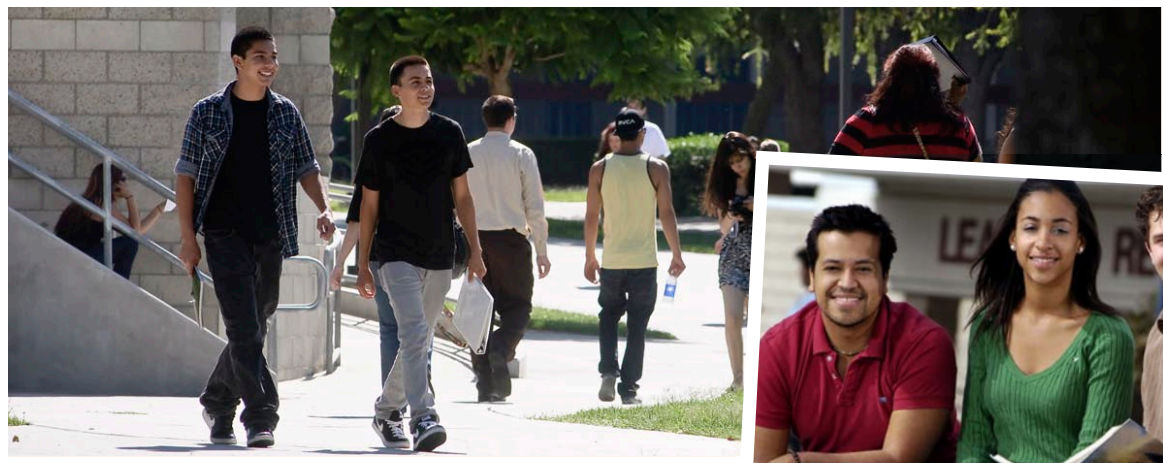


Educational & Facilities Master Plan: 2011-2020

Citrus College



Citrus College //

2011 Educational and Facilities Master Plan

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Letter from the President //



For nearly a century, Citrus College has contributed to the quality of life and the economy of the communities we serve by providing high quality, affordable academic and career education and serving as a center of cultural enrichment and lifelong learning. As we reflect on Citrus College's proud history as the oldest community college in Los Angeles County and the fifth oldest community college in the state, we are reminded that the college will soon celebrate the centennial of its founding in 1915.

The *Educational and Facilities Master Plan 2011-2020* will provide a roadmap that will lead the college into the next century of its historic journey. *The Educational and Facilities Master Plan 2011-2020* was developed through a highly collaborative and interactive process and is an important component of the college's integrated planning model. Stakeholders in the future of the college, including faculty and staff, students, career and technical program advisory councils, and college advisory groups participated in the process. Their vision for Citrus College's future focused on the areas of student access, student success, innovation, institutional capacity and reputation. The plan is integrated with the college's Strategic Plan 2011-2016 and responds to the focus areas identified in the Strategic Plan.

The development of the *Educational and Facilities Master Plan 2011-2020* began with a thorough environmental scan and an examination of data on enrollment trends and student performance. The work was guided by a knowledgeable team of experts who provided direction in the development of the plan.

To meet the many challenges of the 21st century, Citrus College will provide instruction that keeps pace with the evolving needs of the students we serve. It is our goal to enable students to learn and acquire the skills to successfully compete in their communities and across the globe. *The Educational and Facilities Master Plan 2011-2020* will position the college for success and further its reputation for academic excellence and community service as it guides the collective efforts of the college community for the next decade.

I would like to commend all who contributed to this important document for their expertise, commitment to excellence and dedication.

Yours truly,

A handwritten signature in black ink that reads "Geraldine M. Perri". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Geraldine M. Perri, Ph.D.
Superintendent/President
Citrus Community College District
October 2011



Introduction //

The Citrus Community College District's *Educational and Facilities Master Plan* serves as a long-range roadmap for the future. The Educational Plan provides the foundation for the Facilities Master Plan by identifying who is being served by the College, evaluating the various services provided, and projecting future growth and anticipated change in each area.

The Facilities Plan follows the Educational Plan and provides the quantification of planning data, analysis of existing conditions, and recommendations for facilities improvements.

Planning Process //

Planning begins with a review of the College's mission, vision, and values. This sets the stage for the development of the Strategic Plan which identifies critical Focus Areas to direct the College's energies and resources. From these Focus Areas, institutional goals and objectives are identified. Responsibility for the achievement of these goals and objectives are assigned to the appropriate College divisions which incorporate the goals and objectives in their short-term and long-term plans. The *Educational and Facilities Master Plan* is the College's long-term plan for academic affairs, student services, and facilities. The planning processes are outlined in the *Citrus Community College District Integrated Planning Manual*.

The Educational and Facilities Master Plan is a long-term plan that includes the goals and objectives in academic affairs, student services, and facilities. The Educational Plan is grounded in an analysis of:

- Internal realities, such as the College's current systems and programs, and
- External influences, such as demographic trends and the community's educational and workforce needs.

This *Educational and Facilities Master Plan* has been developed with broad-based collaboration for the purposes of:

- Providing a common foundation for discussion about College programs and services;
- Informing the public of the College's intentions and to garner support for the services provided for the community;
- Projecting the long-term development of programs and services;
- Providing a framework for the development of campus facilities; and
- Supporting accreditation and demonstrating compliance with accreditation standards.

Chapter 1

Introduction and Background

Introduction and Background //

Description of the District

Local Context

- Adjacent Community College Districts
- Local Economy

State and National Context

- Community Colleges
- State Economy

Description of the District //

The Citrus Community College District is located in eastern Los Angeles County in the foothills of the San Gabriel Mountains, approximately twenty-five miles northeast of metropolitan Los Angeles. The College's service area includes the communities of Azusa, Duarte, Glendora, Monrovia, and Claremont. The College has the distinction of being the oldest community college in Los Angeles County and the fifth oldest in the state.

Citrus College is a single-college district located in the city of Glendora on a 104-acre campus. Thanks to a general obligation bond, campus facilities are being renovated and additional buildings have been constructed to increase the College's classroom space.

The five communities in the College's service area are home to approximately 182,000 residents. The general population is projected to grow modestly by 1,436 total residents (1%) over the next ten years. However, residents of traditional college-going age (17 – 24 years of age) are projected to decline by 13 – 16% over the next decade. The cohorts in the populations projected to grow above the average rate of 1% over the next ten years are residents over 50 years of age (15%) and

Hispanics, Asians, and resident of two or more races (5 - 7%).

The Citrus College service area communities are similar in median household income, with an annual income ranging from \$55,057 to \$80,246. In terms of educational levels, the adults in the communities of Glendora and Claremont have a higher level of education than the other three communities in the service area (Azusa, Duarte, and Monrovia).

Instructional offerings include credit, noncredit, not-for-credit community services, and business development/contract education courses. The College served 13,143 students in credit courses and 2,457 students in non-credit courses in fall 2009. Chapter 2 of this document provides an analysis of student enrollment and demographics. Students' efforts toward achievement of their educational goals are supported by an impressive array of support services. Both instruction and student services are offered online.

Local Context //

Adjacent Community College Districts

The four community college districts in closest proximity to the Citrus Community College District are: Pasadena City College District to the northwest, Chaffey Community College District to the east, Mount San Antonio Community College District to the south, and Rio Hondo Community College District to the southwest.

Given the proximity of these four other districts, there is extensive free flow of students across district boundaries. In total for fall 2009, 4,088 Citrus Community College District residents attended college outside of the District at one of the surrounding community colleges and 9,962 residents of these four neighboring community college districts attended Citrus College. This is approximately a net of gain of 2 students who flow into Citrus from neighboring community colleges' districts for every 1 student from Citrus district boundaries who flow out to those neighboring districts.

Two reasons for this robust exchange of students across district boundaries are proximity and institutional size. First, the colleges are within 20 miles of one another. Second, both Mount San Antonio and Pasadena City College are significantly larger than Citrus College, and therefore offer a wider range of associate degree, certificate programs and extracurricular activities.

Local Economy

Although economists declared the recession over in June 2009, unemployment in Los Angeles County continues to be high. The unemployment rate in 2010 for Los Angeles County was 12.5% and is projected to decline to 12.4% in 2011 and 11.7% in 2012 (<http://www.laedc.org>). Similarly, the University of California at Los Angeles Anderson Forecast calls for “modest growth and distressingly high unemployment” in the state and Los Angeles County throughout 2011, with relief from the high unemployment rate likely to begin in 2012 (<http://www.uclaforecast.com>).

Job gains in Los Angeles County are expected in these industries: leisure and hospitality; professional, scientific, and technical services; administration and support services; health services; and retail trade. (<http://www.laedc.org>) Among businesses in Los Angeles County with a large number of employees, the greatest amount of growth in the next five years is projected to be in those occupations associated with real estate, discount department stores, and physicians' offices.

State and National Context //

Community Colleges

Approximately 25% of all community college students in the nation are enrolled at a California community college. Based on the belief that college-educated residents are necessary in order to advance its economic, political, and social success, California developed an impressive system of 112 community colleges. The colleges are as diverse as the regions and populations they serve. The largest higher education system in the world, California community colleges served a total of 2,758,081 students by headcount and 1,229,397 full-time equivalent students in 2009 – 2010 according to the Community College League of California Fast Facts 2011.

Even with this impressive enrollment, California community colleges are the most cost-effective system of education in the state when compared to K-12 public schools and the University of California and CSU. In 2009 – 2010, the state revenue allocated for a full-time community college student was \$5,376 compared to \$7,957 a year for a full-time student in the K-12 system and \$11,614 and \$20,641, respectively, at a California State University and a University of California.

In the past two years, state funding for all levels of public education has been reduced and that trend is expected to continue for the coming fiscal year. In order to balance their reduced budgets, the state's colleges and universities have reduced the number of course offerings. High unemployment coupled with reduced course offerings at state universities has increased

the demand for courses and services at California community colleges. In combination with this reduction in funding, student fees have increased at the three branches of state-funded higher education.

Even with this need to do more with less, California community colleges provide quality education as shown by the academic achievements of students who transfer to four-year universities; these students perform and succeed at the same rates as students who began at those universities.

Recent dire statistics have focused the national dialogue on degree completion. Once having the highest percentage of young adults with a college degree globally, America now ranks 10th compared to other industrialized countries. Currently, college-age students are likely to be less well-educated than their parents. (See the Community College League of California *Report on Commission of the Future* and reports published by the National Center for Higher Education Management Systems.) President Barack Obama recently announced an American Graduation Initiative which challenges the nation to produce an additional five million degree and certificate holders by 2020. Extrapolating that challenge to community colleges, each California community college needs to triple the number of degrees and certificates awarded by 2020.

Despite ready access to community colleges, California ranks lower than many other states on the higher education achievements of its residents. In the 25 - 34 age cohorts, California ranks 31st for residents with an associate degree or higher and 26th for residents with a bachelor's degree or higher. In the 35 – 44 age cohorts, California ranks 26th for residents with an associate degree or higher and 17th for residents with a bachelor's degree or higher. In the older age groups (45 – 64 and over 64) California ranks in the top quartile for educated residents compared to other states.

A recent study by the Institute for Higher Education Leadership and Policy at California State University in Sacramento identified ethnic differences in student achievement. Among the black and Latino students who attend community colleges, proportionately fewer black and Latino students (26% and 22% respectively) completed a degree or certificate within six years compared to white and Asian Pacific Islanders (37% and 35% respectively). Proportionately twice as many white students transfer to a four-year university than Latino students. (http://www.csus.edu/ihelp/PDFs/R_Div_We_Fail_1010.pdf)

An important strategy to improve California's degree completion rates has been codified in the Student Transfer Achievement Reform Act (SB 1440). Research shows that approximately 50,000 California community college students annually transfer to a state university with an average of 80 semester units when only 60 are needed. Under the provision of this recent legislation, eligible students will receive an associate degree for transfer in their area of study with 60 units. They will be guaranteed admission into a CSU campus as a junior and only need to complete 60 additional units in order to graduate with a bachelor's degree. As noted in Chapter 3, many Citrus College instructional disciplines are prepared to make, or are in the process of making, curricular adjustments to align with the recommended associate degree patterns.

A second important strategy to increase student achievement is to identify best practices that produce improved student achievement followed by encouragement and/or funding for colleges to implement those best practices. The Basic Skills Initiative, now its fourth year, is one example of this approach. (For details, see <http://www.cccbsi.org>.) Other strategies will emerge from a taskforce that has been charged with examining best practices and models for increasing graduation rates and the academic performance of students in various racial/ethnic groups. This taskforce began convening in 2011 and will present an action plan to the state legislature no later than March 2012.

State Economy

The state and the nation are in the midst of the most serious economic downturn since the 1930's. The impact has affected every facet of the economy. Economists predict a slow recovery over the next two years.

California has among the highest unemployment rates in the nation. The state unemployment rate was 12.4% throughout 2010 and California processed more claims than any of the other 50 states. Although both state and national predictions suggest a gradual strengthening in the pace of job growth through the first half of 2011, unemployment rates in California are expected to remain high through the end of 2011 and to finally fall below double digits in 2012.

Chapter 2

Profile of the Community and the College

Profile of the Community and the College //

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Employment Trends

Enrollment Trends

Student Characteristics

Student Success

Perceptions about Citrus College

Lessons Learned

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Introduction //

This chapter provides background information about the demographic and economic characteristics of the communities within the Citrus Community College District boundaries and its students. This information is organized into seven sections:

- 1. Population Trends and Demographics:** Current and projected population within the District and demographic characteristics of that population, such as age, race/ethnicity, educational levels, and income;
- 2. Employment Trends:** Current and projected employment patterns by industry sector linked to the CTE programs currently being offered by the College;
- 3. Enrollment Trends:** Current and projected patterns of credit and noncredit enrollment;
- 4. Student Characteristics:** Current demographic characteristics for credit and noncredit students, such as age, race/ethnicity, and educational goals;
- 5. Student Success:** Current student success measures for credit students, such as successful course completion, retention, and persistence;
- 6. Perceptions about Citrus College:** Results of interviews and surveys of internal and external stakeholders; and
- 7. Lessons Learned:** A chapter summary that highlights the elements most relevant to educational planning at Citrus College and presents implications for planning.

Unless otherwise cited, the data source is the Citrus College Student Information System.

Population Trends and Demographics //

The Citrus Community College District boundary encompasses 271.57 square miles, of which 193.57 square miles is sparsely populated mountainous land. This unique feature means that the residents of this community college district live in the remaining 78 square miles.

Population and demographic data summarized in this chapter focus on the population centers within the Citrus Community College District boundary. Given that census data are available by ZIP codes, the following decisions have been made regarding the analysis of these ZIP code data:

- The sparsely populated mountainous area of ZIP code 93563 (Valyermo) has approximately 300 residents and is omitted from all census data.
- The five ZIP codes totally inside the District boundary are identified as “Primary ZIP codes” and are the focus of the analysis for the demographic data sets in this Chapter.
- The four ZIP codes that are partially inside the District boundary are identified as “Secondary ZIP codes” and are included in some data sets in this Chapter.
- The remaining ZIP codes that are slightly inside the District boundary are shown as “All other ZIP codes” in Data Set 1 and are not included in any other data set in this chapter.

DATA SET 1: ZIP CODES IN THE CITRUS COMMUNITY COLLEGE DISTRICT BOUNDARIES

Primary ZIP Codes	Communities Totally in the Citrus Community College District	Approximate Percentage of the ZIP Code within Citrus Community College District Boundaries	Proportion of the 78 Square Miles of Residential Land in the Citrus Community College District Accounted for by this ZIP code
91702	Azusa	100%	13%
91010	Duarte	100%	10%
91741	Glendora	100%	18%
91016	Monrovia	100%	21%
91711	Claremont	100%	18%

The total land area of the above five primary ZIP codes covers 80% of the 78 square miles of residential land in the Citrus Community College District.

Secondary ZIP Codes	Communities Partially in the Citrus Community College District	Approximate Percentage of the ZIP Code within Citrus Community College District Boundaries	Proportion of the 78 Square Miles of Residential Land in the Citrus Community College District Accounted for by this ZIP code
91740	Glendora	48%	3%
91706	Baldwin Park	25%	5%
91750	La Verne	20%	4%
91011	La Canada Flintridge	6%	5%
All other ZIP codes	N/A	3%	

The total land area of the four secondary ZIP codes covers 17% of the 78 square miles. A combination of several other ZIP codes account for the remaining 3% of the 78 square miles.

Source: Citrus Community College District Office of Institutional Research and California Community College GIS Collaborative (www.cccgis.org)

DATA SET 2: POPULATION BY ZIP CODE: CURRENT AND PROJECTED

Primary ZIP Codes	2010 Total Population	2015 Total Population	2020 Total Population	5 year Growth	10 Year Growth	5 Year % Growth	10 Year % Growth
91702 Azusa	57,030	58,600	59,118	1,570	2,088	3%	4%
91010 Duarte	26,712	27,156	27,307	444	595	2%	2%
91741 Glendora	23,928	23,415	23,101	-513	-827	-2%	-3%
91016 Monrovia	39,591	39,588	39,406	-3	-185	0%	0%
91711 Claremont	35,108	34,873	34,873	-235	-235	-1%	0%
Sub-total of the Primary ZIP Codes	182,369	183,632	183,805	1,263	1,436	1%	1%

Secondary ZIP Codes*	2010 Total Population	2015 Total Population	2020 Total Population	5 year Growth	10 Year Growth	5 Year % Growth	10 Year % Growth
91740 Glendora	24,002	23,669	23,367	-333	-635	-1%	-3%
91706 Baldwin Park	73,753	75,574	75,803	1,821	2,050	2%	3%
91750 La Verne	36,798	37,300	38,057	502	1,259	1%	3%
91011 La Canada Flintridge	19,711	19,522	19,413	-189	-298	-1%	-2%

Total	336,633	339,697	340,445	3,064	3,812	1%	1%
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Source: EMSI Complete Employment – 3rd Quarter 2010

Note: *Although only a small portion of the secondary ZIP codes is within the Citrus Community College District boundary, data for the entire ZIP code is included here to reflect regional demographic patterns.

- Overall the Citrus Community College District population is projected to grow approximately 1% over the next ten years.
- Among the primary ZIP codes within the Citrus Community College District boundaries, the number of residents in Azusa and Duarte is projected to increase, the number of residents in Monrovia and Claremont is projected to remain the same, and the number of residents in Glendora is projected to decrease slightly.

DATA SET 3: POPULATION BY AGE FOR PRIMARY ZIP CODES: CURRENT AND PROJECTED

Age Groups	2010 Population	2015 Population	2020 Population	5 year Change	5 year % Change	10 year Change	10 year % Change
0-14	37,263	37,135	36,571	-128	0%	-692	-2%
15-16	5,388	4,596	4,699	-792	-15%	-689	-13%
17-19	10,305	8,835	8,666	-1,470	-14%	-1,639	-16%
20-24	14,251	14,428	12,394	177	1%	-1,857	-13%
25-49	62,383	61,534	61,009	-849	-1%	-1,374	-2%
50 and over	52,807	57,140	60,499	4,333	8%	7,692	15%
Total	182,397	183,668	183,838	1,271	1%	1,441	1%

Source: EMSI Complete Employment – 1st Quarter 2011

Notes:

1. The number of years included in each age cohort in this table is intentionally uneven to highlight the primary college-going ages.
 2. These data reflect the five ZIP primary codes in the Citrus Community College District boundaries; refer to Data Set 1 for a further explanation.
 3. While the projection of 1% growth is consistent across all data sets, the totals in this data set differ slightly from some other data sets in this chapter due to the difference in the dates on which the data were extracted from census reports.
- The total population in each age cohort is projected to decline in number over the next ten years with the exception of residents who are 50-years-old and older.
 - Although the total population is projected to increase slightly over the next ten years (1%), the number of residents in the two mostly commonly identified college-age cohorts (17-19 and 20-24 years of age) is projected to decline 16% and 13% respectively between now and 2020.

DATA SET 4: POPULATION BY RACE/ETHNICITY FOR PRIMARY ZIP CODES: CURRENT AND PROJECTED

Race/Ethnicity	2010 Population	2015 Population	2020 Population	5 yr Change	5 yr % Change	10 yr Change	10 yr % Change
Hispanic/Latino	87,873 48%	91,387 50%	92,424 50%	3,506	4%	4,543	5%
White	70,169 38%	67,355 37%	66,299 36%	-2,814	-4%	-3,870	-6%
Asian	14,409 8%	15,124 8%	15,367 8%	715	5%	958	7%
Black or African American	6,883 4%	6,652 4%	6,571 4%	-231	-3%	-312	-5%
Two or more races	2,766 2%	2,869 2%	2,900 2%	103	4%	134	5%
American Indian or Alaska Native	240 <1%	234 <1%	231 <1%	-6	-3%	-9	-4%
Native Hawaiian and other Pacific Islander	49 <1%	47 <1%	46 <1%	-2	-4%	-3	-6%
Total							
% of Total Population	182,397 100%	183,668 100%	183,838 100%	1,271	1%	1,441	1%

Source: EMSI Complete Employment – 1st Quarter 2011

Notes:

1. These data reflect the five ZIP primary codes in the Citrus Community College District boundaries; refer to Data Set 1 for a further explanation.
 2. While the projection of 1% growth is consistent across all data sets, the totals in this data set differ slightly from some other data sets in this chapter due to the difference in the dates on which the data were extracted from census reports.
- In 2010 about half (48%) of the residents in the Citrus Community College District service area total population are Hispanic. The second largest racial/ethnic group is White with 38% of the total population.
 - Along with the rest of California, the demographic make-up of the service area is projected to change in coming years. While the total population in the Citrus Community College District service area is projected to grow only slightly (1%) in the coming decade, there will be a shift in the race/ethnicity make-up of this area with the proportion of Hispanic, Asian, and residents of two or more races increasing 5% to 7% while the proportions of all other racial/ethnic groups decreasing by 4% to 6%.

DATA SET 5: POPULATION BY AGE AND RACE/ETHNICITY FOR PRIMARY ZIP CODES: CURRENT AND PROJECTED

Race/Ethnicity for Ages 16 and Under	2010 Population	2015 Population	2020 Population	5 year Change	5 year % Change	10 year Change	10 year % Change
Hispanic/Latino	26,396	26,055	25,734	-341	-1%	-662	-3%
White	11,163	10,624	10,556	-539	-5%	-607	-5%
Asian	2,587	2,644	2,600	57	2%	13	0%
Black or African American	1,354	1,213	1,181	-142	-10%	-174	-13%
Two or more races	1,097	1,148	1,154	50	5%	57	5%
American Indian or Alaska Native	42	37	35	-5	-13%	-7	-16%
Native Hawaiian and other Pacific Islander	12	10	10	-2	-13%	-2	-15%
Total for Ages 16 and Under	42,651	41,731	41,270	-920	-2%	-1,381	-3%
Race/Ethnicity for Ages 17 and Older	2010 Population	2015 Population	2020 Population	5 year Change	5 year % Change	10 year Change	10 year % Change
Hispanic/Latino	61,485	65,332	66,690	3,847	6%	5,213	8%
White	59,006	56,731	55,743	-2,275	-4%	-3,264	-6%
Asian	11,822	12,480	12,767	658	6%	945	8%
Black or African American	5,529	5,439	5,390	-90	-2%	-139	-3%
Two or more races	1,669	1,721	1,746	52	3%	77	5%
American Indian or Alaska Native	198	197	196	-2	-1%	-2	-1%
Native Hawaiian and other Pacific Islander	37	37	36	-1	-2%	-2	-4%
Total for Ages 17 and older	139,746	141,937	142,568	2,191	2%	2,822	2%

Source: EMSI Complete Employment – 1st Quarter 2011

Note: These data reflect the five ZIP primary codes in the Citrus Community College District boundaries; refer to Data Set 1 for a further explanation.

- Among residents who are aged 16 or younger, over the next 10 years there is projected to be a decrease in all race/ethnicities except residents of two or more races.
- Among the adult population, the proportion of Asian, Hispanic, and residents of two or more races is projected to increase 5% to 8% while the proportions of all other racial/ethnic groups is projected to decrease by 1% to 6%.

DATA SET 6: POPULATION BY GENDER: CURRENT AND PROJECTED

Gender	2010 Population	2015 Population	2020 Population	5 year Change	5 year % Change	10 year Change	10 year % Change
Females	94,031	94,580	94,623	543	1%	586	1%
Males	88,366	89,088	89,215	717	1%	843	1%
Total	182,397	183,668	183,838	1,260	1%	1,429	1%

Source: EMSI Complete Employment – 1st Quarter 2011

Notes:

1. These data reflect the five ZIP primary codes in the Citrus Community College District boundaries; refer to Data Set 1 for a further explanation.
 2. The totals in this data set differ slightly from some other data sets in this chapter due to the difference in the dates on which the data were extracted from census reports.
- There are slightly more females than males in the five primary ZIP codes of the Citrus College boundary and this proportion is projected to continue over the next ten years.

DATA SET 7: MEDIAN HOUSEHOLD INCOME BY ZIP CODE

Primary ZIP Codes	Community	2009 Median Household Income
91702	Azusa	\$ 55,057
91010	Duarte	\$ 63,448
91741	Glendora	\$ 80,246
91016	Monrovia	\$ 59,230
91711	Claremont	\$ 79,473
Secondary ZIP Codes*	Community	2009 Median Household Income
91740	Glendora	\$ 67,348
91706	Baldwin Park	\$ 53,303
91750	La Verne	\$ 74,482
91011	La Canada Flintridge	\$ 146,513
California		\$ 61,154
Nation		\$ 52,175

Source: US Census Bureau, 2006-2008

Note: *Although only a small portion of the secondary ZIP codes is within the Citrus Community College District boundary, data for the entire ZIP code is included here to reflect regional demographic patterns. Refer to Data Set 1 for an explanation of the ZIP codes.

- Among the primary ZIP codes within the Citrus Community College District boundaries, the median household income is above the state average for Duarte, Glendora, and Claremont. The median household income for Azusa and Monrovia is slightly below the state average but is above the national average.
- The demographic of median household income in three of the secondary ZIP codes is parallel to the median household income in the primary set of ZIP codes. However, the median household income is over twice the state average in La Canada Flintridge. This component of the data set is not considered to be relevant in long-term planning since in fall 2009 only three Citrus College students reside in La Canada Flintridge.

DATA SET 8: POPULATION BY HIGHEST EDUCATIONAL ATTAINMENT FOR POPULATION 25+

Primary ZIP Codes	Community	HS Graduate	Some College	Associate Degree	Bachelor's and Higher	2009 Total Population 25+
91702	Azusa	19,636 – 58%	6,426 – 19%	2,295 – 7%	5,470 – 16%	33,827 – 100%
91010	Duarte	8,515 – 50%	3,231 – 19%	1,167 – 7%	4,159 – 24%	17,072 – 100%
91741	Glendora	4,953 – 27%	4,625 – 26%	2,017 – 11%	6,468 – 36%	18,063 – 100%
91016	Monrovia	10,825 – 40%	6,335 – 24%	2,119 – 8%	7,451 – 28%	26,730 – 100%
91711	Claremont	5,171 – 22%	3,825 – 16%	1,576 – 7%	13,208 – 56%	23,780 – 100%
Total in Primary Zip Codes		49,100	24,442	9,174	36,756	119,472
% of Total Population		41%	20%	8%	31%	100%

Secondary ZIP Codes*	Community	HS Graduate	Some College	Associate Degree	Bachelor's and Higher	2009 Total Population 25+
91740	Glendora	7,037 – 42%	4,558 – 27%	1,623 – 10%	3,546 – 21%	16,764 – 100%
91706	Baldwin Park	31,100 – 71%	5,985 – 14%	1,754 – 4%	4,945 – 11%	43,784 – 100%
91750	La Verne	7,196 – 30%	5,816 – 25%	2,277 – 10%	8,379 – 35%	23,668 – 100%
91011	La Canada Flintridge	1,843 – 13%	2,023 – 14%	978 – 7%	9,624 – 67%	14,468 – 100%
Total in Secondary Zip Codes		96,276	42,824	15,806	63,250	218,156
% of Total Population		43%	20%	7%	29%	100%

Notes:

1. "Educational attainment for residents aged 25 and older" is a standard demographic from the United States Census and is based on the assumption that the majority of residents have not reached their highest educational level prior to this age.
2. *Although only a small portion of the secondary ZIP codes is within the Citrus Community College District boundary, data for the entire ZIP code is included here to reflect regional demographic patterns.

- Among the primary ZIP codes within the Citrus Community College District, 39% of the residents above the age of 25 have earned an associate degree or higher.
- A high school diploma or less is the highest level of educational attainment for 41% of the adults in the primary ZIP codes in the Citrus Community College District.
- There is significant disparity in education levels among the communities in the primary ZIP codes. Compared to Azusa, Duarte, and Monrovia, the residents in Glendora and Claremont are significantly more likely to have earned an associate degree or higher (47% and 62% respectively).

DATA SET 9: POPULATION BY LANGUAGE SPOKEN AT HOME

	Azusa	Claremont	Duarte	Glendora	Monrovia
Total Population	42,147	33,253	20,265	46,466	34,546
Ages 18-64 years:	71%	68%	65%	70%	71%
Speak only English	28%	51%	30%	47%	45%
Speak Spanish	36%	7%	27%	11%	18%
• Speak English “well” or “very well”	24%	6%	20%	10%	13%
• Speak English “not well” or “not at all”	12%	1%	7%	1%	5%
Speak Asian & Pacific Island languages	5%	5%	6%	4%	6%
• Speak English “well” or “very well”	4%	4%	6%	3%	5%
• Speak English “not well” or “not at all”	<1%	<1%	<1%	<1%	<1%
Speak a language other than English, Spanish or one of the Asian/Pacific Island languages	2%	5%	2%	8%	2%

Source: American Community Survey 2005-2009

Notes: All percentages are a proportion of the total population shown in the first row.

- Of this adult population, the proportion of residents in Azusa and Duarte who speak only English is 28% and 30% respectively which is significantly lower than the proportion of residents in this age cohort who speak only English in the other three communities within the District (Claremont 49%, Glendora 48%, and Monrovia 42%).
- Of the adult residents between the ages of 18 and 64 who report that they speak Spanish or an Asian or Pacific Island language, the majority report that they are proficient in English.

DATA SET 10: FEEDER HIGH SCHOOL GRADUATION RATES

	2005-2006			2006-2007			2007-2008		
	Grads	Dropouts Gr 9 – 12	Grad Rate	Grads	Dropouts Gr 9 – 12	Grad Rate	Grads	Dropouts Gr 9 – 12	Grad Rate
Azusa	248	25	91%	249	29	90%	245	30	89%
Gladstone	246	19	93%	248	26	91%	272	21	93%
Sierra*	35	15	70%	65	23	74%	50	25	67%
Azusa Unified	529	59	90%	562	80	88%	568	76	88%
Claremont	510	7	99%	525	7	99%	525	12	98%
San Antonio*	18	15	55%	15	19	44%	50	34	60%
Claremont Unified	529	32	94%	540	34	94%	576	54	91%
Monrovia	315	7	98%	340	4	99%	404	12	97%
Canyon Oaks*	12	5	71%	9	11	45%	23	12	66%
Mountain Park*	22	0	100%	20	5	80%	36	9	80%
Monrovia Unified	349	12	97%	369	20	95%	464	33	93%
Duarte	234	8	97%	238	4	98%	256	10	96%
Mt. Olive*	24	6	80%	19	10	66%	27	21	56%
Duarte Unified	258	14	95%	257	14	95%	283	31	90%
Glendora	580	11	98%	657	13	98%	573	33	95%
Whitcomb*	32	15	68%	31	17	65%	49	12	80%
Glendora Unified	612	26	96%	688	30	96%	622	45	93%
LA County	85,015	25,188	77%	87,119	27,086	76%	92,240	26,306	78%
California	349,207	69,300	83%	356,641	85,770	81%	376,393	92,886	80%

Source: California Department of Education

Notes:

1. Graduation Rate Formula is based on the NCES definition: Number of Graduates (Year 4) divided by Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1)+ Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4).
2. Continuation high schools are identified by an * after the name of the school.

- The proportion of students who graduate from these feeder high schools in the five primary ZIP codes in the Citrus Community College District exceeds both the county and state graduation rates.

Employment Trends //

Gap Analysis of Citrus College CTE Programs: This gap analysis compares the supply of graduates or program completers to the demand, or number of job openings, for those trained workers. This information is useful to place current career technical programs in context with the local industry occupational outlook.

The demand (job openings) side of this analysis is Los Angeles County. This county was selected as the region for this study since Citrus College is located in a densely populated urban area as evidenced by the significant flow into and out of the College's district boundaries.

The supply of trained workers for this analysis reflects the number of people who completed either a degree-earning or certificate-earning program in 2009-2010 from public or private community or training institution in proximity to Citrus College. This number is listed in the following data set in the column identified as *Average Annual Graduates and Completers*.

The demand for trained workers for this analysis is the number of job openings anticipated to be available to workers in Los Angeles County within a one-year time period. This number is listed in the following data set in the column identified as *Annual Openings*. This estimate includes both new and replacement jobs. New jobs are entirely new positions that will become available due to economic growth, and replacement jobs are positions that become available due to events such as retirement, firings, out-migration, and other events. The calculation of replacement jobs is based in part on the national average of retirement and turnover rates by occupation.

Two measurements, *Average Annual Graduates and Completers* and *Annual Openings*, represent supply and demand. Therefore, the difference between the two reflects the gap or surplus of workers trained for specific occupations. The column labeled *Gap/Surplus* reflects either a deficit or an oversupply of trained workers relative to the workforce demands. A surplus means that the number of completers produced in the latest academic year exceeds the needs of the regional economy; a surplus of trained workers is indicated by a minus sign preceding the number in this column. A gap/surplus of +/- 12 indicates that the current needs for this field are satisfied because the annual number of graduates is sufficient to meet the annual number of job openings.

The column identified as *2010-2015 New Job Growth* is a projection of job growth. This information is drawn from a 5-year analysis of national and local trends as well as what industry experts predict about growth in the industry and the anticipated need for trained workers in Los Angeles County.

DATA SET 11: GAP ANALYSIS OF CITRUS COLLEGE CTE PROGRAMS

TOP	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0501.00	Business – General	235,274	-102	\$28.24	8,209	1,802	6,407
1305.00	Child Development	130,599	25,681	\$9.55	7,069	2,009	5,060
2105.30	Emergency Management	94,158	589	\$19.56	3,077	87	2,990
0514.00	Office Tech	193,894	-14,632	\$19.80	4,088	1,391	2,697
1011.00	Photography	45,633	7,635	\$16.44	2,070	21	2,049
2105.00	Admin of Justice	91,791	1,557	\$20.41	3,363	1,664	1,699
1230.30	Certified Nursing Assistant	55,921	9,479	\$11.64	1,879	409	1,470
0614.60	Digital & Web Design	45,485	1,957	\$26.61	1,546	165	1,381
1013.00	Computer Art	37,460	3,164	\$19.26	1,741	993	748
0502.00	Accounting	76,570	-3,258	\$17.82	1,644	1,092	552
0708.00	Info Tech	60,985	-3,861	\$45.41	1,297	766	531
0953.10	Architectural Drafting Tech	17,739	-1,672	\$26.15	561	154	407
1030.00	Graphic Design	15,119	2,038	\$18.18	657	270	387
0947.00	Med & Hvy Diesel Trucks	12,650	-1,074	\$27.70	399	62	337
0946.00	Heating & AC	17,048	-1,274	\$28.34	602	339	263
0709.00	Computer Science and Information Systems	22,641	-2,020	\$26.13	640	396	244
0953.00	Drafting Tech	12,589	-776	\$27.04	452	212	240
1006.00	Emerging Theatre Tech	9,852	232	\$19.53	451	225	226
1005.00	Audio Recording Tech	8,417	104	\$19.58	379	162	217
1601.00	Library Tech	2,317	27	\$18.40	119	35	84
1008.10	Commercial Dance	1,553	53	\$9.68	99	20	79
0114.00	Wildland Resources & Forestry	641	89	\$15.99	42	6	36

TOP	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0948.30	Motorcycle Tech	957	-17	\$19.72	44	9	35
0958.00	Water Tech	1,787	52	\$33.32	56	33	23
2102.10	Public Works	840	-12	\$30.94	32	44	-12
0948.00	Automotive Tech	30,796	-5,552	\$19.83	884	907	-23
3007.00	Esthetician	34,320	-826	\$20.11	1,225	1,290	-65
1250.00	Emergency Medical Tech	6,934	801	\$17.22	251	418	-167
0934.00	Electronics Tech	3,964	-664	\$25.27	81	419	-338
1230.10	Registered Nursing	61,330	5,475	\$38.23	1,756	2,637	-881
1230.20	Vocational Nursing	20,950	2,036	\$22.84	931	1,815	-884
1204.10	Dental Assistant	10,942	1,125	\$14.02	366	1,314	-948
3007.00	Cosmetology	53,171	2,990	\$18.53	2,066	3,512	-1,446

Source: EMSI Complete Employment – 1st Quarter 2011

Note: These data are also included in the description and analysis of each instructional discipline in Chapter 3.

- Almost all of Citrus College's career technical education train workers in fields for which there is demonstrated regional need.
- The regional need is greatest in business, child development, emergency management, and office technology.
- There are more trained workers than available positions in a number of fields such as cosmetology, registered nursing and vocational nursing. However, in both registered nursing and vocational nursing there is significant projected job growth in the next five years and the current rate of program completers/graduates will be able to fill that projected need.

DATA SET 12: COMPARISON OF CTE PROGRAMS IN FIVE COMMUNITY COLLEGES

	Citrus	Pasadena	Mt SAC	Chaffey	Rio Hondo
Accounting	yes	yes	yes	yes	yes
Administration of Justice	yes	yes	yes	yes	yes
Agricultural Tech, Livestock Mgt, Pet Science	no	no	yes	no	no
Architectural Drafting Tech	yes	no	yes	yes	yes
Animation and Illustration	no	no	yes	yes	no
Audio Recording Tech	yes	no	no	no	no
Auto Body	no	no	no	yes	yes
Automotive Tech	yes	yes	no	yes	yes
Aviation Maintenance	no	no	yes	yes	no
Biotechnology	no	yes	no	no	no
Broadcasting & Cinema	no	no	no	yes	no
Bldg Constr & Inspection	no	yes	yes	no	no
Business	yes	yes	yes	Yes	yes
Child Development	yes	yes	yes	yes	yes
Cosmetology	yes	yes	yes	no	no
Commercial Art	yes	no	no	no	yes
Commercial Dance	yes	no	no	no	no
Commercial Music	no	no	no	yes	no
Correctional Science	no	no	yes	yes	no
Cosmetology	yes	yes	no	no	no
Culinary Arts	no	yes	no	yes	no
Dental Assistant	yes	yes	no	yes	no
Dental Hygiene	no	yes	no	no	no
Dental Lab Tech	no	yes	no	no	no
Digital & Web Design	yes	yes	yes	yes	no
Drafting Tech	yes	no	yes	yes	no

	Citrus	Pasadena	Mt SAC	Chaffey	Rio Hondo
Educational Paraprofessional	no	no	yes	yes	no
Electrical Tech	no	yes	yes	yes	no
Electronics Tech	yes	yes	yes	no	yes
Emergency Mgt and Homeland Security	yes	no	no	no	no
Emergency Medical Tech	yes	no	yes	no	yes
Energy Systems Tech	yes	no	no	no	yes
Engineering	no	no	yes	yes	yes
Esthetician	yes	no	no	no	no
Fashion Design and Merchandising	no	yes	yes	yes	no
Fire Technology	no	yes	yes	yes	yes
Floral Design, Ornamental Horticulture	no	no	yes	no	no
Forestry	yes	no	no	no	no
Geographic Information Systems	no	no	no	yes	yes
Gerontology	no	no	no	yes	no
Graphic Design	yes	yes	yes	yes	no
Heating & AC or AC & Refrigeration	yes	no	yes	no	no
Hospitality Mgt	no	yes	yes	yes	no
Human Resources Mgt	no	no	yes	no	no
Info Tech	yes	yes	yes	yes	yes
Interior Design	no	no	yes	yes	no
Journalism	no	yes	no	yes	no
Landscape Tech	no	no	yes	no	no
Library Tech	yes	yes	no	no	no
Machine Shop	no	yes	no	no	no
Medical Assistant	yes	yes	no	no	no
Medium & Hvy Diesel Truck	yes	no	no	no	no

DATA SET 12: COMPARISON OF CTE PROGRAMS IN FIVE COMMUNITY COLLEGES (CONT'D)

	Citrus	Pasadena	Mt SAC	Chaffey	Rio Hondo
Motorcycle Tech	yes	no	no	no	no
Nursing					
Acute Care Tech	no	no	no	yes	yes
Anesthesia Tech	no	yes	no	no	no
Registered	yes	yes	yes	yes	yes
Vocational	yes	yes	yes	yes	yes
Certified Nursing Assistant	yes	no	no	yes	yes
Nutrition & Food	no	no	no	yes	no
Office Tech	yes	yes	yes	yes	no
Paralegal	no	yes	yes	yes	no
Parks and Turf Mgt	no	no	yes	no	no
Pharmacy Tech	no	no	no	yes	no
Photography	yes	yes	yes	yes	no
Psychiatric Science/Alcohol & Drug Counseling	no	no	yes	no	no
Public Works	yes	no	yes	no	no
Radiological Tech	no	yes	yes	yes	no
Respiratory Tech	no	no	yes	no	no
Real Estate	yes	no	yes	yes	no
Speech/Language Pathology Assistant	no	yes	no	no	no
Television and Radio	no	yes	yes	no	no
Theatre Technology	yes	yes	no	no	no
Veterinary Tech	no	no	yes	no	no
Water Technology	yes	no	yes	no	no
Welding	no	yes	yes	no	no

- Although the neighboring larger community colleges offer a greater number of career technical education programs, Citrus College offers students a wide array of career technical program options.

Enrollment Trends //

DATA SET 13: CREDIT ENROLLMENT AND HEADCOUNT 2004 – 2010

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Duplicated Students	35,318	35,825	34,119	36,731	40,921	37,050	36,011
Unduplicated Students	12,131	11,906	11,375	12,815	13,676	13,143	12,680
Average # of Enrollments per Student	2.9	3.0	3.0	2.9	3.0	2.8	2.8

Note: "Duplicated students" is a tally of enrollment, meaning that students are counted in each class in which they are enrolled; for example 1 student taking 3 classes counts as 3 enrollments. "Unduplicated students" is a tally of headcount, meaning that each student is counted once regardless of the number of classes taken.

- The number of credit class enrollments per student has been consistent across the past six years.
- A greater number of credit sections were offered in fall 2008, accounting for the higher number of duplicated and unduplicated student counts.

DATA SET 14: NUMBER OF CREDIT SECTIONS OFFERED BY SCHEDULE

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
On-Campus							
On-Campus By Term Length							
Full-term	1,054	1,105	1,117	1,095	1,047	880	847
Short-term	128	145	136	141	146	167	148
On-Campus Subtotal	1,182	1,250	1,253	1,236	1,193	1,047	995
On-Campus By Schedule							
Morning / Before 11:59 am	514	540	542	605	607	565	534
Afternoon / Noon – 4:29 pm	348	378	374	314	293	267	237
Evening / After 4:30 pm	297	304	301	284	266	197	206
Weekend / Friday after 4:40 pm, Saturday, Sunday	10	10	10	20	21	13	6
Arranged Hours / Meeting time beginning is unknown	13	18	26	13	6	5	12
On-Campus Subtotal	1,182	1,250	1,253	1,236	1,193	1,047	995
Distance Education							
Distance Ed Full-term	42	45	49	72	88	78	74
Distance Ed Short-term	2	1	1	26	36	29	24
Distance Ed Subtotal	44	46	50	98	124	107	98
Total	1,226	1,296	1,303	1,334	1,317	1,154	1,093

Note: Section counts as of census

- The pattern of course offerings has been relatively consistent over the past six years.
- In fall 2010, 77% of all sections are offered in the traditional scheduling patterns of full-semester, on-campus day and evening. Of these full-semester sections, 63% are offered in the morning.
- Until fall 2010, the number of sections offered in the short-term length consistently increased despite fluctuations in the total number of sections offered.
- The number of sections offered by distance education increased steadily from fall 2004 to fall 2008, with steady decreases in the offerings of distance education sections in the past two fall semesters. At the highest point in fall 2008, distance education sections represented 9% of the total offerings and 11% of the total credit contact hours.
- The fall 2010 schedule of 1,093 sections is the lowest number of sections offered in a fall semester in this seven-year history. This decrease is the result of the current fiscal limitations imposed by the state.
- Although the number of sections has decreased, the total headcount has increased, indicating that the average class size has increased. The average class size was 27.5 in fall 2007 compared to 33.7 in fall 2010.

DATA SET 15: CREDIT ENROLLMENT AND CONTACT HOURS BY INSTRUCTIONAL MODE

	Fall 2009 Credit Enrollment		Fall 2009 Credit Contact Hours	
On-campus Full Semester	28,261	76%	2,002,599	75%
Distance Education	3,402	9%	212,546	8%
Short Term	2,099	6%	276,813	10%
Fast Track	1,673	5%	89,589	3%
Learning Community	519	1%	31,561	1%
Distance Education Short Term	503	1%	27,181	1%
Distance Education Fast Track	235	<1%	11,872	<1%
Learning Community Fast Track	183	<1%	10,091	<1%
Study Abroad	175	<1%	10,530	<1%
Total	37,050	100%	2,692,782	100%

Note: "Enrollment " is the number of duplicated students at census which means that students are counted in each class in which they are enrolled; for example 1 student taking 3 classes counts as 3 enrollments.

- In keeping with the pattern that 66% of the offerings are scheduled for full-semester day and evening sections, that instructional mode accounts for 76% of all credit enrollment and 75% of credit hours for fall 2009.

DATA SET 16: CREDIT ENROLLMENT AND CONTACT HOURS BY SCHEDULE

	Fall 2009 Credit Enrollment		Fall 2009 Credit Contact Hours	
Morning	18,060	49%	1,317,958	49%
Afternoon	8,769	24%	625,928	23%
Evening	5,904	16%	443,422	17%
Distance Education	4,237	11%	298,435	11%
Weekend	80	<1%	7,040	<1%
Total	37,050	100%	2,692,782	100%

- Although about 1/3 of all sections are offered in full-semester morning patterns, this schedule pattern accounts for almost ½ of the total credit enrollment.

DATA SET 17: WEEKLY STUDENT CONTACT HOURS BY INSTRUCTIONAL DISCIPLINE FOR FALL 2009

Instructional Discipline	Total Student Contact Hours	Weekly Student Contact Hours
Accounting	31,955	1,973
Administration of Justice	28,240	1,743
Anthropology	17,890	1,104
Art	134,568	8,307
Astronomy	27,760	1,714
Athletics	55,874	3,449
Automotive Tech	38,995	2,407
Biology	112,556	6,948
Business	60,107	3,710
Chemistry	57,115	3,526
Child Development	48,600	3,000
Communications	19,585	1,209
Computer Science & Information Systems	44,003	2,716
Cosmetology	150,664	9,300
Counseling	15,499	957
Dance	30,838	1,904
Dental Assisting	18,388	1,135
Drafting Technology	17,590	1,086
DSP&S	1,345	83
Earth Science	27,240	1,681
Economics	35,450	2,188
Electronics	5,288	326
Engineering	2,459	152
English	224,604	13,864
English as a Second Language	38,581	2,382
French	3,720	230
Geography- Cultural	2,856	176
German	5,553	343
Health Sciences	24,492	1,512
Heating & Air Conditioning	3,745	231
History	95,794	5,913

Instructional Discipline	Total Student Contact Hours	Weekly Student Contact Hours
Humanities	13,880	857
Information Technology	6,236	385
Japanese	7,258	448
Mathematics	353,077	21,795
Medium & Heavy Truck Tech	2,258	139
Music	167,742	10,354
Natural History	1,404	87
Nursing	31,700	1,957
Nursing – Registered	35,428	2,187
Nursing – Vocational	52,168	3,220
Office Technology	13,308	821
Philosophy	31,906	1,970
Physical Education	89,937	5,552
Physics	22,544	1,392
Political Science	43,062	2,658
Psychology	111,594	6,889
Public Works	6,574	406
Reading	62,663	3,868
Recording Technology	45,443	2,805
Sociology	57,294	3,537
Spanish	39,505	2,439
Speech	59,927	3,699
Student Government Leadership	1,373	85
Theatre Arts	35,812	2,211
Water Technology	11,236	694
Wildland Resources & Forestry	8,097	500
Total	2,692,780	166,221

- In fall 2009, the highest weekly student contact hours in general education are in core transfer disciplines, such as mathematics (21,795), English (13,864), biology (6,948) and psychology (6,889).
- In fall 2009, the highest weekly student contact hours in career technical education are in cosmetology (9,300), child development (3,000) and automotive technology (2,407).

DATA SET 18. NUMBER OF AVAILABLE SEATS IN FALL 2010 BY CSUGE CATEGORIES

CSUGE Category	Seats Offered	Projected Seats Needed
Category A: 9 semester units are required; One course required from A1, A2, and A3		
A1 – Oral Communication	760	
A2 – Written Communication	1,040	
A3 – Critical Thinking	755	
Total Seats	2,555	3,827
Category B: 9 semester units are required; One math course required for full certification. One course from biological sciences, physical sciences and mathematics. At least one science course must be a laboratory course		
B1 – Physical Science	1,247	
B2 – Life Science	1,354	
B3 – Laboratory Activity	45	
B4 – Mathematics/Quantitative Thinking	1,365	
Total Seats	4,011	4,169
Category C: 9 semester units are required; One from C1 and one from C2, plus one additional course in either C1 or C2		
C1 / Arts, Dance, Music, Theater	1,908	
C2 / Humanities	2,508	
Total Seats	4,416	3,982

CSUGE Category	Seats Offered	Projected Seats Needed
Category D: 9 semester units are required		
D / Social, Political and Economic Institutions and Behavior	5,122	4,013
Category E: 3 semester units are required		
E / Lifelong Understanding and Self-Development	1,195	1,307
Total	17,298	17,298

Note: For courses that belong in two categories, the maximum seats were divided with half included in each category.

- To fulfill CSU breadth requirements, students are required to take 9 units in each of the first four categories (A through D). Therefore, the number of seats offered in each category should be comparable. However, for fall 2010 a significantly greater number of seats were offered in Categories C and D.
- In addition to the assumption that the number of seats offered should be comparable since the same number of units is required, the number of projected seats needed includes consideration of student success. Based on the assumption that students who did not successfully complete a course will retake the course, the successful course completion rate in each category was factored into the projection. The successful course completion rates by category are 77%, 66%, 72%, 71%, 74%, and 71% respectively. Even with this consideration of student success rates, for fall 2010 a significantly greater number of seats were offered in Categories C and D.

DATA SET 19. SUMMARY OF GROWTH CATEGORIES FOR INSTRUCTIONAL DISCIPLINES

Projected to grow faster than the College (3 on Growth Matrix)	Projected to grow at the same rate as the College (2 – 2.9 on Growth Matrix)		Projected to grow slower than the College (1 – 1.9 on Growth Matrix)
Art	Accounting	Humanities	Dental Assisting
English	Administration of Justice	Information Technology	German
Mathematics	Anthropology	Japanese	Geography: Cultural
Reading	Astronomy	Music	Medium & Heavy Truck Technology
	Athletics	Nursing	Motorcycle Technology
	Automotive Technology	Nursing: Registered	Office Technology
	Biology	Nursing: Vocational	Philosophy
	Business	Physical Education	Public Works
	Chemistry	Physics	
	Child Development	Political Science	
	Communications	Psychology	
	Cosmetology	Recording Technology	
	Counseling	Sociology	
	Computer Science & Info Tech	Spanish	
	Dance	Speech	
	Drafting Technology	Theatre Arts	
	Earth Science	Water Technology	
	Economics	Wildland Resources & Forestry	
	English as a Second Language		
	Health Sciences		
	Heating and Air Conditioning		
	History		

Note: Each instructional discipline was placed into one of three growth categories based on an analysis of that discipline’s role in the mission, efficiency, demand, and successful course completion rates. Refer to the next chapter for the detail for each discipline.

- Most disciplines are projected to keep pace with the College’s overall growth rate of 3% per year each year for the coming decade.
- Four disciplines have been identified as having the potential to growth faster than that rate contingent on additional space or other resources: art, English, mathematics, and reading.
- Eight disciplines have been identified as having little potential to grow and are projected to not keep pace with the College’s overall growth rate of 3% per year each year for the coming decade.

Student Characteristics //

DATA SET 20: STUDENTS BY AGE

Age	Credit Students				Noncredit Students			
	Fall 2007		Fall 2009		Fall 2007		Fall 2009	
	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total
Under 15	5	<1%	0	0%	16	<1%	3	<1%
15 - 16	72	1%	56	<1%	14	<1%	11	<1%
17 - 19	3,613	28%	3,814	29%	602	13%	261	11%
20 - 24	5,391	42%	5,741	44%	701	15%	419	17%
25-49	3,293	26%	3,207	24%	1,319	28%	632	26%
>50	439	3%	325	3%	2,100	44%	1,145	46%
Unknown	2	<1%	0	0%	13	<1%	4	<1%
Total	12,815	100%	13,143	100%	4,765	100%	2,475	100%

- In fall 2009 73% of the students taking credit classes were of the traditional college-going age range of 17– 24 years of age, an increase compared to the 70% in this age cohort in fall 2007.
- Citrus College, at 73%, has a significantly younger student population taking credit classes compared to the state average of 54% of students aged 24 or younger in fall 2009.
- While the credit student population increased by 3% between fall 2007 and fall 2009, the noncredit student population decreased by almost 50% during this time period.
- In fall 2009, the noncredit student population was 16% of the total student population (15,618) and was significantly older than the credit student population, with 46% of noncredit students aged 50 or older.

DATA SET 21: STUDENTS BY RACE/ETHNICITY

Race/Ethnicity	Credit Students				Noncredit Students			
	Fall 2007		Fall 2009		Fall 2007		Fall 2009	
	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total
Hispanic/Latino	5,693	44%	6,049	46%	1,287	27%	817	33%
White	3,668	29%	3,410	26%	2,318	49%	1,017	41%
Asian	1,399	11%	1,277	10%	446	9%	291	12%
Black/African American	749	6%	689	5%	229	5%	117	5%
American Indian/ Alaska Native	89	1%	62	0%	16	< 1%	9	< 1%
Pacific Islander/ Native Hawaiian	77	1%	68	1%	16	< 1%	4	< 1%
Two or more races	45	< 1%	165	1%	8	< 1%	5	< 1%
Unknown	1,095	9%	1,423	11%	445	9%	215	9%
Total	12,815	100%	13,143	100%	4,765	100%	2,475	100%

Note: In fall 2009 11% of students taking credit classes and 9% of students taking noncredit offerings did not report their race/ethnicity and are identified as “unknown” in this data set.

- In both fall 2007 and fall 2009, a little over half the Citrus College students taking credit classes report that they are members of two ethnic groups: Hispanic (44% and 46%) and White (29% and 26%).
- In the credit student population, the proportion of students identifying themselves as Hispanic/Latino increased slightly, from 44% to 46%, and the proportion of students identifying themselves as White decreased slightly, from 29% to 26%. The proportion of students in the remaining ethnic groups is consistent across these two semesters.
- Similarly in the noncredit student population, the proportion of students identifying themselves as Hispanic/Latino or Asian increased, from 27% to 33% for Hispanic/Latino and 9% to 12% for Asian, while the proportion of students identifying themselves as White decreased from 49% to 41%. The proportion of students in the remaining ethnic groups is consistent across these two semesters.

DATA SET 22: CREDIT STUDENTS AND DISTRICT POPULATION BY RACE/ETHNICITY

Race/Ethnicity	2010 Population Ages 17 and Older		Fall 2010 Credit Students	
	Headcount	% of Total	Headcount	% of Total
Hispanic/Latino	87,873	48%	6,341	50%
White	70,169	38%	3,175	25%
Asian	14,409	8%	1,263	10%
Black/African American	6,883	4%	651	5%
American Indian/Alaska Native	2,766	2%	42	<1%
Pacific Islander/ Native Hawaiian	240	<1%	54	<1%
Two or more races	49	<1%	220	2%
Unknown	n/a	n/a	933	7%
Total	182,397	100%	12,679	100%

Source for race/ethnicity in population: EMSI Complete Employment – 1st Quarter 2011

Source for Citrus Data: Citrus College Office of Institutional Research

- The race/ethnicity of students enrolled in credit courses approximates the service area population with the exceptions of a lower proportion of White students (enrollment is 13% less than the proportion in the community).

DATA SET 23: STUDENTS BY GENDER

Gender	Credit Students				Noncredit Students			
	Fall 2007		Fall 2009		Fall 2007		Fall 2009	
	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total	Headcount	% of Total
Female	6,949	54%	7,119	54%	2,950	62%	1,599	65%
Male	5,721	45%	5,756	44%	1,765	37%	831	34%
Unknown	145	1%	268	2%	50	1%	45	2%
Total	12,815	100%	13,143	100%	4,765	100%	2,475	100%

- There is a slightly higher proportion of females than males taking credit classes at Citrus College for fall 2007 and fall 2009.
- This gender distribution matches the fall 2009 state average for students taking credit classes, 54% female, 45% male, and 1% unknown.
- More females than males take noncredit offerings at almost a 2-to-1 ratio.
- The gender distribution of students taking credit or noncredit classes in these two falls does not reflect the District demographic of a 51% to 49% distribution of female and male residents (see Data Set 6).

DATA SET 24: CREDIT STUDENTS BY EDUCATIONAL GOALS

Goal	Fall 2009 Credit Students	
	Headcount	% of Total
Associate degree and transfer to 4-year institution	4,425	34%
Associate degree	1,965	15%
Uncollected/unreported	1,868	14%
Undecided on goal	1,560	12%
Transfer to 4-year institution without an associate degree	1,202	9%
Vocational certificate	403	3%
Prepare for new career/job skills	341	3%
Educational development	235	2%
Advance in career/update job skills	217	2%
Discovery-career interest/goal	211	2%
Maintain certificate/license	211	2%
2-year vocational degree	204	2%
Credits for HS diploma/GED	138	1%
Improve basic skills	129	1%
4-year taking transfer courses	22	<1%
Personal development	12	<1%
Total	13,143	100%

- 58% of the credit students report their educational goal as being to earn an associate degree, earn an associate degree and then transfer, or transfer without earning an associate degree. 8% report a goals related to job skills including those who intend to earn a vocational certificate.

DATA SET 25: CREDIT STUDENTS BY UNIT LOAD

# of Units	Fall 2007 Credit Students		Fall 2009 Credit Students	
	Headcount	% of Total	Headcount	% of Total
1 – 2 Units	487	4%	331	3%
3 – 5 Units	3,218	25%	3,164	24%
6 – 8 Units	2,362	18%	2,604	20%
9 – 11 Units	2,196	17%	2,405	18%
12 – 14 Units	3,132	24%	3,229	25%
15 Units or more	1,037	8%	1,037	8%
Enrolled but did not earn credit	383	3%	373	3%
Total	12,815	100%	13,143	100%

- In fall 2009 one-third of the credit students were full-time, taking 12 or more units, which is comparable to the state average of 33% for full-time students.
- In fall 2009 the majority of the students (65%) are part-time, proportionately almost equally divided among the three primary part-time categories of 3 - 5 units, 6 – 8 units, and 9 -11 units.
- Although credit enrollment headcount increased slightly (328 students) between fall 2007 and fall 2009, the distribution of students across the unit categories remained consistent.

DATA SET 26: CREDIT AND NONCREDIT STUDENTS BY ZIP CODE FOR FALL 2009

Within the Citrus Community College District					
Primary ZIP Codes	Community	Credit Students	% of Total Credit Students	Noncredit Students	% of Total Noncredit Students
91702	Azusa	1,385	11%	256	10%
91741	Glendora	832	6%	191	8%
91010	Duarte	432	3%	413	17%
91016	Monrovia	442	3%	124	5%
91711	Claremont	381	3%	186	8%
Subtotal of Students in Primary ZIP Codes		3,472	26%	1,170	48%

Secondary ZIP Codes	Community	Credit Students	% of Total Credit Students	Noncredit Student Counts	% of Total Noncredit Students
91740	Glendora	676	5%	269	11%
91706	Baldwin Park	571	4%	58	2%
91750	La Verne	590	5%	74	3%
91011	La Canada Flintridge	3	<1%	0	0%
Sub-total of Students in Primary and Secondary ZIP Codes		5,312	40%	1,571	64%

Outside of the Citrus Community College District					
	Community	Credit Students	% of Total Credit Students	Noncredit Student Counts	% of Total Noncredit Students
91722/ 91723/91724	Covina	1,478	11%	188	8%
91790/ 91791/ 91792	West Covina	989	8%	90	4%
91767/ 91766/ 91768/ 91765	Pomona	733	6%	98	4%
91773	San Dimas	628	5%	69	3%
91746/ 91745/ 91748/ 91744	La Puente	477	4%	46	2%
91732/ 91733/ 91731	El Monte	390	3%	37	2%
91730/ 91701/ 91739/ 91737	Rancho Cucamonga	324	3%	19	1%
91786/ 91784	Upland	315	2%	35	1%
91709	Chino Hills	167	1%	11	<1%
91006	Arcadia	155	1%	26	1%
91780	Temple City	128	<1%	21	1%
91710	Chino	127	<1%	11	<1%
91789	Walnut	112	<1%	15	1%
91756	Monterey Park	102	<1%	0	0%
All Other ZIP Codes Outside of the District		1,706	13%	220	9%
Sub-total of Students who reside outside of the District		7,831	60%	886	36%
Total		13,143	100%	2,457	100%

Notes:

- In fall 2009, Credit students reside in a total of 385 ZIP codes. This table identifies the ZIP codes for students living in the Citrus Community College District plus those ZIP codes outside of the District with more than 100 students.
 - All identified ZIP codes are in Los Angeles County with the exceptions of: Rancho Cucamonga, Upland, Chino Hills, and Chino.
- As is common for suburban colleges with high population density, 40% of the students enrolled in credit classes at Citrus College reside within the District boundaries and 60% reside beyond the District boundary.
 - The greatest numbers of credit students within District boundary reside in the communities of Azusa and Glendora.
 - 64% of the students enrolled in noncredit classes at Citrus College reside within the District boundary.
 - The greatest numbers of noncredit students within District boundaries reside in the communities of Azusa, Duarte, and Glendora.

DATA SET 27: EXCHANGE OF STUDENTS WITH NEIGHBORING COMMUNITY COLLEGE DISTRICTS

	Mt San Antonio District			Pasadena City College District			Chaffey College District			Rio Hondo District		
	Fall 2005	Fall 2007	Fall 2009	Fall 2005	Fall 2007	Fall 2009	Fall 2005	Fall 2007	Fall 2009	Fall 2005	Fall 2007	Fall 2009
Flow In	5,995	4,824	6,122	849	666	759	1,241	988	1,307	2,063	1,285	1,774
Flow Out	1,432	1,420	1,236	1,714	1,811	2,326	260	270	267	274	284	259
Net Impact on Citrus	4,563	3,404	4,886	-865	-1,145	-1,567	981	718	1,040	1,789	1,001	1,515

Source: Institutional Research Offices for each District

Notes:

1. “Flow In” refers to students who live outside of the five primary ZIP codes and take classes at Citrus College.
 2. “Flow Out” refers to students who live inside of the five primary ZIP codes of Citrus College District and take classes at one of the four neighboring colleges.
 3. Students included in this data set are credit students and noncredit students enrolled in positive attendance section with 8 or more hours.
- The flow-in/flow-out balance between the Citrus Community College District and the Mt San Antonio Community College District has a positive impact on Citrus enrollment, with significantly more students flowing in than flowing out. In fall 2009, 6,122 students who live in the Mt San Antonio District attended Citrus College, and conversely, 1,236 students who live in the Citrus Community College District attended Mt San Antonio College. This exchange represents a net gain of almost 5,000 for Citrus College. This imbalance is highest in fall 2009 compared to fall 2007 and 2005.
 - The flow-in/flow-out balance between the Citrus Community College District and Pasadena City College has a negative impact on Citrus. In fall 2009, 759 students who live in the Pasadena City College District attended Citrus College, and conversely, 2,326 students who live in the Citrus Community College District attended Pasadena City College. This exchange represents a net loss of 1,567 District students to Pasadena City College. While the number of students flowing out of the Citrus District has remained stable, the number of students flowing into Pasadena City College has steadily increased since fall 2005.
 - The flow-in/flow-out balance between the Citrus and Chaffey Community College Districts has a positive impact on Citrus enrollment. In fall 2009, 1,307 students who live in the Chaffey College District attended Citrus College, and 267 students who live in the Citrus Community College District attended Chaffey College. This exchange represents a net gain of 1,040 Chaffey College District students to Citrus. This imbalance is highest in fall 2009 compared to fall 2007 and 2005.
 - The flow-in/flow-out balance between the Citrus and Rio Hondo Community College Districts has a positive impact on Citrus enrollment. In fall 2009, 1,774 students who live in the Rio Hondo District attended Citrus College, and 259 students who live in the Citrus Community College District attended Rio Hondo College. This exchange represents a net gain of 1,515 Rio Hondo College District students to Citrus. This flow-in/flow-out balance was higher in fall 2005 than in fall 2007 and 2009.
 - In total for fall 2009, 4,088 Citrus Community College District residents attended college outside of the District at one of the surrounding community colleges and 9,962 residents of these four neighboring community college districts attended Citrus College. This is approximately a net of gain of 2 students who flow into Citrus from neighboring community colleges’ district boundaries for every 1 student from Citrus district boundaries who flow out to those neighboring districts.

DATA SET 28: HIGH SCHOOL CAPTURE RATE

	High School Graduates in 2007-2008	First-time Freshmen Enrolled at Citrus College in Fall 2008	High School Capture Rate
Azusa	245	114	47%
Gladstone	272	120	44%
Sierra*	50	26	52%
Azusa Unified	568	260	46%
Claremont	525	131	25%
San Antonio*	50	0	0%
Claremont Unified	576	131	23%
Monrovia	404	99	25%
Canyon Oaks*	23	8	35%
Mountain Park*	36	0	0%
Monrovia Unified	464	107	23%
Duarte	256	84	33%
Mt. Olive Alternative*	27	9	33%
Duarte Unified	283	93	33%
Glendora	573	236	41%
Whitcomb *	49	23	47%
Glendora Unified	622	259	42%
Total	2,513	850	34%

Source for high school graduates: California Department of Education

Source for Citrus Data: Citrus College Office of Institutional Research

Notes:

1. This data set represents first-time freshmen aged 17, 18, and 19 from each high school.
 2. Continuation high schools are identified by an * after the name of the school.
- Of the primary feeder high schools, 34% of the recent graduates attend Citrus College.
 - There is significant disparity in the high school capture rate among the largest high schools in these districts. 41% to 44% of the graduates of Azusa, Gladstone, Glendora High Schools matriculate to Citrus College whereas only 25% of the graduates of Claremont and Monrovia High Schools matriculate to Citrus College.

DATA SET 29: COLLEGES ATTENDED BY FIRST-TIME FRESHMEN FROM FEEDER HIGH SCHOOLS

High School Graduates	Citrus College	Mt. San Antonio College	Chaffey College	Pasadena City College	Rio Hondo College	UC System	CSU System
Azusa							
2007	60	19	0	10	3	8	23
2008	114	18	0	6	6	13	17
2009	104	17	1	6	2	19	23
Gladstone							
2007	29	28	0	2	2	7	29
2008	120	35	1	4	0	10	23
2009	84	30	0	1	1	12	32
Claremont							
2007	53	48	39	9	0	57	91
2008	131	68	9	3	0	67	88
2009	76	64	21	2	0	47	89
Monrovia							
2007	50	52	1	4	0	14	50
2008	99	48	22	2	5	21	65
2009	53	69	17	3	1	29	49
Duarte							
2007	43	13	1	19	0	24	29
2008	84	10	0	18	0	19	38
2009	86	24	0	41	0	11	22
Glendora							
2007	126	70	9	5	0	41	108
2008	236	46	1	5	0	46	85
2009	213	61	6	16	0	36	98

Source for Citrus Data: Citrus College Office of Institutional Research

Source for remaining data: California Post-secondary Education Commission Education Pathways

Note: This data set represents first-time freshmen aged 17, 18, and 19 from each high school.

- The number of first-time freshmen from the closest high schools choosing Citrus College was highest in 2008 compared to the preceding and following year.
- Of the students who attend a community college, the majority of the first-time freshmen from the high schools within the Citrus Community College district boundaries choose Citrus College as opposed to one of the neighboring community colleges.

DATA SET 30: SUMMARY OF COLLEGES ATTENDED BY FIRST-TIME FRESHMEN FROM FEEDER HIGH SCHOOLS

High School	# High School Graduates in 2007-2008	# and % Attending a Nearby Community College or a UC or CSU		Of These,		Of These,		Of These,	
				# and % Attending Citrus College	# and % Attending One of 4 Nearby Community Colleges other than Citrus	# and % Attending a UC or CSU			
Azusa	245	174	71%	114	66%	30	17%	30	17%
Gladstone	272	193	71%	120	62%	40	21%	33	17%
Claremont	525	366	70%	131	36%	80	22%	155	42%
Monrovia	404	262	65%	99	38%	77	29%	86	33%
Duarte	256	169	66%	84	50%	28	17%	57	34%
Glendora	573	419	73%	236	56%	52	12%	131	31%

Source for Citrus Data: Citrus College Office of Institutional Research

Source for remaining data: California Post-secondary Education Commission Education Pathways

- Of the students who attend a public colleges or university, the rates are highest among students who graduated from Azusa, Gladstone, Claremont, and Glendora. Of these, a total of 83% of the graduates from Azusa and Gladstone enter a community college as opposed to a UC or CSU.
- Of the students from each graduating class who attended either a nearby community college or a US or CSU, the majority attended a community college. Of the students who choose a nearby community college, Citrus College was more often the choice than one of the four neighboring community colleges.
- A little over half of the graduates from Claremont High School who matriculated to a public college attended a nearby community college. At 42%, this is the highest proportion of college-going high school graduates who attended a UC or CSU.

Student Success //

DATA SET 31: PLACEMENT RESULTS FOR FIRST-TIME FRESHMEN ENROLLED IN FALL 2009

	Mathematics		English		Reading	
	# of Students	Percent	# of Students	Percent	# of Students	Percent
Basic Skills	1,058	38%	1,946	71%	1,834	68%
College-level	1,562	56%	N/A	N/A	N/A	N/A
Transfer-level	168	6%	808	29%	859	32%
Total	2,788	100%	2,754	100%	2,693	100%

Note: Per CurriUNET:

Mathematics: Courses numbered 17, 20 and 29 are basic skills. Courses numbered 115 and 150 are college-level. Courses numbered 151 and higher are transfer-level.

English: Courses numbered 30, 40 and 100 are basic skills. Courses numbered 101 and higher are transfer-level.

Reading: Basic Skills Reading classes are 19, 40 and 99. Transfer level classes are 120 and up.

- The majority of first-time freshmen new to Citrus College in fall 2009 place in courses below transfer-level in mathematics, English, and reading.
- For English and reading, 71% and 68% respectively test below readiness for transfer-level courses and for mathematics, 94% of the entering freshmen are unprepared for transfer-level courses.

DATA SET 32: SUCCESSFUL COURSE COMPLETION RATES FOR CREDIT STUDENTS BY RACE/ETHNICITY FOR FALL 2009

Race/Ethnicity	Enrollment at Census	Number of Successful Course Completions	Successful Course Completion Rate	Statewide Successful Course Completion Rate
Hispanic/Latino	16,767	11,338	68%	63%
White	9,517	7,089	74%	72%
Asian	3,788	2,901	77%	74%
Black or African American	1,957	1,182	60%	54%
Pacific Islander/Native Hawaiian	210	167	80%	63%
American Indian/Alaska Native	179	124	69%	64%
Two or More Races	433	257	59%	64%
Unknown	4,206	3,067	73%	69%
Total	37,057	26,125	70%	68%

Notes:

1. Successful course completion rate is calculated by number of enrollments with grade of A, B, C, CR, P divided by the total number of all grades.
 2. In fall 2009 11% of students taking credit classes did not report their ethnicity and are identified as “unknown” in this data set.
- In fall 2009 Citrus College students have a higher successful course completion rate at 70% compared to the state average of 68%.
 - This higher successful course completion rate extends across all categories of racial/ethnic groups except for students of two or more races.
 - White, Asian, and Pacific Islander/Native Hawaiian students had higher rates of successful course completion than students in other racial/ethnic groups at Citrus College.

DATA SET 33: RETENTION OF CREDIT STUDENTS BY RACE/ETHNICITY FOR FALL 2009

Race/Ethnicity	Enrollment at Census	Number of all Grades except "W"	Retention Rate	Statewide Retention Rate
Hispanic/Latino	16,767	15,739	94%	84%
White	9,517	8,954	94%	86%
Asian	3,787	3,625	96%	87%
Black or African American	1,957	1,827	93%	79%
Pacific Islander/Native Hawaiian	210	205	98%	82%
Two or More Races	179	173	97%	83%
American Indian/Alaska Native	433	404	93%	82%
Unknown	4,207	3,993	95%	85%
Total	37,057	34,920	94%	85%

Notes:

- Retention rate is calculated by number of all grades except "W" divided by all grades.
 - In fall 2009 11% of students taking credit classes did not report their race/ethnicity and are identified as "unknown" in this data set.
- In fall 2009 Citrus College students demonstrated a significantly higher retention rate than the state average overall (94% compared to 85%).
 - This higher rate of retention was true for all racial/ethnic groups.
 - Differences in retention rates between Citrus College students in the various racial/ethnic groups were slight, with students in all groups at Citrus College demonstrating significantly higher retention rate compared to students across the state.

DATA SET 34: PERSISTENCE OF CREDIT STUDENTS BY RACE/ETHNICITY FROM FALL 2009 TO SPRING 2010

Race/Ethnicity	Fall 2009 Credit Student Headcount	Fall 2009 Students Who Enrolled in Spring 2010	Persistence Rate
Hispanic/Latino	6,049	4,055	67%
White	3,410	2,282	67%
Asian	1,277	872	68%
Black/ African American	689	399	58%
Pacific Islander/Native Hawaiian	62	51	75%
Two or More Races	68	89	54%
American Indian/Alaska Native	165	40	65%
Unknown	1,423	1,032	73%
Total	13,143	8,820	67%

Notes:

1. Persistence rate is calculated by tracking students enrolled at Citrus College in fall 2009 to determine if they enrolled at Citrus College the subsequent spring semester.
 2. In fall 2009, 11% of students taking credit classes did not report their race/ethnicity and are identified as “unknown” in this data set.
- The persistence rates for all categories of race/ethnicity are above 65% except for students who are Black/African American or two or more races.

DATA SET 35: PERSISTENCE OF CREDIT STUDENTS BY STUDENT STATUS FROM FALL 2009 TO SPRING 2010

Status	Fall 2009 Credit Student Headcount	Fall 2009 Students Who Enrolled in Spring 2010	Persistence Rate
Full-time (12 or more units)	4,883	4005	82%
Part-time (fewer than 12 units)	8,260	4815	58%
Total	13,143	8,820	67%

Note: These data include all students who re-enrolled in the Citrus College. For data on a cohort of first-time Citrus College students who enrolled at any California community college, refer to Data Set 40.

- The persistence rate for full-time students is significantly higher than the persistence rate for part-time students.
- Persistence is related to student engagement: students who are more engaged in the College tend to persist to complete their educational goals. As shown in Data Set 43, full-time student are more engaged than part-time students on each benchmark measured by the Community College Survey of Student Engagement.

DATA SET 36: DEGREES AND CERTIFICATES AWARDED IN 2009-2010 BY PROGRAM

	Associate of Arts Degree	Associate of Science Degree	Certificate (6 to 17 units)	Certificate (18 to 29 units)	Certificate (30 to 60 units)	Total
Accounting				8		8
Administration of Justice		33		25		58
Architectural Drafting				1		1
Arts and Humanities	9					9
Automotive Technology		14		45	4	63
Biological & Physical Sciences & (Math)		155				155
Business & Commerce, General		175				175
Business Management				3		3
Child Development						
Early Care & Education			46		7	53
Commercial Dance					1	1
Commercial Music					46	46
Computer						
Infrastructure & Support				1		1
Computer Graphics/Digital Imaging		1		2		3
Cosmetology and Barbering		13		57	115	185
Dental Assistant		7		26		33
Diesel Technology				1		1
Drafting Technology		7				7
Electronics and Electric Technician				3		3
Emergency Medical Services				1		1
Environ Control Tech				5		5
Fine Arts, General	87					87
Forestry				9		9

	Associate of Arts Degree	Associate of Science Degree	Certificate (6 to 17 units)	Certificate (18 to 29 units)	Certificate (30 to 60 units)	Total
Language Arts	53					53
Liberal Arts w/ emphasis in Math & Science	16					16
Library Science, General		1		3		4
Licensed Vocational Nursing		12			82	94
Marketing and Distribution				1		1
Mathematics, General		7				7
Medical Assisting			1			1
Physical Education		11				11
Public Works		1		4	3	8
Registered Nursing		40				40
Social & Behavioral Science/Bus Tech	27					27
Social Sciences, General	311					311
Transfer Studies	14					14
Water & Wastewater Technology		3		12		15
Total	517	480	53	201	258	1,509

- Comparing the enrollment in fall 2009 to the number of degrees awarded in 2009 - 2010, Citrus College has a higher enrollment to degree ratio than the state. For Citrus College, 12,785 enrollment in fall 2009 compared to 1,509 degrees in 2009-2010 is an 8 to 1 ratio. The state fall 2009 enrollment of 1,614,513 compared to 126,242 degrees awarded in 2009 – 2010 is a 13 to 1 ratio. In this comparison, enrollment refers to the number of duplicated students at census and degrees refers to the total of associate degrees and credit certificates.
- In 2009 – 2010 a total of 1,509 degrees and certificates were awarded. Associate degrees account for the majority of this total (997).
- The most popular majors for the associate degrees were biology, business, and social science. The most popular majors for certificates were cosmetology and barbering, licensed vocational nursing, automotive technology, and commercial music.
- An almost equal number of associate of arts and associate of science degrees were awarded.
- Significantly more students completed certificates requiring 18 units or more compared to low-unit certificates below 18 units.

DATA SET 37: DEGREES AND CERTIFICATES AWARDED IN 2009-2010 BY RACE/ETHNICITY

	Associate of Arts	Associate of Science	Certificate 6 - 18 units	Certificate 18 - 30 units	Certificate 30 - 60 units	Total	% of Total
Hispanic/Latino	239	175	32	91	86	623	41%
White	166	136	12	52	75	441	29%
Asian	44	82	5	20	44	195	13%
Black/African American	14	22	2	6	9	53	4%
Pacific Islander/ Native Hawaiian	3	7		1	3	14	1%
American Indian/ Alaska Native	3	4		1	2	10	1%
Two or More Races		1		1	1	3	0%
Unknown	48	53	2	29	38	170	11%
Total	517	480	53	201	258	1,509	100%

- More Hispanic/Latino students completed their degrees or certificates in 2008 – 2009 than any other racial/ethnic group. 41% of the 1,509 degrees and certificates awarded in 2008 – 2009 were awarded to Hispanic/Latino students, 29% to White students, and 13% to Asian students.

Transfer Velocity Project

This study tracks first-time college students who demonstrate that they intend to transfer by the courses they choose from their first academic year of enrollment to the point of transfer to a four-year institution. To be included in this transfer cohort, students must complete at least 12 units, including a transfer-level English or mathematics course within a 6-year period. The transfer rate is then based on the total number of students who transfer compared to the number of students in the cohort. The Research & Planning Group conducted the study between 2007 and 2009. More information on the Transfer Velocity Project is available at: <http://webprod.cccco.edu/datamartrans/dmtrnsstucsel.aspx>

DATA SET 38: TRANSFER RATES OF STUDENTS WHO FIRST ENROLLED IN 1995-1996 TO 2003-04

First Year of Community College Enrollment	# of Students who Transferred to a 4-year College or University	# of Students in the Cohort	Transfer Rate
1995-1996	519	1,618	32%
1996-1997	532	1,516	35%
1997-1998	461	1,422	32%
1998-1999	517	1,481	35%
1999-2000	494	1,396	35%
2000-2001	485	1,395	35%
2001-2002	532	1,500	36%
2002-2003	528	1,441	37%
2003-2004	493	1,230	40%

- The proportion of students in each cohort who transfer to a 4-year college or university over the past nine years has steadily increased.
- Of the cohort of students who entered Citrus College in 2003-2004, 40% transferred within six years compared to a statewide average of 41% for the same cohort year.

DATA SET 39: TRANSFER VELOCITY RATES BY ETHNICITY

Ethnicity	Entered Citrus College in 2002-2003			Entered Citrus College in 2003-2004		
	# of Students Who Transferred	# of Students in the Cohort	Transfer Rate	# of Students Who Transferred	# of Students in the Cohort	Transfer Rate
African-American	38	75	51%	23	49	47%
American Indian/ Alaskan Native	4	7	57%	1	4	25%
Asian	60	102	59%	37	67	55%
Filipino	15	34	44%	13	34	38%
Hispanic	155	549	28%	161	530	30%
Unknown/Declined to Respond	38	98	39%	45	83	54%
White	218	576	38%	213	463	46%
Total	528	1,441	37%	493	1,230	40%

- Hispanic students who entered Citrus College in 2002-2003 and 2003-2004 have lower transfer rates than the other ethnic groups at 28% and 30% respectively. In the same comparison, Asian students had the highest transfer rate at 59% and 55% respectively.
- The transfer rate of American Indian/Alaskan Native students dropped by 32% between the two cohort years, but the total number of students in the cohorts is too small for this transfer rate to be meaningful.

Accountability Reporting for Community Colleges (ARCC)

The statistics in this section are reported by the College to the State Chancellor's Office who compiles a statewide report to provide the State Legislature with a report card for all community colleges combined. The standardized operational definitions for the data elements in the ARCC are included in the appendix of this document. The summary compares Citrus College to peer colleges.

DATA SET 40: CITRUS COLLEGE PERFORMANCE ON ARCC INDICES FOR 2002 - 2010

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Student Progress and Achievement Rate	52.5%	53.4%	54.3%
Percentage of Students Completing 30 Units or More	71.4%	73.8%	75.5%
Persistence Rate	64.1%	68.4%	63.7%
Successful Course Completion for Credit Vocational Courses	79.4%	77.5%	77.8%
Successful Course Completion Rate for Credit Basic Skills	64.6%	70.4%	72.8%
Improvement Rate for ESL Courses	58.4%	54.3%	62.6%
Improvement Rate for Credit Basic Skills Courses	54.4%	53.1%	57.0%

Source: ARCC 2011 Report

- There is evidence of improvement over time in Citrus College student performance on all ARCC indices of student progress except persistence rate and successful course completion for credit vocational courses.

DATA SET 41: CITRUS COLLEGE COMPARED TO PEER GROUP COLLEGES ON ARCC INDICES

	Citrus College	Peer Group High	Peer Group Low	Peer Group Average
Student Progress and Achievement	54.3%	58.0%	43.0%	49.4%
Percent of Students Who Earned at Least 30 Units	75.5%	80.3%	57.8%	72.4%
Persistence Rate	63.7%	80.7%	57.2%	69.2%
Vocational Course Successful Completion Rate	77.8%	80.8%	63.7%	73.8%
Basic Skills Credit Course Successful Completion	72.8%	72.8%	49.6%	63.0%
Basic Skills Course Improvement Rate	57.0%	76.0%	39.5%	57.6%
ESL Course Improvement Rate	62.6%	77.1%	20.2%	52.6%

Source: ARCC 2011 Report

Note: Peer groupings are created for each performance indicator using a regression model of common environmental characteristics. For details on these common characteristics refer to appendices in the ARCC report available at <http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

- Citrus College exceeds the peer group average on all benchmarks of student progress except persistence rate (63.7% compared to 69.2%) and basic skills course improvement rate (57.0% compared to 57.6%).
- Citrus College exceeds the peer group low on all benchmarks of student progress and matches the peer group high on only the benchmark of basic skills credit course successful completion.

Community College Survey of Student Engagement 2010

The Community College Survey of Student Engagement asks questions about student involvement in college activities both inside and outside of the classroom. The questions are clustered to provide feedback on five benchmarks which are reported as standard scores, with 50.0 equaling the national mean score. See the appendix for a sample of the questions within each benchmark.

DATA SET 42: COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2010 BENCHMARKS

Benchmark	2006	2008	2010
Active and Collaborative Learning	48.7	50.2	49.8
Student Effort	47.8	47.7	50.7
Academic Challenge	47.5	51.3	51.9
Student-Faculty Interaction	47.2	48.7	50.3
Support for Learners	53.3	51.5	54.6

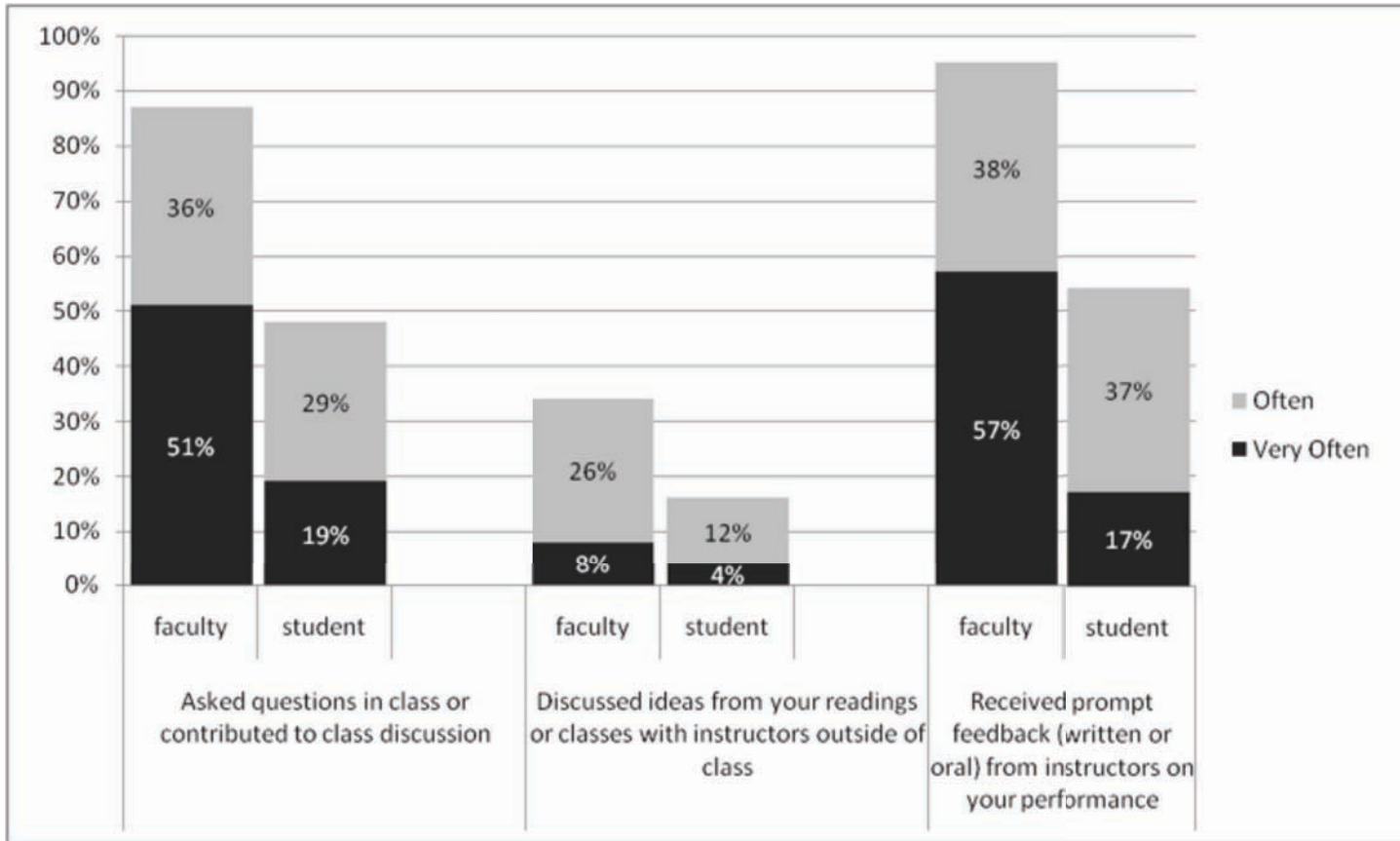
- The 2010 data show that the benchmark scores for these 905 Citrus College students increased in four of the five benchmarks compared to the 2008 and 2006 levels. The 2010 results on the benchmark of active and collaborative learning is slightly below the national mean score (49.8% compared to 50.0% and slightly below the 2008 results (49.8% versus 50.2%).
- In 2010 the College's standard scores approximated or exceeded the national mean score of 50.0 in the five benchmarks.

DATA SET 43: COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2010 BENCHMARKS BY ENROLLMENT STATUS

Benchmark	2006	2008	2010
Active and Collaborative Learning	57.5	45.0	49.8
Student Effort	55.7	47.6	50.7
Academic Challenge	60.0	47.0	51.9
Student-Faculty Interaction	58.3	45.4	50.3
Support for Learners	59.7	51.5	54.6

- In 2010 full-time students were significantly more engaged on all benchmarks compared to part-time students.

DATA SET 44: COMMUNITY COLLEGE FACULTY SURVEY OF STUDENT ENGAGEMENT



- These three measures of student engagement with course material are based on the reports of 181 faculty and 905 students in spring 2010. On each aspect of student engagement, students report that they are less engaged with course material than faculty members perceive students to be.

Perceptions about Citrus College //

DATA SET 45: SUMMARY OF ON-CAMPUS INTERVIEWS

Stakeholders in the future of Citrus College include members of both on-campus and off-campus communities. The following summarizes the visions articulated by two of these groups:

- 32 faculty, staff, and administrative leaders were interviewed individually and
- Community members who serve on career technical educational advisory committees completed questionnaires.

This data-gathering focused on the following question:

Imagine that Citrus College becomes even more successful in the next decade. What would be the characteristics of this even-more-successful College in 2020?

Responses summarized in this data set are those that convey a vision for the entire institution; visions for individual programs are not included here. The responses are clustered into these five categories:

Reputation
Innovation
Student Access
Student Success
Institutional Capacity

Reputation

The College will be known for helping students determine their dreams and supporting their progress in achieving those dreams.

The College will market its strengths effectively to the community by articulating and publicizing a unique brand and message to convey “What’s special about Citrus?” This marketing plan needs to be well coordinated among the different areas of the college and should include current ways to reach potential students (e.g. social networking).

The College will be known for its strong, positive, respectful relationships among faculty, staff and administration.

The College faculty will be known for their skill in relating content to current events and current technologies across the curriculum.

Innovation

The College will use initiatives, such as Basic Skills and the STEM grant, to pilot programs that are subsequently funded by the institution and offered to all students if they improve student success.

The College’s partnerships with local businesses and industries will include those giving students guaranteed priority access to job interviews for program completers contingent on students’ GPA.

The College’s leadership as an exemplary Green College will be expanded to include self-reliance in terms of electricity generation, 100% reuse and/or recycle of solid waste, and instructional programs that lead to jobs in green industries.

The College will develop unique strategies to integrate instruction and student services.

The College will offer job placement services for students who complete career technical education programs.

The College will use technology and data-based decision-making while simultaneously maintaining high standards for individualized attention to students.

Student Access

The College will develop systems to provide students with greater access to information about the college and direct access to student services, such as online student education plans, degree audit system, and online counseling.

The College will offer all website content in both English and Spanish.

The College will increase student access by expanding beyond a primarily morning schedule to offering a wider range of courses in a wider variety of scheduling patterns, such as afternoons and online.

Student Success

The College will adopt a completion agenda, meaning that all college programs and services will be united in focusing on students' completion of their educational goals.

The College will partner with CSU to assess students while in high school so that basic skills remediation can begin prior to entering the college.

The College will develop strategies for basic skills instruction that integrate or contextualize these lessons with career technical education programs.

The College will explore the use of skill advisories prerequisites or recommendations on classes outside of English and mathematics.

The College will develop processes that:

- welcome students of any skill level,
- assess that skill level, and
- develop an individualized plan for each student to reach his/her educational goals.

The College will develop an outreach program that connects both high school and middle school students to the College at multiple points through the year with a variety of programs. In addition, the College will work with the high schools to develop a more structured program for high school students enrolling in classes at the College.

The College will develop an outreach program to encourage career technical education program completers to return for advanced training that would lead to career advancement.

The College will create a one-stop Student Success Center to house the Writing Café, tutoring, supplemental instruction, Early Alert workshops, and meeting space.

The College will develop programs to monitor students' progress on their educational plans (retention and persistence) and to provide support as needed.

The College will employ best practices to increase student transfer rates.

The College will insure the validity of its career technical education programs by making sure they are based on employment data and the necessary skill sets as defined by employers.

The College will develop a cohort-based 8-week program for returning students.

Institutional Capacity

The College will rely on data as the foundation for making decisions, such as (1) linking program review and budget decisions and (2) deciding to continue programs and services after assessing whether the program or service makes a difference in student success.

The College will develop standardized data reports in formats designed by the users.

The College will initiate a leadership development program for faculty to provide training for administrative positions.

The College will provide ongoing staff development to ensure that faculty have opportunities to maintain expertise in pedagogical trends, such as distance education, basic skills, and contextualized learning.

The College will transition from using student learning outcomes as a compliance process to using student

learning outcomes as a meaningful tool.

The College will have sufficient parking.

The College will offer wireless connectivity in all facilities.

The College will offer services and facilities to encourage student engagement and enrich student campus life, such as renovated food services and inviting meeting spaces.

The College will keep pace with students' use of technology.

The College will resemble a university in terms of facilities and the use of technology for instruction and for student access.

Lessons Learned //

This section is a selective summary of the data presented in this chapter highlighting the data most relevant to educational planning. These key elements describe both opportunities and challenges for Citrus College planning for the next decade.

Highlights of Chapter 2 Data

Population Trends and Demographics

1. The Citrus Community College District is located in an area of dense population on the eastern edge of Los Angeles County. Although the land area of the District is large, much of the land is mountainous and is sparsely populated. Student access to Citrus College is both facilitated by and hampered by heavily traveled freeways. This congestion may be alleviated in the coming decade by the construction of a light rail line, the plans for which include a station across the street from the campus.
2. Citrus College is bordered by four other community college districts, Pasadena City College, Mount San Antonio College, Chaffey College, and Rio Hondo College. Two of these, Pasadena City College and Mount San Antonio College, have among the highest student populations in the state and among the widest array of programs.
3. The population in the primary ZIP codes of the Citrus Community College District is currently 182,369 and is projected to grow modestly by 1,436 residents (1%) over the next ten years. Including both the primary and secondary ZIP codes reveals the same pattern: the current population of 336,633 is projected to increase by 3,812 (1%) over the next ten years.

4. The number of residents in the two mostly commonly identified college-age cohorts (17-19 and 20-24 years of age) is projected to decline 16% and 13% respectively between now and 2020.
5. The populations projected to grow above the average rate of 1% over the next ten years are residents over 50 years of age (15%) and Hispanics, Asians, and resident of two or more races (5 - 7%).
6. The communities within the District are similar to one another in the socio-economic measure of median household income with the annual income ranging from \$55,057 to \$80,246.
7. There is significant disparity in educational attainment among the adults in the District. Residents in Glendora and Claremont are significantly less likely to have a high school diploma or less (27% and 22% respectively) and more likely to have earned an associate degree or higher (47% and 62% respectively).
8. The feeder high schools have significantly higher graduation rates compared to the state and the nation.

Employment Trends

9. Citrus Colleges offers a robust array of career technical education programs and almost all of these train workers in fields for which there is demonstrated regional need. The regional need is greatest in business, child development, emergency management, and office technology.
10. There are more trained workers than available positions in a number of fields such as cosmetology, registered nursing and vocational nursing. However, in both registered nursing and vocational nursing there is significant projected job growth in the next five years and the current rate of program completers/ graduates will be able to fill that projected need.

Enrollment Trends

11. The number of credit class enrollments per student has been consistent across the past six years with averages between 2.8 and 3.0 credit enrollments for each student.
12. In fall 2010, 77% of Citrus College course offerings were scheduled for full-semester, on-campus patterns in the day and evening and 14% of the on-campus sections were scheduled in short-term patterns. Although the number of sections offered by distance education increased annually until fall 2009, distance education sections maximally represent 9% of the total offerings.
13. Morning sections are heavily enrolled, accounting for ½ of the total credit enrollment.
14. Due to current budget constraints, the fall 2010 schedule of 1,093 sections is the lowest number of sections offered in a fall semester in the past seven years.
15. In fall 2009, the highest weekly student contact hours in general education are in core transfer disciplines, such as mathematics (21,795), English (13,864), biology (6,948) and psychology (6,889) and the highest weekly student contact hours in career technical education are in cosmetology (9,300), child development (3,000) and automotive technology (2,407).

Student Characteristics

16. Citrus College students taking credit classes generally reflect the typical college student profile: they are relatively youthful, with 73% below 25 years of age; the majority express a traditional educational goal of achieving an associate degree or transferring without an associate degree; and approximately a third of the students attend full-time.
17. The student population taking credit classes at Citrus College in fall 2009 are ethnically diverse, with Hispanic/Latino and White students representing the two largest racial/ethnic categories at 46% and 26%.
18. 54% of credit students are female and 44% are male (with 2% unknown), representing a minor gender imbalance compared to the total community population. This gender disparity is common in higher education.
19. 60% of students taking credit classes at Citrus College live outside of the District boundaries. In fall 2009 Citrus College enrolled 6,122 credit and noncredit students who lived in the Mt San Antonio College District, 759 who lived in the Pasadena City College District, 1,307 who lived in the Chaffey College District, and 1,774 who lived in the Rio Hondo Community College District. In turn, 1,236 students who live in the Citrus College District enrolled at Mt San Antonio College, 2,326 enrolled at Pasadena City College, 267 enrolled at Chaffey College and 259 enrolled at Rio Hondo College. There is a net of gain of 2 students who flow into Citrus from neighboring community colleges' districts for every 1 student from the Citrus district who flow out to those districts.
20. While the high schools within the District boundaries have above average graduation rates, only an average of 34% of the recent graduates attends Citrus College. There is significant disparity in the high school capture rate among the largest high schools in these districts. 41% to 44% of the graduates of Azusa, Gladstone, Glendora High Schools matriculate to Citrus College whereas only 23% of the graduates of Claremont and Monrovia High Schools matriculate to Citrus College.
21. Of the graduates from the feeder high schools who attended either a nearby community college or a US or CSU, the majority attended a community college. Of the students who choose a nearby community college, Citrus College was more often the choice than one of the four neighboring community colleges.

Student Success

22. The majority of first-time freshmen new to Citrus College in fall 2009 place in courses below transfer-level in mathematics, English, and reading. For English and reading, 71% and 68% respectively test below readiness for transfer-level courses and for mathematics, 94% of the entering freshmen are unprepared for transfer-level courses.
23. For fall 2009, the rate of successful course completion for Citrus College students at 70% was higher than the state average of 68%. Citrus College successful course completion rate was higher than the state averages for all categories of race/ethnicity except for students of two or more races.
24. Similarly, the student retention rate at Citrus College at 94% is significantly higher than the state average at 85%. Citrus College retention rate was higher than the state average retention rates for students in all categories of race/ethnicity.
25. The College average for fall to spring persistence for 2009 – 2010 was 66%. All categories of race/ethnicity were above 60% except Black/African American (59%) and two or more races (34%). Full-time students were much more likely to reenroll at Citrus College in the subsequent spring (74%) than were part-time students (62%). In a peer college comparison through the Accounting Reporting for Community Colleges, this persistence rate is below the peer group average of 69%. The range of persistence rates on this benchmark is 81% to 57%, placing the Citrus College average of 66% closer to the peer group low.
26. A total of 1,509 degrees and certificates were awarded in 2008 – 2009 with the most popular majors in accounting, administration of justice, and commercial music. More Hispanic/Latino students completed their degrees or certificates in 2008 – 2009 than any other racial/ethnic group. 39% of the 1,509 degrees and certificates awarded in 2008 – 2009 were awarded to Hispanic/Latino students, 32% to Asian students, and 27% to White students.
27. Of the cohort of students who entered Citrus College in 2003-2004, 40% transferred within six years compared to a statewide average of 41% for the same cohort year. However, Hispanic students who entered Citrus College in 2002-2003 and 2003-2004 have lower transfer rates than the other categories of race/ethnicity groups at 28% and 30% respectively. In the same comparison, Asian students had the highest transfer rate at 59% and 55% respectively.
28. In the Accountability Report for Community Colleges report Citrus College exceeds the peer group average on all benchmarks of student progress except persistence rate (63.7% compared to 69.2%) and basic skills course improvement rate (57.0% compared to 52.6%). Although the Citrus College basic skills course improvement rate has steadily increased over time, the Citrus College rate of 57% is significantly below the peer group high (76%) in the number of basic skills students who successfully complete the next higher level course in the sequence.
29. In 2010 Community College Survey of Student Engagement the College's standard scores approximated or exceeded the national mean score of 50.0 in the five benchmarks.

Perceptions of the District

30. Thirty-two faculty, staff, and administrative leaders participated in one-on-one interviews to ascertain their vision for the College's future. In addition, community members who serve on career technical educational advisory committees also reported their vision for the College's future. The responses, projecting an even more vibrant college in the future, are clustered into five categories: Reputation, Innovation, Student Access, Student Success, and Institutional Capacity. Two samples of the visions within each category follow.

Reputation: The College will be known for (1) helping students determine their dreams and then supporting their progress in achieving those dreams and (2) an effective marketing campaign that articulates and publicizes the College's uniqueness.

Innovation: The College will (1) use initiatives, such as the Basic Skills Initiatives and the STEM grant, to pilot programs that are subsequently funded by the institution and offered to all students if they prove to be successful in improving student success and (2) be an exemplary Green College including being totally self-reliant in terms of electricity generation, 100% reuse and/or recycle of solid waste, and instructional programs that lead to jobs in green industries

Student Access: The College will (1) provide students with greater access to information about the College and direct access to student services, such as online student education plans, degree audit system and online counseling and (2) offer a wider range of courses in a wider variety of scheduling patterns, such as afternoons and online.

Student Success: The College will (1) adopt a completion agenda meaning that all college programs and services will be united in focusing on students' completion of their educational goals and (2) will partner with CSU to assess students while in high school so that basic skills remediation can begin prior to entering the college.

Institutional Capacity: The College will (1) keep pace with students in the use of technology and (2) integrate a reliance on data in decision-making processes.

Implications for Planning

This profile of the college and the community identifies Citrus College's many benefits and successes as well as identifies challenges to be addressed in the development of institutional goals and objectives.

The College's benefits/successes include the following:

- Location in a multi-ethnic suburban area that is maintaining its population and anticipates slight growth in the coming decade.
- A relatively low level of educational attainment for communities in Azusa and Duarte, indicating a need for the educational opportunities offered by a community college.
- Feeder high schools with high school graduation rates that exceed state averages.
- An increase in overall efficiency through an increase of the average class size in response to the recent reductions in the numbers of sections offered.

- A destination of choice for many recent high school graduates as evidenced by:
 - / The significantly younger students population (73% of students aged 24 or younger) compared to the state average (54% of students aged 24 or younger);
 - / Of the high school graduates from one of the six major high schools within District boundary who attend a community college, Citrus College was more often the choice than one of the four neighboring community colleges; and
 - / More students flow into Citrus from neighboring community college districts than flow out from Citrus district boundaries into those neighboring districts.
- The successful credit course completion rate is higher than the state average for each racial/ethnic group with the exception of the category of two or more races.
- The retention rate for credit courses is higher than the state average for each racial/ethnic group.
- Interviews indicate that Citrus College faculty, staff, and advisory committee members are dedicated to the mission of the College and to continuing its successes.

The anticipated challenges that will face in the College in the coming decade are summarized below.

To maintain its current size over the coming decade, Citrus College must aggressively pursue future student enrollment.

The following data foreshadow a potential decline in Citrus Community College District student enrollment:

- The population within the District boundary is growing at a low rate (1%).
- Currently 73% of the students are under the age of 25 and this college-going age cohort is projected to decline 16 – 13% over the next 10 years.
- The District is bordered by four very competitive districts and two of those districts offer a wider array of programs.
- Student fees will increase in fall 2011 and future increases are likely.

A thoughtful plan to pursue student enrollment that would offset the likely enrollment decline is needed to sustain the District size and resources.

To maintain student enrollment, potential sources of enrollment growth are to attract:

- A greater number of high school graduates in all District high schools;
- College-going residents in District who would otherwise attend college at one of the adjacent community college districts; and
- Students whose commute is made easier by the proximity of the light rail line.

The plan to recruit students should include offering a wider variety of scheduling options.

To attract new cohorts of students to attend Citrus College, strategies must be developed to differentiate Citrus College from the adjacent community colleges.

- Any strategies must be attentive to the projected shift in community demographics. While there is likely to be a decline in the college-going age cohort, there will be an increase in the number of Hispanic and Asian residents and a decline in the number of White residents in the District.
- The on-campus interviews yielded a rich array of suggestions that, if implemented, would differentiate Citrus College from the adjacent community colleges.

To maintain student enrollment at Citrus College, strategies must be developed to improve the fall to spring persistence rate.

- At 64%, the Citrus College persistence rate is below a peer group average of 69% and significantly below the high end of the 81% to 57% range of persistence rates of peer group colleges.

To maintain student enrollment at Citrus College, strategies must be developed to improve the basic skills course improvement rate.

- The majority of first-time freshmen new to Citrus College in fall 2009 place in courses below transfer-level in mathematics, English, and reading. For English and reading, 71% and 68% respectively test below readiness for transfer-level courses and for mathematics, 94% of the entering freshmen are unprepared for transfer-level courses.
- 57% of Citrus College basic skills students successfully complete the next higher level course in the sequence, compared to 76%, the highest basic skills improvement rate among the peer group colleges.

Chapter 3

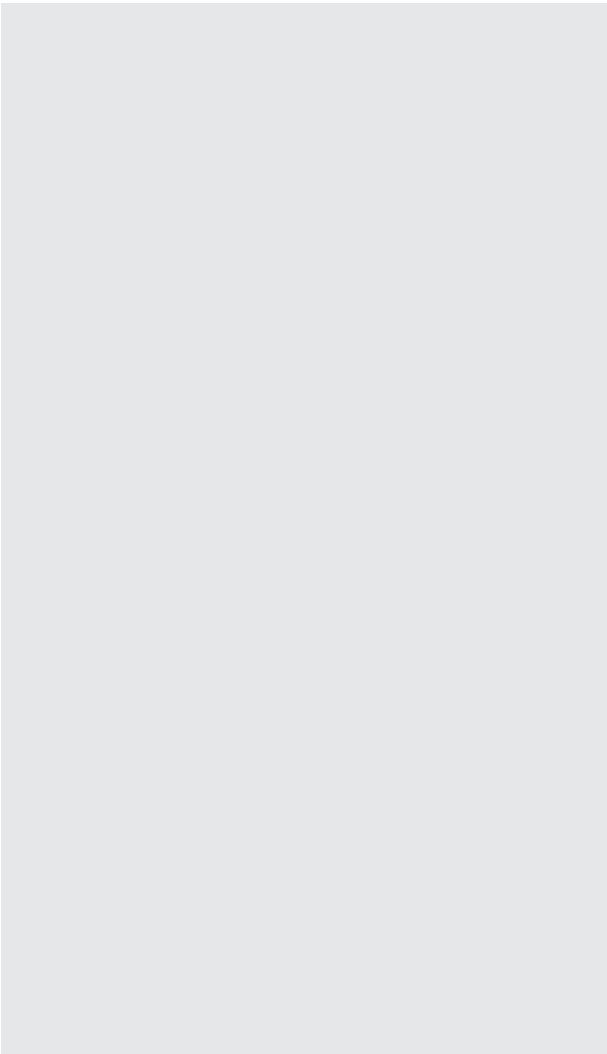
Educational Programs and Services

Educational Programs and Services //

Instructional Disciplines

Accounting
Administration of Justice
Anthropology
Art
Astronomy
Athletics
Automotive Technology
Biology
Business
Chemistry
Child Development
Communications
Community Education
Computer Science and Information Systems
Cosmetology
Dance
Dental Assisting
Drafting and Design Technology
Earth Science
Economics
Emergency Management and Homeland Security
English
English as a Second Language
Esthetician
Foreign Languages
Geography – Cultural
Haugh Performing Arts Center
Health Sciences
Heating and Air Conditioning

History
Humanities
Information Technology
Learning Center
Library
Mathematics
Medium and Heavy Truck Technology
Motorcycle Technology
Music
Natural History
Noncredit
Nursing: Certified Nurse Assistant
Nursing: Registered Nurse
Nursing: Vocational Nurse
Office Technology and Computer Applications
Philosophy
Physical Education
Physics
Political Science
Psychology
Public Works
Reading
Recording Technology
Sociology
Speech
Testing Center
Theatre Arts
Water Technology
Wildland Resources and Forestry
Workforce Development



Student Services

- Admissions and Records
- Campus Safety
- Career and Transfer Center
- Counseling
- Disabled Student Program and Services
- Extended Opportunity Programs and Services/
CalWORKS
- Financial Aid
- International Students Center
- School Relations and Outreach
- Student Employment Center
- Student Health Center
- Student Life and Leadership
- Veterans Center

College-wide Initiatives

- College Success
- Distance Education
- Honors Program
- Learning Communities

Introduction //

This Educational and Facilities Master Plan is grounded in an analysis of the current status and future projections of the programs and services offered to students.

The analysis presented in this chapter includes a description, data summary and growth projection for each Citrus College instructional discipline, student service and college-wide initiative.

There are two common quantitative benchmarks of a community college district's instructional effectiveness: enrollment and student success.

Enrollment is the number of students who take advantage of the programs and services offered. Enrollment in Citrus College gradually increased over the past four with a slight decline in fall 2009 compared to previous years. For fall 2009, the unduplicated headcount for student taking credit courses was 13,143 and for student taking noncredit offerings was 2,457.

Given the workload reductions imposed by the state due to fiscal constraints, the number is likely to decline in the next couple of years. However, taking the long-term view, Citrus College projects that credit enrollment will increase in the coming decade at the rate of 3% per year each year. The bases for this projection are:

- A projected increase of 1% in population in the District service area over the next ten years and
- An institutional commitment to stabilize funding through student recruitment.

Student success is commonly measured by the rates of student successful course completion and student retention. Student success rates reflect the percentage of students who complete a course with a passing grade at the end of the semester. Student retention reflects the percentage of students who complete a course with either a passing or non-passing grade at the end of the semester. As shown in the previous chapter, the College's average successful course completion rate of 71% is slightly above the state average of 68%, and the District's average retention rate of 95% is significantly higher than the state average of 85%. The averages for individual programs vary. The analysis in this chapter includes a comparison of each instructional discipline's rate of successful course completion with the state average of successful course completion for that discipline.

Obviously all components of the College will need to grow in order to serve greater numbers of students, but all will not grow at the same rate as the total enrollment. Therefore, in the following summaries, each instructional discipline and student service is rated as growing

- slower than,
- at the same rate as, or
- faster than the total College projected growth rate of 3% per year each year for ten years.

The final element on the following pages is a set of plans that outline anticipated changes to the disciplines and services over the next decade. These are programmatic plans such as anticipated changes in curriculum, service, or delivery mechanisms. These plans do not include maintenance-of-effort activities or specific requests for staffing or budgetary modifications because such plans and requests are included in the College's program review process.

ACCOUNTING

Description

Accounting is the systematic recording, analysis, explanation and interpretation of the financial transactions of a business. Topics covered in the accounting courses offered at Citrus College include basic accounting, financial and managerial accounting principles, income tax accounting, and accounting general ledger software. Accounting courses satisfy general education requirements for an associate degree, an associate degree in liberal arts with an emphasis in business technology, and lower division transfer. *ACCT 101 Financial Accounting* and *ACCT 102 Managerial Accounting* are undergraduate requirements for the bachelors in arts degree in business. Students may earn a certificate of achievement in accounting. The Honors Program includes one course: *ACCT 101H Financial Accounting - Honors*.

Courses are offered in the day and evening and online.

The advisory committee meets annually and serves three disciplines in addition to accounting: business, computer science and information systems, and office technology. The members are industry professionals and members of the local business community.

Growth Projection

The discipline of accounting is projected to grow at the same rate as the College's growth rate.

Data

Efficiency is strong, with WSCH/FTEF exceeding the College average and matching the 2010 target for this discipline. However, the rate of successful course completion is significantly below the state average for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0502.00	Accounting	76,570	-3,258	\$17.82	1,644	1,092	552

The current number of graduates in accounting is not keeping pace with the job openings, with a gap of about 500 more positions than trained workers. However, a decline of over 3,000 positions is projected for the next five years. The median hourly earnings for program completers in accounting indicate that graduates are likely to earn a living wage. Students completing this associate degree may transfer to a university in lieu of seeking entry-level employment in the field.

Projections for Accounting

- Develop curriculum for intermediate accounting aligned with the requirements of neighboring four-year institutions
- Add new courses: general ledger, accounting software, fraud examination, and CPA examination preparation
- Modify curriculum as needed to align with degree patterns proposed in response to SB 1440
- Develop strategies to improve students' successful course completion of accounting courses

FALL SEMESTER — DISCIPLINE: ACCOUNTING

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ACCT	1759	215	1974	2.67	740	742	99.8%	94.7%	48.5%	65.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.0	2	3	2	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

ADMINISTRATION OF JUSTICE

Description

Administration of Justice examines the structure, function, laws, procedures, and decision-making processes of agencies that deal with crime management. Administration of Justice courses provide both the theoretical background and practical experience necessary for employment and promotion in the criminal justice system and related fields, such as community responders and volunteers, and for transfer to four-year institutions. Courses in Administration of Justice satisfy general education requirements for an associate degree and transfer. In addition, students may earn an associate degree or a certificate of achievement in Administration of Justice.

Courses are offered in the day and evening and via distance education. All requirements for the associate degree in administrative of justice can be completed online.

The Advisory Committee is comprised of criminal justice system professionals including chiefs of police, corrections officers, and coroners from the public sector as well as private industry and retail professionals. The committee meets annually.

Growth Projection

The discipline of administration of justice is expected to grow at the same rate as the College's growth rate.

Data

Efficiency and student demand are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline. However, the student successful course completion rate is below the state average for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
2105.00	Admin of Justice	91,791	1,557	\$20.41	3,363	1,664	1,699

The current number of graduates in administration of justice is not keeping pace with the job openings, with a gap of approximately 1,700 more positions than trained workers. The need for workers trained in this field is projected to grow by over 1,500 positions in the next five years. The median hourly earnings for program completers in administration of

justice indicate that graduates are likely to earn a living.

Projections for Administration of Justice

- Modify curriculum as needed to align with degree patterns proposed in response to SB 1440
- Create a correctional science degree and certificate with attention to articulation with requirements for this major at four-year institutions
- Create an accelerated schedule for completion of the associate degree and certificate requirements
- Record and store lectures for student access and enhance Section 508 compliance requirements by using “real-time” captioning software associated with the lecture capture system
- Streamline the process for students to enter the internship program

FALL SEMESTER – DISCIPLINE: ADMINISTRATION OF JUSTICE

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
AJ	1664	20	1684	2.20	766	692	110.6%	95.8%	75.0%	82.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	2	3	3	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

ANTHROPOLOGY

Description

Anthropology is the holistic study of human behavior from biological, historical, cultural, and social perspectives. Anthropology analyzes the place of humans in the natural world and explores cultural assumptions across the globe. Anthropology courses satisfy general education requirements for an associate degree, an associate degree in liberal arts with an emphasis in social and behavioral sciences, and lower division transfer. The Honors Program includes three anthropology courses: *ANTH 201H Introduction to Cultural Anthropology – Honors*, *ANTH 216H Sex and Gender in a Cross Cultural Perspective – Honors* and *ANTH 218H Honors Presentation Seminar*.

Laboratory and lecture courses are offered in the day and evening and online.

Growth Projection

The discipline of anthropology is expected to grow at the same rate as the College's growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline.

Projections for Anthropology

- Develop an associate in arts and/or an associate in science degree in anthropology
- Develop an introduction to anthropological linguistics class
- Develop an online course in *ANTH 212L Introduction to Physical Anthropology Laboratory* to offer a transferable laboratory science course
- Record and store lectures for student access

FALL SEMESTER — DISCIPLINE: ANTHROPOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ANTH	976	17	992	1.15	863	786	109.8%	97.4%	75.0%	66.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	1	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

ART

Description

Art includes the study of art history and appreciation as well as theoretical and skills-based courses in traditional artistic expression and new-genre digital arts. Areas of study include:

- Fine arts, which focus on painting, drawing, design, and ceramics; Drawing and painting often lead to transfer or become fundamental training necessary for commercial art vocational pathways. Ceramics is collaborating with tile companies to develop a custom tile design and manufacturing program.
- Photography which prepares students for careers as commercial advertising photographers, photo journalists, portrait and wedding photographers, and photographic laboratory technicians; and
- Commercial art which prepares students for entry-level positions as graphic, digital, or web designers with an emphasis on the use of a computer as a tool to implement the basic principles of design composition, layout, and typography.

Courses in art satisfy general education requirements for the associate degree, an associate degree in liberal arts with an emphasis in arts and humanities, and lower division transfer. Students may earn certificates of achievement in photography, ceramics, or digital and web design.

The current art gallery in the library which features student, faculty and visiting artist shows, will be moved to a larger space in the new Fine Arts Complex.

Laboratory and lecture courses are offered in the day and evening and in late-start and distance education scheduling.

The advisory committee for ceramics is comprised of ten industry leaders including art gallery operators, manufacturers, suppliers, and educators. The committee meets twice a year.

The advisory committee for photography is comprised of six industry professionals including photographic shop owners, repair technicians, free-lance photographers, and educators. The committee meets annually.

The advisory committee for commercial art is comprised of seven industry professionals including graphic designers, printers, film-industry professionals, and educators. The committee meets annually.

Growth Projection

The discipline of art is projected to grow faster than the College's overall growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding the 2010 target for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1013.00	Computer Art	37,460	3,164	\$19.26	1,741	993	748
0614.60	Digital & Web Design	45,485	1,957	\$26.61	1,546	165	1,381
1030.00	Graphic Design	15,119	2,038	\$18.18	657	270	387
1011.00	Photography	45,633	7,635	\$16.44	2,070	21	2,049

The current number of computer art graduates is not keeping pace with the job openings, with a gap of 748 more positions than trained workers. The need for workers trained in this field is projected to grow by a little over 3,000 positions in the next five years. The median hourly earnings for program completers in computer art indicate that graduates are likely to earn a living wage.

The current number of digital and web design graduates is not keeping pace with the job openings, with a gap of 1,381 more positions than trained workers. The need for workers trained in this field is projected to grow by almost 2,000 positions in the next five years. The median hourly earnings for program completers in digital and web design indicate that graduates are likely to earn a living wage.

The current number of graduates in graphic design is not keeping pace with the job openings, with a gap of 387 more positions than trained workers. The need for workers trained in this field is projected to grow by a little over 2,000 positions in the next five years. The median hourly earnings for program completers in graphic design indicate that graduates are likely to earn a living wage.

The current number of photography graduates is not keeping pace with the job openings, with a gap of approximately 2,000 more positions than trained workers. The need for workers trained in this field is projected to grow by over 7,500 positions in the next five years. The median hourly earnings for trained photographers indicate that graduates are likely to earn a living wage.

Projections for Art

- Expand curriculum to include art gallery management, display and exhibition design, and curatorial programs
- Increase infrastructure capacity for the digital media and drawing specializations
- Develop a program in set design in collaboration with art, technical art, and theatre arts
- Develop a program in tile design
- Formalize the alumni page to capture better placement data

FALL SEMESTER — DISCIPLINE: ART

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ART	6583	320	6904	10.27	672	595	112.9%	95.7%	79.3%	73.7%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
3.0	3	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
YES	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

ASTRONOMY

Description

Astronomy studies celestial bodies and their structure, origin, and development. Courses in astronomy satisfy general education requirements for the associate degree and lower division transfer and can be used to fulfill some of the major requirements for the associate degree in Biological and Physical Sciences and Mathematics.

The Honors Program includes one astronomy course: *Astronomy 115H Planetary Astronomy—Honors*.

Courses in astronomy are offered in the day, evening and online.

Growth Projection

The discipline is projected to grow at the same rate as the College's overall growth rate.

Data

Both efficiency and student successful course completion rates are strong, with WSCH/FTEF exceeding the College average and achieving 97% of the 2010 target for this discipline.

Projections for Astronomy

Create a greater variety of offerings available to students meeting general education requirements, including Introduction to Cosmology

Increase the number of non-laboratory physical science courses like astronomy to balance the number of laboratory life science courses

Expand the number of online courses and sections offered

FALL SEMESTER — DISCIPLINE: ASTRONOMY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ASTR	1416	125	1542	2.28	676	699	96.7%	89.1%	65.0%	64.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	2	2	2	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

ATHLETICS

Description

The College is a member of the Western State Athletic Conference. The Fighting Owls compete in these men's intercollegiate sports: basketball, track and field, golf, cross-country, water polo, soccer, and baseball. The football program is part of the Southern California Football Association. Women's intercollegiate sports are: volleyball, soccer, golf, cross-country, track and field, softball, basketball, and water polo. Most courses are UC/CSU transferrable.

The athletics program has an athletic student success center, a counselor dedicated solely to athletes, and a Scholar Baller program in partnership with the California Community College Athletic Association which promotes student athletes and acknowledges those with a 3.0 GPA with patches and shirts. A sports information director is responsible for communicating information about athletics to the community.

Lecture and laboratory courses are offered in the day and evening and in hybrid and online formats.

Growth Projection

The discipline of athletics is projected to grow at the same rate as the College's overall growth rate.

Data

Student demand and successful course completion rates are strong. Efficiency measures are not applicable to varsity athletics courses.

PARTICIPATION IN ATHLETICS BY GENDER

SPORT 2009 – 2010	WOMEN		MEN	
	2009-2010	2008-2009	2009-2010	2008-2009
Baseball			28	36
Basketball	11	12	12	19
Football			78	105
Golf	3	4	7	16
Soccer	19	20	27	26
Softball	18	20		
Swimming & Diving	14	14	15	19
Track & Field	7	8	11	24
Cross Country	12	10	17	14
Volleyball	14	20	Not offered	Not offered
Water Polo	11	13	15	13
Totals	109	121	210	272

There are more than twice as many men participating in intercollegiate athletics than women, data are consistent at community colleges that offer varsity football.

Projections for Athletics

- Develop a hall of fame
- Establish stronger links with the Foundation by setting some joint marketing committees and scheduled monthly meetings
- Add sports as needed to comply with Title IX. Collaborate with the gender equity committee to develop strategies to increase the participation in intercollegiate athletic by women student athletes
- Collaborate with facilities planners to develop an integrated sound, lighting, and wireless system in the stadium, gymnasium, softball complex and baseball field
- Collaborate with the Green Team to identify ways that the physical education facilities can contribute to the College goal of becoming a green campus

FALL SEMESTER – DISCIPLINE: ATHLETICS

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	166377	7131	173507	256	678	672	100.8%	60.7%	72.5%	70.9%
PEVA	2980	153	3133	N/A*	N/A*	N/A*	N/A*	84.8%	75.5%	74.9%

* These metrics are not applicable to the varsity athletics courses.

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	2	N/A*	2	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
YES	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

AUTOMOTIVE TECHNOLOGY

Description

Automotive Technology, a career technical program, provides the theoretical background and practical experience necessary to gain entry-level employment or advancement in the automotive technology industry. The program has a contract with Toyota Motor Sales that provides students with training aides, diagnostic equipment and a dealer network that helps with job placement. The program offers courses that lead to an associate degree in Automotive Technology as well as to certificates of achievement in Automotive Service, Diagnosis, and Repair—Master Technician; Automotive Service, Diagnosis, and Repair—Toyota/Lexus/Scion Technician; Automotive Service, Diagnosis, and Repair—Undercar/Drivetrain Specialist; Automotive Service, Diagnosis, and Repair—Underhood Specialist; and Automotive Research and Development.

The Advisory Council participates in two meetings per year. A typical meeting is divided between a general meeting that includes the advisory councils for Medium and Heavy Truck Technology and Motorcycle Technology and, second a specialized meeting focused on Automotive Technology. The Advisory Committee includes more than 50 members, including 28 members of the Toyota T-TEN council, with service department managers and shop foremen from dealers throughout the greater Los Angeles area. The Automotive Technology Advisory Council also includes educational partners from

local high schools, the University of Southern California, and California State University, Los Angeles; owners of independent automotive repair shops; and business representatives from automotive support and high performance industries.

Courses in automotive technology are offered in the day and evening.

Growth Projection

The discipline of automotive technology is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency and student successful course completion rates are strong, with WSCH/FTEF reaching 96% of the 2010 target for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0948.00	Automotive Tech	30,796	-5,552	\$19.83	884	907	-23

There are currently slightly more workers trained in automotive technology than there are available positions as evidenced by a gap of 23 positions. However, there is a projected decrease of over 5,500 positions in the next five years. The median hourly earnings indicate that graduates are likely to earn a living wage.

Two considerations augment this gap analysis:

- This career technical program plans to expand training in hybrid and electric technology to meet anticipated training needs given California’s aggressive policies on the use of sustainable fuels, the popularity of hybrid vehicles and the emergence of all-electric vehicles in the coming year.
- Many graduates of this program find employment in San Bernardino County which was not included in this analysis.

Projections for Automotive Technology

- Expand curriculum to respond to diversification within the automotive industry, including diesel and hybrid/ electric technology and alternative fuels
- Respond to industry needs for increased professional development of currently employed technicians
- Incorporate into the curriculum recent advances in technology, including diagnostics and telematics

FALL SEMESTER — DISCIPLINE: AUTOMOTIVE TECHNOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ATAU	2766	61	2826	5.50	514	539	95.3%	76.8%	73.3%	72.1%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	4	2	1	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

BIOLOGY

Description

Biology is the science of life and living organisms, including their structure, function, and growth. Courses in biological sciences satisfy general education requirements for the associate degree and lower division transfer and lead to associate degrees in Biological Science and in Biological and Physical Sciences and Mathematics. Biology courses are common prerequisites for admission into health care professions.

Courses in biology are offered in the day and evening, online, and in hybrid formats.

Growth Projection

The discipline of biology is projected to grow at a rate greater than the College's overall growth rate.

Data

Both efficiency and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2020 target for this discipline.

Projections for Biology

- Increase the number and broaden the types of course offerings to meet institutional mission and student demand for transfer and career preparation in the discipline of biology
- Institutionalize the use of supplemental instruction to enhance student learning and success in biology courses
- Institutionalize the outreach programs to local schools, being piloted in the STEM grant, to bring more elementary, middle, and high school students to view the science and math programs
- Create a career technical education program to offer an associate degree in biotechnology
- Increase the utilization of technology, such as video conferencing and virtual laboratory experiences

FALL SEMESTER — DISCIPLINE: BIOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
BIOL	8248	213	8461	12.92	655	632	103.6%	100.4%	68.0%	65.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
3	3	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

BUSINESS

Description

Business is the study of the practices and products of commerce. Areas of concentration within this program include business management, business law, marketing, advertising, business ethics, personal finance, real estate, international business, and business communication skills. Business courses satisfy general education requirements for an associate's degree, an associate's degree in business, and lower division transfer requirements.

Courses are offered in the day and evening, and in hybrid and online formats.

The advisory committee meets annually and serves three disciplines in addition to business: accounting, computer science and information systems, and office technology. The members are industry professionals and members of the local business community.

Growth Projection

The discipline of business is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency, student demand, and student successful course completion rates are strong for business courses, with WSCH/FTEF exceeding the College average and matching the 2010 target for this discipline. However, the student successful course completion rate is significantly below the state average for real estate courses.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0501.00	Business - General	235,274	-102	\$28.24	8,209	1,802	6,407

Projections for Business

- Analyze the benefits of developing a paralegal program
- Research the benefits of adding courses in international business and e-commerce
- Modify curriculum as needed to align with degree patterns proposed in response to SB 1440
- Develop strategies to improve students' successful course completion of business and real estate courses

There is currently a need in the region for workers trained in business. Although there are many occupations included in this broad category, there is a gap of over 6,000 positions comparing the available positions with the number of program completers. This need is projected to slightly decline over the next five years, with a reduction of 102 positions by 2015. The median hourly earnings indicate that graduates are likely to earn a living wage.

FALL SEMESTER — DISCIPLINE: BUSINESS

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
BUS	3951	101	4053	5.20	760	779	97.5%	100.0%	56.4%	64.9%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	2	2	3	2

Combines disciplines: REAL and BUS. Matrix scores are averaged and decimal points not shown except in overall rating.
 Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

CHEMISTRY

Description

Chemistry, a natural science, studies the composition, structure, properties, and reactions of matter, especially of atomic and molecular systems. Courses include organic and inorganic chemistry as well as quantitative analysis. Chemistry courses satisfy general education requirements for the associate degree and lower division transfer and can be used to fulfill some of the major requirements for the associate degree in Biological and Physical Sciences and Mathematics.

Courses in chemistry are offered throughout the week in the day and evening.

Growth Projection

The discipline is projected to grow faster than the College's overall growth rate.

Data

Efficiency, student demand, and student successful course completion rates are strong, with WSCH/FTEF exceeding the 2010 target for this discipline and successful course completion significantly higher than the state average for this discipline.

Projections for Chemistry

- Revise the curriculum as needed to create a transfer degree to meet the requirements of new statewide initiatives
- Collaborate with the Vice President of Administrative Services and Finance to improve the facility infrastructure and identify additional facilities space, especially storage space for supplies and equipment
- Incorporate additional technology into chemistry laboratories, including computers and software

FALL SEMESTER — DISCIPLINE: CHEMISTRY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
CHEM	3619	128	3747	6.91	542	507	106.9%	100.3%	83.0%	65.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
3	3	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

CHILD DEVELOPMENT

Description

Child Development explores the social/ emotional, cognitive/ language, and physical/motor skills growth and development in children from conception through adolescence. Child development courses provide both the theoretical background and practical experience necessary to gain employment in early childhood education and in childcare settings in both public and private sectors. Students may earn skill awards at the Child Development Associate Teacher and Infant and Child Development Associate Teacher levels. Students may earn certificates of achievement at the Child Development Teacher, Child Development Master Teacher, and Child Development Master Teacher—Early Intervention levels. Courses satisfy general education requirements for an associate in science degree in Child Development and lower division transfer.

Courses are offered in the day and evening and online.

The Orfaea Family Child Development Center is the campus laboratory school which provides instruction to child development students as well as early childhood care and education for young children of students, staff, and the community. Age-specific developmental and educational programs are offered in enclosed classrooms. Parent education workshops are also offered. The Center's demonstration classrooms provide an environment for students to learn best practices through observation and on-floor interactions with young children and their families. The Center is accredited by the National Association for the Education of Young Children and meets the educational requirements for child development permits through the California Commission on Teacher Credentialing.

The Advisory Committee is comprised of child care professionals including owners, directors, teachers, and supervisors of childcare facilities. The committee meets annually.

Growth Projection

The discipline of child development is projected to grow at the same rate as the College's growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1305.00	Child Development	130,599	25,681	\$9.55	7,069	2,009	5,060

Projections for Child Development

- Advocate for a counselor dedicated to students pursuing child development and K-12 teacher preparation
- Increase the service learning components of the program
- Increase partnerships with public and private child care facilities in the community
- Expand student access by offering weekend courses

In terms of the projected strength of the job market, the need for workers trained in child development will be considerable, with the growth of over 25,000 jobs over the next five years. Although the current number of graduates is not keeping pace with the job openings, the median hourly earnings for some child development workers are lower than the living wage of \$11.99 per hour for one adult in Los Angeles County. However, the many career ladders in this field invite job advancement and specialization beyond entry-level positions.

Since fall 2008, the program has experienced great success in serving over 350 child development students employed and working directly in child care facilities including Head Start preschools, state preschools, Options child care centers, before/after school care programs and a variety of private for-profit and private non-profit child care facilities. The Citrus College Child Development Training Consortium Grant provides reimbursement to students working directly in child care facilities while completing classes that meet academic requirements necessary to obtain child development permits through the California Commission on Teacher Credentialing.

FALL SEMESTER — DISCIPLINE: CHILD DEVELOPMENT

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
CHLD	2848	55	2903	3.73	778	734	105.9%	99.9%	75.0%	72.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.8	2	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

COMMUNICATIONS

Description

Communications includes instruction in mass media and laboratory experiences in media arts and journalism. The program includes print journalism, publications, broadcasting, narrowcasting, podcasting, public relations, desktop publishing, film studies, reporting and writing news, multimedia reporting, and visual, digital, and mobile communications. Included in the communications program are critical and analytical thinking skills, sensitivity to cultural diversity, and ethical communication. Courses in communications satisfy general education requirements for the associate degree and lower division transfer and can be used to fulfill some of requirements for an associate degree major in Language Arts.

Courses in communications are offered in the day and evening and online.

Growth Projection

The discipline is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency and demand are strong, with WSCH/FTEF exceeding the 2010 target for this discipline. However, the student successful course completion rate is below the state average for this discipline.

Projections for Communications

- Collaborate with other divisions to create an interdisciplinary convergence communications program, that focuses on crafting stories and delivering them in a variety of current formats (print, web, TV, radio) and emerging formats (tablet, smartphones, podcast)
- Collaborate with the facilities planners to create a dedicated educational environment conducive to interdisciplinary convergence communications
- Collaborate with Speech faculty to develop a transfer degree in Communications consistent with the requirements of the statewide Academic Senate transfer model curriculum (SB 1440)
- To improve success rates and enhance contribution to transfer mission, increase variety and number non-news production related communications course offerings

FALL SEMESTER – DISCIPLINE: COMMUNICATIONS

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
COMM	1407	22	1429	2.81	509	479	106.1%	100.0%	67.0%	73.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	2	3	3	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
YES	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

COMMUNITY EDUCATION

Description

Community Education is a fee-based program that is intended to be financially self-supporting. Classes are supported by class fees rather than state funds. Community Education classes and workshops are flexible. A class can meet for just one day or a class can meet for several weeks. Most classes are offered evenings and weekends. Community Education classes are taught by experts in their field who bring hands-on, practical information to the classroom. Classes are open to all adults in the community. Children and teens can enroll in classes through the College for Kids program, which is offered during the summer. Community Education classes provide a lifelong learning opportunity for people in all stages of life.

Growth Projection

The growth of this fee-based program is contingent on community interest and involvement.

Data

	# of Offerings	# Held	# Cancelled	Enrollment
Spring 2010	125	58	67	1,331
Summer 2010	98*	75	23	1,472
Fall 2010	97	58	39	1,192

*Large group, small group, and 1-on-1 swimming lessons are counted as one offering.

Participation in Community Education classes is strong, with over 1,000 community members taking advantage of these opportunities each semester.

Projections for Community Education

- Increase responsiveness to business and industry needs by offering more fee-based workforce training classes
- Collaborate with the Vice President of Academic Affairs to determine the future size of community education
- Expand opportunities for aquatic fee-based courses
- Improve data collection to track the success and viability of courses
- Improve marketing by expanding technology in areas such as social media and mobile electronics

COMPUTER SCIENCE AND INFORMATION SYSTEMS

Description

Computer Science and Information Systems, both a transfer and a career technical education program, combines theoretical and hands-on experiences in training students to use productivity software to critically evaluate and solve business, network, and security problems as well as to train students in software development and web design. Courses include microcomputer applications, programming languages, and computer support. Computer Science and Information Systems courses satisfy general education requirements for an associate degree, an associate degree in liberal arts with an emphasis in business technology, and lower division transfer. Students may earn a certificate of achievement in information technology.

Laboratory and lecture courses are offered in the day and evening in late start, 8- week, hybrid, and online formats.

The advisory committee meets annually and serves three disciplines in addition to Computer Science and Information Systems: business, accounting, and office technology. The members are industry professionals and members of the local business community.

Growth Projection

The discipline of Computer Science and Information Systems is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency and student demand is strong, with WSCH/FTEF exceeding the College average and within 90% of the 2010 target for this discipline. The rate of student successful course completion is slightly higher than the state average for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0709.00	Computer Science and Information Systems	22,641	-2,020	\$26.13	640	396	244

Projections for Computer Science and Information Systems

- Develop associate degrees in Computer Science and Information Systems, Computer Science, Web Development, and Productivity Software
- Use technology to create real-time instruction in which faculty and/or students at off-campus sites are in the same learning environment
- Modify curriculum as needed to align with degree patterns proposed in response to SB 1440

The current number of graduates in computer science and information systems is not keeping pace with the job openings, with a gap of 244 more positions than trained workers. However, the need for entry-level workers trained in this field is projected to decline almost 10% in the next five years. The median hourly earnings for program completers in computer science and information systems indicate that graduates are likely to earn a living wage.

FALL SEMESTER — DISCIPLINE: COMPUTER SCIENCE AND INFORMATION SYSTEMS

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	166377	7131	173507	256	678	672	100.8%	60.7%	72.5%	70.9%
CSIS	2511	199	2710	3.98	680	752	90.5%	95.1%	63.0%	62.3%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	2	1	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

COSMETOLOGY

Description

Cosmetology, a career technical program, prepares students for careers in the beauty industry through training in hair cutting, hair styling, make-up design, skin care, nail care, sales, and entrepreneurship. The program uses Pivot Point methodology. Courses may lead to an associate degree in cosmetology and/or a certificate of achievement in cosmetology. Upon completion of the courses, students are qualified to take the State Barbering and Cosmetology exam to become a licensed cosmetologist.

Courses in cosmetology are offered on campus during the day in the short-term format and in the evening in both semester and short-term formats

The Advisory Council consists of 11 members, including graduates of the program and salon owners and managers who hire students from the program.

Growth Projection

The discipline of cosmetology is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency and student successful course completion rates are strong.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
3007.00	Esthetician	34,320	-826	\$20.11	1,225	1,290	-65
3007.00	Cosmetology	53,171	-2,990	\$18.53	2,066	3,512	-1,446

There are currently more workers trained in esthetician and cosmetology than there are available positions. The surplus is less for esthetician (-65) and higher for cosmetology (-1,446). The number of open positions is projected to continue to decline over the next five years.

BOARD OF BARBERING AND COSMETOLOGY: PASS/FAIL RATE FOR CITRUS COLLEGE PROGRAM COMPLETERS

	July 1, 2008 – June 30, 2009		July 1, 2009 – June 30, 2010		July 1, 2010 – September 30, 2010	
	Practical	Written	Practical	Written	Practical	Written
# Pass	80	83	115	127	33	28
% Pass	89%	92%	79%	91%	79%	88%

Projections for Cosmetology

- Use technology to increase student access to information and to record hours, student progress and testing as well as to support the College’s environmental goals
- Collaborate with facilities planners to create an educational environment analogous to a salon
- Create two new courses: (1) in collaboration with Theater Arts, a course on make-up and wig styling for theatre productions, and (2) in collaboration with photography, a course preparing models’ hair, make-up, and costumes for still photos and/or videos
- Reinstigate the Department of Barbering and Cosmetology instructor certification course by creating a crossover cosmetology/barbering course and/or barbering program

FALL SEMESTER — DISCIPLINE: COSMETOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
COS	7033	119	7152	16.00	447	535	83.5%	45.9%	96.6%	83.9%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.0	2	1	NA*	3

*Demand rating not applicable due to late enrollment.

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
---	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
YES	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

DANCE

Description

Dance offers students training in various dance genres, including jazz, classical ballet, tap, and modern dance and provides a foundational dance background in history and kinesiology. Both a transfer and a career technical education program, this area of study offers performance opportunities for both dance majors and non-majors. The College has a relationship with Cirque du Soleil which provides students the opportunity for internships. Courses in dance satisfy general education requirements for the associate degree pending Chancellor's Office approval and lower division transfer requirements.

Courses are offered in the day, evening, and weekend.

The advisory committee meets annually and is comprised of five industry professionals including a producer, casting director, choreographer, dancer, and educator.

Growth Projection

The discipline of dance is projected to grow at the same rate as the College's growth rate.

Data

Efficiency as measured by WSCH/FTEF does not match the 2010 target for this discipline. The student successful course completion rate is strong, significantly higher than the state average for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1008.10	Commercial Dance	1,553	53	\$9.68	99	20	79

The current number of graduates in commercial dance is not keeping pace with the job openings, with a gap of 79 more positions than trained workers. The need for workers trained in this field is projected to grow slightly by 53 positions in the next five years. However, the median hourly earnings for program completers in commercial dance

indicate that program completers are lower than the living wage of \$11.99 per hour for one adult in Los Angeles County.

Projections for Dance

- Track job placements
- Study the viability of combining with theatre arts to align with four-year institutions and to increase collaboration in the interdisciplinary work among the performing arts programs
- Modify curriculum as needed to respond to industry trends including the trend to fuse disciplines
- Develop a core course to cover the business aspects of the entertainment industry

FALL SEMESTER — DISCIPLINE: DANCE

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
DANC	1838	37	1875	3.38	555	839	66.2%	43.8%*	88.0%	70.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	3	1	NA*	3

*Demand rating not applicable due to late enrollment.

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
YES	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

DENTAL ASSISTING

Description

The Dental Assisting Program trains students in the duties of a registered dental assistant as identified in the California Dental Practice Act. Training includes a variety of supportive duties, front office, and laboratory skills as well as training in providing direct patient care. This program combines theory with hands-on experience in local dental offices. Students who successfully complete the course sequence are eligible to take the California Licensing Examination and the National Certification Exam. They will also earn a Radiation Safety Certificate, a Coronal Polish Certificate and a Pit and Fissure Sealant Certificate. Both the Dental Board of California and the Commission of Dental Accreditation of the American Dental Association accredit the program. The employment rate for graduates of the program is over 90%.

Laboratory and lecture courses are offered in the day and evening and in late-start scheduling.

The advisory committee of dentists and registered dental assistants meet annually.

Growth Projection

The discipline of dental assisting is projected to grow slower than the College's overall growth rate.

Data

Efficiency, demand and student successful course completion rates are all below the targets and averages for this discipline. Students' pass rate on the Registered Dental Assistant Examination has been consistently above the state average for the past 20 years. For 2009 – 2010, 93% of the Citrus College program completers passed the examination in comparison to the state average of 83% pass rate.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1204.10	Dental Assistant	10,942	1,125	\$14.02	366	1,314	-948

There is currently a surplus of almost 1,000 dental assistant graduates comparing the number of program completers to the number of available positions. However, in the next five years, the number of available positions is projected to grow by about 10%, with a gain of 1,125 positions. The gain in jobs almost matches the number of annual program completers which indicates that this program is meeting regional workforce needs.

Projections for Registered Dental Assisting

- Restructure scheduling so students enter in a spring semester can graduate in 2 semesters rather than the current 3 semester scheduling
- Offer skills awards in Registered Sedation Assistant and Orthodontic Assistant
- Restructure scheduling for the registered dental assisting program to allow students to complete the program in one semester
- Offer continuing education courses on the weekend for employed assistants
- Develop a Registered Dental Assisting Extended Functions program

Program Success	2007-2008	2008-2009	2009 - 2010
Registered Dental Assistant Examination Pass Rate	95%		
State average = 78%	94%		
State average = 80%	93%		
State average = 83%			
Office evaluation of interning students	94%	86%	Not yet available
Alumni survey evaluating quality of program	96.6%	96.3%	Not yet available
Employer survey evaluating quality of program	90.5%	90.5%	Not yet available
New grad survey evaluating quality of program	91%	x	Not yet available
Job placement rate	87%	90%	Not yet available

FALL SEMESTER — DISCIPLINE: DENTAL ASSISTING

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
DENT	1013	23	1036	3.00	345	406	85.2%	N/A*	82.0%	92.0%

*Given the program entrance requirements, this metric is not applicable.

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
1.0	1	1	N/A*	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
---	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

DRAFTING AND DESIGN TECHNOLOGY

Description

Drafting and Design Technology, a career technical and transfer program, uses hands-on experiences to prepare students for entry-level employment or advancement that requires graphic communications, including sketches, mechanical drawings, computer-aided design, and illustrations. Drafting and Design Technology courses fulfill lower division requirements for transfer majors in architecture, electronics, engineering, and architecture and lead to an associate degree in Drafting and Design Technology and certificates of achievement in Drafting and Design Technology; Computer Aided Design (CAD)—Architecture and Drafting Technology; Architectural Design; Computer Generated Imagery (CGI).

The Advisory Council consists of more than 60 members, including educational representatives from local high schools, California State Polytechnic University Pomona, and the California State Universities of Fullerton and Los Angeles; business representatives from architectural, industrial design, environmental design, and engineering firms as well as representatives from Walt Disney Imagineering.

Courses in Drafting and Design Technology are offered during the day and evening.

Growth Projection

The discipline of drafting and design technology is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency, demand and student successful course completion rates are strong. WSCH/FTEF exceeds both the College average and the 2010 target for architecture; WSCH/FTEF for drafting meets the 2010 target for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0953.00	Drafting Technology	12,589	-776	\$27.04	452	212	240
0953.10	Architectural Drafting	17,739	-1,672	\$26.15	561	154	407

Projections for Drafting and Design Technology

- Collaborate with facilities planners to modify the laboratory so that it reflects a real-world setting, analogous to an architectural/engineering studio
- Integrate three-dimensional design across the curriculum
- Respond to industry succession planning needs and the increasing retirements of licensed architects and engineers

The current number of graduates in architectural drafting technology is not keeping pace with the job openings, with a gap of a little over 400 more positions than trained workers. However, a decline of almost 1,700 positions is projected for the next five years. The median hourly earnings for program completers in architectural drafting technology indicate that graduates are likely to earn a living wage.

The current number of graduates in drafting technology is not keeping pace with the job openings, with a gap of 240 more positions than trained workers. However, a decline of 776 positions is projected for the next five years. The median hourly earnings for program completers in medium and heavy technology indicate that graduates are likely to earn a living wage.

FALL SEMESTER — DISCIPLINE: DRAFTING: ARCHITECTURE

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ARCH	589	24	612	0.73	835	859	97.2%	85.3%	73.4%	71.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	3	2	2	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

FALL SEMESTER — DISCIPLINE: DRAFTING

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
DRAF	774	06	780	1.45	534	538	99.3%	99.6%	73.4%	73.1%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.6	3	2	3	3

Combines disciplines: ENRT, DRAC, DRAM and IT. Matrix scores are averaged and decimal points not shown except in overall rating.

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

EARTH SCIENCE

Description

Earth Science includes the disciplines of geology and oceanography, both of which study the materials and phenomena associated with the development and evolution of the Earth. Courses in Earth Science satisfy general education requirements for the associate degree and lower division transfer and can be used to fulfill some of the major requirements for the associate degree in Biological and Physical Sciences and Mathematics.

Courses in Earth Science are offered in the day and evening.

Growth Projection

The discipline of Earth Science is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency, student demand, and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline.

Projections for Earth Science

Increase the number of physical science courses like earth science to balance the number of life science courses

Develop opportunities for students to do field work to enhance their understanding of course content

Collaborate with the Vice President of Administrative Services and Finance to renovate classroom and laboratory space to keep pace with current technological trends

FALL SEMESTER — DISCIPLINE: EARTH SCIENCE

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ESCI	1832	10	1842	2.30	802	737	108.8%	100.0%	71.0%	64.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	1	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

ECONOMICS

Description

Economics, with applications in both business and the social sciences, examines the production, distribution, and consumption of goods and services as well as the theory and management of economies and how the choices made by individuals, firms, and governments impact scarce resources. In macroeconomics, the topics include economics resources, government expenditures and taxation, unemployment and inflation, monetary policy and the banking system, national income determination, business cycles, and fiscal policy. In microeconomics, the topics include price determination, economic analysis of firms, market structures, distribution of income, labor and unions, international economics and economic growth. Economics courses satisfy general education requirements for an associate degree, a liberal arts degree with an emphasis in social and behavioral sciences/economics, and lower division transfer. The Honors Program includes one economics course: *ECON 101H Principles of Economics – Honors*.

Courses are offered in the day and evening on-campus, and online as well as in early and late start patterns.

Growth Projection

The discipline of economics is projected to grow at the same rate as the College's growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline.

Projections for Economics

- Evaluate the coordination between Business and Economics course offerings to ensure that both disciplines are meeting students' transfer needs
- Increase the availability of discipline-specific tutoring
- Add an honors course in macro-economics
- Evaluate the success of online offerings
- Develop hybrid courses
- Expand the use of video and audio presentations, such as "Go to Meeting."
- Electronically record and store lectures for student access
- Create an associate in science degree in economics
- Modify curriculum as needed to align with degree patterns proposed in response to SB 1440

FALL SEMESTER — DISCIPLINE: ECONOMICS

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ECON	1982	214	2196	3.00	732	721	101.5%	97.6%	63.0%	61.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.8	2	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

EMERGENCY MANAGEMENT AND HOMELAND SECURITY

Description

Emergency management and homeland courses prepare students for employment with emergency management agencies such as local cities and county governments in California, non-profit organizations such as the American Red Cross, and federal agencies such as the Department of Homeland Security (FEMA). Additionally, those currently working in the field can earn a recognized degree. Students may earn a certificate of achievement in Emergency Management and Homeland Security. Coursework satisfies general education requirements for an associate in science degree.

The program was the first in California approved by the Department of Homeland Security.

Lecture courses will begin in spring 2011 and will be offered in the day and evening.

The advisory committee meets annually and is comprised of industry professionals including fire chiefs, paramedics, health care consultants, and private sector providers.

Growth Projection and Data

Given that the courses for this program will be offered for the first time in spring 2011, neither a data summary nor a growth projection is possible at this time.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
2105.30	Emergency Management	94,158	589	\$19.56	3,077	87	2,990

Projections for Emergency Management and Homeland Security

- Create and implement a marketing plan that targets TSA and other federal law public safety agencies

There is currently a need in the region for workers trained in emergency management. There is a gap of almost 3,000 positions comparing the available positions with the number of program completers. This need is projected to slightly increase over the next five years. The median hourly earnings indicate that graduates are likely to earn a living wage.

ENGLISH

Description

The English discipline focuses on the appreciation of literature in its cultural context and the development of composition, critical thinking, and textual analysis in both basic skills and transfer-level courses. English courses provide students with intensive instruction and practice in the composition, revision, and editing of academic essays. English courses are also taught in learning communities. *English 101 Reading and Composition* satisfies the writing competency requirement for the associate degree. English courses also satisfy general education requirements for the associate degree and lower division transfer, and can be used to fulfill the associate degree majors in English Literature and in Language Arts. Students may also earn one of two certificates of achievement. The certificate of achievement in English Literature provides verification of literature knowledge or competency for entry-level jobs in tutoring, editing and publishing, journalism, theatre or entertainment. The certificate of achievement in Writing Competency provides verification of writing competency for entry-level jobs in tutoring, editing and publishing, journalism, pre-law, theatre, entertainment, freelance writing, and university or college teacher assisting.

The Honors Program includes five English courses:

- *ENGL 101H Reading and Composition – Honors*
- *ENGL 103H Composition and Critical Thinking – Honors*
- *ENGL 213H Horror Literature – Honors*
- *ENGL 291H Film as Literature - Honors*
- *ENGL 293H Children’s Literature - Honors*

Courses in English are offered in the day and evening, online, and in the fast-track format.

Growth Projection

The discipline of English is projected to grow faster than the College’s overall growth rate.

Data

This discipline is strong on all components of the growth matrix, with WSCH/FTEF exceeding the 2010 target and student successful course completion rates significantly higher than the state average for this discipline.

Projections for English

- Institutionalize and expand the Writing Café to increase student access to support with writing across the curriculum
- Establish writing-across-the-curriculum standards and distribute these online to faculty and students
- Collaborate with local high schools to align curriculum and facilitate a seamless flow between the high schools and the College and thereby increase student success in Citrus College English courses
- Utilize technology resources to facilitate more effective pedagogy
- Collaborate with facilities planners to design classrooms appropriate to English pedagogy

FALL SEMESTER — DISCIPLINE: ENGLISH

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ENGL	11652	331	11983	22.65	529	497	106.5%	98.3%	73.0%	65.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
3.0	3	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
YES	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills - POINTS: 3
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

ENGLISH AS A SECOND LANGUAGE

Description

The English as a Second Language (ESL) program offers students a comprehensive selection of courses to improve their knowledge of and skills with English for both personal and academic purposes. The ESL program also introduces international students to American culture and customs. Courses range from pre-collegiate (non-degree-applicable) through transfer levels. *ESL 101 Reading and Composition* satisfies the graduation requirement in writing competency and satisfies a general education requirement for the associate degree.

Courses in English as a Second Language are offered during the day and in the fast-track format.

Growth Projection

The discipline of English as a second language is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline. Student demand for ESL courses is low.

Projections for English as a Second Language

- Incorporate pedagogies that work successfully with a wide range of international students as well as with students who reside within the District
- Strengthen the connection between credit and noncredit ESL and support students' transition from the noncredit to the credit mode

FALL SEMESTER — DISCIPLINE: ENGLISH AS A SECOND LANGUAGE

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ESL	869	1100	1968	4.23	466	494	94.3%	48.8%	77.0%	78.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.0	3	1	NA*	2

*Demand rating not applicable due to late enrollment.

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
YES	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills - POINTS: 3
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

ESTHETICIAN

Description

The Esthetician program, a career technical program that is a subset of Cosmetology, provides students with the fundamental skills and knowledge related to healthy skin care: theoretical science, sanitation and disinfecting procedures, the safe employment of electrical modalities, make-up techniques, and cosmetic hair removal techniques. Courses lead to a certificate of achievement as an esthetician and can also apply toward an associate degree in Cosmetology. The program provides an entry-level career as an esthetician. Upon completion of the coursework, students are qualified to take the State Barbering and Cosmetology examination to become a licensed esthetician.

The Advisory Council consists of nine members, including graduates of the program and makeup academy, and professional owners and managers who hire students from the program.

Courses in the esthetician program are offered on campus in the day and evening in both the semester and short-term formats.

Growth Projection

The discipline of esthetician is projected to grow at the same rate as the College's overall growth rate.

Data

Refer to the data summary for Cosmetology for the growth matrix and workforce gap analysis.

BOARD OF BARBERING AND COSMETOLOGY: PASS/FAIL RATE FOR CITRUS COLLEGE PROGRAM COMPLETERS

	July 1, 2008 – June 30, 2009		July 1, 2009 – June 30, 2010		July 1, 2010 – September 30, 2010	
	Practical	Written	Practical	Written	Practical	Written
# Pass	89	69	59	52	9	7
% Pass	100%	78%	92%	69%	100%	78%

Projections for the Esthetician Program

- Use technology to increase student’s access to information and to facilitate student recording hours and documentation of practicals
- Collaborate with facilities planners to create an educational environment analogous to a salon
- Create new courses related to theater arts, such as prosthetics make-up
- Create new courses in massage and waxing techniques
- Develop internship programs
- Originate new courses related to employment in med-spas or wellness centers

FOREIGN LANGUAGES

Description

Foreign Languages offers proficiency-based instruction in listening, speaking, reading, and writing in these languages: Spanish, French, German, Chinese, and Japanese. The study of each language includes vocabulary, grammar, syntax, pronunciation, and cultural and historical understanding. Intermediate-level courses include a literature component. Courses combine classroom lectures, guided practice, and language activities with individual work conducted online.

Foreign language courses satisfy general education requirements for the associate degree and lower division transfer and can be used to fulfill some of the requirements for the associate degree major in Language Arts.

Courses in Spanish are offered in the day and evening; *Spanish 127—Spanish Civilization* is offered online. Courses in French, German, Chinese, and Japanese are offered primarily in the evening. Students in the Study Abroad program in Spain take Spanish courses up to the most advanced level as well as a course in Spanish civilization.

Growth Projections

- Chinese is projected to grow at the same rate as the College's overall growth rate.
- French is projected to grow slower than the college's overall growth rate.
- German is projected to grow slower than the College's overall growth rate.
- Japanese is projected to grow at the same rate as the College's overall growth rate.
- Spanish is projected to grow at the same rate as the College's overall growth rate.

Data

Spanish: Both efficiency and student demand are strong, with WSCH/FTEF exceeding the 2010 target for this discipline. However, the student successful course completion rate is below the state average for this discipline.

French: Data are not available because sections have not been offered since spring 2009.

German: Efficiency almost 97% of the 2010 target for this discipline. Although higher than the college average, student demand is relatively low and the student successful course completion rate is slightly below the state average for this discipline.

Chinese: Data are not available because courses in this discipline were first offered in spring 2011.

Japanese: Both efficiency, student demand, and successful course completion rates are strong, with WSCH/FTEF exceeding the 2010 target for this discipline.

Projections for Foreign Languages

- Develop an associate degree major in Spanish
- Collaborate with facilities planners to create space hospitable to foreign language activities, such as spaces for a foreign language club, foreign language tutoring, international posters, international foods, cultural activities, musical events, and study abroad displays
- Collaborate with facilities planners to develop flexible classroom environments amenable for small group activities
- Offer Spanish in a learning community environment with counseling
- Develop strategies to increase students' successful course completion

FALL SEMESTER — DISCIPLINE: GERMAN

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
GER	308	17	325	0.67	487	504	96.7%	71.3%	65.1%	66.6%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
1.5	1	2	1	2

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

FALL SEMESTER — DISCIPLINE: JAPANESE

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
JPN	269	134	403	0.67	605	504	120.0%	101.4%	85.2%	68.3%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	1	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

FALL SEMESTER — DISCIPLINE: SPANISH

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
SPAN	2320	53	2373	4.53	523	505	103.6%	100.0%	64.0%	68.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	1	3	3	2

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

GEOGRAPHY - CULTURAL

Description

Cultural geography is a study of the patterns of human occupation and land use over the earth's surface and their co-relation with the natural environment with an emphasis on agricultural and industrial economics, settlement patterns, and population studies. The cultural geography course satisfies general education requirements for the associate degree, an associate degree in liberal arts with an emphasis in social and behavioral sciences, and lower division transfer.

Lecture courses are offered online.

Growth Projection

The discipline of cultural geography is expected to grow slower than the College's growth rate.

Data

Efficiency and demand are strong, with WSCH/FTEF exceeding the College average. The student successful course completion rate is only slightly below the state average for this discipline.

Projections for Cultural Geography

- Increase student access by offering classes on-campus sections as well as online

FALL SEMESTER — DISCIPLINE: GEOGRAPHY - CULTURAL

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
GEOC	185	0	185	0.20	924	1053	87.7%	100.0%	63.0%	64.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
1.8	1	1	3	2

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

HAUGH PERFORMING ARTS CENTER

The Haugh Performing Arts Center (HPAC) is a 1,400-seat proscenium theatre venue that hosts more than 400 rehearsals and performances annually. These performances include Fine Arts Department productions (choral music, instrumental music, theatre arts, and dance), assorted touring artists and ensembles, and a variety of events sponsored by community renters that lease the facility. Approximately 100,000 patrons from throughout Southern California attend HPAC each year, although marketing efforts are focused within the college's geographical district.

In addition to serving as the host facility for these events as a non-instructional support department, HPAC staff also supplies services to augment the instructional programs as required. In 2008-09, 20,230 K-14 enrolled students attended curriculum-enhancing performances as part of their instructional programs. Citrus College students filled more than 2,000 onstage and backstage roles.

Data
STUDENTS AND COMMUNITY SERVED 2008 - 2009

	Fine Arts	E@8 Sun@2	Passport	SSK	Rentals	Campus/ other	Totals
# performances HPAC & Little Theatre	88	17	20	16	50	4	195
# of rehearsals HPAC	128	4	0	2	29	3	166
# of class meetings/HPAC	172	0	0	0	0	0	172
# patrons	34,148	11,131	4,790	8,776	41,682	1,908	102,435
Student attendance weekdays	6,828	0	0	0	13,402	0	20,230
½ price tickets sold HPAC	478	102	38	0	0	0	618
Student participants/performers	1,692	23	0	0	40	1	1,756
Student crew	209	130	67	56	278	17	757
Student lab participants: HPAC	190	44	0	0	6	0	240
Student lab participants: Little Theatre	265	0	0	0	0	0	265

Note: E@8(Evenings at 8 pm), Sun @2 (Sundays at 2 pm) and Passport (Passport to Travel Film Series) refer to different series offered at HPAC.

Projections for the Haugh Performing Arts Center

- As a facility that houses the work of Fine & Performing Arts Department faculty and staff, HPAC long-range needs is driven by vision and needs of these disciplines.

HEALTH SCIENCES

Description

Health science courses prepare students for a range of entry-level work in the health care and health service occupations. These occupations supply unique skills for the care of individuals, families, and communities as well as provide support for other health care professionals. Students may earn skills awards in the following health care and health services specializations: Activity Coordinator, Activity and Social Service Documentation, Hospital Unit Clerk, and Emergency Medical Technician (EMT). Successful EMT students are eligible to sit for the National Registry EMT examination board exam. The program is accredited by the NREMT and Los Angeles County Department of Health Services.

Laboratory and lecture courses are offered in the day and evening and online. For all specializations in this discipline, portions of laboratory courses are conducted in health care facilities. Student progress, program completion and job placement are tracked and students in all allied health programs are served by a dedicated counselor.

The combined advisory committee for all nursing programs meets annually and is comprised of health care professionals including chief executive officers; nursing education consultants; and directors of nursing, education, and staff development.

Growth Projection

The discipline of health sciences is projected to grow at the same rate as the College's overall growth rate.

Data

Both efficiency and student demand are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline. However, the student successful course completion rate is significantly below the state average for health sciences. For 2009-2010 88% of the students who completed the EMT program passed the state certification examination.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1250.00	Emergency Medical Tech	6,934	801	\$17.22	251	418	-167

Projections for Health Sciences

- Monitor industry for emerging occupations and develop skill awards for these occupations
- Add three new programs: paramedic, respiratory therapy, and phlebotomy certification
- Create a one-stop shop so that students can access information and services for all health service occupations from a single resource

There is currently a surplus of 167 emergency medical technicians comparing the number of program completers to the number of available positions. However, in the next five years, the number of available positions is projected to be twice that of the current number of program completers.

FALL SEMESTER — DISCIPLINE: HEALTH SCIENCES

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
HEAL	1441	07	1448	2.00	724	642	112.7%	100.0%	74.0%	88.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	2	3	3	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

HEATING AND AIR CONDITIONING

Description

Heating and Air Conditioning, a career technical program, prepares students for entry-level employment or advancement in the heating and air conditioning industry. Upon completion of the courses, students are prepared to take certification examinations given by the Environmental Protection Agency. Students may earn a certificate of achievement in Heating and Air Conditioning.

The Advisory Council consists of 20 members, including owners and managers of heating/air conditioning firms, solar energy businesses and plumbing companies; union representatives; and representatives of high school training centers.

Courses in heating and air conditioning are offered in the evening.

Growth Projection

The discipline of heating and air conditioning is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency and demand are strong, with WSCH/FTEF the 2010 target for this discipline. However, the student successful course completion rate is significantly below the state average for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0946.00	Heating and AC	17,048	-1,274	\$28.34	602	339	263

Projections for Heating and Air Conditioning

- Collaborate with the facilities planners to create and/or modify facilities with appropriate space, infrastructure, and equipment in a shared-use laboratory that would meet the needs of Heating and Air Conditioning and Energy Systems Technology
- Incorporate into the curriculum a greater emphasis on energy-efficiency standards and guidelines

The current number of graduates in heating and air conditioning is not keeping pace with the job openings, with a gap of a little over 250 more positions than trained workers. However, a decline of almost 1,300 positions is projected for the next five years. The median hourly earnings for program completers in medium and heavy technology indicate that graduates are likely to earn a living wage.

Certificates of Achievement in Heating and Air Conditioning

2005-2006	0
2006-2007	1
2007-2008	0
2008-2009	1
2009-2010	5

Often, students take classes for content knowledge and do not apply for the Certificate of Achievement before becoming employed. Two strategies for increasing the certificate completion rates are targeted counseling and the use of audit software to automatically generate Certificates of Completion for eligible students.

FALL SEMESTER — DISCIPLINE: HEATING & AIR CONDITIONING

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
HEAT	174	0	174	0.36	489	471	103.9%	100.0%	65.0%	77.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.0	1	3	3	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
---	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

HISTORY

Description

History is a critical examination of the record of human development, with attention to changing social, political, economic, and cultural structures. The study of history is the endeavor to understand the present by becoming knowledgeable about the past. As the context of all human activity, students of history strive to understand society and their place in it. History courses satisfy general education requirements for the associate degree, a liberal arts degree in social and behavioral science with an emphasis in history, and lower division transfer. The Honors Program includes three history courses: *HIST 103H History of World Civilization up to 1500 – Honors*, *HIST 107H History of the United States before 1877 – Honors*, and *HIST 108H History of the United States since 1877 - Honors*. HIST 111 History of the African Americans is a component of the Umoja Program, a community and mentoring program dedicated to enhancing the cultural and educational experience of students with a focus on African American male students.

Courses are offered in the day and evening, in late start scheduling and online.

Growth Projection

The discipline of history is expected to grow at the same rate as the College's growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline and successful course completion rates exceeding the state average for this discipline.

Projections for History

- Reinstate courses, such as *HIST 131 History of Latin America to 1825* and *HIST 222 History of World War II*
- Develop courses in women's history, history of the United States and the Middle East, and the history of technology and its impact on society
- Expand learning communities
- Develop hybrid courses to give students a wider array of access to history courses
- Support the Veterans Center to ensure the increasing population of veterans has access to gateway history courses
- Record and store lectures for student access
- Pilot a modularized survey course so that the course would be taught by a series of faculty who focus on their particular area(s) of expertise

FALL SEMESTER — DISCIPLINE: HISTORY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
HIST	5793	254	6046	8.40	720	718	100.2%	97.8%	67.0%	60.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	1	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

HUMANITIES

Description

As a discipline, Humanities courses examine cultural traditions through an integrative and critical examination of human achievements in art, literature, philosophy, and music. This academic area focuses on the big questions of meaning, ethical and aesthetic value, expression, belief, and the human spirit. Humanities courses satisfy general education requirements for an associate degree, a liberal arts degree with an emphasis in arts and humanities/history, and lower division transfer. The Honors Program includes one humanities course: *HUM 101H Humanities - Honors*.

Courses are offered in the day and evening.

Growth Projection

The discipline of humanities is expected to grow at the same rate as the College's growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline and successful course completion rates exceeding the state average for this discipline.

Projections for Humanities

- Develop strategies to team-teach with art, music, and philosophy faculty to strengthen the interdisciplinary nature of humanities courses
- Expand learning communities
- Examine the viability of creating an associate degree in interdisciplinary studies with humanities as the core with electives from other disciplines

FALL SEMESTER — DISCIPLINE: HUMANITIES

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
HUM	809	20	830	1.20	691	694	99.6%	100.4%	72.0%	67.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	1	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

INFORMATION TECHNOLOGY

Description

Information Technology, a career technical program, prepares students for a variety of entry-level occupations or advancement within this field with a focus on networks, security, internet protocol communications, project management, software support, device integration, and ethics. Students in the program have the opportunity to complete industry certifications from CompTIA, which include A+, Network+, Server+, and Security+, as well as certifications from Macintosh and Microsoft. Information technology courses lead to a certificate of achievement in Information Technology.

The Advisory Council consists of 23 members including a chief information officer, the president of a software company, senior account executives from information technology firms, a systems engineer, and a human resources manager.

Courses in information technology are offered during the day and evening.

Growth Projection

Information technology is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding the 2010 target for this discipline and the successful course completion rate are significantly higher than the state average for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0708.00	Information Tech	60,985	-3,861	\$45.41	1,297	766	531

The current number of graduates in information technology is not keeping pace with the job openings, with a gap of about 500 more positions than trained workers. However, a decline of almost 4,000 positions is projected for the next five years. The median hourly earnings for program completers in information technology indicate that graduates are likely to earn a living wage.

Projections for Information Technology

- Collaborate with Computer Science and Information Systems to avoid redundancy while reflecting current industry needs
- Integrate virtualization technology across the curriculum
- To respond to industry needs, expand curriculum to meet new certification requirements
- Collaborate with the facilities planners to create and/or modify facilities with appropriate space, infrastructure, and equipment

FALL SEMESTER — DISCIPLINE: INFORMATION TECHNOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
IT	877	20	898	1.75	513	486	105.6%	98.4%	81.0%	60.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	1	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
---	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

LEARNING CENTER

Description

The Learning Center offers the following instructional support services:

- Success Center – Language Arts/Multidisciplinary
 - / Laboratory support for students in basic skills English writing classes to fulfill the 14-hours per week laboratory requirement
 - / One-on-one assistance, small group instruction, clinics focused on specific topics, and access to online multimedia lessons.
- Writing Café
 - / Support for student writing across the curriculum
 - / Services, which are offered by appointment, include one-on-one assistance, small group instruction, clinics focused on specific topics, and access to online multimedia lessons.
 - / Writing consultants, who work under laboratory supervisors, are required to complete tutor training and specialized training in writing consultation and to have earned an A or B in appropriate English classes.

- Language Laboratory
 - / Laboratory support for ESL students
 - / Services include one-on-one assistance and access to a fully integrated audio lab with interactive software and videos.
- Tutorial Services
 - / Free tutorial support in most subjects, on-site and online
 - / Peer tutors, who work under laboratory supervisors, are required to complete tutor training and to have earned an A or B in the courses for which they provide tutoring.

These services are available to students during the day Monday through Friday and in the evenings Monday through Thursday.

Growth Projections

The Learning Center is projected to grow at the same rate as the College's overall growth rate.

Data

	July 1, 2008 – June 30, 2009				July 1, 2009 – June 30, 2010			
	Headcount	**Visits	Hours	Avg hr/ visits	Headcount	Visits	Hours	Avg hr/ visits
Success Center	1,365	16,813	22,684	1.35	1,040	11,197	14,959	1.33
ESL Lab	534	13,985	13,245	0.95	420	7,802	9,178	1.18
Non-credit (BSKL)	1,012	3,948	6,202	1.57	977	4,050	5,979	1.48
SI	N/A	N/A	N/A	N/A	*28	*64	*97	*1.52
Tutorial	877	4,195	6,081	1.45	949	5,297	6,721	1.27
Writing Cafe	N/A	N/A	N/A	N/A	*58	*105	*107	*1.02

*Available data is from summer 2010 only

**One visit is counted each time a student uses one of the above services in a term

Projections for the Learning Center

- Remodel the second floor of the Education Services building in order to create a single flexible-use location to house all college success services
- Collaborate with faculty and staff to improve coordination of learning activities and development of curricula offered within the learning center
- Institutionalize services that are currently grant or project funded
Collaborate with the Learning Resources Center to better leverage resources, share space, and create additional synergy

LIBRARY

Description

The Hayden Memorial Library/Learning Resource Center, located at the center of campus, is a 33,000 square-foot facility containing approximately 45,000 print, 17,000 multimedia, 25,000 electronic book titles, and electronic article databases. The library features individual seating for 450, six multi-media rooms, 12 group study rooms, 50 public computers, four library catalog computers, an orientation classroom with 20 computers and 40 chairs, and a copy room with four copiers, one color copier, and black and white or color printing. The library offers wireless access.

Library reference interviews are designed to assist students with research for class assignments through one-on-one instruction in person, by telephone, e-mail or online chat. Instruction includes how to access print books and periodicals, electronic books, and audiovisual items using the online library catalog. With library staff assistance, students learn about library services and policies and how to locate books using the Dewey Decimal system. Staff may also demonstrate how to use effective search strategies to locate articles in various electronic databases and how to cite those sources appropriately.

A librarian is available to collaborate with instructors to customize information literacy instruction for specific courses and assignments. Most instruction is done in the

library orientation classroom to groups of students and the instructor. A librarian is also available for individual orientations to meet one-on-one with students with special needs.

Courses in library technology were not offered in fall 2010. Courses will be offered in the future as budget conditions improve.

Growth Projection

The demand for library services is expected to grow at the same rate as the College's growth rate.

The discipline of library technology is expected to grow slower than the College's growth rate.

Data
WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1601.00	Library Technology	2,317	27	\$18.40	119	35	84

The current number of graduates in library technology is not keeping pace with the job openings, with a gap of a little over 300 more positions than trained workers. The need for workers trained in this field is projected to grow slightly by 27 positions in the next five years. The median hourly earnings for program completers in library technology indicate that graduates are likely to earn a living wage.

LIBRARY USAGE (FIGURES ARE APPROXIMATE)

	2008-2009	2009-2010
Orientations (Group Instruction)	280	220
Reference transactions	10,000	8,000
Circulated Items	61,000	62,000
Database searches	623,000	

Projections for the Library

- Digitize archives
- Collaborate with Technology and Computer Services to improve library services, such as wireless printing and converting the LI 120 classroom to a student computer laboratory
- Track reference questions electronically
- Answer reference questions via text messaging
- Develop and implement a training program for student assistants to include strategies of how to provide support during library orientations
- Develop and implement new information competency class(es)
- Reduce waste, such as eliminating unnecessary printing and minimizing print catalogs, to support the College's goal of becoming a green college
- Add a technology help desk to assist students using Library computers
- Expand hours to include Saturdays

MATHEMATICS

Description

Mathematics is the abstract deductive study of structure and pattern which serves as the foundation of science and technology. Transfer courses in mathematics emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Courses satisfy general education requirements for an associate degree in mathematics, an associate degree in liberal arts with an emphasis in mathematics, and lower division transfer.

Pre-transfer level courses focus on drills, computation, arithmetic, basic word problems, applications involving area and perimeter, ratios and rates, and percentages.

Mathematics has two labs: the Math Computer Laboratory and the Math Success Center. Mathematics shares a STEM laboratory with science, technology, and engineering. An October, 2008, CCRAA STEM grant, originally for two years, was granted a third year, bringing the total funding to \$4,084, 888. A second CCRAA grant, in partnership with the University of La Verne, was also extended for a third year with total funding of \$766,798. Both grants enable supplemental instruction, tutoring workshops, a drop-in tutor center, and peer-to-peer mentoring.

Courses are offered in the day and evening, in early and late-start, 8-week fast track, online, and learning community formats.

Growth Projection

The discipline of mathematics is projected to grow faster than the College's overall growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline. The results of placement examinations project continued growth in students' need for courses in this discipline.

2009 PLACEMENT RESULTS: JANUARY THROUGH DECEMBER

	Total = 6,859	%
Non-credit	1,200	17.50
MATH 020	1,100	16.00
MATH 029	687	10.00
MATH 130	1,815	26.50
MATH 150	1,657	24.20
MATH 151/160/162/165/170	321	4.27
MATH 175	59	00.09
MATH 190	20	00.03

Projections for Mathematics

- Update curriculum and pedagogy with an awareness of the cultural and generational characteristics of the current student population such as the desire to work in groups
- Collect data using tools such as tracking a cohort across the mathematics curriculum
- Institutionalize the elements of the Power Math program that have resulted in students moving through the mathematics course sequence more effectively
- Conduct placement testing at the feeder high schools prior to graduation so students in need of remedial mathematics course work could take these during the summer
- Develop student mathematics educational plans to assess needs based on educational goals

FALL SEMESTER — DISCIPLINE: MATHEMATICS

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
MATH	21646	533	22178	34.60	641	634	101.1%	98.7%	58.6%	53.7%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
3.0	3	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
YES	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills - POINTS: 3
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

MEDIUM AND HEAVY TRUCK TECHNOLOGY

Description

Medium and Heavy Truck Technology, a career technical program, provides the theoretical background and practical experience necessary to gain entry-level employment or advancement as heavy duty truck, bus, and heavy equipment technicians. Courses lead to a certificate of achievement in Medium and Heavy Truck Service, Diagnosis, and Repair Technician.

This program recently revised all curriculum and certificates. The certificate now shares four courses with Automotive Technology.

The Advisory Council participates in a general meeting that includes the advisory councils for Automotive Technology and Motorcycle Technology before dividing into specialized meetings. The Medium and Heavy Truck Technology Advisory Council consists of 19 members, including representatives from bus lines, trucking companies, truck repair businesses, Metro Transit, the Los Angeles County Fire Department, and the local Air Resources Board.

Courses in medium and heavy truck technology are offered during the day.

Growth Projection

The discipline of medium and heavy truck technology is projected to grow slower than the College's overall growth rate.

Data

Efficiency and student demand rates are low, with WSCH/FTEF reaching only 28% of the 2010 target for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0947.00	Medium & Heavy Trucks	12,650	-1,074	\$27.70	399	62	337

The current number of graduates in medium and heavy truck technology is not keeping pace with the job openings, with a gap of a little over 300 more positions than trained workers. However, a decline of over 1,000 positions is projected for the next five years. The median hourly earnings for program completers in medium and heavy technology indicate that graduates are likely to earn a living wage.

Projections for Medium and Heavy Truck Technology

- Collaborate with the Vice President of Academic Affairs to determine the future of this program
- If program growth is supported, collaborate with the Vice President of Administrative Services and Finance to create a facility that will respond to current industry needs and accommodate modern large, heavy trucks and equipment
- Expand curriculum to respond to diversification within the truck and bus industries, including diesel and alternative fuels and power trains
- Revise the curriculum to respond to recent regulatory changes in exhaust emissions, especially particulate matter
- Respond to industry needs for increased professional development of currently employed technicians
- Incorporate into the curriculum recent advances in technology, including diagnostics and exhaust after treatment
- Seek corporate sponsorship similar to the Toyota sponsorship of the automotive program

FALL SEMESTER — DISCIPLINE: MEDIUM AND HEAVY TRUCK TECHNOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ATMH	78	0	78	0.55	143	509	28.0%	16.0%	0.0%	0.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
1.3	2	1	1	NA*

*Success rate not available

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
---	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

MOTORCYCLE TECHNOLOGY

Description

Motorcycle Technology, a career technical program, provides the theoretical background and practical experience necessary to gain entry-level employment or advancement as motorcycle technicians. Courses lead to a certificate of achievement in Motorcycle Service, Diagnosis and Repair Technician.

The Advisory Council participates in a general meeting that includes the advisory councils for Automotive Technology and Medium and Heavy Truck Technology, before dividing into specialized meetings. The Motorcycle Technology Advisory Council consists of 16 members including owners and other representatives of motorcycle dealerships, power sports businesses, motorcycle repair shops, and the Harley-Davidson Technical Training Center.

Courses in motorcycle technology are offered in the evening concurrently with auto tech classes.

Growth Projection

Motorcycle technology is projected to grow slower than the College's overall growth rate.

Data

Efficiency cannot be calculated for this discipline because the courses are taught concurrently with automotive technology courses and faculty load is not assigned. The student demand for courses in this discipline is low.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0948.30	Motorcycle Tech	957	-17	\$19.72	44	9	35

The current number of graduates in motorcycle technology is not keeping pace with the job openings, with a gap of 35 more positions than trained workers. However, a slight decline of 17 positions is projected for the next five years. The median hourly earnings for program completers in motorcycle technology indicate that graduates are likely to earn a living wage.

Projections for Motorcycle Technology

- Revise the curriculum to respond to recent regulatory changes in exhaust emissions
- Increase student demand for this program through marketing for students and qualified faculty and more consistent scheduling of classes
- Respond to industry needs for increased professional development of currently employed technicians
- Incorporate into the curriculum recent advances in technology, including active safety systems and controlled module networking (multi-plexing)
- Collaborate with the Vice President of Administrative Services and Finance to develop a facility designed for motorcycle technology that would provide for acoustical suppression
- Seek corporate sponsorship similar to the Toyota sponsorship of the automotive program

FALL SEMESTER — DISCIPLINE: MOTORCYCLE TECHNOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
ATMO	41	0	41	0.00	0	0	100.0%	60.0%	0.0%	0.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
1.7	1	3	1	NA*

*Success rate not available

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
---	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

MUSIC

Description

The study of music provides training in instrumental competency, vocal competency, performance, techniques, and application and provides a foundational background for music appreciation, history and theory. Music offers courses in four areas of concentration: commercial music, history and theory, instrumental, and vocal. Both a transfer and a career technical education program, music offers performance opportunities for music majors and non-majors. Courses in music satisfy general education requirements for the associate degree pending Chancellor's Office approval, and lower division transfer requirements.

Laboratory and lecture courses are offered in the day and evening and online.

Growth Projection

The discipline of music is projected to grow at the same rate as the College's growth rate.

Data

Efficiency and student successful course completion rates are strong, with WSCH/FTEF close to the 2010 target for this discipline and with the successful course completion significantly above the state average.

Projections for Music

Evaluate and expand curriculum as warranted to fuse disciplines in ways that create collaborative, interdisciplinary production teams

Develop a core course that incorporates the business aspects of all areas of the entertainment industry

FALL SEMESTER – DISCIPLINE: MUSIC

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
MUS	10165	299	10464	12.06	843	867	97.1%	72.9%	82.3%	70.4%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.1	2	3	NA*	3

*Demand rating not applicable due to late enrollment.

Combines disciplines: MUSC, MUSH, MUSI, and MUSV. Matrix scores are averaged and decimal points not shown except in overall rating.

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

NATURAL HISTORY

Description

Field work courses in the topography, climate, geology, ecology, life zones, wildlife, plant life, and human history of various geographical areas are offered under the umbrella of Natural History. Courses in this discipline include *NAT 180A&B Natural History Series - Deserts*; *NAT 181A&B Natural History of Coastal Mountains, Coastlines, Tropical Regions and Islands*; and *NAT 182A&B Natural History of Inland Mountains, Valleys, and Alaska*. Courses in natural history transfer to CSU as elective units

Growth Projection

The discipline of natural history is projected to grow slower than the College's overall growth rate.

Data

Courses in natural history were not offered in fall 2010. Courses will be offered in the future as budget conditions improve.

Projections for Natural History

Include Natural History courses within the soon-to-be-developed associate degree in Wildland Resources and Forestry and possibly other disciplines

Include course offerings as part of future Study Abroad curricula

NONCREDIT

Description

The Noncredit Program is designed to enhance students' employment opportunities through classes ranging from basic skills and health care to vocational preparation and job retraining. Noncredit Education often serves as a point of entry for many students as well as a transition point to credit instruction. Funded through state apportionment, there are no student enrollment fees for noncredit classes, which are offered throughout the academic year. Noncredit classes are offered in nine legislated instructional areas:

- Parenting Education,
- Basic Skills,
- English as a Second Language,
- Education Programs for Persons with Substantial Disabilities,
- Short Term Vocational Programs with High Employment Potential,
- Education Program for Older Adults,
- Family and Consumer Sciences, and
- Health and Safety.

Noncredit classes--including computer-assisted instruction in reading, writing, and mathematics; sign language; advanced esthetics and other vocational courses; English as a Second Language; High School Completion, life skills for the developmentally disabled and enrichment courses for older adults--are offered on campus during the day and evening, and at sixteen off-campus sites for older adults.

Growth Projections

The noncredit program is expected to grow at the same rate as the College's overall growth rate.

Data

Refer to Chapter 2 in this document for noncredit enrollment and student demographics.

Projections for Noncredit

- Seek additional flexible facility space to support expanded noncredit programs and to provide increased accessibility to very-limited-English-speaking students, and re-entry students
- Improve data collection capability in order to track the success and viability of noncredit courses and students
- Increase opportunities for basic skills and limited-English-speaking students to take courses and to complete high school
- Increase the transition of noncredit students into credit programs
- Determine the role of the noncredit program vis-a-vis the credit program in the college's projections for the next ten years

NURSING: CERTIFIED NURSE ASSISTANT

Description

Nursing, a career technical education program, prepares students to care for individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. Refer to other sections of this chapter for information on the Registered Nursing and Vocational Nursing programs. This page describes programs at the entry level of a nursing career; students may earn a skill award in Nurse Assistant. Nursing 101 Nurse Assistant trains students in the theory and skills needed to care for residents in a long-term care facility. Upon successful completion of coursework, students become eligible to take the California Nurse Assistant Examination for Certification.

The course is offered during the day in 8-week modules.

The combined advisory committee for all nursing programs meets annually and is comprised of health care professionals including chief executive officers; nursing education consultants; and directors of nursing, education, and staff development.

Growth Projection

The discipline of nursing is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency and student demand are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline. However, the student successful course completion rate is significantly below the state average for the nursing discipline. From December 2009 to December 2010 88% of the students passed the Department of Health Services certification examination.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1230.30	Certified Nursing Assistant	55,921	9,479	\$11.64	1,879	409	1,470

Projections for Nursing: Certified Nursing Assistant

- Develop an acute care nursing assistant course

The current number of certified nursing assistant graduates is not keeping pace with the job openings, with a gap of almost 1,500 more positions than trained workers. The need for workers trained in this field is projected to grow by almost 9,500 positions in the next five years. However, the median hourly earnings for program completers in certificated nursing assistant are lower than the living wage of \$11.99 per hour for one adult in Los Angeles County.

FALL SEMESTER — DISCIPLINE: NURSING: CERTIFIED NURSING ASSISTANT

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
NRS	1481	17	1497	2.53	591	612	96.6%	100.0%	63.4%	75.7%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.0	2	2	3	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
---	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

NURSING: REGISTERED NURSE

Description

The registered nursing program prepares students to care for individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. The program includes the dual emphasis of nursing theory and clinical practice of direct patient care. The program meets the training requirements identified by the California Board of Registered Nursing and qualifies students to take the licensure examination (NCLEX-RN). Upon successful completion of this examination, students are able to enter practice as a Registered Nurse. Additionally, completion of the Associate in Science Degree in Nursing prepares students for transfer to a four-year institution to study for a baccalaureate in nursing degree. Advanced placement in the program may be granted to students with prior vocational nursing or registered nursing education or equivalent.

Lecture and laboratory courses are offered during the day and evening and on weekends in 8-week and 16-week sessions both online and in hybrid formats.

The combined advisory committee for all nursing programs meets annually and is comprised of health care professionals including chief executive officers; nursing education consultants; and directors of nursing, education, and staff development.

Growth Projection

The discipline of registered nursing is projected to grow at the same rate as the College's overall growth rate.

Data

The student successful course completion rate is strong, significantly higher than the state average for this discipline. Efficiency is impressive given the smaller class sizes required in the clinical sections of this discipline. This program graduated its first students in spring 2008. The pass rate on the NCLEX was 78% for the third quarter of 2008 and 94% for the third quarter of 2010.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1230.10	Registered Nursing	61,330	5,475	\$38.23	1,756	2,637	-881

There is currently a surplus of over 800 registered nursing graduates comparing the number of program completers to the number of available positions. However, in the next five years, the number of available positions is projected to significantly exceed the current number of program completers.

Projections for Nursing: Registered Nurse

- Integrate nursing students more fully into the college campus by using such services as campus-wide tutoring and by having students assist with campus clinics such as the flu shot clinics
- Provide technology-based, specialized, contextualized tutoring focusing on skills such as charting, documentations, case studies, and using the American Psychological Association format for papers
- Ensure that students have optimal clinical experiences by continuing close collaboration with clinical partners and exploring the benefits of fee-based regional scheduling consortiums
- Modify curriculum as needed to align with the National League for Nursing accreditation standards

FALL SEMESTER — DISCIPLINE: NURSING: REGISTERED NURSE

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
NRSR	1170	42	1212	3.60	337	368	91.5%	N/A*	98.0%	88.0%

Notes: * Given the program entrance requirements, this metric is not applicable. The successful course completion rate for this discipline measures performance in registered nursing courses, while the state successful course completion rate represents all nursing courses.

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.0	3	1	N/A*	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

NURSING: VOCATIONAL NURSE

Description

Vocational nursing, a career technical education program, provides the educational opportunity for students to develop the social, technical, and professional skills required of a licensed vocational nurse. The program prepares the student for the NCLEX-VN examination for state licensure through the Board of Vocational Nurses and Psychiatric Technicians. Upon successful completion of this examination, students are able to enter practice as Licensed Vocational Nurses. Successfully completed vocational nursing coursework may be applied toward an associate degree as electives.

Lecture and laboratory courses are offered in the day and evening, on the weekends, and in 8-week, 16-week and distance education scheduling.

The Vocational Nursing program received an award from the Workforce Investment Bureau in recognition of the 100% placement of the students from the 2009-10 graduation class.

The combined advisory committee for all nursing programs meets annually and is comprised of health care professionals including chief executive officers; nursing education consultants; and directors of nursing, education, and staff development.

Growth Projection

The discipline of vocational nursing is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency and student successful course completion rates are strong, with WSCH/FTEF meeting the 2010 target for this discipline. The student successful course completion is significantly higher than the state average for nursing. 90% of the students who completed the vocational nursing program passed the state licensure examination in 2009 - 2010.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1230.20	Vocational Nursing	20,950	2,036	\$22.84	931	1,815	-884

Projections for Nursing: Vocational Nurse

- Integrate nursing students more fully into the college campus by using such services as tutoring and having students assist with campus clinic such as flu shots clinics, and or health fairs on campus

There is currently a surplus of over 800 vocational nursing graduates comparing the number of program completers to the number of available positions. However, in the next five years, the number of available positions is projected to exceed the current number of program completers.

FALL SEMESTER — DISCIPLINE: NURSING: VOCATIONAL NURSE

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
NRSV	2531	231	2763	6.91	400	397	100.7%	59.4%	95.0%	88.0%

Note: The successful course completion rate for this discipline measures performance in vocational nursing courses, while the state successful course completion rate represents all nursing courses.

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	3	3	1	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

OFFICE TECHNOLOGY AND COMPUTER APPLICATIONS

Description

The Office Technology and Computer Applications discipline trains students in the use of current office applications using state-of-the-art equipment in preparation for professional careers, transfer study, and/or personal use. The program provides training appropriate for entry-level office jobs and administrative assistant positions; to update students' work skills in computers, management, keyboarding and other office related functions; and employment training in a broad area of study including records management, purchasing, business machine skills, office procedures, filing, word processing, scheduling, business English, publishing, and business mathematics. Students may earn skill awards in Information/File Clerk and General Office Clerk. Students may earn certificates of achievement in Administrative Office Manager, Administrative Office Occupations/ Word Processing, and Administrative Office Occupations/ Secretarial. Courses satisfy general education requirements for an associate degree in Business with an emphasis in Office Occupations. The following courses transfer to CSU: *OFF 101 Introduction to Microsoft Office Applications*, *OFF 120 Excel Spreadsheet*, and *OFF 260 Computer Keyboarding and Document Processing*.

Laboratory and lecture courses are offered in the day and evening, and in late start and in both hybrid and online formats.

The advisory committee meets annually and serves three disciplines in addition to office technology: business, accounting, and computer science and information systems. The members are industry professionals and members of the local business community.

Growth Projection

The discipline of office technology and computer applications is projected to grow slower than the College's growth rate.

Data

Student demand is strong, but WSCH/FTEF (efficiency) is below both the College average and the 2010 target for this discipline. The student successful course completion rate is significantly below the state average for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0514.00	Office Technology	193,894	-14,632	\$19.80	4,088	1,391	2,697

Projections for Office Technology and Computer Applications

- Integrate the use of voice recognition software into the curriculum
- Develop a “virtual assistant” program
- Develop strategies to improve students’ successful course completion of Office Technology and Computer Application courses

The current number of graduates is not keeping pace with the job openings in office technology, with a gap of 2,697 more positions than trained workers. However, a decline of almost 15,000 positions is projected for the next five years. The median hourly earnings for office technology workers indicate that graduates are likely to earn a living wage.

FALL SEMESTER — DISCIPLINE: OFFICE TECHNOLOGY AND COMPUTER APPLICATIONS

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
OFF	610	03	614	1.04	588	702	83.7%	100.0%	48.3%	60.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
1.8	2	1	3	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

PHILOSOPHY

Description

Philosophy is the study of the nature of reality, knowledge, and values through a critical analysis of fundamental assumptions or beliefs. The study of logic, ethics, and the history of philosophy provides a means of systemizing, assimilating, and evaluating information and the development of philosophical perspective. The study of philosophy is valuable background for students interested in social or natural sciences, or humanities and particularly in law, theology, and education. Philosophy courses satisfy general education requirements for an associate degree, a liberal arts degree with an emphasis in arts and humanities/philosophy, and lower division transfer. The Honors Program includes one philosophy course: PHIL 106H Introduction to Philosophy - Honors.

Courses are offered in the day and evening and in late start scheduling and online.

Growth Projection

The discipline of philosophy is projected to grow slower than the College's growth rate.

Data

Efficiency and student demand are lower than the targets for these indices, with WSCH/FTEF below both the College average and the 2010 target for this discipline. In addition, the student successful course completion rate is significantly below the state average for this discipline.

Projections for Philosophy

- Add field trips and/or conferences for *PHIL 101 Great Religions of the World* and *PHIL 108 Philosophy/Ethics*
- Develop strategies to increase students' successful course completion
- Strengthen preparation for the major by adding a new, CSU/UC transferrable course

FALL SEMESTER — DISCIPLINE: PHILOSOPHY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
PHIL	2133	27	2160	3.40	635	670	94.9%	89.9%	57.0%	64.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
1.3	1	1	2	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

PHYSICAL EDUCATION (KINESIOLOGY)

Description

Physical Education studies human anatomy and physiology and the mechanics of body movement both theoretically and in practice through physical activities. A diverse curriculum includes lower division theory courses designed for those who want:

- To complete an associate in science degree in physical education and transfer,
- A basic instruction program with a wide variety of movement experiences for the development of physical activity skills and with the knowledge necessary for lifetime wellness,
- An adapted activities curriculum for students with disabilities, and
- An intercollegiate athletic program which offers performance-oriented students opportunities for competition.

Physical education courses satisfy general education requirements for an associate in science degree and lower division transfer. The Honors Program includes one physical education course: *PE 171H Health Science - Honors*.

Recent renovations to the facilities for physical education include a 10,000 seat football, soccer and track stadium with an all-weather track and a field turf playing surface. Other facilities include a football field turf practice field; a weight training room; a double-circuit (64 station) fitness center; a therapy pool for injured athletes and two athletic training facilities; a lighted softball complex with two fields and artificial field turf outfields; a baseball field; an Olympic-sized swimming pool; a 2,000-seat gymnasium and a 36-station golf driving range.

The Adapted Fitness Center serves a diverse population with a wide range of disabilities. Students receive instruction in the theory and practice of improving flexibility, strength, and daily living activities to enhance the overall quality of life. The center has been designated a regional center by the Community College Chancellor's Office.

Laboratory and lecture courses are offered in the day and evening and in late start, eight week, hybrid, and online.

Growth Projection

The discipline of physical education is projected to grow at the same rate as the College's growth rate.

Data

Student demand and student successful course completion rates are strong. WSCH/FTEF is 94% of the 2010 target for this discipline.

Projections for Physical Education

- Change the discipline name to "Kinesiology"
- Pilot test an evening schedule of fitness and theory classes to increase student access to physical education courses
- Develop career technical education certificates in high-demand areas such as fitness specialist, coaching, and aquatics specialist
- Modify curriculum as needed to align with degree patterns proposed in response to SB 1440
- Survey students to ascertain their interest in an intramural program
- Modify equipment and facilities for physical education courses to maintain industry standards

FALL SEMESTER — DISCIPLINE: PHYSICAL EDUCATION

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
PE	4414	247	4661	7.91	558	589	94.7%	100.4%	75.5%	74.9%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.7	2	3	3	3

Combines disciplines: PEAQ, PEAC, PEF, and PEPP. Matrix scores are averaged and decimal points not shown except in overall rating.

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

PHYSICS

Description

Physics, a natural science, is the scientific study of matter and energy and of the interaction between the two. Courses in physics satisfy general education requirements for the associate degree and lower division transfer and can fulfill some of the major requirements for the associate degree in Biological and Physical Sciences and Mathematics.

Courses in physics are offered in the day and evening.

Growth Projection

The discipline of physics is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency, student demand, and student successful course completion rates are strong, with WSCH/FTEF exceeding the 2010 target for this discipline and successful course completion rates above the state average.

Projections for Physics

- Revise the curriculum as needed to create a transfer degree to meet the requirements of new statewide initiatives
- Create additional courses, with specialized emphases, to meet physical science general education requirements and/or coordinate with career technical programs
- Explore developing cohorts of students taking several related courses, including physics, during the same semester
- Create special topics courses related to current “hot topic” issues related to physics, such as emerging occupations
- Collaborate with the Vice President of Administrative Services and Finance to renovate classroom and laboratory space to keep pace with pedagogical trends, such as collaborative group work

FALL SEMESTER — DISCIPLINE: PHYSICS

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
PHYS	1275	187	1462	2.73	536	508	105.3%	98.9%	75.0%	68.5%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	1	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

POLITICAL SCIENCE

Description

Political science, a social science, is the study of the processes, principles, and structure of government and political institutions; and the analysis of issues that governments face in developing policies in the current domestic and global context. Political science contributes to an understanding of democracy that equips students to fulfill the obligations of citizenship. Political science courses satisfy general education requirements for an associate degree, a liberal arts degree with an emphasis in social and behavioral sciences/political science, and lower division transfer requirements.

Courses are offered in the day and evening and in late start and online formats.

Growth Projection

The discipline of political science is projected to grow at the same rate as the College's growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding the College average and almost equal with the 2010 target for this discipline.

Projections for Political Science

- Develop a political theory course
- Collaborate with Fine Arts to develop a politics and film course

FALL SEMESTER – DISCIPLINE: POLITICAL SCIENCE

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
POLI	2511	105	2616	3.60	727	735	98.8%	95.0%	69.0%	62.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	1	3	2	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

PSYCHOLOGY

Description

Psychology is the scientific study of behavior and cognitive processes. Using the scientific method, this discipline examines thoughts, emotions, and behavior from biological and physiological perspectives. Courses in psychology satisfy general education requirements for an associate degree in liberal arts with an emphasis in social and behavior sciences, and lower division transfer. The Honors Program includes two psychology courses: *PSY 206H Child Growth and Development – Honors* and *PSY 250 Honors Topics Seminar*.

Courses are offered in the day and evening and in late-start and online formats.

Growth Projection

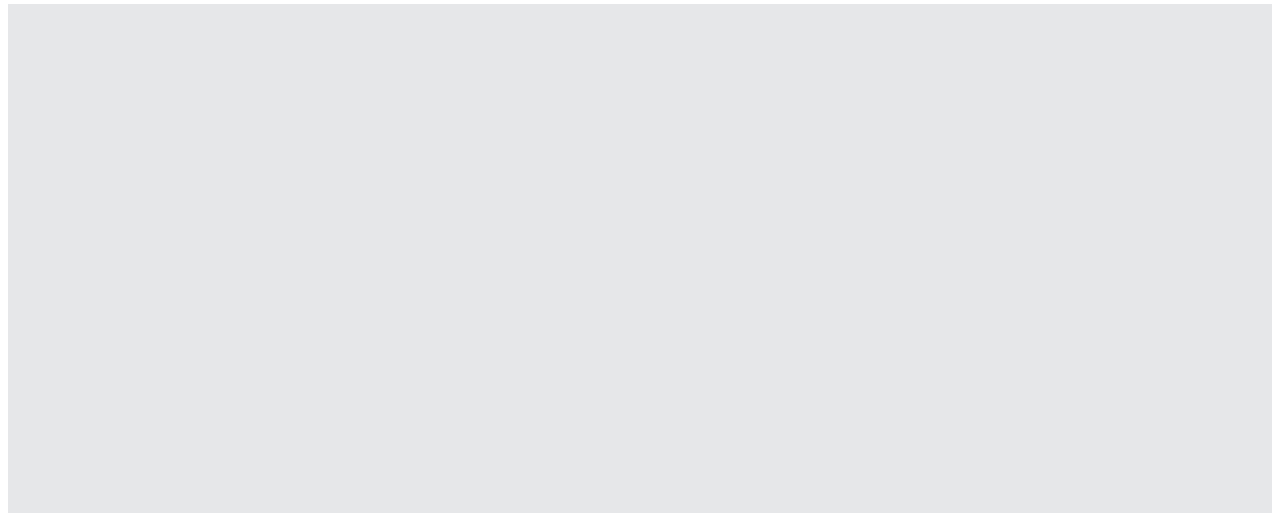
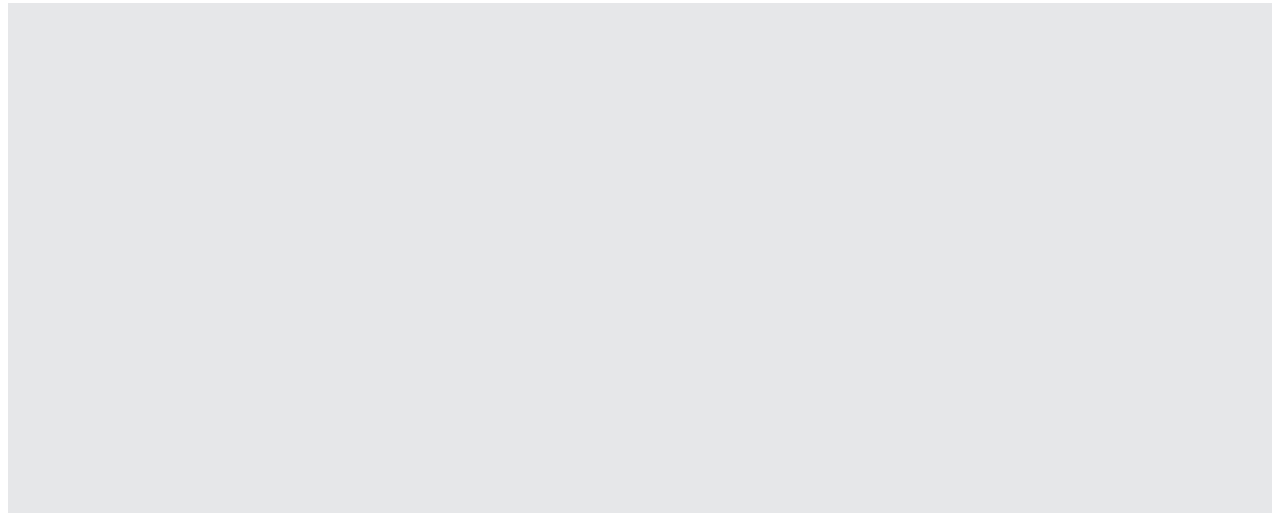
The discipline of psychology is projected to grow at the same rate as the College's growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline.

Projections for Psychology

- Assess the need for an ethnics or minority studies program
- Develop an associate in arts degree in psychology
- Collaborate with CTE programs such as nursing to coordinate the delivery, integration, and scheduling of PSY 205 Developmental Psychology



FALL SEMESTER — DISCIPLINE: PSYCHOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
PSY	6451	159	6610	8.20	806	757	106.5%	100.2%	70.0%	65.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	1	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

PUBLIC WORKS

Description

Public Works, a career technical program, provides training for entry-level employment or advancement in public works occupations. Job opportunities include public works maintenance worker, arborist, and landscape or park management worker. Upon completion of the courses in this discipline as well as the general education requirements, students may earn an associate degree in Public Works. Students may also earn certificates of achievement in Public Works I or Public Works II. A third certificate of achievement is offered in Public Works/Landscape Management.

This program is offered in collaboration with Mt. San Antonio College with course requirements that must be taken at each college. Courses in Public Works are offered at Citrus College and horticulture and landscape courses are offered at Mt. San Antonio College.

The Advisory Council consists of 31 members, including directors, supervisors, engineers, and inspectors from public works departments of 17 cities and the county of Los Angeles and a representative of West Coast Arborists.

Courses in public works are offered on campus in the evening, at off-campus employer sites in the late afternoon and evening, and online.

Growth Projection

The discipline of public works is projected to grow slower than the College's overall rate of growth.

Data

Efficiency and student demand are low, with WSCH/FTEF below the 2010 target for this discipline. In addition, the student successful course completion rate is significantly below the state average for this discipline. For fall 2010, six Public Works courses were offered and enrollment ranged from 17 to 44, with an average of 29 students per section.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
2102.10	Public Works	840	-12	\$30.94	32	44	-12

Projections for Public Works

- Increase student capacity to respond to industry succession planning needs and the need to upgrade the aging southern California infrastructure
- Implement two strategies to increase the certificate completion rates: targeted counseling and the use of audit software to automatically generate Certificates of Completion for eligible students

There are currently slightly more workers trained in public works than there are available positions as evidenced by a gap of 12 positions. The projection for the next five years is for the current gap to double. However, a gap of +/- 12 positions indicates that the program is meeting current regional needs. The median hourly earnings indicate that graduates are likely to earn a living wage.

Certificates of Achievement in Public Works

	Public Works Level I	Public Works Level II
2005-2006	2	1
2006-2007	2	0
2007-2008	3	2
2008-2009	3	1
2009-2010	4	2

FALL SEMESTER — DISCIPLINE: PUBLIC WORKS

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
PUB	566	03	569	1.20	474	559	84.9%	72.5%	78.0%	85.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
1.3	2	1	1	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
---	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

READING

Description

Reading courses facilitate the development of students' critical and analytical thinking skills in reading and comprehending college-level texts. Courses are offered at the developmental, non-degree-applicable level and college-level. Courses are also taught within learning communities. *READ 099 College Reading* satisfies the associate degree reading competency requirement and is strongly recommended for virtually all transfer courses. Reading is one of the three core measurements for assessment and placement.

Courses in reading are offered in the day and evening, online, and in the fast-track format.

Growth Projection

The discipline of reading is projected to grow faster than the College's overall growth rate.

Data

Efficiency, student demand, and student successful course completion rates are strong, with WSCH/FTEF exceeding the 2010 target for this discipline and with the student successful course completion rate significantly higher than the state average for this discipline.

Projections for Reading

- In order to improve access and decrease the time it takes to complete the basic skills sequence in reading and English, integrate basic skills reading curriculum with basic skills English curriculum and create a sequence of hybrid courses that require fewer overall units.

FALL SEMESTER — DISCIPLINE: READING

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
READ	3395	81	3475	6.51	534	478	111.6%	100.0%	81.0%	65.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
3.0	3	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
YES	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills - POINTS: 3
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

RECORDING TECHNOLOGY

Description

Recording Technology provides training in music production and audio post-production for the entertainment industry. Studies include sound for film, record production, live sound, and the business of music. The curricular emphasis is engineering in audio recording, ranging music production, film audio post-production, live venue audio, to audio for the video gaming industry. Courses satisfy general education requirements for the associate degree pending Chancellor's Office approval. Students may earn a certificate of achievement in Audio Recording Technology.

Laboratory and lecture courses are offered during the day.

The advisory committee meets annually and is comprised of industry professionals including recording engineers, studio managers, and representatives from post-production houses and recording studios such as Sony and The Record Plant.

Growth Projection

The discipline of recording technology is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency and student successful course completion rates are strong, with current WSCH/FTEF exceeding the 2010 target for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1005.00	Audio Recording Tech	8,417	104	\$19.58	379	162	217

The current number of graduates in audio recording technology is not keeping pace with the job openings, with a gap of a little over 200 more positions than trained workers. The need for workers trained in this field is projected to grow by about 100 positions in the next five years. The median hourly earnings for program completers in audio recording technology indicate that graduates are likely to earn a living wage.

Projections for Recording Technology

- Cultivate greater involvement of industry professionals in College projects and equipment needs to enhance student training on professional projects
- Integrate post-production skills and issues into the curriculum
- Develop a core course that incorporates the business aspects of all areas of the entertainment industry

FALL SEMESTER — DISCIPLINE: RECORDING TECHNOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
REC	2758	59	2817	4.38	643	628	102.5%	38.7%	79.0%	66.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.8	4	3	1	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
YES	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed - POINTS: 2
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

SOCIOLOGY

Description

Sociology is the systematic study of social interactions and societies. Sociologists examine group structure, social relationships, and how social processes shape human behavior. Courses in sociology satisfy general education requirements for the associate degree, a degree in liberal arts with an emphasis in social and behavioral sciences, and lower division transfer. The Honors Program includes two sociology courses: *SOC 201H Introduction to Sociology – Honors* and *SOC 218H Presentation Seminar – Honors*.

Courses are offered in the day and evening and in late start scheduling and online.

Growth Projection

The discipline of sociology is projected to grow at the same rate as the College's growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline.

Projections for Sociology

- Develop courses to cover topics such as aging, mass media, and criminology/deviance
- Develop an associate in arts and/or science degree in sociology
- Evaluate and beta test emerging technology to determine if the technology can positively effect and/or change delivery modes
- Offer more sections online and develop hybrid courses
- Modify curriculum as needed to align with degree patterns proposed in response to SB 1440

FALL SEMESTER — DISCIPLINE: SOCIOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
SOC	3275	60	3335	4.20	794	710	111.8%	100.0%	67.0%	64.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	1	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

SPEECH

Description

Speech courses use both theory and practical experience to develop students' understanding of and skills in oral communication in its various forms and contexts. Included in the speech program are critical and analytical thinking skills, sensitivity to cultural diversity, and ethical communication. Courses in speech satisfy general education requirements for the associate degree and lower division general education transfer requirements and can be used to fulfill some requirements for an associate degree major in Language Arts. The Honors Program includes one speech course: *SPCH 101H Public Address – Honors*.

Courses in speech are offered in the day and evening and in hybrid formats.

Growth Projection

The discipline of speech is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency, student demand, and student successful course completion rates are strong, with WSCH/FTEF exceeding the 2010 target for this discipline and with student successful course completion higher than the state average for this discipline.

Projections for Speech

- Develop a speech laboratory in which students can practice and record speeches and have an opportunity for their speeches to be critiqued
- Reinstigate the forensics program to help prepare students to play leadership roles in business and society
- Develop an associate degree in speech
- Modify curriculum as needed to align with degree patterns proposed in response to SB 1440

FALL SEMESTER — DISCIPLINE: SPEECH

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
SPCH	2841	122	2963	5.60	529	465	113.9%	95.2%	79.0%	73.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.5	1	3	3	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
---	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
YES	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE - POINTS: 1
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

TESTING CENTER

Description

The Testing Center offers academic test proctoring for on-campus and online courses, adapted testing for Disabled Students Programs and Services (DSP&S) students, human resources applicant testing, and assessment and diagnostic testing. The assessment and diagnostic testing includes assessment/diagnosis for English, ESL, mathematics, reading, and chemistry courses.

The Testing Center is open during the day Monday through Friday, in the evenings Monday through Thursday, and on Saturdays.

Growth Projections

The Testing Center is projected to grow at the same rate as the College's overall growth rate.

Data

	July 1, 2008 – June 30, 2009		July 1, 2009 – June 30, 2010	
	# of tests	# of students	# of tests	# of students
Assessment	6,916	6,916	7,494	7,494
Academic	*592	9,723	868	9,528
Adapted	*737	1,193	1,448	1,331
Requiring Student Aide Assistance		*239		445

Note: Total number of test includes testing accommodations for DSP&S students.

*Number of tests from 1/5/09 to 6/30/09

The testing service for academic tests was slightly lower in 2009 – 2010 compared to 2008 – 2009, whereas the number of assessment tests and adapted tests increased during this period.

Projections for the Testing Center

- Improve testing services to students with disabilities by providing individualized assistance
- Collaborate with Student Services to find the best way to operate the Testing Center when it moves to the new Student Services Building

THEATRE ARTS

Description

The discipline of theatre arts includes theoretical and practical courses in all aspects of theatre, providing preparation in acting, directing, and technical theatre through productions. Students take courses to prepare for transfer and/or for professional training. Performance and technical theatre opportunities are available to both majors and non-majors. Courses satisfy general education requirements for the associate degree, pending Chancellor's Office approval, in theatre arts, theatre arts with an acting emphasis, and theatre arts with a technical and design emphasis, and an associate degree in liberal arts with an emphasis in arts and humanities, and lower division transfer.

Students may earn a certificate of achievement in Emerging Theatre Technologies, a one-year program that offers both a broad survey of recent advances in multiple areas of technical theatre specialty as well as in-depth, hands-on training in the use of up-to-date digital lighting and sound control equipment.

Laboratory and lecture courses are offered in the day and evening, in late-start scheduling and to-be-announced scheduling on weekends.

The advisory committee for technical theatre meets annually and is comprised of 7 industry professionals including representatives from the Disney Corporation, Paramount Studios and the audio entertainment industry.

Growth Projection

The discipline of theatre arts is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency, demand and student successful course completion rates are strong, with WSCH/FTEF exceeding the 2010 target for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
1006.00	Emerging Theatre Tech	9,852	232	\$19.53	451	225	226

The current number of graduates in emerging theatre technology is not keeping pace with the job openings, with a gap of a little more than 200 positions than trained workers. The need for workers trained in this field is projected to grow by a little over 200 positions in the next five years. The median hourly earnings for program completers in emerging theatre technology indicate that graduates are likely to earn a living wage.

Projections for Theatre Arts

- Collaborate with nearby universities to create opportunities for interdisciplinary and cross-institutional work among the performing arts programs
- Evaluate and expand curriculum as warranted to fuse disciplines in ways that create collaborative, interdisciplinary production teams
- Develop a core course that incorporates the business aspects of all areas of the entertainment industry
- Collaborate with computer science, engineering, and art to create more comprehensive and better integrated digital function and technical capabilities

FALL SEMESTER — DISCIPLINE: THEATRE ARTS

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
THEA	2138	84	2221	3.60	616	585	105.3%	90.8%	79.0%	75.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.8	3	3	2	3

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
YES	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
YES	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1

WATER TECHNOLOGY

Description

Water Technology, a career technical program, prepares students for entry-level employment or advancement in the public drinking water supply, including the distribution and treatment of water. The courses prepare students to take Department of Public Health certification examinations to qualify as a Water Treatment Operator or a Water Distribution Operator. The program also sponsors an annual one-day seminar with multiple fee-based workshops to provide workers throughout southern California with required updated professional development in water technology and to maintain their certifications. Courses in this discipline lead to either an associate degree in Water Technology or a certificate of achievement in Water Technology.

The Water Technology Advisory Committee meets at least annually and communicates regularly to review curriculum as well as employment trends and to plan the annual Water Awareness Day. Advisory Committee members are involved in the selection of the recipients of the Water Technology scholarships and help connect students with water job openings in the region.

Courses in water technology are offered in the evening.

Growth Projection

Water technology is projected to grow at the same rate as the College's overall growth rate.

Data

Efficiency is strong, with WSCH/FTEF exceeding both the College average and the 2010 target for this discipline. However, the student successful course completion rate is below the state average for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0958.00	Water Technology	1,787	52	\$33.32	56	33	23

Projection for Water Technology

- Collaborate with other instructional programs, such as chemistry, on common topics and problems

The current number of graduates in water technology is not keeping pace with the job openings, with a gap of 23 more positions than trained workers. The need for workers trained in this field is projected to grow by 52 positions in the next five years. The median hourly earnings for program completers in water technology indicate that graduates are likely to earn a living wage.

Certificates of Achievement in Water Technology

2005-2006	1
2006-2007	8
2007-2008	7
2008-2009	4
2009-2010	10

Often, students take classes for content knowledge and do not apply for the Certificate of Achievement before becoming employed. Two strategies for increasing the certificate completion rates are targeted counseling and the use of audit software to automatically generate Certificates of Completion for eligible students.

FALL SEMESTER — DISCIPLINE: WATER TECHNOLOGY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
WATR	813	0	813	1.20	677	652	103.9%	58.7%	75.0%	80.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.0	2	3	1	2

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
---	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
YES	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 3
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

WILDLAND RESOURCES AND FORESTRY

Description

Wildland Resources and Forestry describes the study of natural resources in a biological community. The program includes introduction to forestry, forest ecology, plant identification, outdoor recreation, wildland fire management, wildlife management and ecology, and geographic information systems. Courses in Wildland Resources and Forestry provide extensive field experience for students.

Courses in this program transfer to four-year colleges. Forestry 101—Introduction to Forestry fulfills an associate degree and general education requirement. Courses in this discipline can be used to fulfill some of the major requirements for Biological and Physical Sciences and Mathematics associate degree and lead to a certificate of achievement in Wildland Resources and Forestry.

The Advisory Council for Wildland Resources and Forestry consists of more than 15 members and includes representatives of the United States Forest Service, CAL FIRE, the Los Angeles County Fire Department, the California Department of Fish and Game, and private companies.

Courses in Wildland Resources and Forestry are offered in the day and evening.

Growth Projection

Wildland Resources and Forestry is projected to grow at the same rate as the College's overall growth rate.

Data

Both efficiency and student demand are strong, with WSCH/FTEF exceeding the College average and matching the 2010 target for this discipline. However, the student successful course completion rate is below the state average for this discipline.

WORKFORCE GAP ANALYSIS

TOP Code	Educational Field	2010 Jobs	2010-2015 New Job Growth	2010 Median Hourly Wage	Average Annual Openings	Average Annual Graduates and Completers	Gap or Surplus
0114.00	Wildland Resources & Forestry	641	89	\$15.99	42	6	36

The current number of graduates in wildland resources and forestry is not keeping pace with the job openings, with a gap of 36 more positions than trained workers. The need for workers trained in this field is projected to grow by 87 positions in the next five years. The median hourly earnings for program completers in wildland resources and forestry indicate that graduates are likely to earn a living wage.

Projections for Wildland Resources and Forestry

- Create an associate degree in Wildland Resources and Forestry
- Create a classroom environment specific to Wildland Resources and Forestry
- Use the greenhouse to grow native plants which then could be planted around campus to enhance the campus's eco-friendliness
- Recruit students into the program who have completed a biological and/or physical sciences course in order to enhance successful course and program completion

FALL SEMESTER — DISCIPLINE: WILDLAND RESOURCES AND FORESTRY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 TOTAL CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	160298	256	627	619	101.2%	60.7%	72.5%	70.9%
FOR	503	0	503	0.60	839	816	102.8%	100.0%	67.0%	73.0%

DISCIPLINE GROWTH MATRIX

GROWTH RATING	MISSION/OPPORTUNITY	EFFICIENCY	DEMAND	SUCCESS
MORE (3)	Role in Core Mission areas and more than 1 Mission Support area	95% or higher WSCH Per FTEF Target	95% or higher Fill Rate 14 days before start	Exceeds state average
SAME (2)	Role in Core Mission area and at least 1 Mission Support area	85-94.9% WSCH Per FTEF Target	85-94.9% Fill Rate 14 days before start	95-99% of state average
LESS (1)	Role in 1 Core Mission	Less than 85% WSCH Per FTEF Target	Less than 85% Fill Rate 14 days before start	Less than 95% of state average
2.3	2	3	3	1

Note: Growth rating equals sum of individual ratings divided by 4. The sum for disciplines with NA in Success or Demand is divided by 3.

ROLE	MISSION OBJECTIVES AND OPPORTUNITY AREAS
YES	Prepare students to transfer to universities and/or provide general, lower division coursework leading to an associate degree. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Transfer/GE - POINTS: 3
---	Deliver programs to improve basic math, reading, communication, and ESL skills. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Basic Skills
YES	Deliver programs that lead to direct employment and/or award occupational certificates and degrees for career preparation and advancement. - COLLEGE PRIORITY: Core Mission - STATE PRIORITY: Career, Tech Ed - POINTS: 3
---	Provide non-apportionment revenue that exceeds expenses; and/or develop grants leading to improvements in Transfer, CTE, or College Success. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Prepare students for emerging careers and/or disciplines. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Career, Tech Ed
---	Deliver academic success programs (honors, learning communities) and/or programs to improve transfer, graduation, completion rates. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: Transfer/GE
---	Advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
---	Provide programs for community education and/or customized training for business and industry. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A
YES	Provide programs, opportunities, curriculum for students to develop a global perspective. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A - POINTS: 1
---	Improve student outreach; promote college reputation and visibility; or articulate curriculum with local high schools. - COLLEGE PRIORITY: Mission Support - STATE PRIORITY: N/A

WORKFORCE DEVELOPMENT

Description

The Workforce Development office collaborates with industries related to career technical education curriculum taught at Citrus College, primarily for the instructional programs which the Director oversees with the Public Services Department: Heating and Air Conditioning, Public Works, and Water Technology. The Workforce Development office also supports students' career development by providing information about career options, scholarships, mock interviews, and job search strategies. The office oversees the District's Perkins Vocational and Technical Education Act activities, including writing reports and developing and overseeing budgets. Workforce Development keeps track of core indicators related to career technical education, such as demographic information and program completions. The office also serves in an advisory role in the development of new curricular programs. Workforce Development has implemented a "Green Team," which deals with district-wide issues related to careers in sustainable industries and the development of Citrus College as a sustainable institution. A key task of this office is the writing and overseeing of grants.

The Workforce Development director chairs a district-wide campus council to discuss the relationships of education to employment.

The Workforce Development office is open daily in the morning and afternoon and by appointment in the evenings.

Growth Projections

Workforce development services are expected to grow at the same rate as the College's overall growth rate.

Data

WORKFORCE DEVELOPMENT GRANTS SECURED

	Year	Grant	Amount
1	2008-2009	*VTEA	411,675
2	2008-2009	*CTECC Round One	369,700
		Total	781,375
1	2009-2010	*VTEA	346,793
2	2009-2010	*CTECC Round Three	310,000
3	2009-2010	*CTECC Round Two	400,000
		Total	1,056,793

*VTEA = Vocational Technical Education Act (Carl Perkins funding)

*CTECC = Career Technical Education Community Collaborative (SB 70 funding)

	Local Business Partners	College Programs Assisted
2008-2009	81	7
2009 - 2010	95	5

The amount of grants secured increased significantly over the past two years. Local business partners include Advisory Council members in the Public Services instructional programs of Heating & Air Conditioning, Public Works, and Water, as well as regular contacts within the Workforce Investment Board, the Irwindale Chamber of Commerce, California’s Green Workforce Coalition, and the Maintenance Superintendents’ Association. College program assistance includes such collaboration as on SB 70 grants and communication about development of Public Works programs in other areas of California.

Projections for Workforce Development

- Collaborate with local industries toward the goal that every employer in the District becomes an active partner, either with the Foundation or with an instructional program
- Encourage employers in the District to state on their job applications “Certificate of Achievement from Citrus College Required”
- Collaborate with departments across the college to develop strategies to participate in sustainability measures
- Expand grant-writing capabilities throughout the college

Student Services //

Admissions and Records
Campus Safety
Career and Transfer Center
Counseling
Disabled Student Program and Services
Extended Opportunity Programs and Services/
CalWORKS
Financial Aid
International Students Center
School Relations and Outreach
Student Employment Center
Student Health Center
Student Life and Leadership
Veterans Center

ADMISSIONS AND RECORDS

Description

Admissions and Records is the official custodian of student records which include, but are not limited to, demographic information, academic history, and data mandated by the California Community College Chancellor's Office (CCCCO) and other government agencies. Admissions and Records is responsible for processing applications for admission; determining residency; reporting to the CCCCCO information such as apportionment reporting and IPEDs; enrolling students in credit and noncredit classes; previewing, distributing, and correcting grades; maintaining and evaluating academic records including prior credit evaluations and certifications; processing and issuing transcripts; evaluating records for graduation; and enforcing academic regulations.

The computer center within Admissions and Records has fifteen computers, two of which are ADA compliant, available to students for registration. Staff and student workers are available for one-on-one assistance.

Admissions and Records services are available Monday and Thursday from 8 a.m. to 5 p.m.; Tuesday and Wednesday from 8 a.m. to 7 p.m. and Friday from 8 a.m. to 4:30 p.m.

Growth Projection

Admissions and Records is projected to grow at the same rate as the College's overall growth rate.

Data
NUMBER OF STUDENTS ENROLLED

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Admissions	16,888	16,188	12,139	28,032	26,680	30,123
Applications						
Credit Students enrolled	29,125	28,572	27,191	36,181	35,425	32,051

Student Satisfaction Survey (Application process):

In 2010, a total of 701 students participated in the A & R Satisfaction Survey. Out of these 701 students, 69% completed a 2010 application as either a new student or former student; whereas, 31% did not fall into either of these categories because they selected No for Item 1. Item 2 asked if students have a computer at home; 98% of the students have a computer at home. The majority of the students (78%) applied online.

Projections for Admissions and Records

- Expand the Admissions and Records computer center
- Expand online services for faculty to include attendance and positive attendance rosters
- Expand online services for non-credit applications and transcript requests
- Collaborate with the technology department to more efficiently rectify errors and incorporate Banner updates

CAMPUS SAFETY

Description

Campus Safety ensures the safety of students, faculty, staff, and visitors while they are on campus property or involved in college-sponsored programs and activities and protects district property and facilities. The primary services provided are safety, security, and parking. Campus Safety also has the authority to enforce the Standards of Student Conduct and works with the Student Conduct Team composed of faculty, staff, and members of the Glendora Police Department. As the liaison with local law enforcement agencies in all criminal actions, Campus Safety is responsible for contacting police agencies in the event of an emergency. The division has a memorandum of understanding with the Glendora Police Department and an informal relationship their counterparts at Azusa Pacific University. Campus Safety also provides security escorts using staff and student workers, who are members of the "Owl Patrol," for any member of the college community from dusk until dawn.

Growth Projection

Campus Safety is projected to grow at the same rate as the College's overall growth rate.

Data
SERVICE CALLS

	2006-2007	2007-2008	2008-2009	2009-2010
Number of calls	1,810	1,824	2,494	3,245
% of “assist staff” calls	62%	63%	73%	65%
% of “assist students” calls	38%	37%	27%	35%

CAMPUS SAFETY SURVEY: DECEMBER 16, 2010

A little over 700 day and evening students from a cross-section of classes completed the following survey.

	Yes	No	N/A
Do you feel safe on campus?	665	48	19
Are you aware of all the services provided by the Department of Campus Safety?	235	496	1
Are you familiar with the campus parking policies?	559	165	8
Do you know how to contact the Department of Campus Safety?	306	426	0
Are you aware of the Student Code of Conduct (BP 5500)?	185	546	1
Have your experiences with the Department of Campus Safety been positive?	533	149	50

The number of service calls doubled between 2006-2007 and 2009-2010. The average number of students served Campus Safety is approximately 788 per academic year and the average number of employees served is approximately 1,556 per academic year. The majority of the calls are from staff rather than students.

The majority of the survey participants reported that they feel safe on campus, are familiar with campus parking policies, and characterize their experiences with the Department of Campus Safety as positive. The majority of survey participants are not familiar with the services offered by the Department of Campus Safety or with the Student Code of Conduct. A little over half of the survey participants did not know how to contact the Department of Campus Safety.

Projections for Campus Safety

- Research the cost and feasibility of online purchasing and printing of parking permits
- Create a parking department to better address special event requirements and parking citations
- Research the cost and effectiveness of automated citing machines and parking permit dispensers with debit/credit card capability
- Examine software specific to incident reporting
- Provide an online link for students to access the rules of student conduct
- Develop an outreach program to make the campus and community aware of campus safety services

CAREER AND TRANSFER CENTER

Description

The Career/Transfer Center serves a complementary dual role of supporting students' career development and transfer goals. The Center works with students individually and in groups.

Specifically related to increasing transfer, the Center:

- Serves as the liaison office between the College and baccalaureate-level colleges and universities in regard to student admission policies and transfer requirements;
- Informs the college community of new and changing transfer information and requirements;
- Identifies College policies and procedures that are barriers to transfer;
- Develops marketing strategies to promote transfer as a viable educational goal for all students including low-income, disabled, and first generation college students;
- Provides potential transfer students with counseling and academic planning which includes the selection of courses required for university admission, general education options, and major preparation;
- Collaborates with universities to develop and coordinate transfer programs such as the UC Transfer Admission Guarantees (TAG), university outreach, college fairs, and cross-enrollment activities;
- Maintains a library of transfer materials for student and counselor research;
- Assists students with their transfer/transition plans, including timely completion and submission of university applications, acquisition of financial aid, housing and child care, and the identification of other available university support services, programs and personnel to ensure a smooth transition to four-year campuses; and
- Works closely with the Articulation Officer to improve transfer rates by building and maintaining pathways to four-year colleges through program and course-by-course articulation.

Specifically related to career development, the Center:

- Provides career assessments to evaluate interests, values, skills, and personality preferences;
- Provides resources and generates strategies for choosing a college major and compatible career;
- Maintains a library of career exploration resources;
- Links students to internships or job shadowing experiences; and
- Offers career development workshops.

For the past five years, the grant-funded Center for Teacher Excellence has provided unique support for students interested in a career in education. Those unique services included tailored academic advising and counseling, preparation for the CBEST and CSET examinations, financial aid and scholarship assistance, help with university transfer applications, and networking opportunities through the student chapter of the California Teachers Association. Now that the grant funding has ended, these services will be integrated into the Career/Transfer Center.

The Career/Transfer Center is open daily during the day and some evenings.

Growth Projections

The Career/Transfer Center is projected to grow at the same rate of the College's overall growth rate.

Data
STUDENT USE

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Counselor Appointments	6,571	6,249	6,760	7,171	8,270	6,972
Resource Room Sign-in	2,228	2,278	2,439	2,536	4,011	6,759
Class Visits	3,202	2,777	2,684	2,824	2,301	3,235
Class Resource Tours	983	768	442	369	450	369
Workshops	1,160	1,548	1,475	1,124	830	743
Total Student Contacts	14,144	13,620	13,800	14,024	15,871	18,078

During the 2009-10 year the Career/Transfer Center participated in many activities to promote student transfer. There were fewer individual counseling appointments in 2000-2010 due to the reduction of part-time staff. To maintain service in the face of this reduction in staffing, class visits were increased. During these visits, students were encouraged to use the resource room, resulting in a significant increase in the use of this facility.

Projections for the Career/Transfer Center

- Assist in facilitation and development of Associate Degrees in Arts for Transfer (AA-T) and Associate Degrees in Science for Transfer (AS-T), specifically:

The articulation officer will:

- / Assist faculty in identifying courses that “double count” for major and general education;
- / Coordinate with the Dean of Admissions and Counseling to ensure compliance with California Code of Regulations, section 66746; and
- / Facilitate the submission of courses to the course identification numbering system (C-ID), which is a numbering system developed to ease the transfer and articulation in California.

- The transfer center coordinator will:
 - / Develop material to advertise the creation of new transfer degrees and benefits to students and
 - / Study and communicate the admission components of associate degrees for transfer.

- Improve systems for tracking student completion of transfer requirements. Specifically:
 - / Work on the implementation team for a degree audit system to monitor completion of IGETC and CSU certification, unit completion and gate-keeping transfer courses;
 - / Use the University of California Transfer Admission Guarantee (TAG) program as an intrusive counseling tool, intervening when students are denied a TAG, but meet minimum UC eligibility requirements; and
 - / Work with Technology and Computer Services to implement student web portals to enhance communication with prospective transfer students.
- Identify students who apply to the University of California and offer support to assist them in their transition
- Increase the number of university campus tours
- Increase the involvement of instructional faculty in transfer efforts in order to build the transfer culture on campus
- Increase articulation with four-year colleges and universities
- Expand the curriculum of career development courses
- Respond to the projected shortage of teachers in California by encouraging students from underrepresented populations to pursue the profession
- Increase the availability of individualized career counseling

COUNSELING

Description

Counseling services offer guidance and support in the areas of academic counseling, career counseling and personal counseling to all students. Services to students include developing educational plans; coordinating career and academic goals; understanding graduation, major, certificate, and transfer requirements; exploring career options; and resolving personal issues. Counseling services are delivered by means of individual counseling, small group sessions, drop-by services, classroom visitations, workshops, and online advising. Counselors also serve as liaisons to specific instructional programs and teach credit classes, including those in learning communities.

Credit and non-credit counseling services are available to students during the day and evening and online. Credit counseling courses are offered during the day and evening, online, and in the late-start format.

Growth Projection

Both the instructional and service components of counseling are projected to grow at the same rate as the College's overall growth rate.

Data

STUDENT CONTACT SUMMARY

	2008 – 2009			2009 – 2010		
	Individual	Group # of students	Additional Contacts	Individual	Group # of students	Additional Contacts
General Counseling	12,316	1,632	14,790	8,858	1,573	11,160
Athletics	736		-0-	800	N/A	N/A
International						
Students	1,735	130	-0-	1,481	212	N/A
College Success	986	-0-	-0-	924	N/A	N/A
Nursing	478	33	1,985	1,381	137	707
Career Tech Ed	312	-0-	-0-	675	74	669
STEM	105	-0-	-0-	1,515	153	1,301
Testing Center						
Orientations	-0-	994	-0-	N/A	4,903	N/A
Total	16,668	2,789	16,775	15,634	7,052	13,837
Annual Total		36,232			36,523	

COURSE ENROLLMENT

2007-2008		2008-2009		2009-2010	
Summer	102	Summer	336	Summer	336
Fall	629	Fall	629	Fall	277
		Winter	145	Winter	none offered
Spring	595	Spring	653	Spring	272
Total	1,326		1,763		885

COURSE EFFICIENCY

AREA	2010 RESIDENT CENSUS WSCH	2010 NON RESIDENT CENSUS WSCH	2010 FTEF	2010 WSCH PER FTEF	2010 TARGET WSCH PER FTEF	2010 WSCH PER FTEF % OF TARGET	2010 FILL RATE START MINUS 14 DAYS	2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION	2009 STATE % SUCCESSFUL COURSE COMPLETION
COLLEGE	153991	6307	256	627	619	101.2%	60.7%	72.5%	70.9%
COUN	995	10	1.80	558	525	106.3%	100.0%	80.0%	89.0%

During 2008-2009 the Counseling and Advisement Center provided over 36,232 student contacts with six full-time, 10-month counselors, which is a ratio of 1-counselor for every 6.039 student contacts.

Student use of individual appointments for counseling services decreased over the past two years, while the use of counseling services within specific programs, such as Nursing and STEM, has increased dramatically. As was true across the instructional disciplines, the number of counseling courses offered was reduced in 2009-2010. Both efficiency and student demand were strong in fall 2010, with WSCH/FTEF exceeding the 2010 target for this discipline. However, the student successful course completion rate is below the state average for this discipline.

Projections for Counseling

- Expand counseling liaison work to additional instructional areas
- Increase individualized general services, especially for at-risk students, such as those on probation, dismissal, un-decided, enrolled in basic skills/College Success courses, or identified through “Early Alert”
- Increase student graduation and program completion rates, especially for at-risk students through implementing mandatory orientation and early alert programs
- Expand the number and kind of counseling courses offered
- Improve the delivery of counseling services through the use of additional technology, including online counseling, an electronic student educational plan and a degree audit system
- Collaborate with Technology and Computer Services to link SARS scheduling data to MIS reporting elements and to train counselors on SARS reporting

DISABLED STUDENTS PROGRAM AND SERVICES

Description

Disabled Students Programs and Services (DSP&S) provides support to students who have a verifiable disability that limits one or more major life activities. This program of direct service and instruction is the College's mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title 5 of the California Code of Regulations. DSP&S is specially funded by the state to provide direct services to students and to guide other campus professionals in matters of educational accommodations and accessibility. The program offers services and instruction that assist students with disabilities to participate fully in activities, programs, and classes offered by the College. Students with physical, visual, auditory, psychological, delayed learning, or learning disabilities, whether permanent or temporary, may receive assistance from specialized personnel. The counselor to student ratio is approximately .5/242.

DSP&S courses are non-degree-applicable credit courses that provide specialized instruction to teach students with disabilities strategies to compensate for their disability-related educational limitations. The courses, when offered as funding allows, are in laboratory and lecture modes and are graded pass/no pass.

DSP&S services are available Monday through Thursday, 8 a.m. to 5 p.m. and Friday, 8 a.m. to 4:30 p.m.

Growth Projection

The services provided by DSP&S are projected to grow at the same rate as the College's overall growth rate.

The courses provided by DSP&S are contingent on the number of students served through this program and the budget that allows for the courses to be offered.

**Data
HEADCOUNT**

	2006 - 2007	2007 - 2008	2008 – 2009	2009 – 2010
DSP&S Students	645	658	674	727
Annual Unduplicated Headcount for Credit and Noncredit Students	20,593	23,410	21,564	20,864
% of DSP&S Students	3.13%	2.80%	3.1%	3.5%

TYPES OF VERIFIED DISABILITIES

	2006 - 2007	2007 - 2008	2008 – 2009	2009 – 2010
Acquired Brain Injury	29	20	19	19
Developmentally Delayed Learner	23	31	31	40
Hearing Impaired	20	18	19	21
Learning Disabled	174	174	182	181
Mobility Impaired	73	52	40	36
Other Disability	220	261	280	315
Psychological Disability	86	70	77	63
Speech/Language Impaired	5	2	2	4
Visually Impaired	15	22	25	20

The number of students verified by DSP&S to receive services has steadily increased over the past four years. The types of disabilities that have increased: developmentally delayed learner, learning disabled and other disability. The categorization system for disabilities is being redefined to more clearly discriminate among the types of disabilities.

Projections for DSP&S

- Develop adaptive technology courses to support students' ability to use assistive hardware and software, such as electronic text and screen reading (e.g., Kurzweil 1000 for the blind and Kurzweil 3000 for those with print disabilities), voice dictation (e.g., Dragon Naturally Speaking), screen reading software for the blind (e.g., JAWS), recording techniques, and note-taking assistance (e.g., Pulse Pen)
- Advocate for a policy requiring all college materials to be available in alternative formats and/or media for persons with disabilities
- Advocate for the inclusion of the installation, maintenance, and upgrading of the assistive software in the College's Technology Plan
- Collaborate with the Vice President of Academic Affairs to ensure that needs for accessibility are included in online course development
- Collaborate with the appropriate campus leaders in Counseling and the Library to ensure that accommodations are made for disabled students as needed
- Monitor videos used in courses to ensure that all include the feature of closed captions

EOP&S/CARE/CalWORKs

Description

Both Extended Opportunity Programs and Services (EOP&S) and Cooperative Agencies Resources (CARE) support students from economically disadvantaged backgrounds in achieving their academic and career goals. The support services include information and assistance in enrollment, financial aid, assessment, counseling, advisement, and selecting a major and/or career. EOP&S offers a six-week Summer Bridge program in which potential students from local high schools attend class, learn college success strategies, and visit universities. The CARE program assists EOP&S students who are single parents on public assistance with at least one child under the age of 14. Through CARE, students receive supplemental education support services specifically designed for low-income, single parents.

An intervention program for EOPS/CARE students is being piloted for students on academic probation, which tracks a cohort of students receiving increased tutoring, additional contacts with counselors, and additional workshops to determine if these services increase student success.

EOP&S and CARE services are available Monday and Tuesday, 8:00 a.m. to 5:00 p.m., Wednesday and Thursday, 8:00 a.m. to 7:00 p.m. and Friday 8:00 a.m. to 4:30 p.m.

California Work Opportunity and Responsibility for Kids (CalWORKs), the state's welfare-to-work program for families with children receiving Temporary Aid for Needy Families, collaborates with the Department of Public Social Services to provide students with education, training, and job skills. The short-term training programs are designed to enhance CalWORKs students' skills or develop new skills to find employment and become self-sufficient. Students receive assistance with completion of county paperwork, child care, work-study job placement, and referrals to community services.

CalWORKs services are available Monday through Friday, 8:00 a.m. to 4:30 p.m.

Growth Projection

EOP&S, CARE, and CalWORKs services is projected to grow at the same rate as the College's overall growth rate.

Data**Demographics**

Based on the 2009-2010 applicants, EOP&S/CARE students are likely to be female (71%) and Hispanic (62%).

STUDENT ACCESS TO EOP&S

	2008- 2009	2009- 2010	2010-2011*
Total Applications	1,388	931	925
Ineligible	349	417	537
Undetermined**	243	207	4
Eligible	791	307	398
New Student Orientation Completed	623	203	352

* The application and orientation process changed in 2010-2011. In addition, stricter policies were implemented regarding units and GPA which resulted in a larger number of ineligible applications.

**Undetermined due to no BOGW, missing transcripts or tests scores, etc.

APPOINTMENTS

	EOP&S		CalWORKS	
	2008 - 2009	2009 - 2010	2008 2009	2009 - 2010
Individual	3,503	2,545	2,226	1,624
Group	1,141	1,159	177	587
Drop-in	78	82	2	4

PERSISTENCE RATES OF EOP&S AND CARE STUDENTS

	Number of EOP&S/CARE students served	Number of students who registered in the following spring	Persistence rate
Fall 2008 to Spring 2009	759	507	67%
Fall 2009 to Spring 2010	517	332	64%

Note: The EOP&S/CARE budgets were cut by 39% in 2009-2010. The Chancellor’s Office allowed the programs to reduce the number of students served by 39% as well.

EOP&S STUDENT RESPONSIBILITY SURVEY: SPRING 2010

Question	Very Helpful	Helpful	Somewhat Helpful	Not Helpful	Does not Apply
How helpful was meeting with an EOP&S staff member to discuss and complete the progress report process?	96/ 66%	32/ 22%	12/ 8%	4/ 3%	1/ >1%
How helpful has EOP&S Counseling been in assisting you with the development of your SEP?	110/ 75%	21/ 21%	5/ 3%	0 / 0%	Not applicable

Answer	Yes	No	Unsure
EOP&S counselors/advisors have helped me understand the requirements for graduation, transfer and/or certificate programs.	141/ 94%	3/ 3%	6/ 4%

The number of students served by EOP&S/CARE and CalWORKs are contingent on state funding. The persistence rate for EOP&S/CARE students meets the College’s overall persistence rate of 66%. Students report satisfaction with the services received by the EOP&S/CARE program.

Projections for EOP&S/CARE/CalWORKs

- Develop workshops tailored to strategies for success in specific careers
- Expand the support group for CalWORKs students with bridging activities to satisfy county regulations that students complete 32 – 35 hours of activities year-round
- Evaluate the pilot intervention strategies and expand to a greater number of students if data indicates that the interventions had a positive impact on student success
- Increase awareness of educational opportunities for the CARE/CalWORKs population through community outreach such as high school teen parent programs and continuation high schools and by distributing fliers at laundromats, churches, and the Women Infants and Children program
- Expand the work study program to include off campus employment sites
- Reinstate peer counseling

FINANCIAL AID

Description

The Financial Aid office is responsible for initiating, monitoring, and awarding student financial aid from the federal government, the state of California, and other sources. Assistance is provided in the form of grants, scholarships, employment, and loans. The office provides prospective and enrolled students with information, resources, and assistance, while meeting the fiduciary requirements of the funding sources. The Financial Aid Office administers and delivers close to twenty million dollars in federal and state aid to students attending Citrus College. The main purpose of the financial aid programs is to assist eligible students with their educational expenses while pursuing an educational program that leads to a certificate, degree or transfer to a four-year institution.

The Financial Aid office provides services to students daily in the morning and afternoon.

Growth Projections

Financial Aid is projected to grow faster than the College's overall growth rate.

Data
STUDENTS SERVED

Service	2008 – 2009	2009 - 2010	2010-11 (through 12/7/10)
Financial Aid Applications (unduplicated)	10,913	14,569	15,496
Awarded Financial Aid (unduplicated)	6,210	7,373	7,281
Pell Grant Recipients	4,017	5,421	5,723
BOG Waiver Recipients	4,983	11,081	11,180

The number of applications for financial aid has steadily increased in recent years, with the tally for fall 2010 applications exceeding the total number of applications in 2009 – 2010. The number of Board of Governors Waivers has dramatically increased in recent years, with the tally for fall 2010 recipients exceeding the total number of recipients in 2009 – 2010.

Projections for Financial Aid

- Increase students' access to services available online, such as submitting forms and checking the status of financial aid applications
- Develop a system whereby financial aid is awarded and disbursed through electronic funds transfer
- Train students, faculty, and staff to increase student access to and understanding of the financial aid application process

INTERNATIONAL STUDENTS CENTER

Description

The International Students Center supports the admission and matriculation of international students (F-1 non-immigrant status) by providing specialized orientation, advising, and counseling programs to ensure compliance with federal regulations and to foster student success. The current enrollment of international students representing 45 countries further enhances the College's diversity. Marketing and recruiting to attract international students includes: advertising, on-site visitation, coordination with other educational institutions, and maintaining and developing international relationships. Students represent such countries as Japan, Korea, China, and Europe.

The international student lounge has study tables and computers as well as a large screen television. Students have the opportunity to participate in a variety of activities and events. These include, but are not limited to, movie nights, field trips to museums, sporting events, theatre productions, and other southern California attractions such as Disneyland, Universal Studios, and Knotts Berry Farm. The ISC also assists students with activating cell phone plans, opening bank accounts, and other important services available for students new to studying in the U.S.

International Student Center services are available Monday through Thursday, 8 a.m. to 5 p.m. and Friday 8 a.m. to 4:30 p.m.

Growth Projection

The international students program is projected to grow at the same rate as the College's overall growth rate.

Data
INTERNATIONAL STUDENT APPLICATIONS

	New ESL Students	New Academic Students
Fall 2007	28	70
Spring 2008	25	45
Summer 2008	23	17
Fall 2008	49	53
Spring 2009	39	32
Summer 2009	24	22
Fall 2009	33	67
Spring 2010	28	39
Summer 2010	8	26

APPROXIMATE NUMBER OF STUDENTS SERVED ANNUALLY

Student Ethnicity	2006-2007	2007-2008	2008-2009	2009-2010
Japan	257	257	197	177
China	14	14	52	67
Taiwan	42	42	42	36
South Korea	42	42	45	36
Vietnam	10	10	26	26
Other	87	95	79	70
Total	452	460	441	412

The number of international students has decreased over the past two years.

Projections for the International Students Center

- Collaborate with ESL faculty to review ESL offerings to ensure that courses are meeting the needs of international students
- Review and validate ESL Accuplacer placement instruments to determine the accuracy of placement for international students
- Collaborate with the Counseling faculty to customize a COUN 160 Strategies for College Success section to meet the unique needs of international students
- Monitor emerging markets to recruit international students

SCHOOL RELATIONS AND OUTREACH

Description

The Office of School Relations and Outreach is responsible for coordinating the College's outreach and recruitment activities at local area schools. This program is responsible for implementing student outreach services by encouraging high school students to choose Citrus as their first-choice college.

Working with a team of Student Ambassadors, the School Relations and Outreach Office recruits students and facilitates the admission of new students through these activities:

- Inform high school students, teachers, counselors, families, and the public about educational opportunities at Citrus College;
- Coordinate activities at high schools such as: visits, college fairs, presentations and workshops;
- Organize on-campus events to provide students and families with information about the college planning and admission process;
- Encourage high school seniors to attend Early Decision assessment; and
- Conduct campus tours.

A component of outreach is the Student Ambassador Program, a selective group of students with specialized skills who share first-hand information about the Citrus College experience to prospective students, families and the community.

The Office of School Relations and Outreach provides services during the day and evening as well as workshops when needed.

Growth Projection

School Relations and Outreach is projected to grow at the same rate as the College's overall growth rate.

Data

Services Provided	2008-2009	2009-2010
Visits to District Schools	46	58
Visits to Out-of-District Schools	31	38
College and Career Fairs	69	59
Tours (group and individual)	95	105
Admissions Request E-Mail Response	450	501

Event	Attendance 2008-2009	Attendance 2009-2010
Sierra High School Parent Night	N/A	20
Azusa Parent University Day	35	40
Hosted Azusa Parent Round Table	N/A	41
Parent Night	202	204
Early Decision	305	251
Welcome Day	163	103

Total Number of Students Served	2008-2009	2009-2010
**Student Contacts	1,882	1,750

*Note: Students and families may have participated in more than one event.

**Student contacts include participants in applications workshops, presentations, Early Decision, Parent Night, Welcome Day, college fairs and school visits. The database does not include students who requested and received information over the phone or by e-mail.

The School Relations and Outreach activities have been consistent over the past two years.

Projections for School Relations and Outreach

- Strengthen outreach programs for students in middle and elementary schools
- Increase the availability of bilingual materials (Spanish) for prospective students and their families
- Develop a tool to systematically track Early Decision participants' academic progress
- Utilize outreach events such as Welcome Day to connect students to mentors
- Collaborate with the College's External Relations office to enhance the college's marketing/outreach message
- Maximize available technology to promote programs and services

STUDENT EMPLOYMENT SERVICES

Description

The Office of Student Employment Services assists students and alumni in obtaining full- or part-time employment, on or off campus through these activities: maintaining an on-site and online job board; presenting workshops on job search skills and resume writing guidelines; conducting a videotaped mock interview program for interested students; screening for each referral requested including a review of the qualifications, hours of employment and job location; and providing free fax service for transmitting students' job applications. Follow-up calls to employers are conducted every 10 days to determine if the position is still open and to see if any of the referred students have been hired. The office is also responsible for the processing, hiring, termination, and payroll data of on-campus student workers and for filling of employment verification requests for current and former student workers. In conjunction with Workforce Development, Student Employment Services oversees the Cooperative Work Experience Education program which allows students to gain one to four units of credit.

Student Employment Services is a member of the California Placement Association which is comprised of employers, public and private college placement professionals, and assorted government agencies

Student Employment services are available Monday through Friday 8 a.m. to 5 p.m.

Growth Projection

Student Employment Services is projected to grow at the same rate as the College's overall growth rate.

Data

STUDENT EMPLOYMENT CENTER ACTIVITY

	FY 2008-2009	FY 2009-2010	7/1/10-12/31/10
Placements	589	395	238
Job Requests from Employers	452	380	231
Referrals to Students	9,773	8,402	5,080
Students Receiving Referrals	5,448	4,723	2,524
Processing for On-campus Student Workers	648	617	n/a

Comparing 2008-2009 to 2009-2010, student use of the Student Employment Center declined slightly.

Projections for Student Employment Services

- Reinstatement of the Job Fair
- Develop an operations manual for staff
- Expand the videotaping of mock interviews
- Explore using social networking to increase job placements

STUDENT HEALTH CENTER

Description

The Student Health Center supports the educational process and College mission by providing access to quality health services and promoting positive health outcomes for students. The Student Health Center is funded by the student health fee. The Student Health Center provides ambulatory care services including pap smears, laboratory services, immunization clinics, sexually transmitted infection testing, physical examinations, mental health counseling, as well as prescription and over-the-counter medications. Students are referred to off-campus health care providers for treatments that are not provided by the Center. The services most used in 2008-09 are: head, ears, eyes, nose, throat, and cardiopulmonary; genitourinary/ gynecology; dermatology; gastrointestinal; and musculoskeletal.

As members of the Health Services Association of California Community Colleges and American College Health Association, Health Center staff attend annual and regional meetings.

When classes are in session, the Student Health Center serves students on a walk-in and appointment basis five days a week and one evening per week.

Growth Projection

Health center services are projected to grow at the same rate as the College's growth rate.

Data

Number of Students Served: total number of daily student contacts, classroom presentations, and specialty clinics and events.

	2008 – 2009	2009 – 2010
Fall	3,249	3,800
Winter	418	600
Spring	2,745	3,200
Summer	538	850
Total	6,950	8,450

PATIENT SATISFACTION SURVEY

Overall quality of health center services:

	2007-08	2008-09	2009-10
Excellent	82.7%	84.5%	86.0%
Very Good	11.0%	12.5%	12.0%
Good	1.0%	3.0%	2.0%
Fair	0.8%	0.0%	0.0%
Poor	0.0%	0.0%	0.0%

Overall satisfaction with health center staff:

	2007-08	2008-09	2009-10
Excellent	81.5%	79.3%	82.0%
Very Good	16.0%	18.5%	16.0%
Good	2.5%	2.0%	2.0%
Fair	0.0%	0.2%	0.0%
Poor	0.0%	0.0%	0.0%

Ability of health center staff to answer my questions:

	2007-08	2008-09	2009-10
Excellent	74.0%	77.5%	80.0%
Very Good	19.5%	18.5%	15.0%
Good	6.5%	3.8%	5.0%
Fair	0.0%	0.2%	0.0%
Poor	0.0%	0.0%	0.0%

Did information received from the health center help you make healthier choices about your personal life?

	2007-08	2008-09	2009-10
Yes	76.3%	82.5%	85.0%
No	23.7%	17.5%	15.0%

How often have you used the health center this semester?

	2007-08	2008-09	2009-10
One time	28.2%	28.5%	30.0%
2-4 times	43.8%	48.2%	55.0%
5-7 times	18.0%	16.0%	10.0%
8-10 times	7.3%	5.8%	3.0%
10 or more times	2.7%	1.5%	2.0%

Students' use of the Student Health Center has increased in the past two years. This increase can be attributed to an increase in services offered, outreach efforts, and the current economic climate. Students report high levels of satisfaction with the services received.

Projections for the Student Health Center

- Increase partnerships with Cal Poly Pomona, and the East Valley Health Center to increase services for students, such as x-ray and pharmacy
- Collaborate with the Registered Nursing and Licensed Vocational Nursing programs to provide nursing students with experience in some services, such as flu shot clinics and patient screenings
- Expand mental health services
- Partner with Veterans' Services to assess and meet demands of this growing population
- Modify services as needed based on an analysis of success of partnerships with local providers and the Planned Parenthood Association, and results from Student Satisfaction Survey, patient history forms, demographic data and reason for visit collected during each visit

STUDENT LIFE AND LEADERSHIP DEVELOPMENT

Description

The Student Life and Leadership Development Office plans and implements social, cultural, and other developmental programs. Student Life and Leadership includes the Associated Students of Citrus College (ASCC), led by an executive board of 19 student leaders, ten of whom are elected and nine of whom are appointed. ASCC represents the interests of students on College committees and advocates for students at local and state levels as well as administering a campus services budget. Student Life and Leadership also oversees more than 25 campus clubs, as well as a comprehensive student activities program of social, cultural and professional development experiences. This office also manages the administration of the campus center facility and the Student Business Office. Students in leadership positions are required to enroll in one or more of these credit courses: SOC 100 Principles of Leadership, SOC 101 Student Government, and SOC 102 Student Government

This office provides services to students daily during the day and evening.

Growth Projections

Student Life and Leadership is projected to grow at the same rate as the College's overall growth rate.

Data
STUDENT PARTICIPATION

	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010
# of Clubs	22	20	30	33	38	26	14	28	26	28
Students in a Student Government Class	15	12	17	13	15	18	12	16	16	20
# of Hours Students Participated on College Committees	N/A	N/A	N/A	N/A	N/A	57.75	73.20	106.25	65.00	99.75

*Note: Tracking the hours students spend in shared governance activities began in fall 2008

Student participation in extracurricular clubs and student government has been consistent. The number of hours that students participate in College committees increased in 2009 and 2010 compared to 2008.

Projections for Student Life and Leadership

- Implement a Student Leadership Academy, open to all students, to help develop student leadership skills to create better global citizens
- Develop advocacy training programs for students
- Establish a central office where students can get connected to volunteer opportunities
- Expand opportunities for students once the Student Center is renovated
- Better utilize technology in the operation and oversight of the office's programs and activities

VETERANS CENTER

Description

The Veterans Center provides a one-stop location for students to receive assistance with GI Bill benefits and support services. Staff members certify eligibility, process benefits, verify that coursework meets eligibility requirements, make counseling referrals, pull transcripts, assist with priority registration, and meet with professors to ascertain whether failing grades are the result of non-completion. Students also receive information about such services as workshops for student veterans, the Veteran Book Fund, the Veterans Network Club, and the Boots-to-Books course. The Boots-to-Books course (COUNS 160) is a three-unit transferrable elective that is designed to help veterans transition from military to civilian life. Veterans who take the class are eligible for the veterans' book fund. The center, initiated in 2008 with a grant from the Wal-Mart Foundation, will receive \$20,000 a year from that grant until 2013.

The Veterans Center was one of 290 nationwide applicants for a Department of Education's Centers of Excellence for Veteran Student Success grant. The Veterans Center was awarded the grant in October, 2010 and it is named "Operation VETS" (veterans' educational transition services). The college was one of three selected in California and one of fifteen nationwide to receive a three-year, \$399,999 award.

The goal of the grant is to provide additional services to veterans such as a program coordinator, peer-to-peer mentoring (Academic Battle Buddies), a student veteran ambassador, POWER Math for veterans, mental health services, and training for faculty and staff. The program was featured on the televised White House Summit on Community Colleges. Citrus College has been designated a Military-friendly college and featured in several articles regarding the programs' success.

Veterans Center services are available Monday through Friday from 8 a.m. to 4:30 p.m.

Growth Projection

The Veterans Center is projected to grow at the same rate as the College's overall growth rate.

Data
STUDENT VETERANS SERVED PER SEMESTER

	2007-2008	2008-2009	2009-2010	2010-2011
Summer		46	65	122
Fall		107	132	196
Winter		64	97	148
Spring	107	100	144	220
Duplicated Count	107	317	438	686

The number of veterans using the services of the Veterans Center has dramatically increased in the past four years.

Projections for the Veterans Center

- Increase mental health services
- Establish a peer-to-peer mentoring program (Veterans Mentors across Campus)
- Designate an academic counselor to specialize in veterans
- Expand hours to evenings
- Expand mathematics preparation services
- Expand support for the Veterans Center and Club
- Establish a campus-wide Operation Vets support team

College-wide Initiatives //

- College Success
- Distance Education
- Honors
- Learning Communities

COLLEGE SUCCESS

Assessment data for the last several years indicates over 70% of students taking the assessment instrument place into one College Success (below college level credit basic skills) class in English, reading, ESL or mathematics. To meet the needs of these students and to increase success, retention and persistence, the College Success Program provides educational support opportunities for students. Director of College Success provides oversight for the program.

The components of this program for students are:

- College Success Center: College Success Center offers tutoring, access to learning software, directed learning materials and pathway-directed materials to meet lab requirement in ENGL 030 Writing Skills I and ENGL 040 Writing Skills II.
- Math Success Center offers mathematics tutoring to all levels of mathematics, including College Success. This tutoring is funded by the STEM grant.
- College Success/Early Alert Workshops offered daily in the College Success Center. Each of the nine workshops focus on areas that have been identified to impede student success: Test Taking, Study Skills, Note Taking, Math Anxiety, Goal Setting, Memory Techniques, Learning Styles, Time Management and Stress Management.
- A College Success counselor is available full-time to assist students with class selection, educational plans, and access to other college services.

- Fast Track accelerated classes in credit basic skills English, reading, mathematics, and English as a Second Language allow students to complete a 16-week course in eight weeks.
- Learning Communities are two courses linked together with cross-over curriculum.

The three strategies for program support are:

- Full-time Faculty Leads mentor adjunct faculty and monitor courses to ensure curriculum consistency and alignment in sequenced courses,
- College Success Advisory Committee, which meets three times each semester, is composed of faculty teaching College Success courses; Language Arts, Mathematics and Counseling deans; counselors; DSP&S representatives; and faculty who also teach college-level English.
- Director of College Success coordinates all efforts and communicates with other divisions on campus on College Success matters.

Growth Projection

College Success is projected to grow at the same rate as the overall College growth rate.

Data

Tracking Students from College Success Courses through College-level Courses

Student progress was tracked from ENGL 040 Writing Skills II through completion of ENGL 101 Reading and Composition. The fall 2008 cohort of students had one and a half years to progress to ENGL101 and the spring 2009 cohort of students had one year. Understandably, the rate for moving on to ENGL 101 Reading and Composition is higher for the fall 2008 cohort than for the spring 2009 cohort (43% vs. 31%). However, the success rates of the two cohorts at the college-level course are comparable (73% and 71%). For the complete data, refer to a data set following the Projections.

Student Success Across Scheduling Patterns

- In the 2009-2010 semesters, students in basic skills English (ENGL 030 and ENGL 040) and in transfer-level English (ENGL 101) were more successful in one of the College Success innovations (fast track, learning communities and fast track learning communities) compared to students taking these courses in full-semester scheduling.
- Similarly in 2009 - 2010, students in basic skills reading (READ 019, 040 and 099) were more successful in one of the College Success innovations (fast track, learning communities and fast track learning communities) compared to students taking these courses in full-semester scheduling.
- In 2009 - 2010, students in basic skills mathematics (MATH 017, 020 and 029) and in transfer-level mathematics (MATH 130) were more successful in one of the College Success innovations (fast track, learning communities and fast track learning communities) compared to students taking these courses in full-semester scheduling with the exception of students' success rate in MATH 017 in Spring 2010.

For the complete data, refer to a data set following the Projections.

Projections for College Success

- Offer training for faculty who are considering teaching College Success courses
- Offer training for all faculty who may have College Success students in their classes
- Integrate the College Success Center, which includes the lab for ENGL 030 Writing Skills I and ENGL 040 Writing Skills II with the new Writing Café
- Collaborate with the facilities planners to create an inviting, one-stop Student Success venue to house the College Success Center, Tutoring and the Writing Café, with space for supplemental instruction, study groups, supplemental instruction sessions, and Early Alert Workshops
- Revise College Success courses to incorporate required "learning modules" which address affective issues that impede student success, such as motivation and goal setting
- Ensure that scheduling patterns allow students to take College Success classes in English, reading and mathematics in the same semester

TRACKING STUDENTS FROM ENGL040 TO ENGL101 IN ONE AND A HALF YEARS

	Column A	Column B	Column C=B/A	Column D	Column E=D/B	Column F	Column G=F/D	Column H	Column I=H/B	Column J	Column K=J/H
	ENGL 040 Enrollment	ENGL 040 Success	ENGL 040 Success Rate	ENGL100 Enrollment	Moving on to ENGL100	ENGL100 Success Count	ENGL100 Success Rate	ENGL101 Enrollment	Moving on to ENGL101	ENGL101 Success Count	ENGL101 Success Count
Fall 2008	675	463	69%	307	66%	256	83%	199	43%	145	73%

TRACKING STUDENTS FROM ENGL040 TO ENGL101 IN ONE YEAR

	Column A	Column B	Column C=B/A	Column D	Column E=D/B	Column F	Column G=F/D	Column H	Column I=H/B	Column J	Column K=J/H
	ENGL 040 Enrollment	ENGL 040 Success	ENGL 040 Success Rate	ENGL100 Enrollment	Moving on to ENGL100	ENGL100 Success Count	ENGL100 Success Rate	ENGL101 Enrollment	Moving on to ENGL101	ENGL101 Success Count	ENGL101 Success Rate
Spring 2009	420	283	67%	145	51%	118	81%	87	31%	62	71%

STUDENT SUCCESS ACROSS SCHEDULING PATTERNS

Course	Fall 2009				Spring 2010			
	Learning Comm.	Full semester	Fast Track	Fast Track + Learning Comm.	Learning Comm.	Full Semester	Fast Track	Fast Track + Learning Comm.
ENGL 030*		34.5% (48/139)	83.0% (78/94)			51.8% (29/56)	83.3% (50/60)	
ENGL 040	78.6% (22/28)	67.7% (268/396)	83.5% (152/182)	87.1% (27/31)		33.6% (48/143)	88.4% (130/147)	96.6% (29/30)
ENGL 100		69.6% (407/585)	84.2% (128/152)	88.1% (52/59)	91.2% (31/34)	55.3% (121/219)	87.6% (163/186)	92.9% (26/28)
ENGL 101		66.7% (673/1009)	78.6% (136/173)	78.6% (22/28)	76.7% (23/30)	66.6% (392/589)	71.2% (89/125)	
MATH 017		68.5% (102/149)		97.0% (32/33)		74.0% (77/104)		91.4% (32/35)
MATH 020		53.6% (89/166)	79.2% (76/96)	59.4% (19/32)		54.7% (105/192)	63.3% (38/60)	71.0% (22/31)
MATH 029		61.5% (265/431)	80.2% (69/86)			59.4% (205/345)	63.9% (23/36)	
MATH 130	72.7% (24/33)	53.2% (587/1103)			70.6% (24/34)	41.6% (302/726)		
READ 019		71.7% (114/159)	92.1% (58/63)			75.0% (66/88)	85.1% (57/67)	
READ 040	75.9% (22/29)	78.8% (193/245)	91.3% (84/92)	96.8% (30/31)		80.2% (97/121)	83.9% (73/87)	96.7% (29/30)
READ 099	91.3% (21/23)	77.2% (345/447)	96.6% (28/29)	96.4% (27/28)	90.3% (28/31)	81.0% (256/316)	68% (17/25)	100% (28/28)

The first number in the parentheses is the number of students who earned an A, B, C, or CR in the sections of a particular course. The second number in the parentheses is the total number of students in the sections of a particular course. The percentage shows the proportion of students who successfully completed all sections of a particular course.

DISTANCE EDUCATION

Description

Distance education refers to instruction that is delivered to students online. To facilitate access to this option, all students are given a Citrus College email account when they register. Technical support is provided by the Distance Education office weekdays from 8:00 am to 5:00 pm, via online, telephone, and in person. Support to facilitate students' success with this instructional delivery system is provided by the Distance Education Supervisor, an Information Tech Support Specialist, a Web Specialist, the Learning Center staff, and the Library/Learning Resource Center staff. If a distance education course requires on-campus testing, these tests are administered and proctored by the Citrus College Testing Center.

Approximately 100 courses in 41 disciplines are approved for online instruction and approximately 90 sections are offered each semester. Four associate degree majors may be completed totally online: Administration of Justice, Business, Liberal Arts, and Social and Behavioral Sciences.

The College provides a range of support services for Distance Education students including online access to library resources, tutoring, counseling, and the bookstore.

Growth Projection

The distance education program is projected to grow at the same rate as the College's growth rate.

Data

STUDENT ENROLLMENT DATA

Approximately 3000 students were enrolled in distance education classes in fall 2009. Seventy percent of those students were also enrolled in one or more on-campus classes at Citrus College. For the 2009-10 academic year, distance education classes produced 9% of the college's total FTES.

NUMBER OF CREDIT SECTIONS OFFERED BY SCHEDULE

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Distance Education Full-term	42	45	49	72	88	78	74
Distance Education Short-term	2	1	1	26	36	29	24
Distance Ed Total Sections	44	46	50	98	124	107	98

The number of sections offered by distance education increased steadily from fall 2004 to fall 2008, with steady decreases in the offerings of distance education sections in the past two fall semesters. At the highest point in fall 2008, distance education sections represented 9% of the total offerings and 11% of the total credit contact hours.

Student Success Data

The success rate for students enrolled in distance education courses has averaged approximately 9% below the rate for on-campus classes. The distance education retention rate has averaged approximately 7% below the rate for on-campus classes.

Projections for Distance Education

- Establish required training for faculty who are interested in teaching online
- Develop strategies to improve students' successful course completion of distance education courses

HONORS PROGRAM

Description

The Honors Program is designed to provide a unique learning environment emphasizing scholastic excellence as a strategy to better prepare students for transfer to a four-year institution. Participation in this program benefits both students and faculty.

The benefits for students while enrolled are:

- Priority registration
- Small class sizes
- Increased research and scholarship opportunities
- Membership opportunities in scholars organizations such as Phi Theta Kappa and Alpha Gamma Sigma
- Honors study room

The benefits for students after completing the program:

- Preferential consideration for admission to selected four-year institutions.
- Special recognition at Commencement and Spring Honors Event
- Honors notation on transcripts
- Increased potential for receiving scholarship awards and grants

The benefits for participating faculty are:

- Opportunity to work with highly motivated students
- Smaller class size optimizes interaction with and among students
- Opportunity to introduce experimental pedagogical methods
- Opportunity for professional growth

To participate, students must fulfill both entrance and exit scholastic requirements. The College curriculum includes 23 honors courses in 12 disciplines. Honors courses transfer to universities and many are written at the survey/introductory level so that students in most majors can participate while making progress toward graduation and transfer.

Growth Projection

The Honors Program is projected to grow at the same rate as the College's overall growth rate.

Data

STUDENT ENROLLMENT DATA

Semester	# of Sections Offered	Enrollment at Census
Fall 2008	7	129
Fall 2009	6	124
Fall 2010	7	144

STUDENT SUCCESS DATA

	Honors Fall 2007	Citrus Fall 2007	Honors Fall 2008	Citrus Fall 2008	Honors Fall 2009	Citrus Fall 2009
Successful Course Completion	81%	68%	82%	67%	To be added	71%
Student Retention	94%	93%	94%	94%	To be added	94%

The successful course completion rate is significantly higher for Honors Program students compared to the college-wide rate while student retention is on a par with the College's higher-than-average student retention rate.

Projections for Honors Program

- Develop strategies to increase students' timely access to counseling services
- Increase visibility of the Honors Program benefits for students involved in other programs, such as EOP&S, DSP&S, and STEM
- Offer honors courses in a wider array of scheduling options to increase student access to honors classes
- Implement an honors program orientation to establish and reinforce the sense of unity and identification within the student cohorts
- Offer research courses in both primary semesters
- Develop strategies for a smooth transition to a new coordinator

LEARNING COMMUNITIES

Description

Learning Communities are two or more linked classes with coordinated course assignments and/or course content. All students enrolled in one class of the learning community are enrolled in the other class as well. Learning communities are considered a best practice in higher education based on research confirming that students who enroll in learning communities stay in school longer, make better grades, and enjoy their college experience more than students who take only traditional classes.

Learning communities were initially limited to basic skills courses and were funded by a Title V grant. More recently, this option has expanded to include both college-level and transfer-level courses. The College offers 8 to 10 learning communities each semester in both full semester and fast track schedules.

Growth Projection

Learning communities are projected to grow at the same rate as the College's overall growth rate.

Data
ENROLLMENT

Learning Communities	Sections Offered	Census Enrollment	Maximum Number of Students	% of Max Filled
Fall 2009	16	510	529	96%
Fall 2010	10	309	300	103%

Learning Communities Fast Track	Sections Offered	Census Enrollment	Maximum Number of Students	% of Max Filled
Fall 2009	6	181	180	101%
Fall 2010	8	257	240	107%

In Fall 2010 18 learning communities were offered with a capacity 540 students. The total enrollment was 566, indicating the level of students' interest in and participation in learning communities.

Student Satisfaction

From 90 to 235 students each semester completed a survey evaluating their experience in the learning community. The percentages indicate the proportion of students who gave positive responses, such as “somewhat better” and “a lot better.”

	Spring 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010
In comparison with your other classes, how would you rate your experience in this learning community?	93%	85%	76%	80%	79%
In comparison with your other classes, what level of connection do you feel you have made with your LC instructors?	79%	85%	78%	83%	79%
How much has your learning community class helped you to be aware of other opportunities and services on this campus?	69%	68%	67%	74%	79%
Has this learning community helped you in learning the course material?	86%	79%	77%	83%	86%
In comparison to your other classes, how would you describe your level of interest in this course over the semester?	80%	81%	73%	70%	79%

Students gave learning communities the highest ratings for questions related to mastery of the course material and lowest for the question related to increased familiarity with campus services and opportunities.

Projections for Learning Communities

- Expand the number and types of learning communities
- Include counseling as a necessary component of each learning community

Chapter 4

Institutional Goals and Objectives

Introduction: Institutional Goals and Objectives //

Focus Area One: Academic Excellence

Institutional Goal 1.1: Citrus College will provide high quality instructional programs in recognized and emerging fields of study that lead to successful attainment of degrees, certificates, employment and transfer.

Institutional Goal 1.2: Citrus College will support teaching and learning with high quality professional development, ongoing student outcomes assessment, and thoughtful selection and application of technological support.

Focus Area Two: Student Support and Success

Institutional Goal 2.1: Citrus College will ensure the long-term stability of the college by maintaining student enrollment.

Institutional Goal 2.2: Citrus College will strengthen programs and services that address the learning needs of students.

Institutional Goal 2.3: Citrus College will enhance its supportive collegiate environment to enable students to persist and to achieve their goals of transfer, degree and certificate completion.

Focus Area Four: Learning Environment

Institutional Goal 4.1: Citrus College will enhance student learning by providing a safe, accessible and attractive campus with classrooms, labs, equipment/technology and parking adequate to meet student needs.

Institutional Goal 4.2: Citrus College will increase ecological responsiveness through enhanced measures for utilities conservation, recycling and promotion of alternative transportation strategies.

Focus Area Five: Institutional Effectiveness

Institutional Goal 5.1: Citrus College will strengthen the campus culture of planning and informed decision making by maximizing the use of research, program review and student outcomes assessment.

Institutional Goal 5.2: Citrus College will focus on integrating and institutionalizing planning and budget development through ongoing and systematic review and evaluation.

Introduction

This *Educational and Facilities Master Plan* is grounded in an analysis of current programs and services, the District's position in the state, and campus and community members' perceptions and vision for the future. Given the current context, there is a rich array of both challenges and opportunities.

Drawing from its mission, vision and values, and following an analysis of internal and external scans, the College develops a Strategic Plan which articulates Focus Areas, Institutional Goals and Strategic Objectives. The Focus Areas guide the College's decision-making and use of resources for the next ten years. Responsibility for achieving the corresponding Institutional Goals and Strategic Objectives is assigned to one of these plans as appropriate: *Educational and Facilities Master Plan*, *Institutional Advancement Plan*, *Human Resources Plan*, and *Technology Plan*.

The six Focus Areas are:

1. Academic Excellence
2. Student Support and Success
3. College Resources
4. Learning Environment
5. Institutional Effectiveness
6. Community/College Relations

The Citrus Community College District Educational and Facilities Master Plan is assigned the following Focus Areas and Institutional Goals:

Focus Area One: Academic Excellence

Institutional Goal 1.1: Citrus College will provide high quality instructional programs in recognized and emerging fields of study that lead to successful attainment of degrees, certificates, employment and transfer.

Institutional Goal 1.2: Citrus College will support teaching and learning with high quality professional development, ongoing student outcomes assessment, and thoughtful selection and application of technological support.

Focus Area Two: Student Support and Success

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Focus Area Five: Institutional Effectiveness

Institutional Goal 5.1: Citrus College will strengthen the campus culture of planning and informed decision making by maximizing the use of research, program review and student outcomes assessment.

Institutional Goal 5.2: Citrus College will focus on integrating and institutionalizing planning and budget development through ongoing and systematic review and evaluation.

The Focus Areas, Institutional Goals and Strategic Objectives were developed through a variety of collaborative processes during the 2010 - 2011 academic year. Although Focus Areas and Institutional Goals are numbered, the numbers do not convey a priority status; each is equally weighted in terms of priorities.

The Focus Areas are intentionally broad enough to cover the ten-year term of this *Educational and Facilities Master Plan*. Institutional Goals were developed to articulate where the College will focus its energies in the next five years and the Strategic Objectives convey how the College intends to achieve each Institutional Goal. The next step in the College's integrated planning process is to develop an Annual Implementation Plan which identifies the specific activities, the responsible parties, and the projected measurable outcomes. These outcomes and progress toward achieving the Institutional Goals and Strategic Objectives are documented in an annual Progress Report.

The remainder of this chapter identifies the Focus Areas with the corresponding Institutional Goals and Strategic Objectives.

Focus Areas	Theme that identifies the College's priorities
Institutional Goals	Statements of institutional intentions and ambitions
Strategic Objectives	Statements that articulate the strategies to be used to achieve, the Institutional Goals

On the following pages, each Strategic Objective is linked to the corresponding accreditation standard(s).

This chapter outlines an impressive agenda for institutional development. Given the strengths of the faculty and staff, the supportive community, the collegial campus climate, and the visionary leadership at all levels in the organization, the College is fully prepared to achieve this agenda. These Institutional Goals provide the guidance needed to keep the College's energies focused on the realization of measurable long-term goals to benefit its community and its students.

Focus Area One: Academic Excellence

Institutional Goal 1.1: Citrus College will provide high quality instructional programs in recognized and emerging fields of study that lead to successful attainment of degrees, certificates, employment, and transfer.

Strategic Objectives	Accreditation Standards
1.1.1: Increase student access to courses by offering a wider range of scheduling options.	Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
1.1.2: Assess the need to develop and implement English and mathematics skill-level advisories or pre-requisite for entry level courses in other disciplines.	Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
1.1.3: Develop strategies to encourage students to complete English and mathematics courses at the associate degree level at the earliest stages in their matriculation.	<p>Standard II.A.2.b: The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</p> <p>Standard II.A.2.c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</p>
1.1.4: Expand transfer options and degrees in emerging fields of study.	<p>Standard II.A.2.e: The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</p> <p>Standard II.A.2.f: The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</p>

Strategic Objectives	Accreditation Standards
<p>1.1.5: Expand curriculum development and curriculum alignment through increased collaborations with K-12 and four-year colleges and universities.</p>	<p>Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</p>
<p>1.1.6: Provide additional opportunities for internships, job shadowing and work experience to help students apply learning to careers.</p>	<p>Standard II.A.2b: The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</p> <p>Standard II.A.5: Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</p>
<p>1.1.7: Develop a student mentoring program involving faculty and successful former students.</p>	<p>Standard II.A.2.d: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</p> <p>Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p>1.1.8: Provide increased opportunities for student feedback in institutional and instructional practices.</p>	<p>Standard IV.A.1: Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p>

Focus Area One: Academic Excellence

Institutional Goal 1.2: Citrus College will support teaching and learning with high quality professional development, ongoing student outcomes assessment, and thoughtful selection and application of technological support

Strategic Objectives	Accreditation Standards
1.2.1: Establish equipment replacement cycles and training for innovative instructional technology.	Standard III.C.1.c: The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
1.2.2: Create opportunities for faculty professional development, including participation in workshops, seminars and retreats as well as a leadership training program to facilitate career advancement.	<p>Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</p> <p>Standard III.A.5: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.</p>
1.2.3: Utilize research to identify successful instructional strategies and promote interdisciplinary dialogue on assessment and excellence in teaching.	<p>Standard II.A.2.c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</p> <p>Standard II.A.2.d: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</p>
1.2.4: Provide opportunities for collaborative teaching.	<p>Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</p> <p>Standard III.A.5: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.</p>
1.2.5: Develop a formal mentoring program for faculty.	<p>Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</p> <p>Standard III.A.5: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.</p>

Focus Area Two: Student Support and Success

Institutional Goal 2.1: Citrus College will ensure long-term stability of the college by maintaining student enrollment.

Strategic Objectives	Accreditation Standards
<p>2.1.1: Develop and implement an institutional student recruitment campaign to reach potential students. This plan, which will utilize various recruitment/marketing modalities, will aim to brand the college and its uniqueness.</p>	<p>No applicable accreditation standard.</p>
<p>2.1.2: Develop a comprehensive outreach program to connect both high school and middle school students to the college at multiple points through the year with a variety of strategies; examine the possibility of developing a program that focuses on a more structured method for high school students to enroll at the College.</p>	<p>No applicable accreditation standard.</p>

Focus Area Two: Student Support and Success

Institutional Goal 2.2: Citrus College will strengthen programs and services that address the learning needs of students.

Strategic Objectives	Accreditation Standards
<p>2.2.1: Implement best practices identified by groups such as the State Basic Skills Task Force and the RP (Research and Planning) Group with the goal of increasing the basic skills improvement rate.</p>	<p>Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p> <p>Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p>2.2.2: Evaluate the feasibility of collaborating with CSU to conduct joint assessments (e.g. Early Assessment Program) during high school in an effort to ensure that students take a single assessment for both institutions and that students have time to remedy identified deficiencies prior to college entrance.</p>	<p>Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p> <p>Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p>2.2.3: Increase communication between the counseling department and instructional departments utilizing program-specific counselors in areas such as: assisting students with learning disabilities, the use of the transfer guide and providing more specific information about transfer to students.</p>	<p>Standard II.B.3.c: The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</p>

Strategic Objectives	Accreditation Standards
<p>2.2.4: Increase specialized programs to support student learning such as: tutoring, online tutoring, supplemental instruction, learning communities, a writing lab, a reading center and intensive programs such as Power Math.</p>	<p>Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p> <p>Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p>2.2.5: Conduct a series of formal assessments (including student and faculty focus groups) to identify student learning needs and strategies to address these needs.</p>	<p>Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p> <p>Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p>2.2.6: Conduct a comprehensive review of certificates, including the use and selection of advisory committees, articulation and promotion strategies.</p>	<p>Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</p>

Focus Area Two: Student Support and Success

Institutional Goal 2.3: Citrus College will enhance its supportive collegiate environment to enable students to persist and to achieve their goals of transfer, degree and certificate completion.

Strategic Objectives	Accreditation Standards
2.3.1: Conduct ongoing research to determine how pilot programs such as Basic Skills Initiative and the STEM grant impact student success.	<p>Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p> <p>Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
2.3.2: Research best practices to improve student persistence and implement the strategies that are most promising.	Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
2.3.3: Utilize technology to assist students in completing programs, including degree audit, online counseling and online educational plans.	Standard II.B.3.c: The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
2.3.4: Enhance faculty’s knowledge of transfer issues, such as how and where classes transfer and alignment of curriculum from basic skills to transfer courses.	Standard II.B.3.c: The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
2.3.5: Review enrollment practices such as priority registration and limitation on number of units.	Standard II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
2.3.6: Provide more opportunities for students to visit four-year colleges through campus tours and to participate in joint programs with four-year colleges.	Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
2.3.7: Identify ways to more visibly acknowledge and reward student achievement and transfer.	No applicable accreditation standard
2.3.8: Develop a program to promote cross-cultural awareness through speakers, clubs and mentors.	Standard II.B.3.d: The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Focus Area Four: Learning Environment

Institutional Goal 4.1: Citrus College will enhance student learning by providing a safe, accessible and attractive campus with classrooms, labs, equipment/technology and parking adequate to meet student needs.

Strategic Objectives	Accreditation Standards
4.1.1: Continue to maintain and improve buildings and classrooms on campus with a focus on cleanliness and repairs, keep classrooms and technical equipment up-to-date with new instructional technologies when appropriate.	<p>Standard III.B.1.a.: The institution builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.</p> <p>Standard III.C.1.c.: The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</p>
4.1.2: Improve student access to information by various means such as textbook loan programs, e-readers/texts, extended library hours and a personalized WingSpan page.	<p>Standard II.B.3.a.: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</p> <p>Standard II.C.1.: The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</p>
4.1.3: Improve parking conditions by encouraging alternative transportation options such as the creation of a carpool program and increased access to bike racks, bus schedules and passes.	Standard III.B.1.: The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
4.1.4: Improve safety standards in classrooms and offices on campus, such as the addition of panic buttons and/or telephones in all offices and classrooms.	Standard III.B.1.: The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
4.1.5: Support opportunities associated with the creation of the new Gold Line Station.	No applicable accreditation standard

Focus Area Four: Learning Environment

Institutional Goal 4.2: Citrus College will increase ecological responsiveness through enhanced measures for utilities conservation, recycling and promotion of alternative transportation strategies.

Strategic Objectives	Accreditation Standards
4.2.1: Identify personnel to develop a campus-wide green plan.	No applicable accreditation standard
4.2.2: Incorporate efficient methods of heating, ventilating and air conditioning (HVAC), lighting technologies, electrical distribution and alternative generation, and/or usage reduction for campus facilities, such as passive or active solar technologies, advanced lighting devices, occupancy sensors and integrated load-shedding into facilities construction, renovation and maintenance.	Standard III.D.1.c.: When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.
4.2.3: Improve water conservation efforts through measures such as drought tolerant landscaping, drip irrigation and more cost- effective bathroom fixtures.	Standard III.D.1.c.: When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.
4.2.4: Improve recycling efforts on campus through the addition of recycling bins, recycling incentives and competitions for students and staff, and electronic waste collection for items such as computers, batteries and printer cartridges.	Standard III.D.1.c.: When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Focus Area Five: Institutional Effectiveness

Institutional Goal 5.1: Citrus College will strengthen the campus culture of planning and informed decision making by maximizing the use of research, program review and student outcomes assessment.

Strategic Objectives	Accreditation Standards
<p>5.1.1: Make data needed for decision making readily available and easily accessible for broader understanding, including enhancing data used in program review and promoting communications and data sharing options within and across departments.</p>	<p>Standard I.B.3: The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.</p> <p>Standard I.B.5: The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</p> <p>Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p>
<p>5.1.2: Continue to expand communications regarding shared governance and decision making to all levels of divisions and departments.</p>	<p>Standard IV.A.1: Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p>
<p>5.1.3: Automate data collection for routine and repetitive tasks to enhance productivity whenever possible.</p>	<p>Standard I.B.5: The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</p>
<p>5.1.4: Expand options to track student completion data, including tracking students after they leave Citrus College.</p>	<p>Standard II.A.5: Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</p>
<p>5.1.5: Expand Institutional Research resources to provide more opportunity for interactions and collaborations with divisions and departments.</p>	<p>Standard I.B.4: The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.</p>

Focus Area Five: Institutional Effectiveness

Institutional Goal 5.2: Citrus College will focus on integrating and institutionalizing planning and budget development through ongoing and systematic review and evaluation.

Strategic Objectives	Accreditation Standards
<p>5.2.1: Continue to update planning processes to ensure that program review and other relevant data are incorporated and that planning is linked to budgeting.</p>	<p>Standard I.B.6: The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.</p> <p>Standard I.B.7: The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.</p>
<p>5.2.2: Develop strategies to enhance communication, discussion and understanding of the budget across all levels of divisions and departments.</p>	<p>Standard III.D.1.d: The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.</p> <p>Standard III.D.2.b: Appropriate financial information is provided throughout the institution.</p>
<p>5.2.3: Automate process for budget development and submission.</p>	<p>Standard III.D.2.g: The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.</p>
<p>5.2.4: Expand the use of student learning outcomes assessments including incorporating assessment results into course and program improvement and development.</p>	<p>Standard II.A.1.c: The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</p> <p>Standard II.A.2.f: The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</p> <p>Standard II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p> <p>Standard II.C.2: The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>

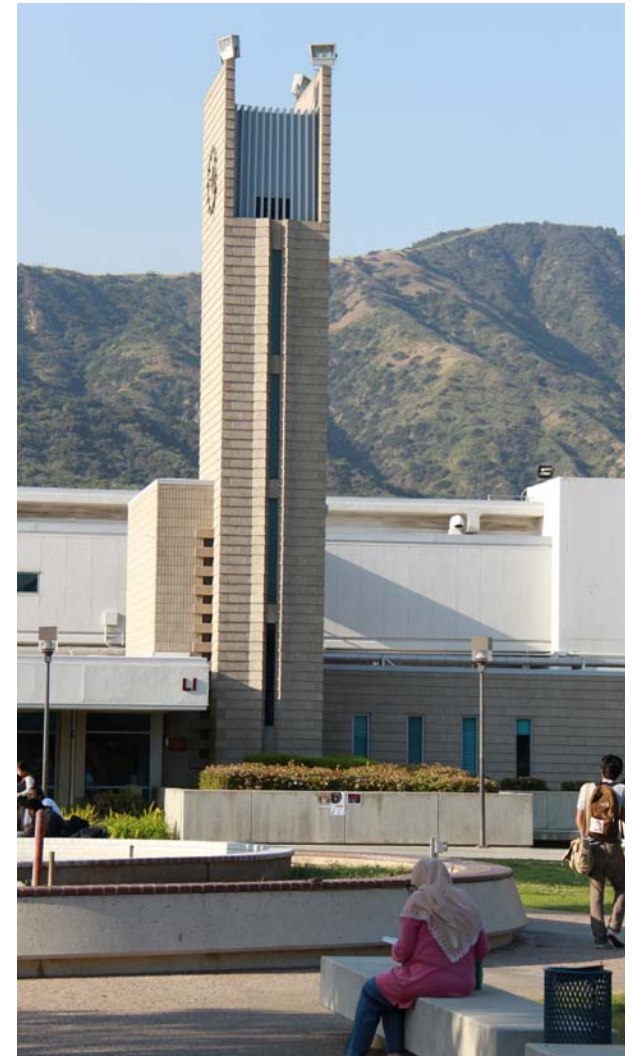
Chapter 5

Planning Data

Planning Data //

This chapter of the *Citrus College Educational and Facilities Master Plan* highlights the linkage between the educational plan and the facilities plan. The *Educational Plan* served as the foundation for all discussions related to facilities, and the data collected and analyzed in Chapter 2 was used to drive decisions related to facilities.

The purpose of this section of the plan is to establish the amount and type of space necessary to support the academic program of instruction and support services through the year 2020.





Calculating Space Needs //

The inventory of facilities is an important tool in planning and managing college campuses. The California Community Colleges Facilities Space Inventory database (FUSION) includes descriptive data on buildings and rooms for each college and district. This information is essential for developing the annual Five Year Capital Construction Plan, planning for capital outlay construction projects, projecting future facilities and analyzing space utilization.

The Education Code mandates an annual inventory of all facilities in the district. By combining existing and future enrollment and program forecasts with appropriate space use standards, space needs for current and future needs can be developed. Space capacity is the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs.

Space capacity analysis includes the following categories of spaces:

- Classrooms
- Labs
- Library/LRC
- Offices
- AV/TV (instructional media)
- Teaching Gym
- Food Service
- Lounge
- Bookstore
- Health Services
- Theatre
- Meeting Room
- Data Processing
- Physical Plant
- Assembly/Exhibition

Space capacity analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. The analysis of space forms the core of the facilities plan.

STUDENT SERVICES



Space Utilization and Planning Standards //

To determine space capacity requirements for a master plan, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Administrative Code prescribes standards for the utilization and planning of most educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment

to occupants). The Title 5 space standards used to determine both existing and future capacity requirements are listed in the table below.

Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the college.

Category	Formula	Rates/Allowances
Classrooms	ASF/Student Station	15
	Station Utilization Rate	66%
	Ave hrs room / week	53
Labs	ASF/Student Station*	
	Station Utilization Rate	85%
	Ave hrs room / week	27.5
Offices/Conference Rooms	ASF per FTEF	140
Library/Learning Resource Center	Base ASF Allowance	3,795
	ASF 1st 3,000 DGE	3.83
	ASF/3001-9,000 DGE	3.39
	ASF<9,000	2.94
Instructional Media AV/TV/Radio	Base ASF Allowance	3,500
	ASF 1st 3,000 DGE	1.50
	ASF/3001-9,000 DGE	0.75
	ASF<9,000	0.25

* Varies per TOPS code



2010 Space Inventory //

The *2010 Citrus College Space Inventory Report* was used as the basis for the analysis of space. The table below includes a summary of the capacity load categories of space and their respective totals.

It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities. In addition, there are several projects that are currently in design or in construction, and are important to include in the baseline for future planning.

The following table represents an adjusted inventory in which the removal of temporary facilities and the completion of all other projects currently underway are accounted for. The new column is referred to as the “adjusted inventory.”

2010 SPACE INVENTORY SUMMARY AND ADJUSTED INVENTORY

Space Type	Current Inventory	Adjusted Inventory *
Lecture + Lab	201,461	179,476
Office	60,305	72,164
Library	28,939	42,806
Instr. Media	4,254	8,977
Other	167,906	197,484
TOTALS	462,865	500,907

* Temporary buildings, currently on the space inventory, have been removed (P1, P2, P3, Annex + LL).

New projects have been added (Student Services Building, Administration Renovation, and Fine Arts Building)



Projected Headcount, WSCH and FTES //

As detailed in Chapter 2 of this document, the table below summarizes the master plan forecast for Headcount, WSCH and FTES.

	2009 *	2020 **
Headcount	12,362	17,760
WSCH	162,098	231,416
FTES	10,807	15,428

* College data

** California Community College Chancellors Office data

Space Needs Analysis //

Using data from Chapter 2 and calculating both prescribed State Space Standards and Non-Space State Standards, the table below provides a net assessment for ASF for all campus facilities to meet the needs in the baseline year - 2009.

2009 SPACE NEEDS ANALYSIS

Space Type	2010 Space Inventory	2009 Space Needs	Difference
Lecture + Lab	201,461	153,151	48,310
Office	60,305	43,226	17,079
Library	28,939	30,759	(1,820)
Instr. Media	4,254	11,423	(7,169)
Other	167,906	100,085	67,821
TOTALS	462,865	338,644	

Using data from Chapter 2 and calculating both prescribed State Space Standards and Non-Space State Standards, the table below provides a net assessment for ASF for all campus facilities to meet the needs for the master plan horizon year - 2020. For this long-range analysis, the adjusted inventory was used as the basis.

2020 SPACE NEEDS ANALYSIS

Space Type	Current Inventory	Adjusted Inventory *	2020 Space Needs	Difference
Lecture + Lab	201,461	179,476	192,063	(12,587)
Office	60,305	72,164	61,711	10,453
Library	28,939	42,806	40,915	1,891
Instr. Media	4,254	8,977	12,950	(3,973)
Other	167,906	197,484	136,870	60,614
TOTALS	462,865	500,907	444,508	

* Temporary buildings, currently on the space inventory, have been removed (P1, P2, P3, Annex + LL)

New projects have been added (Student Services Building, Administration Renovation, and Fine Arts Building)



Summary //

The findings in this Facilities Planning Data section highlight that, overall, Citrus College does not require a substantial amount of additional space for the master plan horizon of 2020. While there are program needs that have been identified in certain areas of the campus, these needs can be accommodated in the renovation or repurposing of existing space. With the removal of the temporary facilities and the completion of the remaining renovation projects, the campus is well situated to address the enrollment and program forecasts identified in this *Educational and Facilities Master Plan*.





Chapter 6

Existing Conditions

Existing Conditions //

This chapter of the *Educational and Facilities Master Plan* includes an analysis of the existing conditions related to site and facilities of the Citrus College campus. The information presented is based on the review of existing documentation, site walks, conversations with college staff and discussions with the Steering Committee.

The analysis of existing conditions was developed in order to identify key planning issues to be addressed in the facilities plan. The findings are summarized in a series of graphics that illustrate patterns and characteristics to guide future development.

Analysis Graphics:

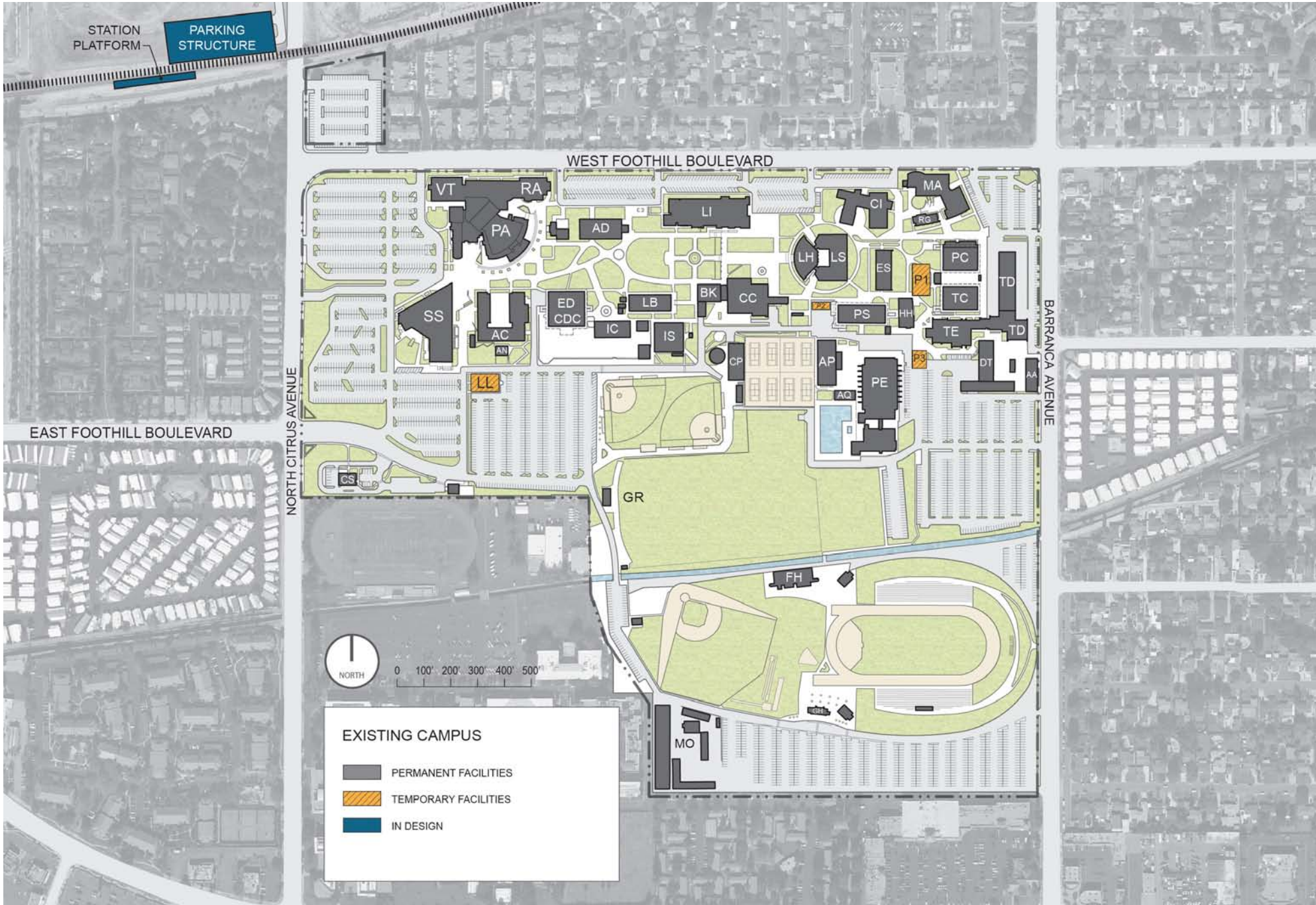
- Existing Campus
- Campus Development
- Vehicular Circulation
- Pedestrian Circulation
- Campus Zoning

Existing Campus //

The existing campus serves as the basis for each analysis graphic. The existing buildings are dark grey in color, with the temporary facilities highlighted in yellow.

As decided in previous master planning discussions, the temporary facilities will be removed as functions move into permanent space. Of important note is the proposed Gold Line Station, which will be located to the northwest of the campus and will increase access to Citrus College.

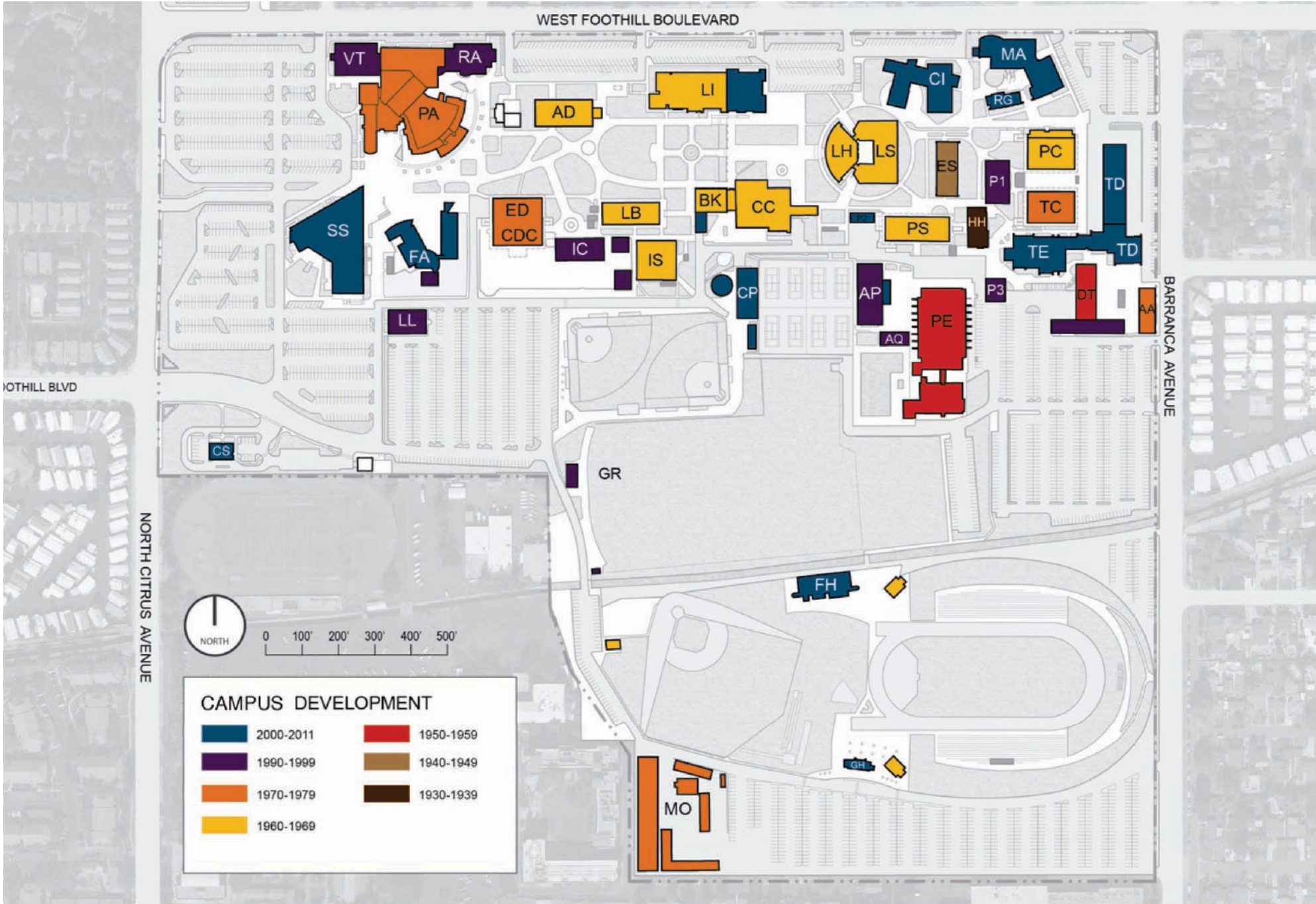




Campus Development //

The Campus Development graphic illustrates the development of the Citrus College campus. Existing facilities are color coded to highlight the year that each was constructed. The first buildings constructed that still remain were constructed in the 1930s and 1940s. The majority of buildings were constructed in the 1960s with major additions in the 1990s and since 2000.





Vehicular Circulation //

Vehicular circulation patterns are illustrated on this graphic. Campus entry points and major vehicular circulation routes are shown, along with areas allocated for parking. Over the past several years, the college has made extensive improvements to the vehicular circulation patterns on campus.

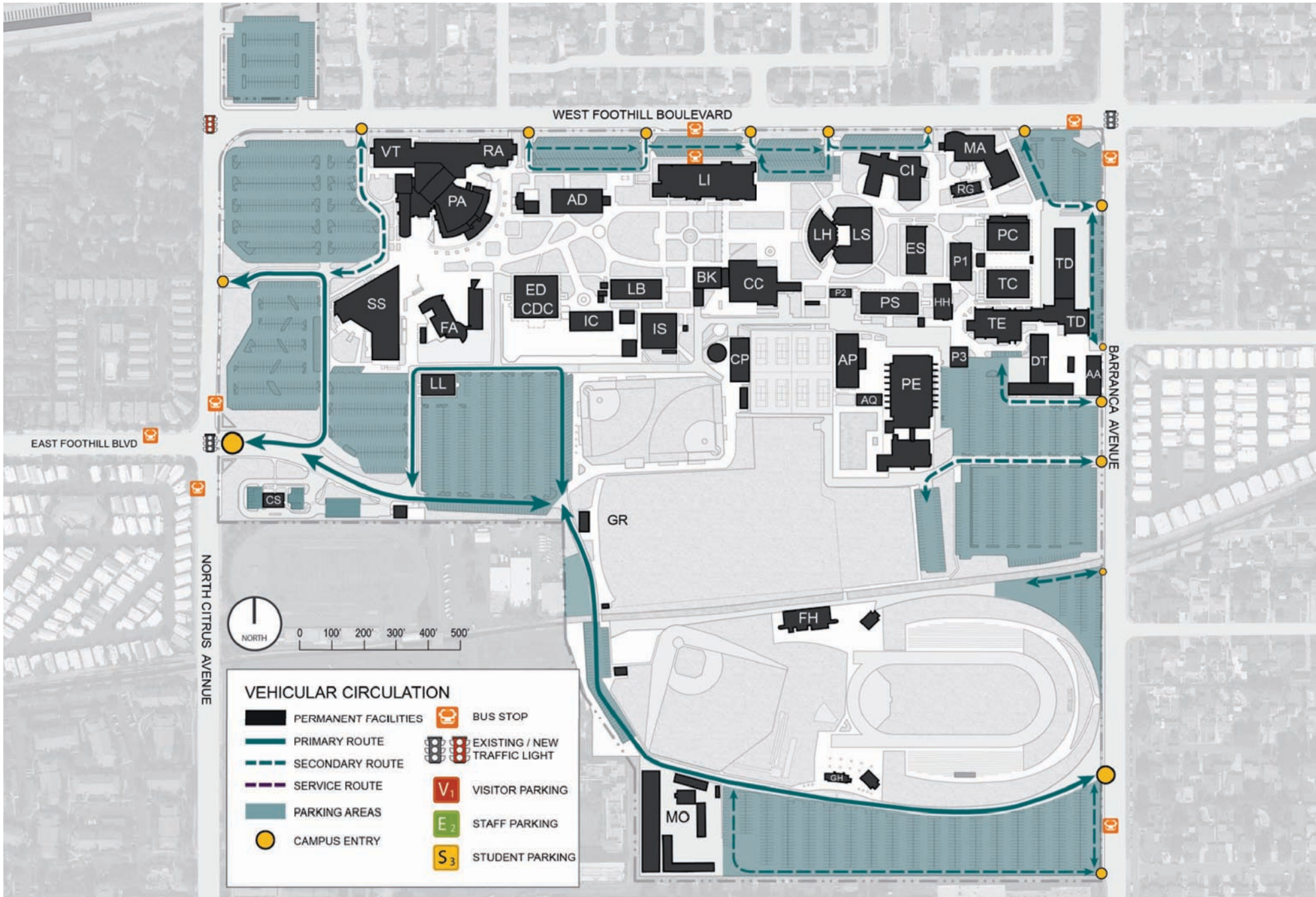
Following the recommendations established in the *2001 Educational and Facilities Master Plan*, the campus has developed the following:

- A clear front door to the campus
- A visible location for Campus Safety
- Easy access to student support services functions
- A balance of parking on the east and west sides of the campus
- The acquisition of land adjacent to the new Gold Line Station for additional parking
- An increase in the total parking count to accommodate the projected enrollment

The typical standard that community colleges strive towards is a ratio of 1 space for every 5 students identified using headcount (1:5). Based on the enrollment and headcount projections established in this planning process, the current parking count was analyzed. The table below summarizes the findings and concludes that no additional parking is required as part of this master plan.

Parking	2009	2020
Headcount	12,362	17,760
Parking	3,700	3,700
Ratio (Target=1:5)	1:3.3	1:4.8





Pedestrian Circulation //

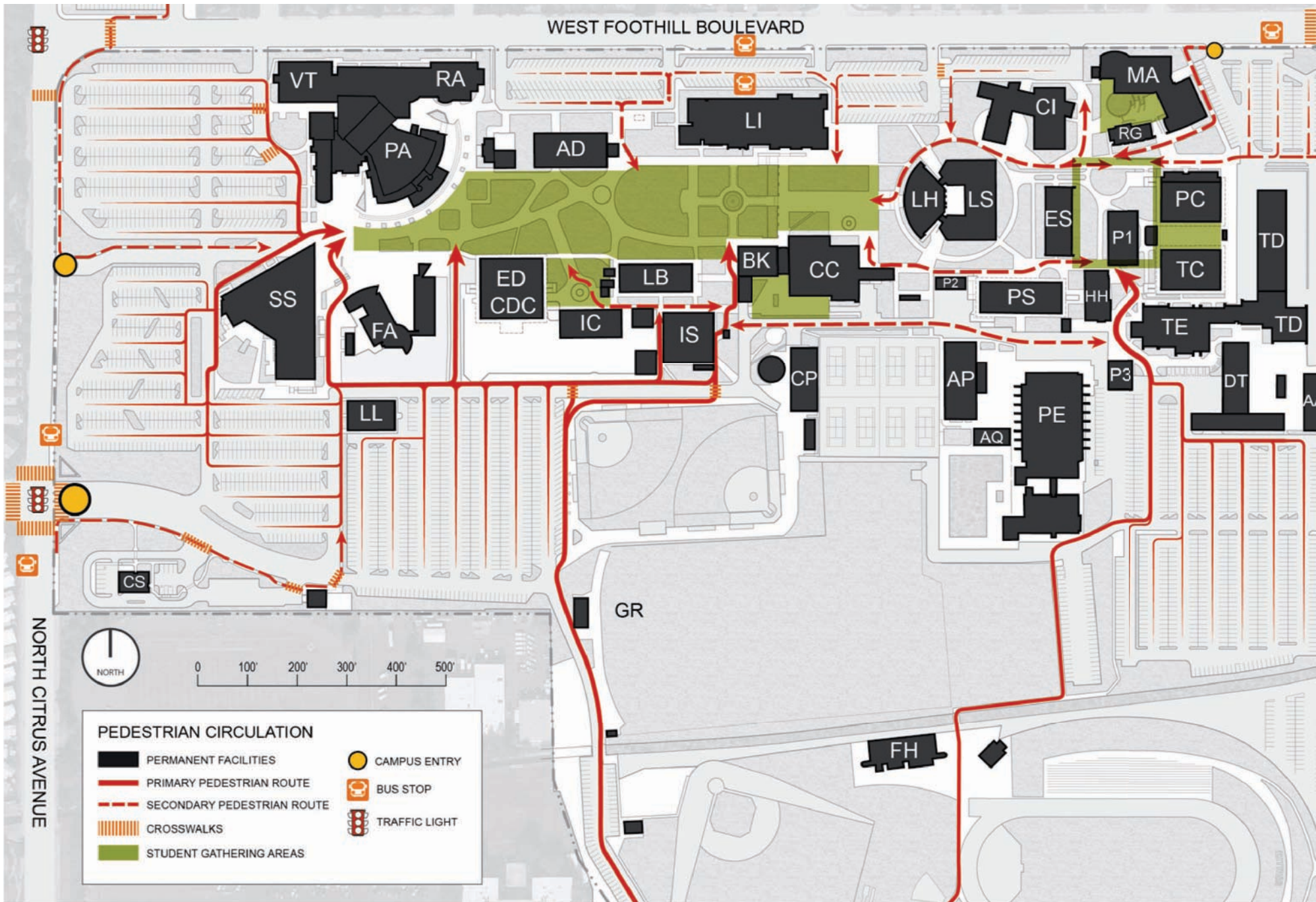
Pedestrian circulation patterns are illustrated on this graphic, along with large outdoor gathering spaces. Pedestrian paths from parking lots, drop-offs and bus stops are illustrated to highlight the major pedestrian circulation routes through campus.

The main campus quad is a focal point of the campus and hosts many campus activities and events. The formal pathways, mature trees, fountain and clock tower mark the “heart of the campus” and knit the campus together.

Following the recommendations established in the 2001 Educational and Facilities Master Plan, the main quad has been extended to the west to reach out to the Student Services Center and Performing Arts Center.

On the east side of campus, a smaller quad is recommended for development following the removal of portable building P1. This new outdoor gathering space will be framed and create opportunities for formal and informal activities.



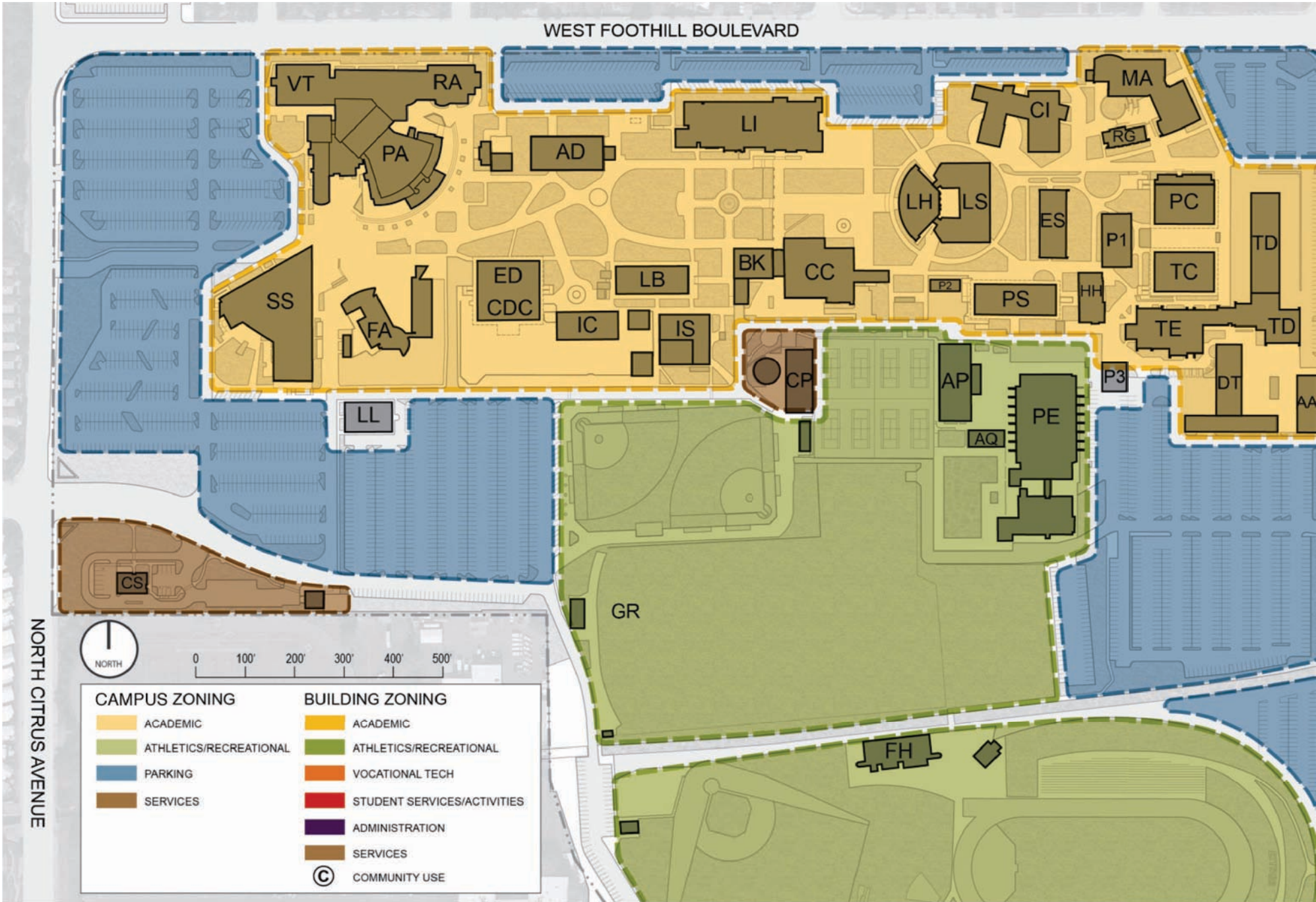


Campus Zoning //

The graphic illustration of the existing campus zoning clearly highlights that the campus is well zoned. The campus core extends to the east and west and connects the academic and student support services functions with outdoor spaces and pathways. The physical education and athletic zone of the campus is cohesive and connects to the campus core with easy pedestrian access.

Vehicular routes and parking areas surround the campus core and are clearly separated from the primary pedestrian areas of the campus. The distribution of the parking areas to the west, north, and east is balanced as a result of recently completed projects.





Building Zoning //

Campus zoning of buildings within the campus core are illustrated on this graphic. Colors indicate the current assigned functions of buildings and identify the general zoning of uses. Following the recommendations established in the *2001 Educational and Facilities Master Plan*, the zoning of building functions is very organized.

The new Student Service Center consolidates student support services into an identifiable gateway location on the west side of campus, increasing access to these important services. As a result of this project, spaces throughout the campus have been vacated and will be re-purposed to address a variety of program needs. When these projects are complete, the temporary facilities will no longer be needed and will be removed from campus.



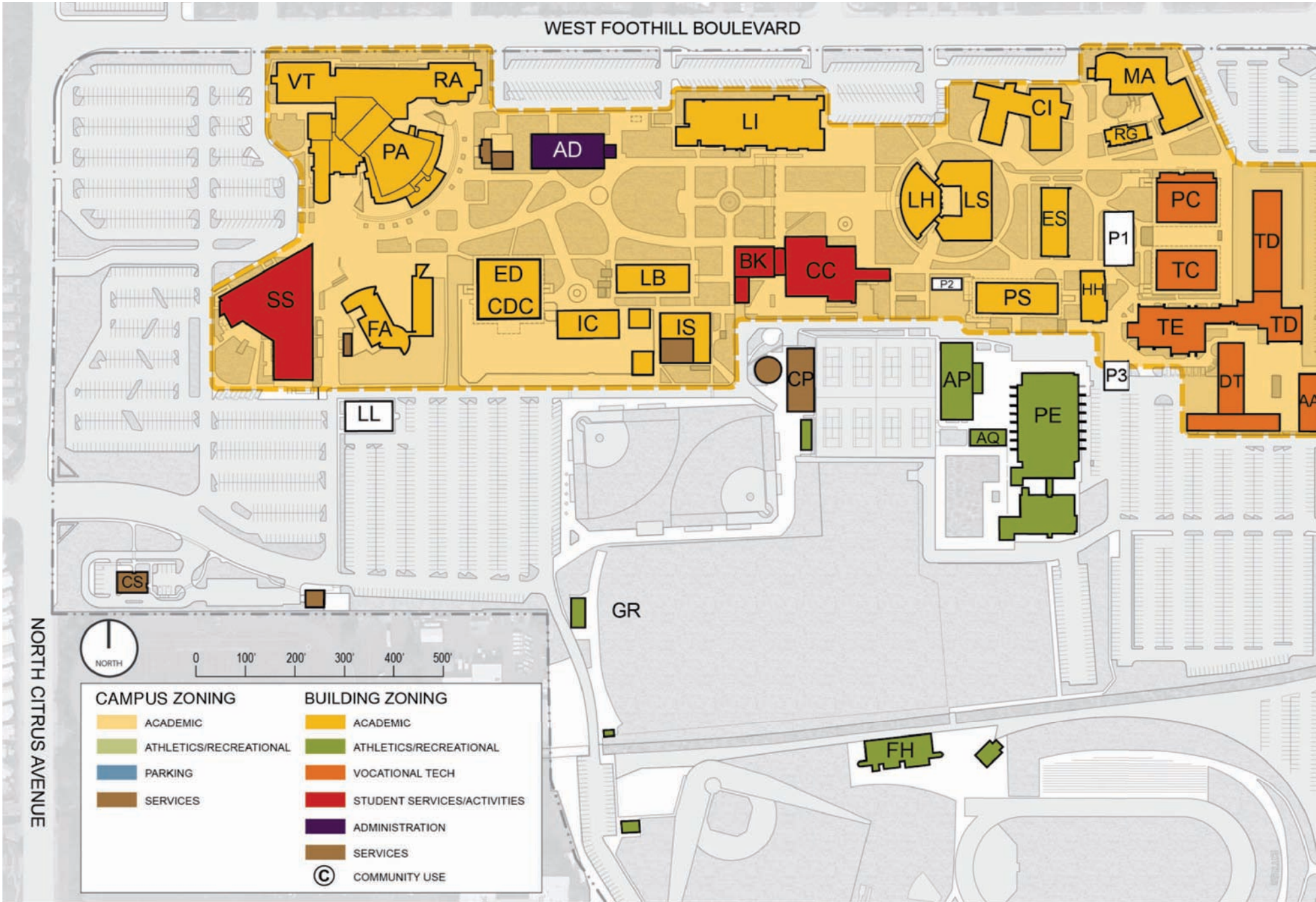




PHOTO
THEATRE ARTS
VIDEO TECHNOLOGY

NO PARKING

Chapter 7

Recommendations

Facilities Recommendations //

Chapter 7, Facilities Recommendations, are based on the Educational Plan included in Chapters 1 through 4, planning data highlighted in Chapter 5, and the analysis of existing conditions described in Chapter 6.

The following pages describe the planning principles used to develop the facilities recommendations and highlights recommended projects within an overall picture of the future developed campus.



Campus Development (2001-2011) //

It is important to note that the college has been closely following the recommendations established in the *2001 Educational and Facilities Master Plan*. Ten years later, this *2011 Educational and Facilities Master Plan* builds on this progress and includes recommendations to complete the vision.

The graphic illustration highlights the projects and areas of the campus that have been developed since 2001:

New Construction

- Math Science Building
- Center for Innovation
- Field House and Concession Buildings
- Vocational Technology Building
- Central Plant
- Safety Building
- Student Services Building

Renovations

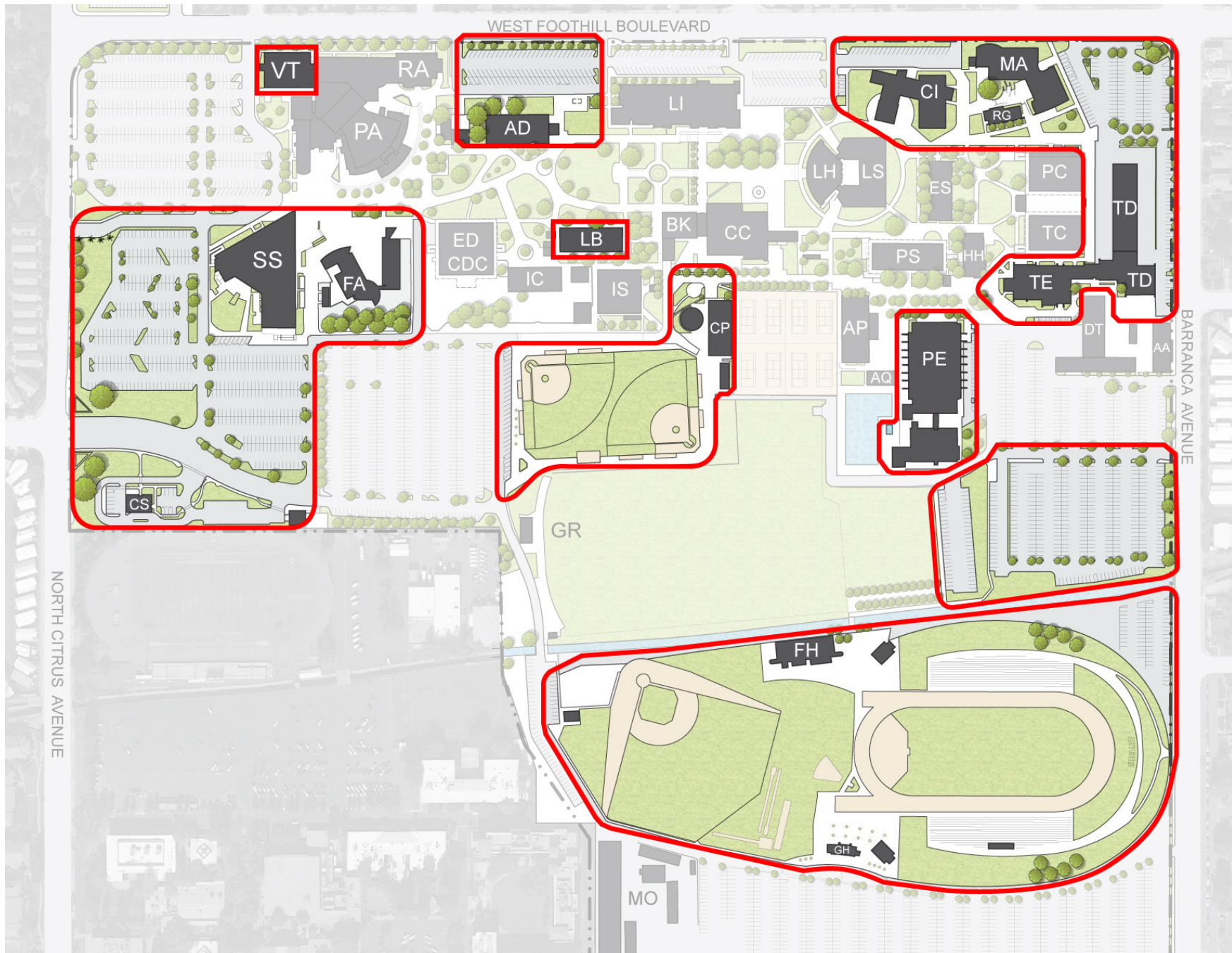
- Liberal Arts Building
- Main Gym

Site Development

- Stadium Field and Lighting
- New Softball Fields
- New S8 Parking Lot
- Main Quad Sidewalks



Campus Development (2001-2011)



Facilities Planning Principles //

A set of facilities planning principles were developed during the planning process and established the foundation for the recommendations highlighted in this chapter:

- Complete the Campus Master Plan Vision
 - / Continue development
- Maximize functional space
 - / Renovate facilities to address program needs
- Eliminate non-functional space
 - / Remove temporary buildings
- Improve efficiency/utilization of site and facilities
 - / Create flexible, interdisciplinary spaces
- Right-size the campus to address program needs
 - / Align facilities inventory with state guidelines
- Position the College to maximize funding
 - / At the state and local level
- Continue Emphasis on Sustainability
 - / Campus-wide

The master plan drawing highlights a variety of building projects that are described on the following pages.

Projects are color-coded on the *2011 Master Plan* drawing to highlight a variety of projects that are described here:

Projects In Design/Construction

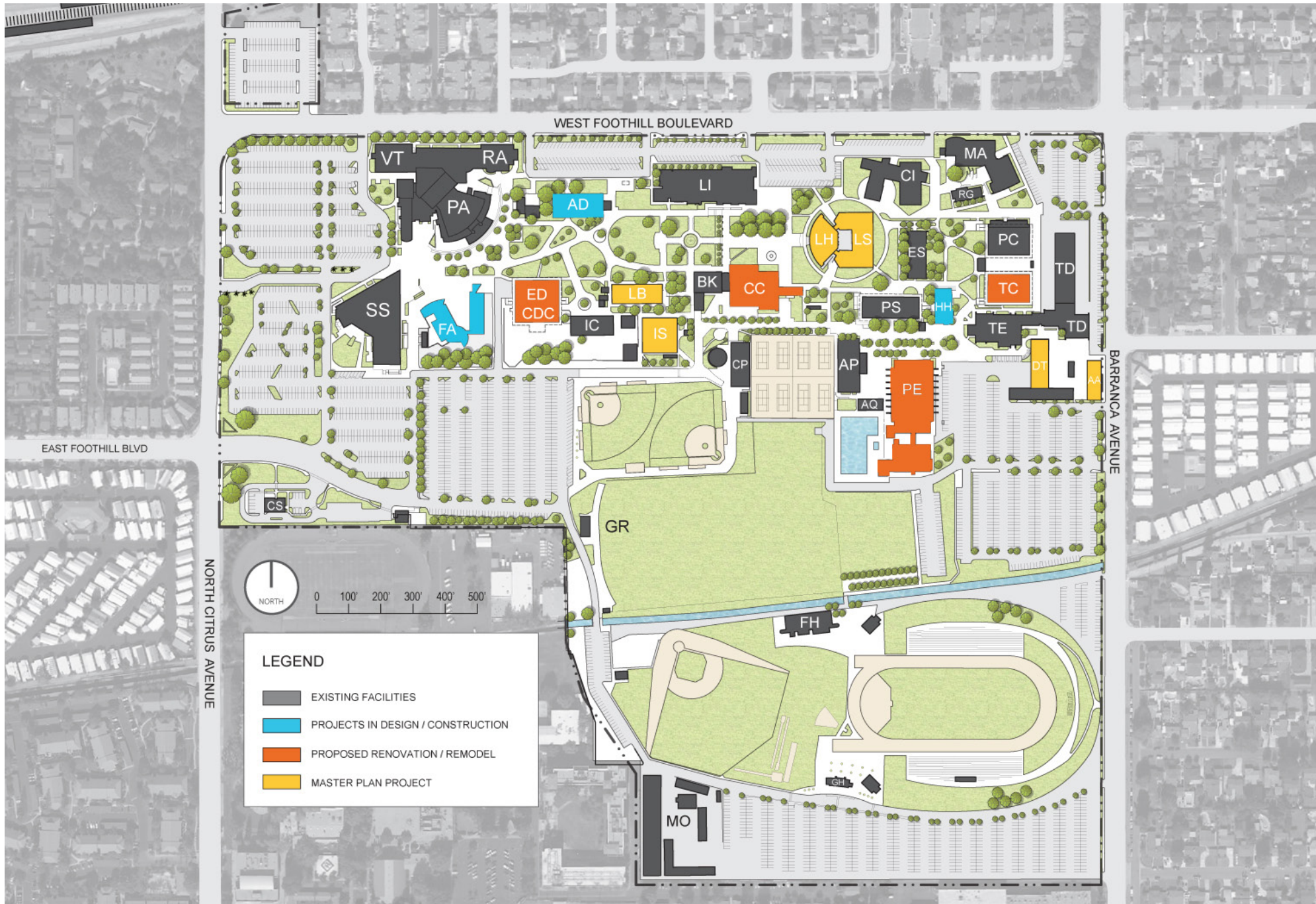
The buildings highlighted in blue represent projects that are currently underway. They are either in design or under construction and include the following:

- Fine Arts Building
- Hayden Hall Renovation
- Administration Renovation

Proposed Renovation/Remodel

The buildings highlighted in orange include those that have been identified in previous planning efforts and are currently in the programming phase:

- ED/CDC Building Renovation
- Campus Center (CC) Renovation
- Technology C (TC) Building Renovation



Master Plan Projects

The buildings highlighted in yellow include those that have been identified in this planning process and are recommended to be renovated to continue the development of the campus and address the identified program needs.

- LB (Liberal Arts/ Business)
- IS (Information Systems)
- LH (Lecture Hall)
- LS (Life Science)
- AA (Automotive Annex)
- DT (Diesel Technology)

The scope of work included in these proposed renovations will be defined as funded projects where detailed programming and design occurs. It is recommended that, in some cases, the College explore options to consider replacement facilities in lieu of renovation when the cost to renovate exceeds the cost of new construction.

Sustainability

Citrus College has been recognized as a leader in sustainability through the successful implementation of a number of campus-wide projects. These projects have contributed to reducing the college's carbon foot print, conserving water, protecting the environment and saving energy. The following is a summary of the projects that have been completed to date:

- Synthetic turf at the football and softball fields
 - / reduces the lawnmower CO₂,emissions, eliminates irrigation, eliminates fertilization, reduces manpower costs.
- Lighting for the football and softball fields
 - / engineered to provide direct lighting and eliminate lighting spillage off campus
- New exterior lighting
 - / designed for dark sky to direct lighting down onto the parking lots and sidewalks

- New central plant
 - / reduces natural gas usage by providing one source for usage with high efficiency boilers
 - / reduces CO₂ and nitrogen oxide emissions
 - / reduces electricity usage by cooling water at night and circulating chilled water during the day
 - / eliminates electricity usage at each building to provide cooling
- Motion sensors in all buildings
- White "cool" roofs
- Virtual server technology
- Plug mold occupancy sensors at work stations
- Multi-level classroom lighting in LB and Tech C
- Recognized recycling center and program

