%									7	47%									2	25%			8	33%					5	33%
Age – 50 and Older										6	40%									8	53%									5	63%			14	58%					8	53%
Race/Ethnicity – Asian										7	47%									9	60%									4	50%			9	38%					3	20%
Race/Ethnicity – Black/African American																																									
Race/Ethnicity – Hispanic/Latino										6	40%									3	20%									1	13%			5	21%					10	67%
Race/Ethnicity – Native American																																									
Race/Ethnicity – Hawaiian/Pacific Islander																																									
Race/Ethnicity – Two or More Races																																									
Race/Ethnicity – White										1	7%									2	13%									3	38%			5	21%					2	13%
Race/Ethnicity – Unknown										1	7%									1	7%													5	21%						
Gender – Female										11	73%									13	87%									6	75%			15	63%					9	60%
Gender – Male										3	20%									1	7%									2	25%			8	33%					5	33%
Gender – Unknown										1	7%									1	7%													1	4%					1	7%
Total Unduplicated Headcount										**15**	**100%**									**15**	**100%**									**8**	**100%**			**24**	**100%**					**15**	**100%**

Table 3.14 Noncredit Enrollment and Student Profile - Short-Term Vocational

Short-Term Vocational	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Winter 2018	Winter 2019	Winter 2020	Winter 2021	Winter 2022	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Enrollment	16		19			82	64	16	11	11	13				10	42	65		18	8
Completion-70% attendance	16		15			62	39	8	5	6	13				10	32	53		8	6
Completion Rate	100%		79%			76%	61%	50%	45%	55%	100%				100%	76%	82%		44%	75%
Success Grade (P & SP)	16		14			60	41	8	5	7	13				10	31	52		8	6
Success Rate	100%		74%			73%	64%	50%	45%	64%	100%				100%	74%	80%		44%	75%

Unduplicated Headcount

		Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Winter 2018	Winter 2019	Winter 2020	Winter 2021	Winter 2022	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Age	Less than 20						1 2%														1 13%
	20-24	7 44%		5 26%			11 18%	9 17%	4 25%	1 9%		3 23%	3 15%					5 15%		7 25%	
	25-49	9 56%		10 53%			30 48%	31 60%	8 50%	5 45%	7 64%	9 69%	12 60%			6 60%	17 50%	11 39%		12 67%	3 38%
	50 and Older			4 21%			20 32%	12 23%	4 25%	5 45%	4 36%	1 8%	5 25%			4 40%	12 35%	10 36%		6 33%	4 50%
Race/Ethnicity	Asian	2 13%		2 11%			13 21%	4 8%	2 13%	1 9%	1 9%	3 23%					7 21%	1 4%		5 28%	1 13%
	Black/African American							1 2%	1 6%								1 3%			1 6%	0%
	Hispanic/Latino	14 88%		14 74%			40 65%	35 67%	10 63%	8 73%	9 82%	8 62%	13 65%			4 40%	20 59%	21 75%		8 44%	3 38%
	Native American																				
	Hawaiian/Pacific Islander																				
	Two or More Races																				
	White			1 5%			7 11%	9 17%	2 13%	2 18%	1 9%		5 25%			6 60%	4 12%	5 18%		3 17%	3 38%
	Unknown			2 11%			2 3%	3 6%	1 6%			2 15%	2 10%				2 6%	1 4%		1 6%	1 13%
Gender	Female						24 39%	18 35%	13 81%	8 73%	9 82%						14 41%			17 94%	6 75%
	Male	16 100%		17 89%			38 61%	34 65%	1 6%	3 27%	2 18%	13 100%	20 100%			10 100%	19 56%	28 100%		1 6%	2 25%
	Unknown			2 11%					2 13%								1 3%				
Total Unduplicated Headcount		16 100%		19 100%			62 100%	52 100%	16 100%	11 100%	11 100%	13 100%	20 100%			10 100%	34 100%	28 100%		18 100%	8 100%

Table 3.15 Noncredit Enrollment and Student Profile - Workforce Preparation

Workforce Preparation	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Winter 2018	Winter 2019	Winter 2020	Winter 2021	Winter 2022	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Enrollment				12	27				29	101					6				75	68
Completion-70% attendance				6	10				8	46					2				39	30
Completion Rate				50%	37%				28%	46%					33%				52%	44%
Success Grade (P & SP)				10	14				9	61					3				53	40
Success Rate				83%	52%				31%	60%					50%				71%	59%

Unduplicated Headcount

		Summer 2020		Summer 2021		Fall 2020		Fall 2021		Winter 2022		Spring 2021		Spring 2022	
Age	Less than 20	1	8%	7	30%			3	4%			7	14%	1	2%
	20-24			1	4%			6	8%	1	17%	4	8%	5	12%
	25-49	8	67%	10	43%	18	62%	41	58%	2	33%	29	59%	27	64%
	50 and Older	3	25%	5	22%	11	38%	21	30%	3	50%	9	18%	9	21%
Race/Ethnicity	Asian	12	100%	10	43%	9	31%	17	24%	3	50%	9	18%	9	21%
	Black/African American					2	7%	1	1%						
	Hispanic/Latino			9	39%	15	52%	39	55%	2	33%	24	49%	21	50%
	Native American														
	Hawaiian/Pacific Islander														
	Two or More Races											1	2%	1	2%
	White			1	4%	1	3%	11	15%	1	17%	11	22%	7	17%
	Unknown			3	13%	2	7%	3	4%			4	8%	4	10%
Gender	Female	8	67%	16	70%	22	76%	52	73%	4	67%	39	80%	30	71%
	Male	4	33%	6	26%	6	21%	17	24%	1	17%	8	16%	11	26%
	Unknown			1	4%	1	3%	2	3%	1	17%	2	4%	1	2%
Total Unduplicated Headcount		12	100%	23	100%	29	100%	71	100%	6	100%	49	100%	42	100%

Source: Banner

Financial Aid

During the pandemic, the total amount of grants awarded to students significantly increased. Among students who received financial aid, about three quarters of them were awarded the Federal CARES grant in 2020-21 and 2021-22.

Table 3.16 Number of Students Served and Financial Aid Amount

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount
California College Promise Grant	11,093	$8,275,515	10,832	$8,881,519	10,583	$8,838,716	8,830	$7,280,098	7,176	$5,879,766
Grants	5,103	$20,598,162	4,763	$20,385,962	7,809	$8,836,876	7,613	$20,711,859	6,675	$30,962,932
Loans	280	$1,683,295	209	$1,281,360	187	$24,393,787	115	$739,555	106	$668,858
Scholarship	226	$170,970	267	$187,854	166	$1,185,630	139	$100,672	146	$146,625
Work Study	101	$324,414	99	$343,927	109	$111,003	41	$159,464	40	$140,615
Unduplicated Count of Students Served	11,322	$31,052,356	11,101	$31,080,622	11,294	$34,906,639	9,797	$28,991,648	8,048	$37,798,796

Source: Chancellor's Office Data Mart

CHAPTER IV:

Student Outcomes

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 have been relatively stable since fall 2017 in spite of being impacted by the pandemic.[7]

Figure 4.1 Retention and Success Rates

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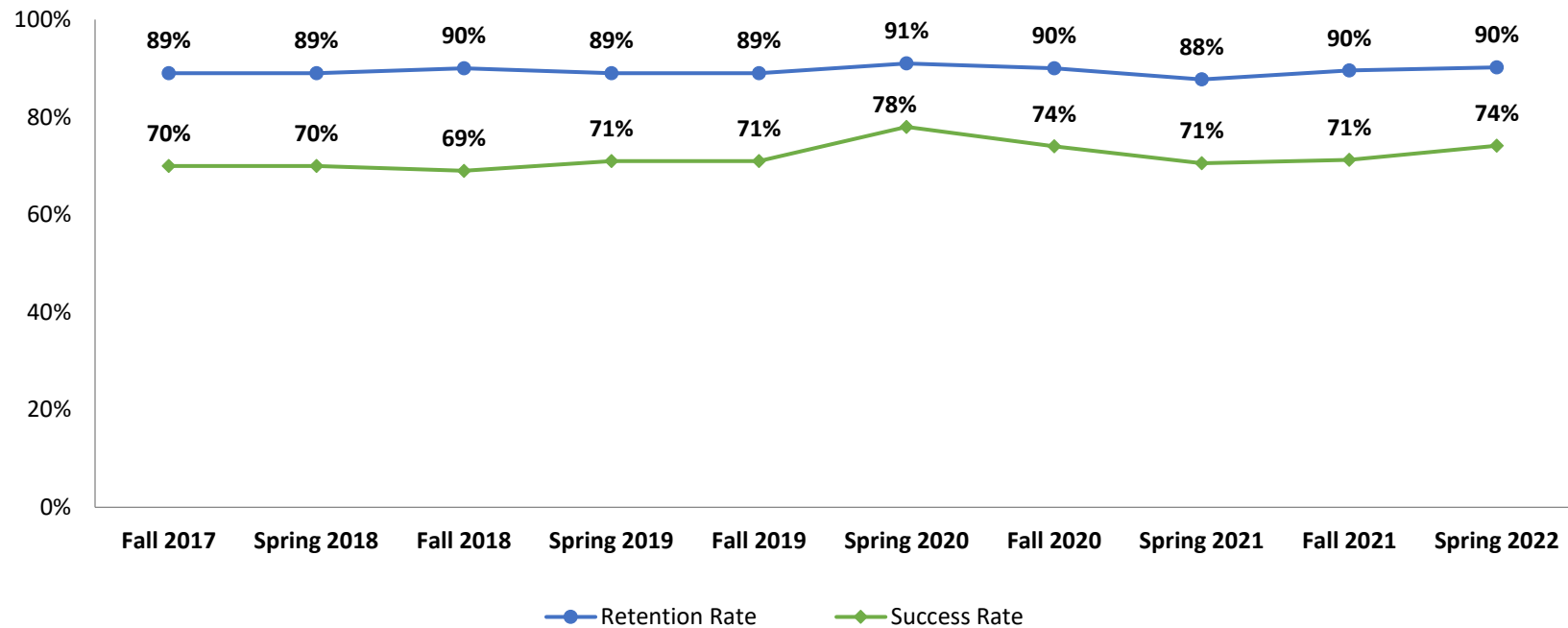
[7] Due to COVID-19, students were allowed to petition for Excused Withdrawal (EW) grades for spring 2020 classes. To be consistent with the Chancellor's Office definitions, EW grades are excluded from the calculation of enrollment, retention rate and success rate.

Tables 4.1 and 4.2 provide more details on retention and success. Female students have 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 and Hispanic/Latino students have lower-than-average success rates over the last five fall semesters.

Table 4.1 Retention and Success Rates by Gender

Gender	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Female	90%	71%	90%	71%	90%	72%	91%	75%	89%	71%
Male	89%	69%	89%	67%	89%	69%	90%	72%	90%	71%
Non-Binary	-	-	-	-	-	-	-	-	83%	59%
Unknown	91%	71%	89%	69%	92%	79%	90%	77%	86%	71%
Total	**89%**	**70%**	**90%**	**69%**	**89%**	**71%**	**90%**	**74%**	**90%**	**71%**

Table 4.2 Retention and Success Rates by Race/Ethnicity

Race/Ethnicity	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
African American	86 %	58 %	85%	62%	84%	58%	87%	65%	83%	58%
American Indian or Alaskan Native	89 %	59 %	84%	59%	86%	61%	91%	61%	85%	67%
Asian	93 %	76 %	93%	77%	92%	79%	95%	85%	94%	83%
Hispanic/Latino	90 %	68 %	89%	67%	89%	69%	89%	71%	89%	68%
Two or More Races	91 %	73 %	91%	73%	89%	72%	93%	80%	91%	76%
Pacific Islander	94 %	81 %	100%	78%	97%	89%	89%	85%	91%	74%
White, Non-Hispanic	92 %	77 %	90%	75%	90%	77%	91%	78%	92%	79%
Unknown	90 %	70 %	88%	78%	88%	70%	93%	79%	85%	68%
Total	**89%**	**70%**	**90%**	**69%**	**89%**	**71%**	**90%**	**74%**	**90%**	**71%**

Source: Chancellor's Office Data Mart

Online Education

The college campus was closed during the pandemic and most classes were taught online between spring 2020 and summer 2021. The campus re-opened for in-person instruction in fall 2021 but online classes enrollment still made up a substantial portion of the total enrollment.
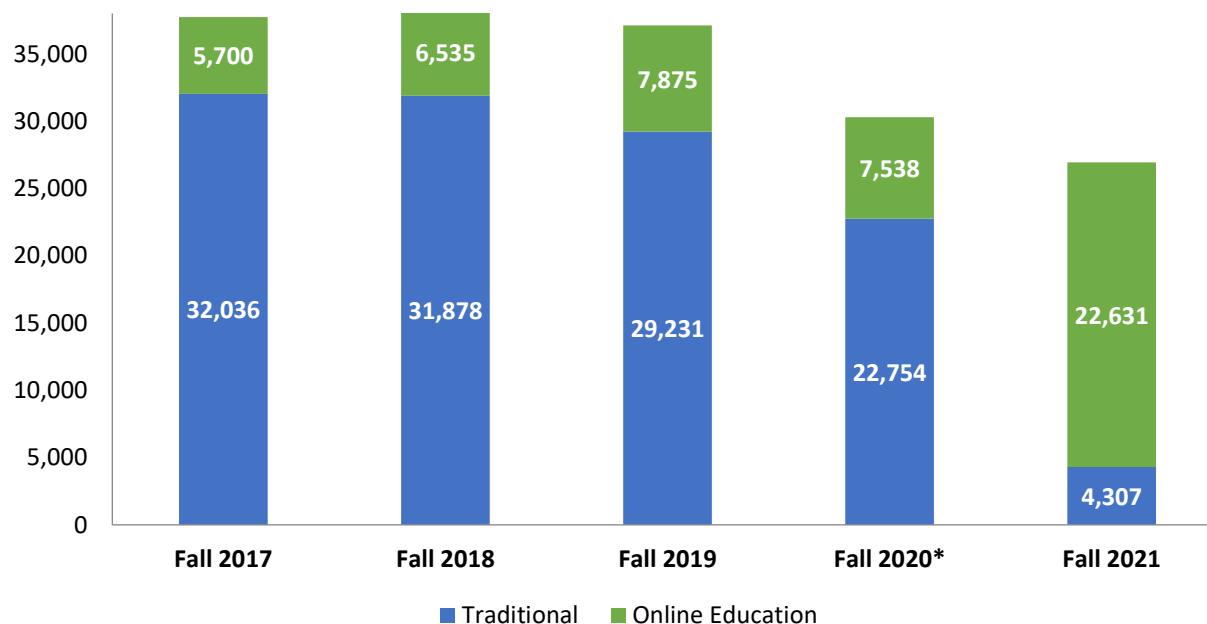
Figure 4.2 Online Education Enrollment[8]

Table 4.3 Online Education Retention and Success Rates

Retention Rate	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Asynchronous Online Classes	84%	83%	82%	87%	87%
Synchronous Online Classes	-	-	-	-	90%
Traditional Classes	90%	91%	91%	91%	94%
Citrus College Total	89%	90%	89%	90%	90%

Success Rate	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Asynchronous Online Classes	62%	61%	60%	69%	67%
Synchronous Online Classes	-	-	-	-	70%
Traditional Classes	72%	71%	74%	75%	84%
Citrus College Total	70%	69%	71%	74%	71%

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[8] Online and traditional designation is based on Banner coding. The majority of the classes coded in-person were actually taught online fall 2020.

The table below provides detailed information on retention and success rates by gender, age and race/ethnicity in online education classes. There are notable gaps in success rates among students from different racial/ethnic groups.

Table 4.4 Online Education Retention and Success by Age, Race/Ethnicity and Gender

		Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Gender	Female	84%	61%	83%	61%	82%	61%	88%	69%	89%	69%
	Male	84%	64%	82%	61%	81%	59%	87%	68%	89%	69%
	Non-Binary	-	-	-	-	-	-	-	-	85%	54%
	Unknown	83%	60%	72%	65%	87%	73%	84%	75%	85%	68%
Age	19 or younger	85%	63%	84%	62%	86%	63%	90 %	69%	90 %	68 %
	20 to 24	85%	63%	84%	63%	81%	60%	88 %	68 %	88 %	68 %
	25 to 29	83%	63%	80%	57%	78%	55%	84 %	68 %	87 %	70 %
	30 to 34	82%	60%	82%	60%	81%	62%	86 %	70 %	89 %	74 %
	35 to 39	83%	60%	80%	62%	77%	60%	83 %	74 %	84 %	67 %
	40 to 49	76%	56%	79%	62%	83%	66%	88 %	77 %	88 %	76 %
	50 or older	83%	52%	84%	64%	78%	58%	63 %	48 %	82 %	66 %
Race/Ethnicity	African American	71%	37%	72%	49%	74%	42%	85 %	57%	81 %	53 %
	American Indian or Alaskan Native	71%	43%	50%	50%	73%	55%	100 %	71 %	84 %	65 %
	Asian	92%	76%	89%	74%	86%	74%	93 %	81 %	93 %	81 %
	Hispanic/ Latino	83%	60%	81%	57%	81%	58%	86 %	66 %	88 %	66 %
	Two or More Races	83%	63%	85%	63%	80%	59%	88 %	75 %	90 %	74 %
	Pacific Islander	-	-	100%	71%	87%	80%	82 %	82 %	91 %	73 %
	White Non-Hispanic	86%	69%	86%	70%	85%	67%	87 %	72 %	92 %	77 %
	Unknown	70%	54%	80%	60%	81%	58%	86 %	72 %	83 %	66 %
Online Education Total		**84%**	**62%**	**83%**	**61%**	**82%**	**60%**	**87%**	**69%**	**89%**	**69%**

Source: Chancellor's Office Data Mart and Banner

Licensure Exam Pass Rate – Career Technical Education (CTE)

In general, licensure exam pass rates in CTE programs exceeded the institution set standards and aspirational goals in the last three years.

Table 4.5 Licensure Exam Pass Rate

	Exam (National or State)	Institution Set Standard	Aspirational Goal	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
Emergency Medical Technician	National	75%	85%	94%	90%	96%
Registered Dental Assistant	State	75%	85%	77%	79%	93%
Licensed Vocational Nursing	State	75%	85%	86%	86%	97%
Registered Nursing	State	75%	85%	96%	86%	93%
Certified Nurse Assistant	State	75%	85%	98%	100%	90%
Cosmetology-Written	State	70%	80%	88%	83%	92%
Cosmetology-Practical	State	70%	80%	80%	86%	83%
Esthetician-Written	State	70%	80%	79%	77%	86%
Esthetician-Practical	State	70%	80%	100%	91%	95%

Source: Citrus College ACCJC Annual Report

Degree and Certificate Awards

The number of associate degrees (AA and AS) declined in the last five years as the college discontinued the generic degrees. The number of associate degrees for transfer (ADT) and credit certificates increased over the same period.

Figure 4.6 Degree and Certificate Awards
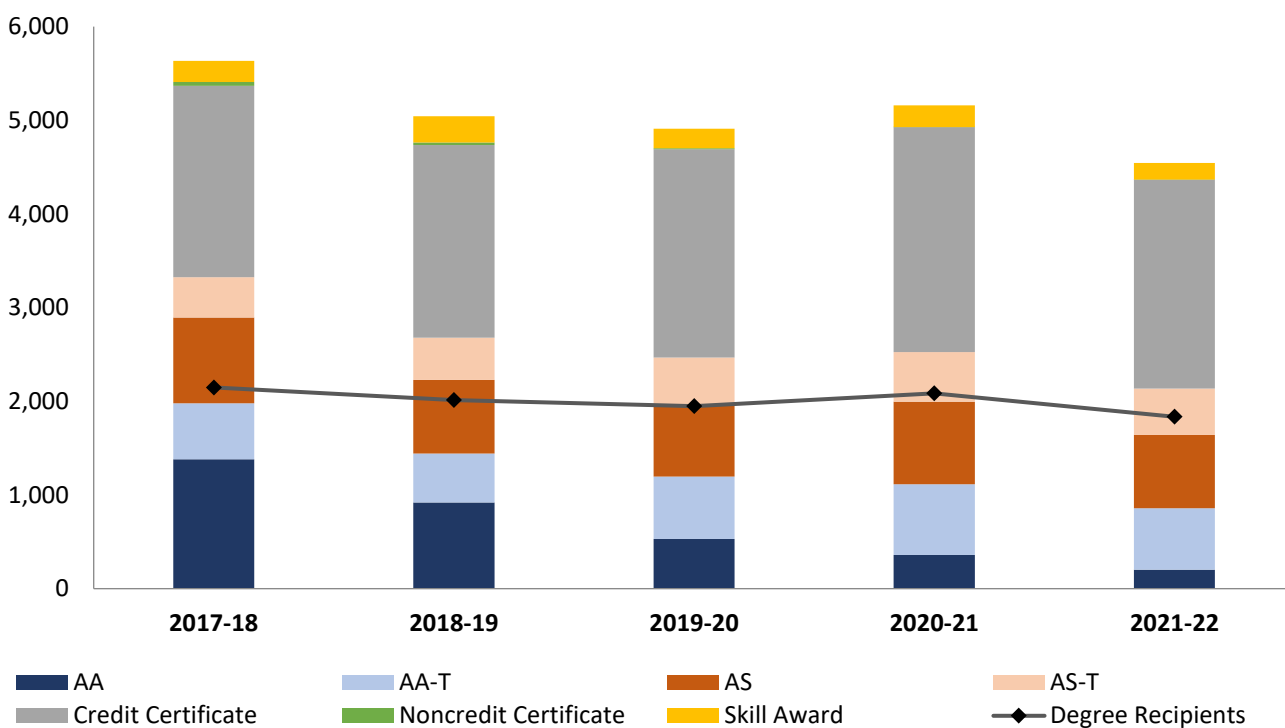
Table 4.10 Degree and Certificate Awards

	2017-18	2018-19	2019-20	2020-21	2021-22
AA	1,382	919	531	361	204
AA-T	596	524	667	753	655
AS	915	786	768	883	782
AS-T	431	449	503	530	495
Credit Certificate	2,043	2,059	2,221	2,399	2,230
Noncredit Certificate	41	25	12	2	2
Skill Award	225	281	208	232	176
Total Number of Awards	5,633	5,043	4,910	5,160	4,544
Total Number of Award Recipients	2,148	2,014	1,947	2,086	1,835

Source: Banner

Transfer

More than 1,200 Citrus College students transfer to four-year institutions every year. Approximately three quarters of them enroll in the CSU system and UC system. The remaining transfer students attend in-state private colleges or out-of-state colleges.

Figure 4.7 Citrus College Transfers
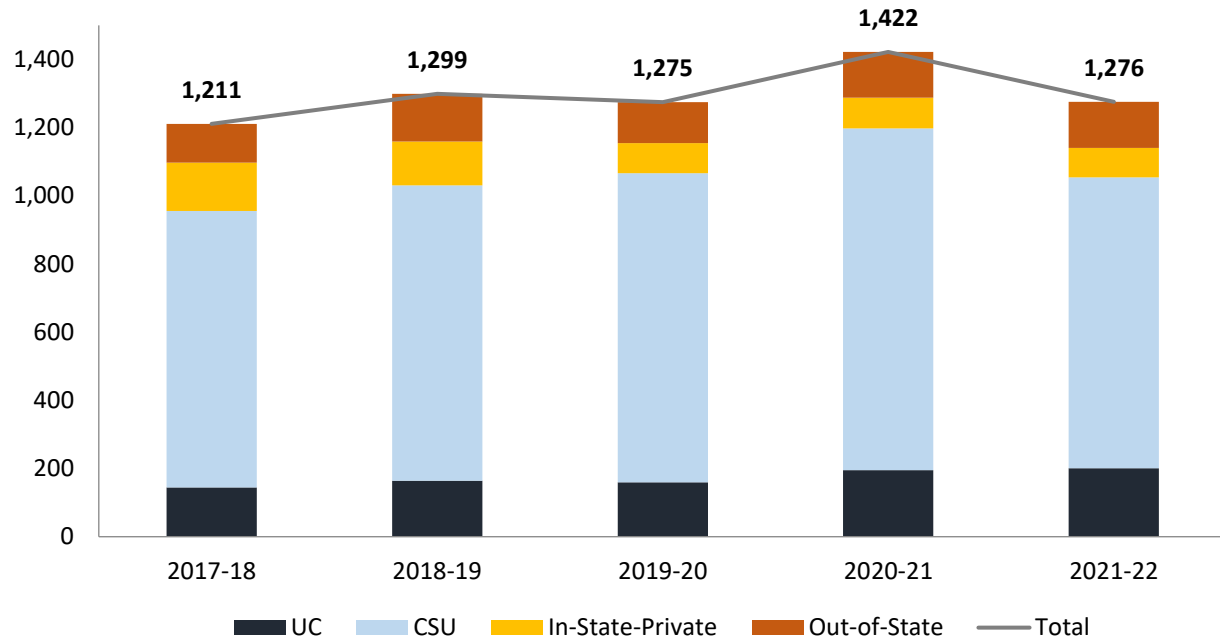
Table 4.11 Citrus College Transfers

System	2017-18	2018-19	2019-20	2020-21	2021-22
UC	145	164	160	195	201
CSU	811	867	906	1,003	853
UC/CSU Total	956	1,031	1,066	1,198	1,054
In-State-Private	141	128	89	90	86
Out-of-State	114	140	120	134	136
ISP/OOS Total	255	268	209	224	222
Grand Total	1,211	1,299	1,275	1,422	1,276

Source:
CSU: CSU Institution Research and Analyses as of 2/15/2022
UC: University of California Office of the President (UCOP) as of 2/15/2022
Out-of-State and In-State-Private: California Community College Chancellor's Office Data Mart as of 2/10/2023

Citrus College Employees

Office of Institutional Research, Planning and Effectiveness

Citrus College Employees

As of fall 2022, Citrus College had 754 employees, including 168 full-time faculty (22%), 277 adjunct faculty (37%), 34 managers (5%), 30 supervisor/confidential (4%), and 245 classified staff (32%).

Table 5.1 Citrus College Employees, Fall 2018 to Fall 2022

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	N	%	N	%	N	%	N	%	N	%
Full Time Faculty	172	21%	175	21%	170	22%	163	21%	168	22%
Adjunct Faculty	324	39%	318	39%	268	35%	292	38%	277	37%
Manager	30	4%	32	4%	33	4%	36	5%	34	5%
Supervisor/Confidential	30	4%	25	3%	26	3%	24	3%	30	4%
Classified	268	32%	266	33%	262	34%	249	33%	245	32%
Citrus College Total	**824**	**100%**	**816**	**100%**	**759**	**100%**	**764**	**100%**	**754**	**100%**

Faculty Demographics – Fall 2022

Among Citrus College faculty members, there are more female than male. In fall 2022, there were 168 full-time faculty and 277 adjunct faculty. Fifty-six percent of the full-time faculty and 51% of the adjunct faculty were female.

Figure 5.1 Full-time faculty by Gender, Fall 2022
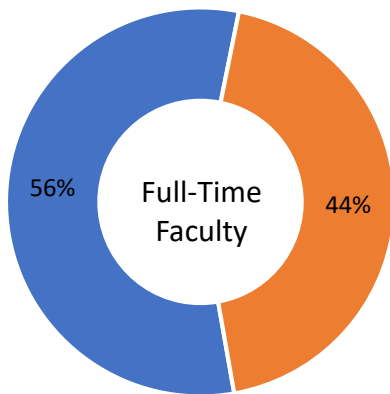
Figure 5.2 Adjunct faculty by Gender, Fall 2022

Full-Time Faculty: 56% Female, 44% Male

Legend: Female (blue), Male (orange)

Adjunct Faculty: 51% Female, 49% Male
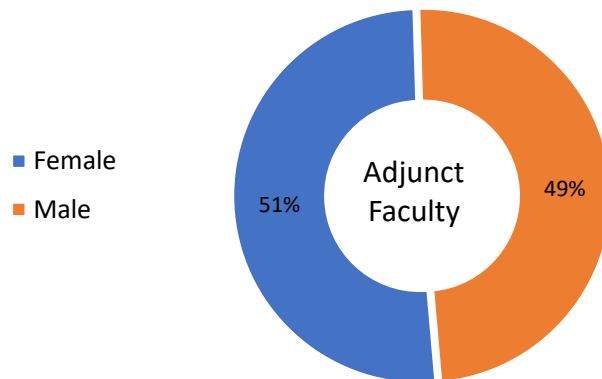
Adjunct faculty tend to be younger than full-time faculty. About half of the adjunct faculty were 45 or older, compared to 67% of the full-time faculty. In addition, 19% of the adjunct faculty were under age 35 while 5% of the full-time faculty were in the same age group.

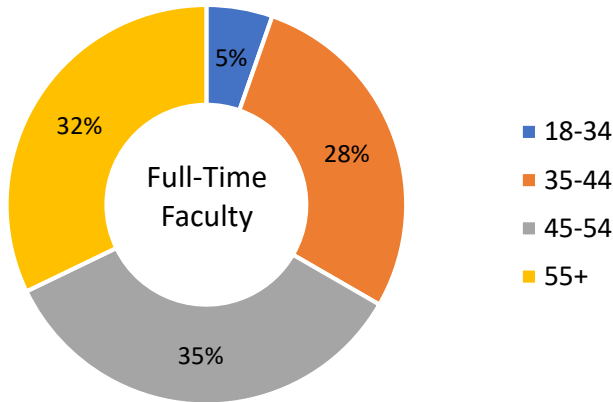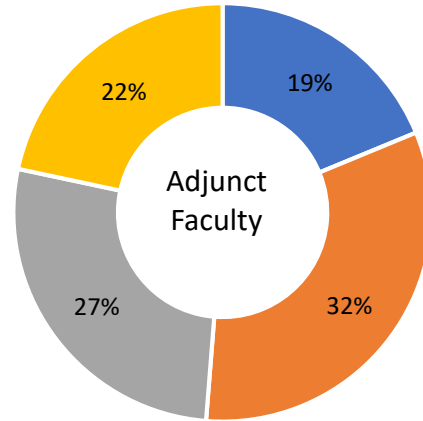Figure 5.3 Full-time Faculty by Age, Fall 2022

Figure 5.4 Adjunct Faculty by Age, Fall 2022

Legend:
- 18-34
- 35-44
- 45-54
- 55+

Full-Time Faculty: 5%, 28%, 35%, 32%

Adjunct Faculty: 19%, 32%, 27%, 22%

Among the full-time faculty members, 54% were White, 24% were Hispanic/Latino, 12% were Asian, and 4% were African American. Adjunct faculty were just as diverse with 47% White, 26% Hispanic or Latino, 13% Asian, and 8% African American.

Figure 5.5
Full-time Faculty by Race/Ethnicity, Fall 2022
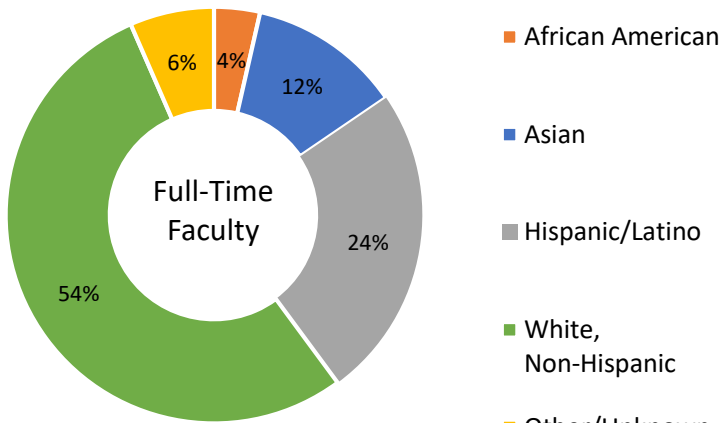
Figure 5.6 Adjunct Faculty by Race/Ethnicity, Fall 2022

Legend:
- African American
- Asian
- Hispanic/Latino
- White, Non-Hispanic
- Other/Unknown

Full-Time Faculty: 4%, 12%, 24%, 54%, 6%

Adjunct Faculty: 8%, 13%, 26%, 47%, 6%
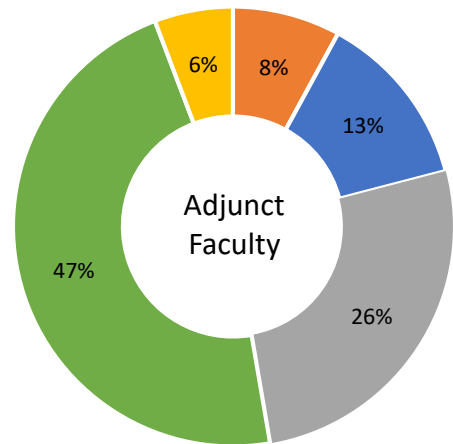
Staff and Management Demographics – Fall 2022

Citrus College strives to maintain a diverse environment on campus. In fall 2022, 51% of the staff (management, supervisor/confidential, and classified) were female and 27% were 55 or older. The college staff was made up of 30% White, 42% Hispanic/Latino, 8% Asian, and 4% African American.

Figure 5.7
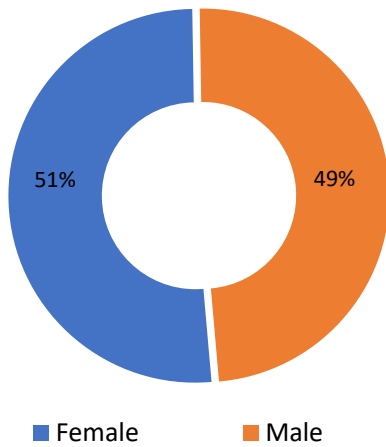Staff and Management by Gender, Fall 2022
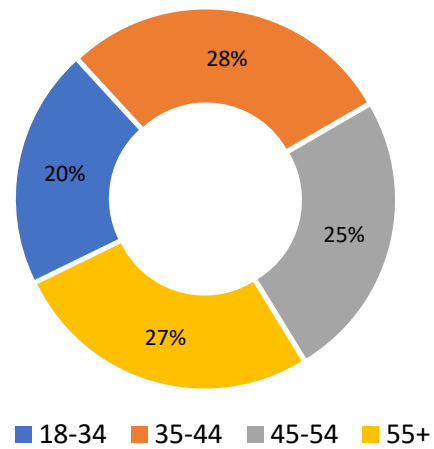
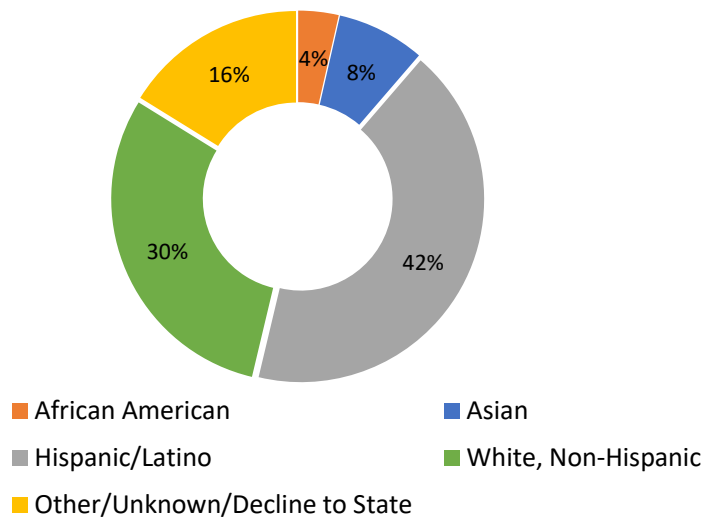Figure 5.8 Staff and Management by Age, Fall 2022

Figure 5.9 Staff and Management by Race/Ethnicity, Fall 2022

For additional information or questions about the Citrus College Fact Book, please contact
Institutional Research, Planning and Effectiveness (IRPE) at 626-914-8521, or email Lan Hao, director of IRPE
at lhao@citruscollege.edu.