

FACT BOOK SPRING 2021

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Introduction



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

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

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

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

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

Message from the Superintendent/President



Dear Colleagues and Community Partners:

It is my pleasure to present the 2021 Citrus College Fact Book. Compiled by the Citrus College Office of Institutional Research, Planning and Effectiveness, this public document contains statistics and data that could prove valuable for employees and community members alike.

The Fact Book is updated every two years, and its topics include the college's community demographics, enrollment trends, student profiles, performance outcomes, employee demographics and more. Citrus College uses this information to set goals and outline objectives. Likewise, local residents, businesses and government leaders may find this information helpful when informing public opinion or shaping public policy.

At Citrus College, planning is vital to operations. As such, reliable data is necessary for effective decision-making. Our ultimate goal has always been to promote student success, and the Fact Book helps us do just that. The information herein allows us to recognize trends and anticipate what may be ahead.

Of course, nobody could have predicted the unexpected challenges that arose in 2020. The COVID-19 pandemic's effect on Citrus College is evident in this document, specifically in the area of enrollment. And yet, despite the obstacles we faced, the college continued to make progress and reach new milestones. We welcomed three new members to the board of trustees, made significant changes to career technical and continuing education certificate offerings, and prepared for the implementation of the 2021-2026 strategic plan.

This new five-year strategic plan places a special emphasis on diversity, equity and inclusion. This important topic has been at the forefront of college discussions and planning for more than a year. In June 2020, a Diversity, Equity and Inclusion Task Force was formed in response to a charge from the board of trustees. Constituent group leaders nominated representatives to serve on the task force, and these individuals have been working throughout the year to assess college policies, procedures and processes. The task force plans to identify potential gaps that can be addressed to better promote equity throughout the college.

The future looks bright for Citrus College. The potential for development, growth and innovation is extraordinary! On behalf of the Citrus Community College District Board of Trustees and the entire college community, I extend my sincere gratitude to those who contributed to the 2021 Citrus College Fact Book. I also thank the board of trustees, faculty, staff and administrators for continuing to contribute to our goal of increasing student success and completion. Together, we are making the academic dreams of many students come true!

Sincerely,

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

Our Mission

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



Accreditation

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

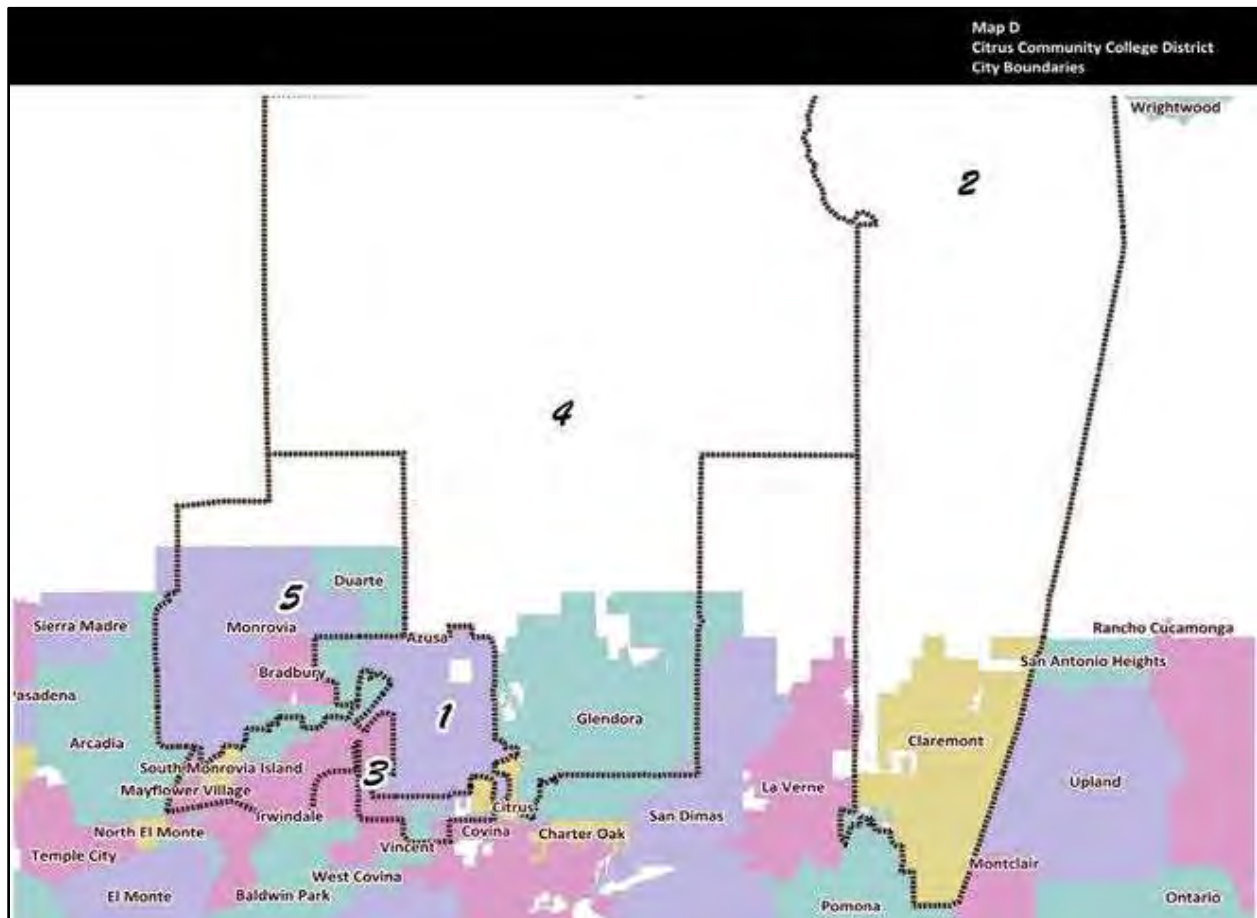


CHAPTER 1: **CITRUS COLLEGE SERVICE AREA**

Office of Institutional Research, Planning and Effectiveness

District Map and Citrus College Board of Trustees

Figure 1.1 Board of Trustees District Area Map



Trustee Area #1 - Azusa and portions of Duarte
Dr. Anthony Contreras, Representative

Trustee Area #2 - Claremont and portions of Pomona and La Verne
Ms. Laura Bollinger, Representative

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

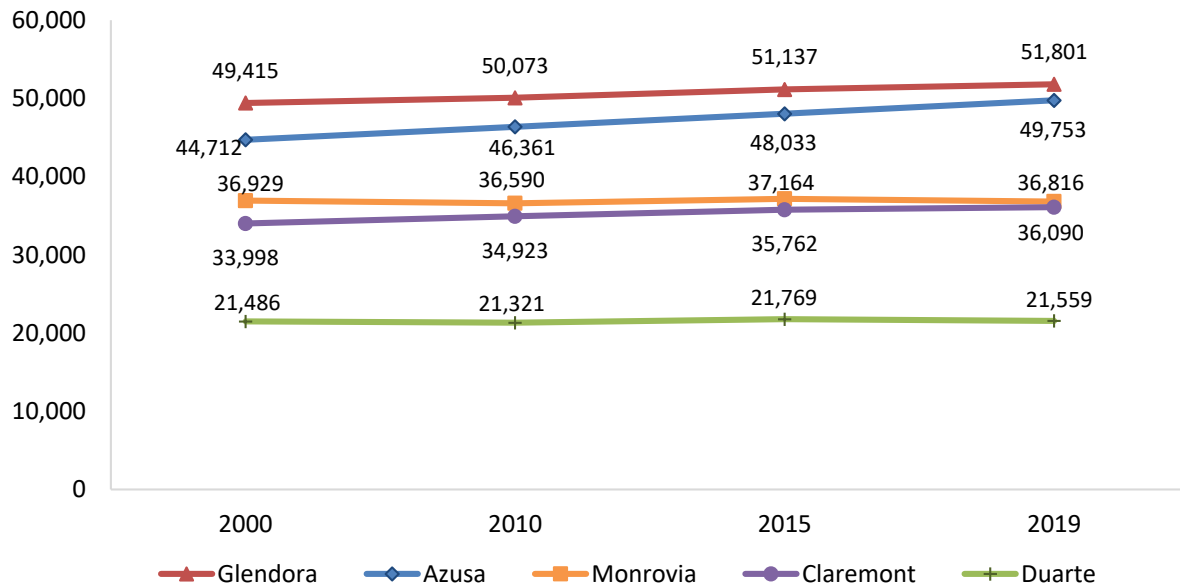
Trustee Area #4 - Glendora and portions of San Dimas
Dr. Patricia A. Rasmussen, Representative

Trustee Area #5 - Monrovia/Bradbury and portions of Duarte
Ms. Mary Ann Lutz, Representative

Service Area Population

Figure 1.2 Service Area Population

Citrus College's service area includes five primary cities within the college district boundary: Azusa, Claremont, Duarte, Glendora, and Monrovia. Glendora is the largest city with a population of 51,801 and Duarte is the smallest, with a population of 21,559 in 2019. Since the year 2000, populations in the five primary cities have mostly stayed flat except Azusa, which experienced a 10% growth in population.

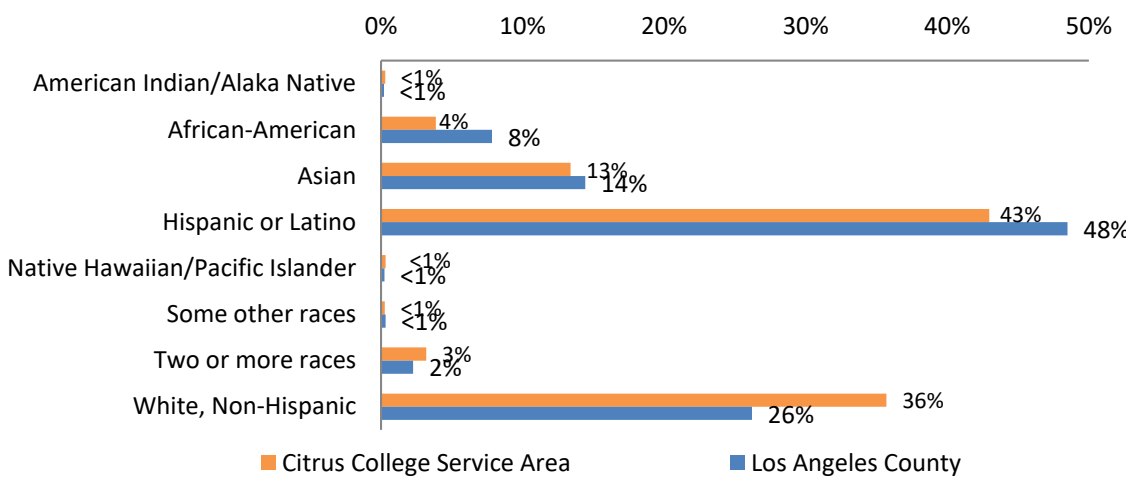


Source: Census Bureau 2019 American Community Survey



Figure 1.3 Service Area Residents by Ethnicity

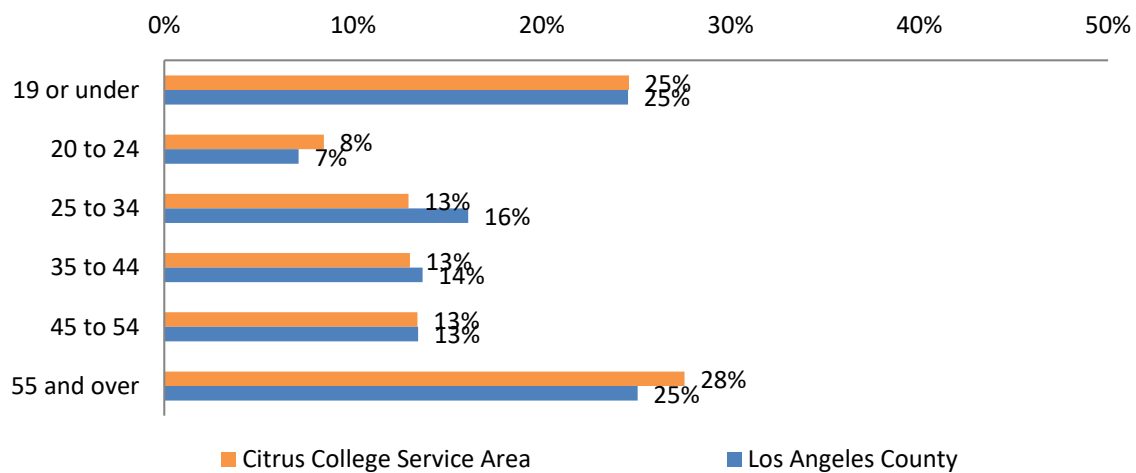
Populations in the College’s service area and Los Angeles County are highly diverse, with 43% Hispanic, 36% White, 13% Asian, and 4% African American. The service area has a higher concentration of Whites and a lower concentration of African American and Hispanic/Latino compared to Los Angeles County (Figure 1.3).



Source: Census Bureau 2019 American Community Survey

The age composition of Citrus College service area residents is similar to that of Los Angeles County (Figure 1.4).

Figure 1.4 Service Area Residents by Age

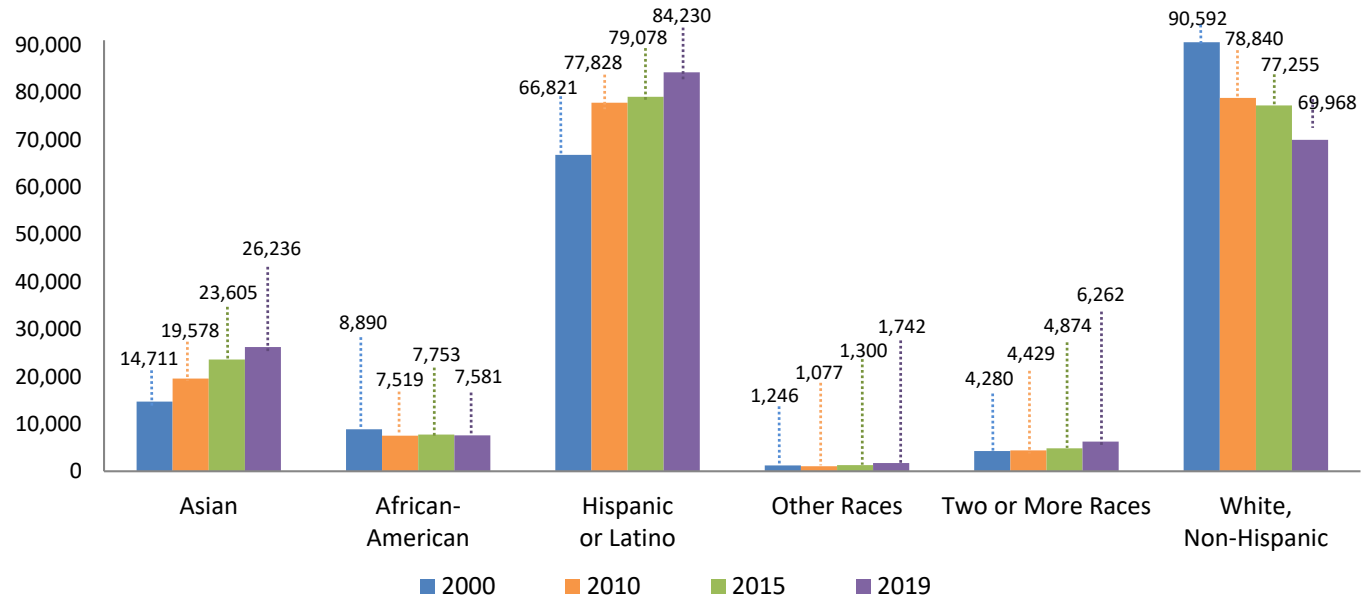


Source: Census Bureau 2019 American Community Survey

Service Area Population Trends

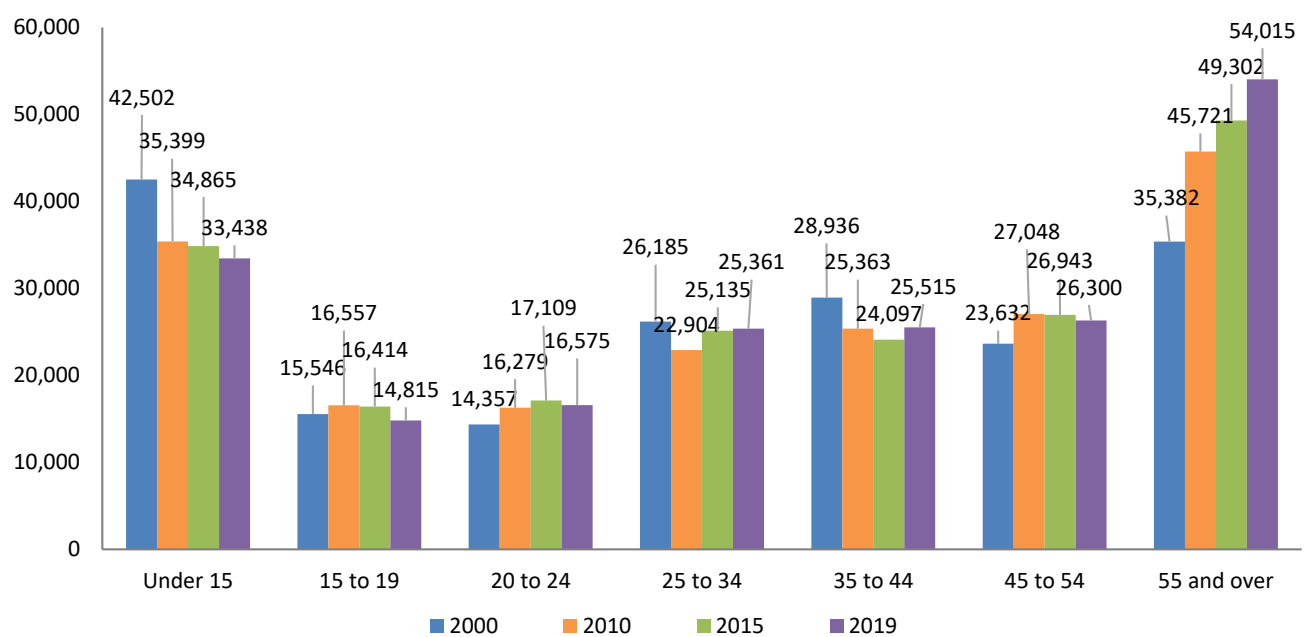
In the last decade, Asian and Hispanic populations in the College’s service area continued to grow, while the White population decreased. Among the age groups, the population over age 55 has increased by 18% from 45,721 in 2010 to 54,015 in 2019.

Figure 1.5 Service Area Populations by Ethnicity, 2000, 2010, 2015, 2019



Source: Census 2000, 2010, 2015 and 2019 American Community Survey

Figure 1.6 Service Area Populations by Age, 2000, 2010, 2015, 2019

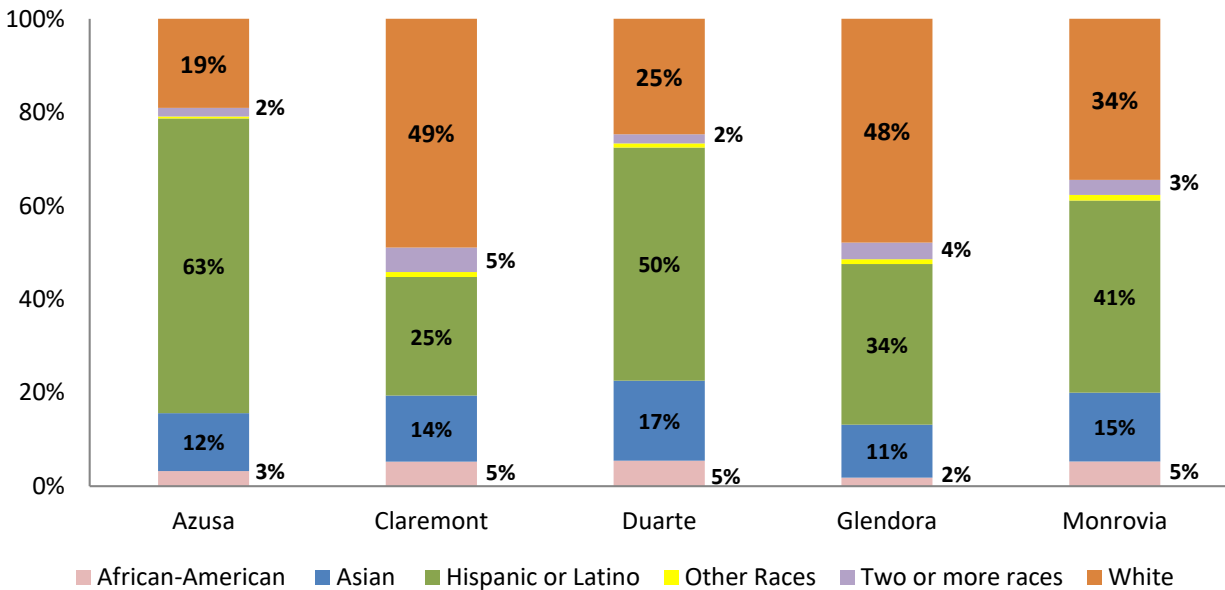


Source: Census 2000, 2010, 2015 and 2019 American Community Survey

Community Demographics

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

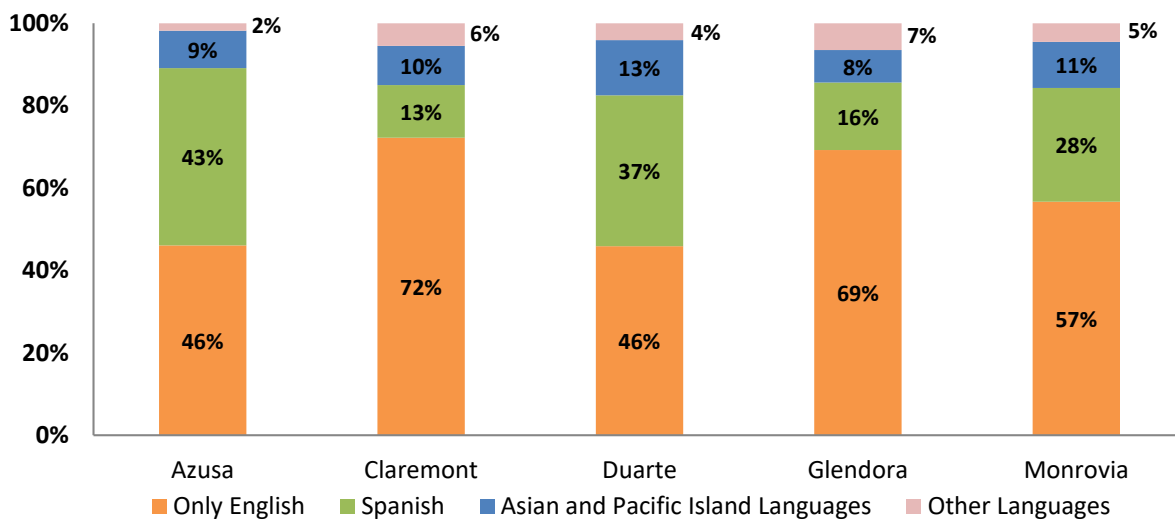
Figure 1.7 Ethnicities in Primary Cities



Source: Census Bureau 2019 American Community Survey

Residents who live in Citrus College's service area primarily speak English at home. In Azusa and Duarte, more than one third of the population speak Spanish.

Figure 1.8 Languages Spoken at Home in Primary Cities

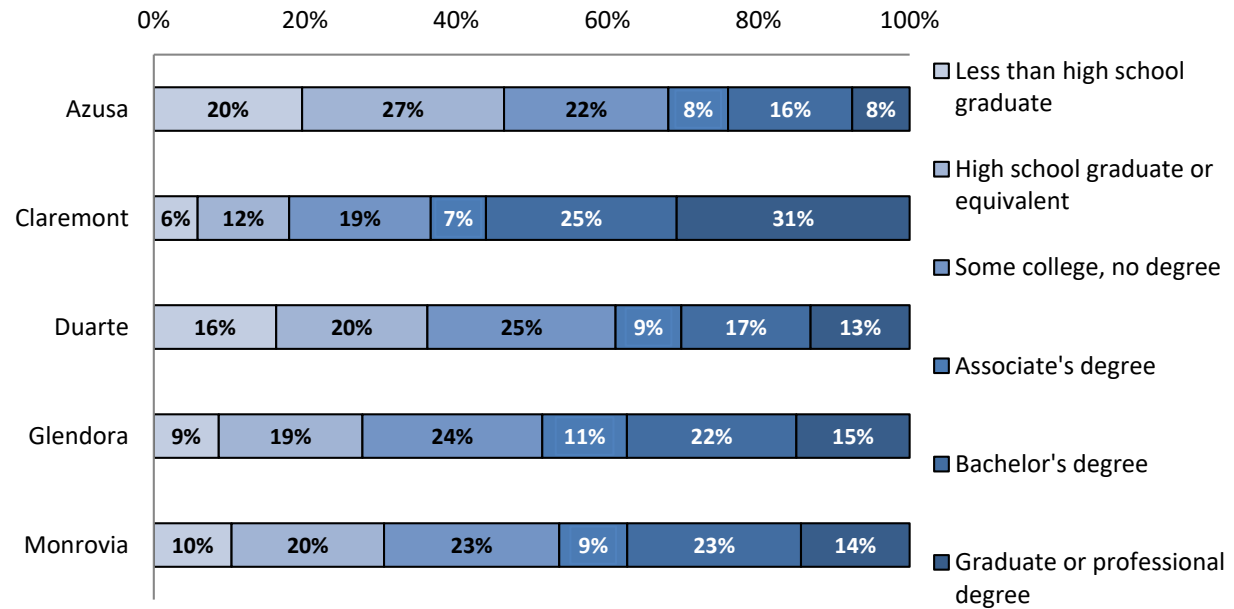


Source: Census Bureau 2019 American Community Survey

Educational Attainment

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

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



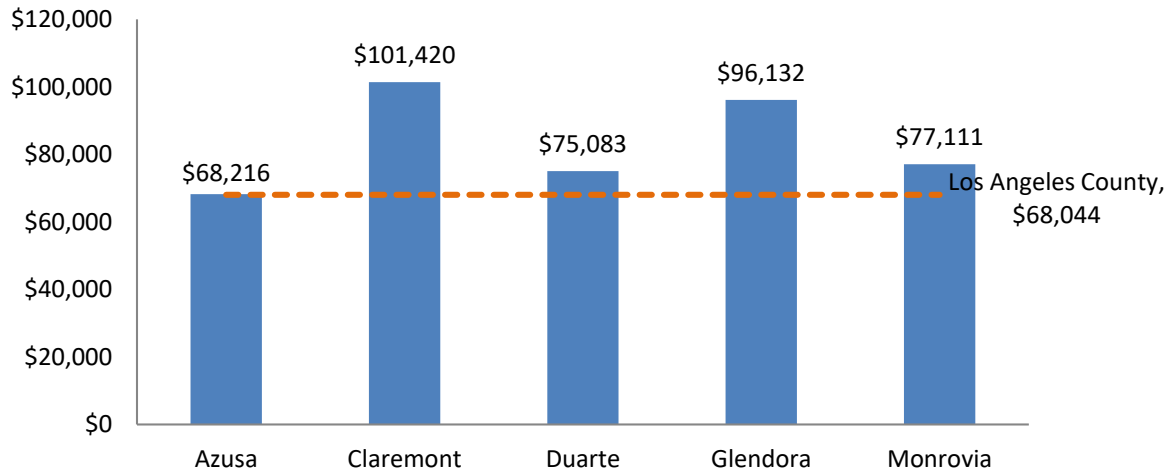
Source: Census Bureau 2019 American Community Survey



Socioeconomic Status of Service Area Residents

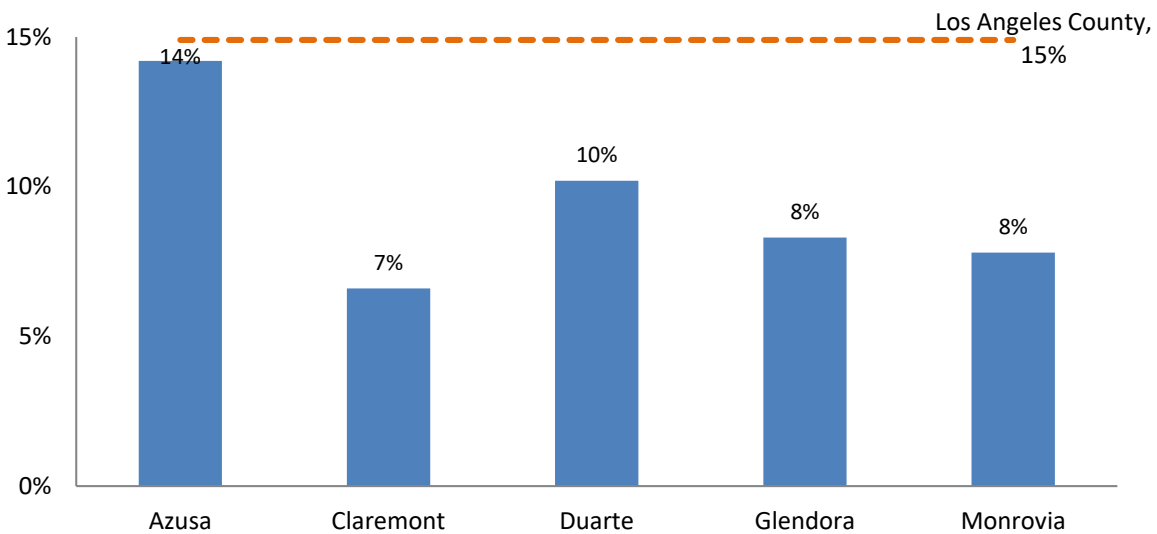
Figures 1.10 and 1.11 illustrate the socioeconomic status of residents in the College's service area. The socioeconomic status of residents in the College's service area differs considerably by city. Azusa has the lowest median household income and the highest poverty rate among the five primary cities.

Figure 1.10 Median Household Income (in 2018 inflation-adjusted dollars)



Source: Census Bureau 2019 American Community Survey

Figure 1.11 Percentage of Residents Living Below Poverty

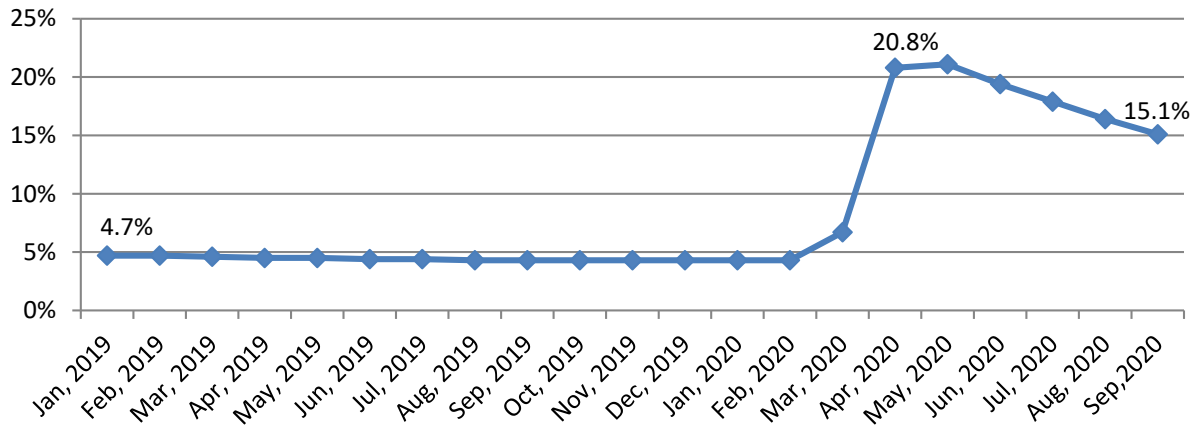


Source: Census Bureau 2019 American Community Survey

Unemployment Rate

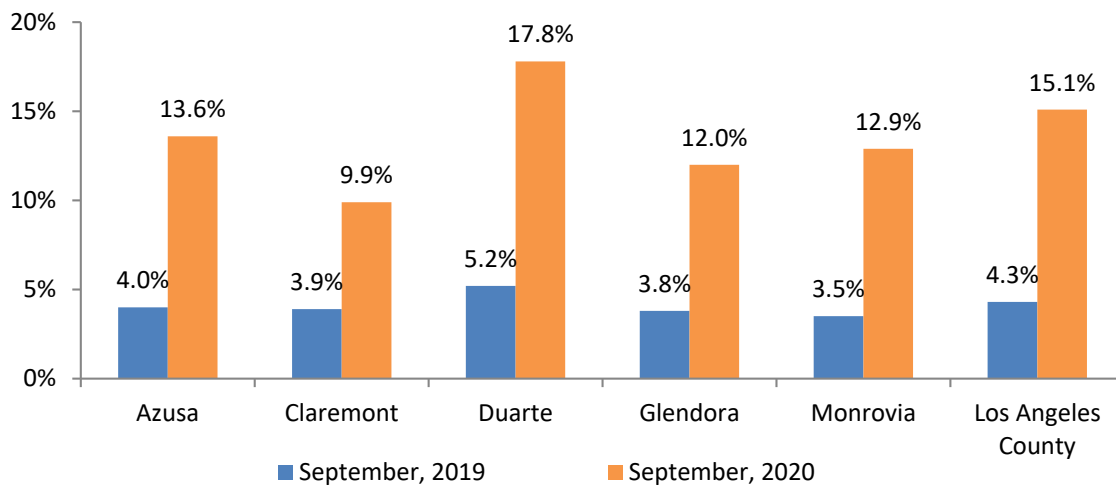
The unemployment rate in 2019 and the first two months of 2020 in Los Angeles County was below 5%. However, it increased dramatically to 20.8% in April 2020 due to COVID-19 (Figure 1.12). All five primary cities in the College’s service area experienced a significant increase in unemployment rate (Figure 1.13).

Figure 1.12 Unemployment Rate in Los Angeles County since January 2019



Source: California Employment Development Department

Figure 1.13 Unemployment rate in the College’s Service Area and Los Angeles County, September 2019 vs. September 2020



Source: California Employment Development Department

Occupation Outlook

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

Table 1.1 Occupations with the Most Job Openings and Fastest Growing Occupations, Los Angeles-Long Beach-Glendale Metropolitan Division, 2016-2026

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage¹
Personal Care Aides	7	430,030	\$24,491
Combined Food Preparation and Serving Workers, Including Fast Food	8	220,220	\$24,008
Cashiers	8	205,070	\$24,194
Waiters and Waitresses	8	174,540	\$25,088
Retail Salespersons	8	174,270	\$25,309
Laborers and Freight, Stock, and Material Movers, Hand	8	147,610	\$26,465
Office Clerks, General	7	109,900	\$32,571
Stock Clerks and Order Fillers	7	83,770	\$25,795
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	81,550	\$30,169
Security Guards	7	80,790	\$27,731
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Home Health Aides	7	41.4%	\$26,158
Personal Care Aides	7	39.9%	\$24,491
Physician Assistants	2	37.3%	\$107,508
Statisticians	2	36.8%	\$80,232
Nurse Practitioners	2	34.8%	\$127,644
Software Developers, Applications	3	33.7%	\$111,661
Physical Therapist Assistants	4	31.8%	\$67,745
Physical Therapist Aides	7	30.5%	\$30,540
Occupational Therapy Assistants	4	30.2%	\$73,351
Massage Therapists	5	29.8%	\$34,201

Entry Level Education

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

Source: California Employment Development Department

¹ Wages are from 2018 first quarter, excluding self-employed or unpaid family workers. An estimate could not be provided for wages listed as n/a.

Table 1.2 Occupations with the Most Job Openings and Fastest Growing Occupations, Santa Ana-Anaheim-Irvine Metropolitan Division 2016-2026

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage
Combined Food Preparation and Serving Workers, Including Fast Food	8	84,680	\$23,771
Cashiers	8	68,050	\$23,750
Personal Care Aides	7	65,210	\$24,121
Waiters and Waitresses	8	64,960	\$25,088
Retail Salespersons	8	64,720	\$25,031
Laborers and Freight, Stock, and Material Movers, Hand	8	42,920	\$26,403
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	37,420	\$26,950
Office Clerks, General	7	34,140	\$33,308
Customer Service Representatives	7	33,110	\$37,668
Stock Clerks and Order Fillers	7	30,630	\$25,784
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Solar Photovoltaic Installers	7	106.8%	n/a
Home Health Aides	7	40.6%	\$26,168
Physician Assistants	2	35.8%	\$118,627
Phlebotomists	5	33.3%	\$42,142
Carpet Installers	8	32.0%	\$44,938
Software Developers, Applications	3	31.5%	\$118,901
Tile and Marble Setters	8	30.3%	\$49,071
Nurse Practitioners	2	28.9%	\$120,607
Health Specialties Teachers, Postsecondary	1	27.7%	\$153,498
Operations Research Analysts	3	27.3%	\$88,356

Entry Level Education

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

Source: California Employment Development Department



Table 1.3 Occupations with the Most Job Openings and Fastest Growing Occupations, Riverside-San Bernardino-Ontario Metropolitan Division 2016-2026

Occupations with the Most Job Openings	Entry Level Education	Total Job Openings	Median Annual Wage
Personal Care Aides	7	116,640	\$23,895
Laborers and Freight, Stock, and Material Movers, Hand	8	103,380	\$28,613
Combined Food Preparation and Serving Workers, Including Fast Food	8	94,680	\$23,771
Cashiers	8	81,200	\$23,781
Retail Salespersons	8	70,410	\$25,185
Stock Clerks and Order Fillers	7	49,760	\$25,293
Waiters and Waitresses	8	49,270	\$24,460
Heavy and Tractor-Trailer Truck Drivers	5	37,300	\$48,044
Office Clerks, General	7	32,500	\$34,700
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	28,760	\$30,138
Fastest Growing Occupations	Entry Level Education	Percent Growth	Median Annual Wage
Solar Photovoltaic Installers	7	138.0%	\$39,096
Machine Feeders and Offbearers	8	47.2%	\$31,299
Home Health Aides	7	42.9%	\$32,659
First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	7	42.3%	n/a
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble	8	39.7%	\$36,490
Personal Care Aides	7	39.6%	\$23,895
Physical Therapist Aides	7	38.9%	\$28,719
Physician Assistants	2	38.1%	\$114,758
Software Developers, Applications	3	37.1%	\$98,531
Roofers	8	37.1%	\$49,051

Entry Level Education

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

Source: California Employment Development Department





CHAPTER 2:

FEEDER SCHOOL DISTRICTS AND NEW STUDENTS

Office of Institutional Research, Planning and Effectiveness

Middle and High Schools of the Citrus College Feeder Districts

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

Table 2.1 Middle and High Schools in the District

District	School
Azusa	Center Middle School
	Foothill Middle School
	Slauson Intermediate School
	Azusa High School
	Gladstone High School
	Sierra High School (Continuation)
Claremont	El Roble Intermediate School
	Claremont High School
	San Antonio High School (Continuation)
Duarte	California School of the Arts – San Gabriel Valley
	Duarte High School
	Mt. Olive Innovation and Technology High School (Continuation)
Glendora	Goddard Middle School
	Sandburg Middle School
	Glendora High School
	Whitcomb High School (Continuation)
Monrovia	Clifton Middle School
	Santa Fe Computer Science Magnet School
	Monrovia High School
	Mountain Park School
	Canyon Oaks High School (Continuation)

K-12 Enrollment Trends for Feeder Districts

Azusa is the district with the largest enrollment of 7,729 students, while Duarte has the smallest enrollment with approximately 5,000 students. In the last five years, K-12 enrollment in four of the districts dropped while Duarte Unified School District increased. The increase in enrollment in the Duarte district is due to the newly opened California Scholl of the Arts.

Figure 2.1 K-12 Enrollment Trend in Feeder Districts

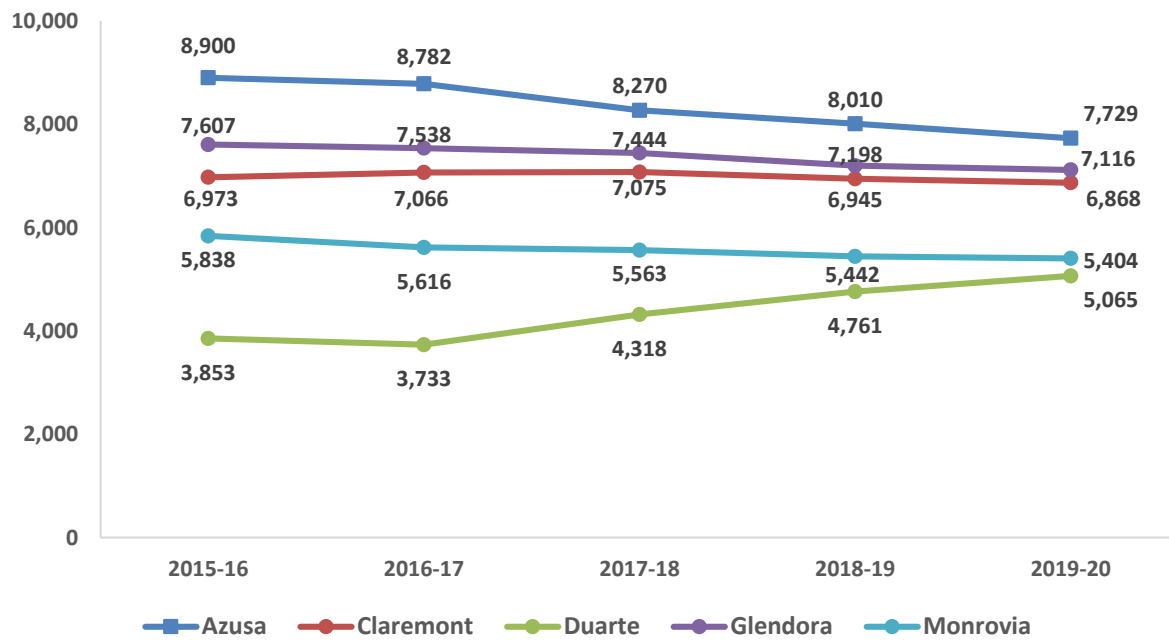


Table 2.2 K-12 Enrollment Trend in Feeder Districts

School District	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Azusa Unified	8,900	8,782	8,270	8,010	7,729
Claremont Unified	6,973	7,066	7,075	6,945	6,868
Duarte Unified	3,853	3,733	4,318	4,761	5,065
Glendora Unified	7,607	7,538	7,444	7,198	7,116
Monrovia Unified	5,838	5,616	5,563	5,442	5,404
Citrus College Service Area	33,171	32,735	33,120	32,356	32,182
Los Angeles County	1,523,212	1,511,354	1,492,652	1,464,002	1,436,522
California	6,226,737	6,228,235	6,220,413	6,186,278	6,163,001

Source: California Department of Education, Report: Time Series - Public School Enrollment; as of 9/29/2020
<http://dq.cde.ca.gov/dataquest/>

K-12 Enrollment in Feeder Districts by Ethnicity

The ethnic composition of students in the College’s feeder district schools is consistent with the general population of the primary cities. Hispanic students represent the largest ethnic group in all five school districts.

Figure 2.2 K-12 Students in Feeder Districts by Ethnicity, 2019-2020

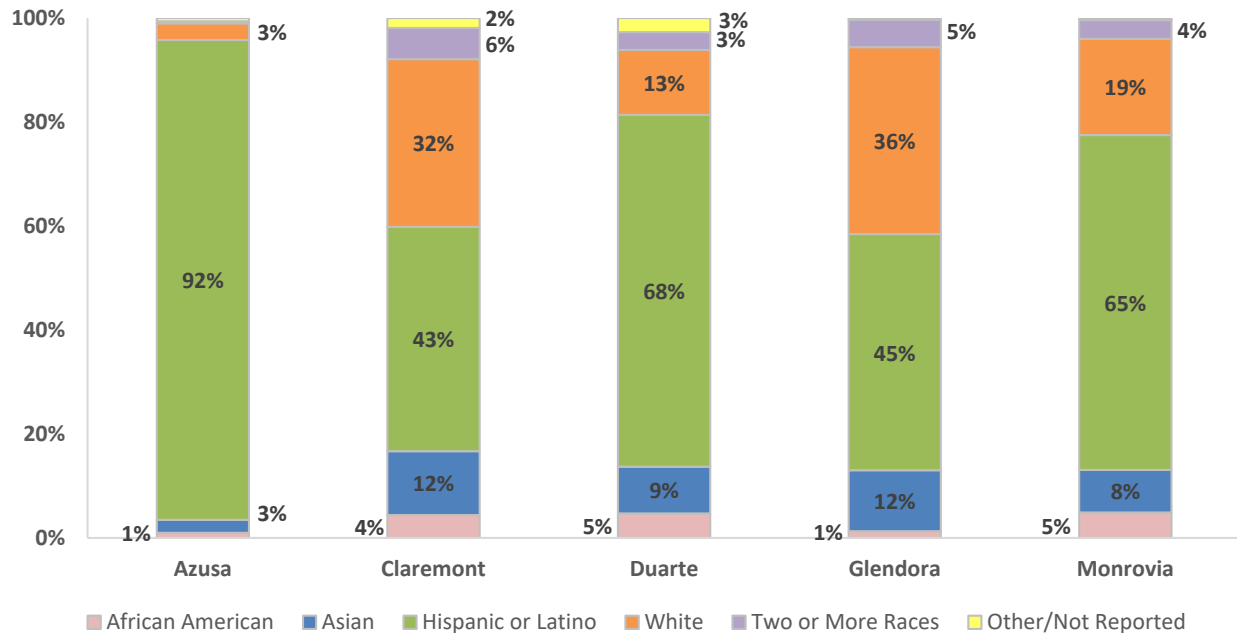


Table 2.3 K-12 Students in Feeder Districts by Ethnicity, 2019-2020

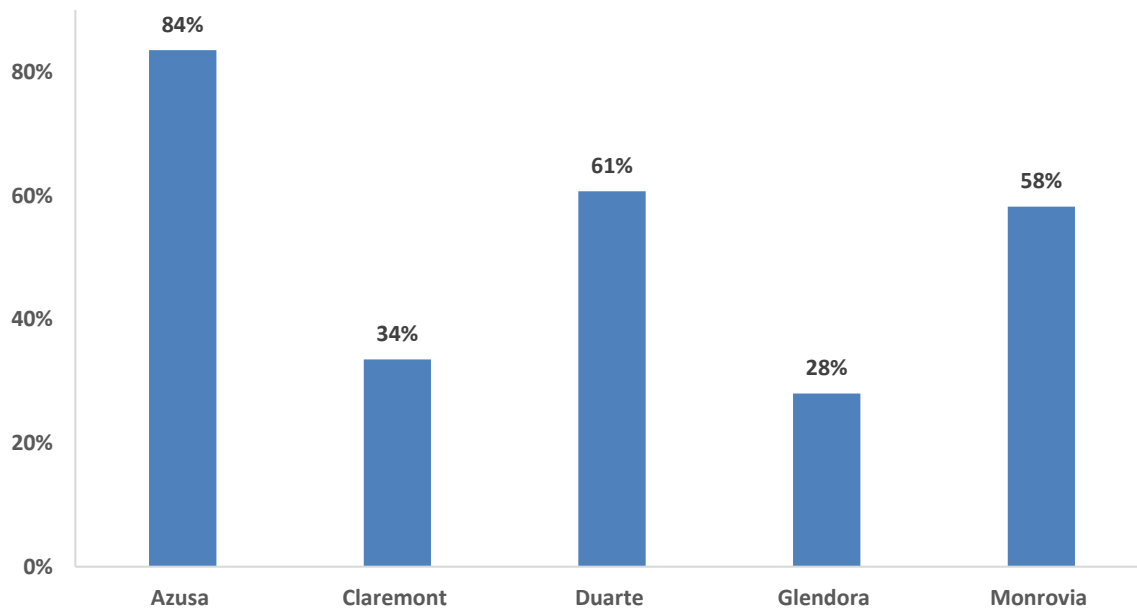
	Azusa	Claremont	Duarte	Glendora	Monrovia
African-American	1%	4%	5%	1%	5%
American Indian/Alaska Native	<1%	<1%	<1%	<1%	<1%
Asian	3%	12%	9%	12%	8%
Hispanic or Latino	92%	43%	68%	45%	65%
Pacific Islander	<1%	<1%	<1%	<1%	<1%
White, Non-Hispanic	3%	32%	13%	36%	19%
Two or More Races	1%	6%	3%	5%	4%
Not Reported	<1%	2%	3%	-	-
Total	7,729	6,868	5,065	7,116	5,404

Source: California Department of Education, Report: Enrollment by Ethnicity; as of 9/29/2020, <http://dq.cde.ca.gov/dataquest/>

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

Participation in the Free/Reduced-Price Meals Program is an indicator of students' socioeconomic status. To qualify for the program, a participant's household income must meet the California Department of Education's income guidelines. In 2019-2020, the income limit for a family of four was \$33,475 to qualify for free meals and \$47,638 for reduced-price meals.²

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



Source: California Department of Education, Report: Free or Reduced-Price Meals, as of 9/29/2020
<http://dq.cde.ca.gov/dataquest/>



² California Department of Education, Income Eligibility Scale, retrieved 9/29/2020 from <https://www.cde.ca.gov/ls/nu/rs/scales1920.asp>

High School Outcome

Table 2.4 shows the graduation and outcome of high school students in the service area’s unified school districts. Data reflect the outcomes of a four-year adjusted cohort, which includes first-time students who enter 9th grade and students who transfer later into the cohort.

Table 2.4 Four-Year Adjust Cohort Graduation Rate and Outcome Data, 2019-2020

District	High School	Cohort Size	Regular High School Diploma Graduates & Graduation Rate		California High School Proficiency Exam Completers	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Azusa Unified	Azusa High	278	243	87%	0	7	0	1	7	20
	Gladstone High	276	268	97%	0	1	0	1	3	3
	Districtwide ³	673	605	90%	0	8	0	3	12	45
Claremont Unified	Claremont High	561	542	97%	1	6	0	3	3	6
	Districtwide	593	560	94%	1	6	0	6	4	16
Duarte Unified	Duarte High	185	176	95%	0	2	0	0	0	7
	Districtwide	227	205	90%	0	2	0	0	4	16
Glendora Unified	Glendora High	538	528	98%	0	6	0	1	0	3
	Districtwide	583	569	98%	0	6	0	2	0	6
Monrovia Unified	Monrovia High	344	337	98%	0	5	0	0	2	0
	Districtwide	421	402	95%	0	5	0	0	5	9

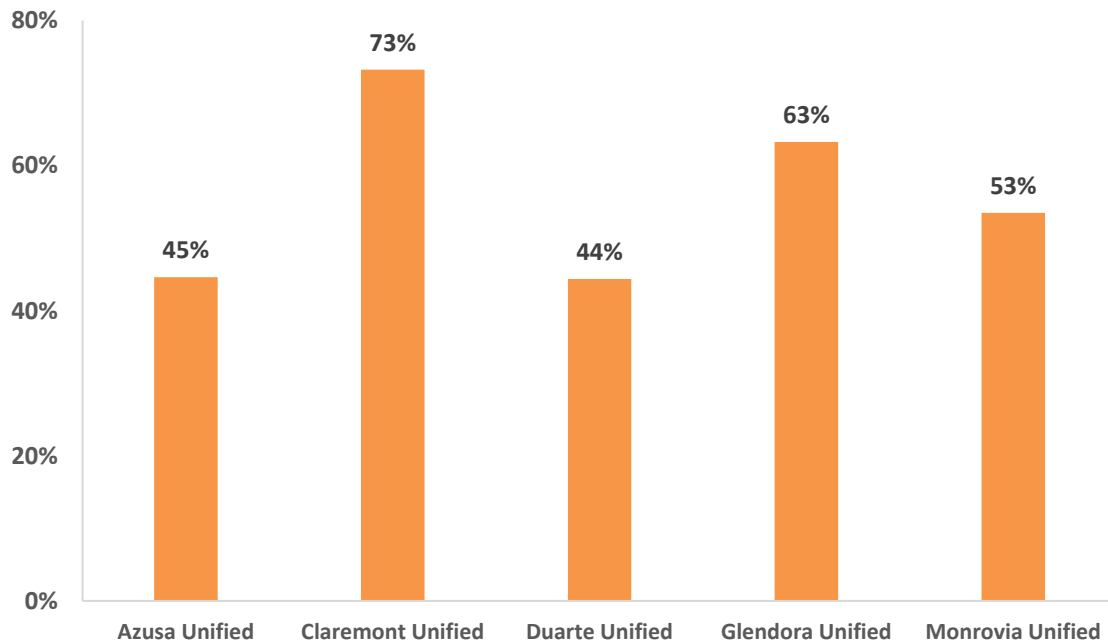
Source: California Department of Education, Report: Four-Year Cohort Graduation Rate and Outcome Data; as of 04/21/2021, <http://dq.cde.ca.gov/dataquest/>

³ Districtwide data include the high schools listed in table 2.4 as well as continuation high schools and non-public, non-sectarian schools that are not listed in the table.

High School Graduates Completing UC and/or CSU Required Courses

There are gaps in UC/CSU requirement completion among the feeder districts. In 2019-2020, the percent of high school graduates who completed UC and/or CSU required courses ranged from 44% to 73% among the College's feeder districts.

Figure 2.4 High School Graduates Completing UC/CSU Requirements, 2019-20



Source: California Department of Education, Report: Number of graduates and graduates meeting UC/CSU entrance requirements; as of 4/21/2021, <http://dq.cde.ca.gov/dataquest/>

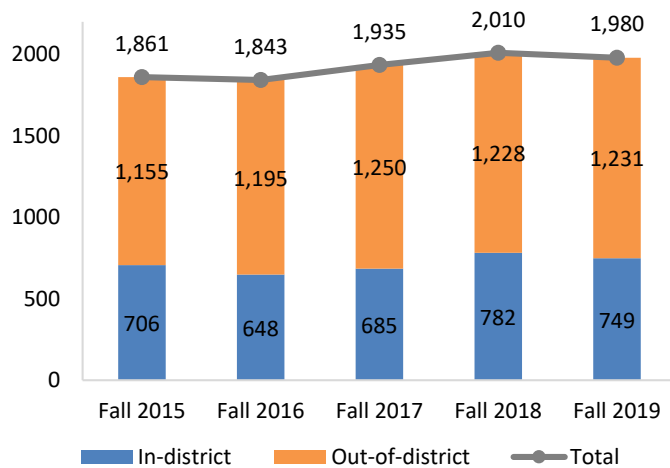


New High School Graduates Enrolled in Citrus College – Overview

Each fall semester, between 1,800 and 2,000 high school graduates start their academic career at Citrus College. About 30% to 40% of those students are from the six feeder high schools and the continuation high schools in the service area (Figure 2.5). The six feeder high schools are Azusa High School, Claremont High School, Duarte High School, Gladstone High School, Glendora High School and Monrovia High School.

The remaining are from schools outside of the college’s service area and private high schools. Table 2.5 shows the district origins of recent high school graduates who enrolled in Citrus College in fall 2019.⁵ Among the feeder districts, Azusa Unified sent the most new students in fall 2019. Outside of the service area, Covina-Valley Unified District sent the highest number of new students.

Figure 2.5 New High School Graduates Enrolled in Citrus College



Source: Banner

Table 2.5 Origins of New High School Graduates Enrolled in Citrus College, Fall 2019†

District	Enrollment†
Azusa Unified*	265
Glendora Unified*	214
Covina-Valley Unified	194
Baldwin Park Unified	161
Bonita Unified	155
Claremont Unified*	115
Monrovia Unified*	96
Pomona Unified	67
Duarte Unified*	63
Chaffey Joint Union High	60
Charter Oak Unified	59
El Monte Union High	49
West Covina Unified	41
Hacienda la Puente Unified	35
Upland Unified	24
Arcadia Unified	23
Chino Valley Unified	20
Rowland Unified	17
Walnut Valley Unified	12
Unknown	164
Other ⁴	146

†Enrollment includes district public high schools and adult schools.

*Citrus College feeder districts

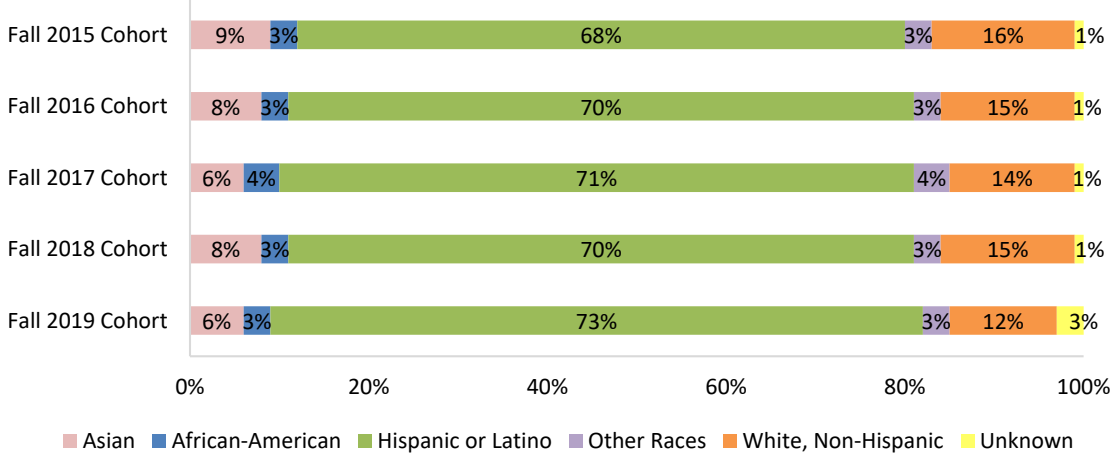
⁴ This category includes students from more than 35 districts, as well as those who come from private, out-of-state schools or are home schooled.

⁵ Recent high school graduates are defined as students who graduated from high school or adult school between September 1, 2018 and August 31, 2019. Starting in fall 2016, students who did not report a high school name are included in the cohort as unknown high school.

New High School Graduates Enrolled in Citrus College – Demographics

Each new high school graduates' cohort is made up of roughly half male and half female students, with an average cohort age of 18 years. While the age and gender makeup remain consistent, Hispanic students increased from 67% in the fall 2013 cohort to 73% in the fall 2019 cohort.

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



Source: Banner

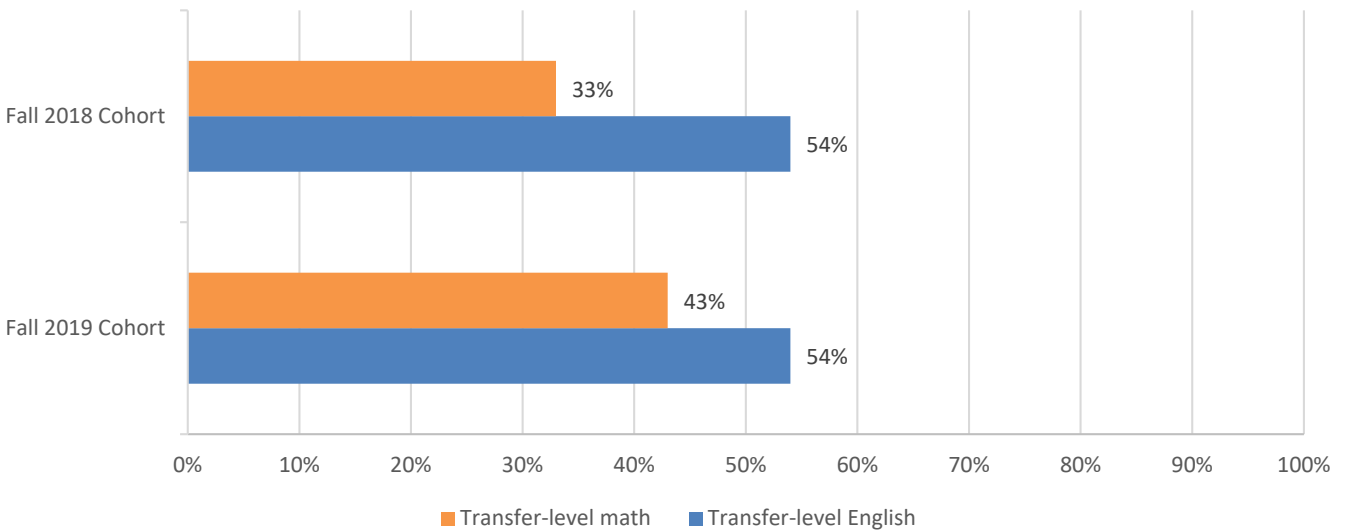


New High School Graduates Enrolled in Citrus College – Academic Profile

In fall 2018, Citrus College implemented AB 705⁶ and discontinued the Accuplacer tests for English and math placement. Basic skills English is no longer offered and all students have direct access to transfer-level, gateway English course ENGL101. Students enrolled in either ENGL101 or ENGL101 with corequisite support based on their high school GPA. The math program has also implemented redesigned curriculum and course sequencing. Depending on their major, highest math course taken and high school GPA, students have access to transfer-level math courses (with or without corequisite support) such as Calculus for Business and Social Science, Statistics, and Pre-Calculus. Students also have the option of self-placing in basic skills math courses.

Of the students in the fall 2019 cohort, 43% completed transfer-level math within one year and 54% completed transfer-level English within one year.

Figure 2.7 Transfer-level English and Math Completion



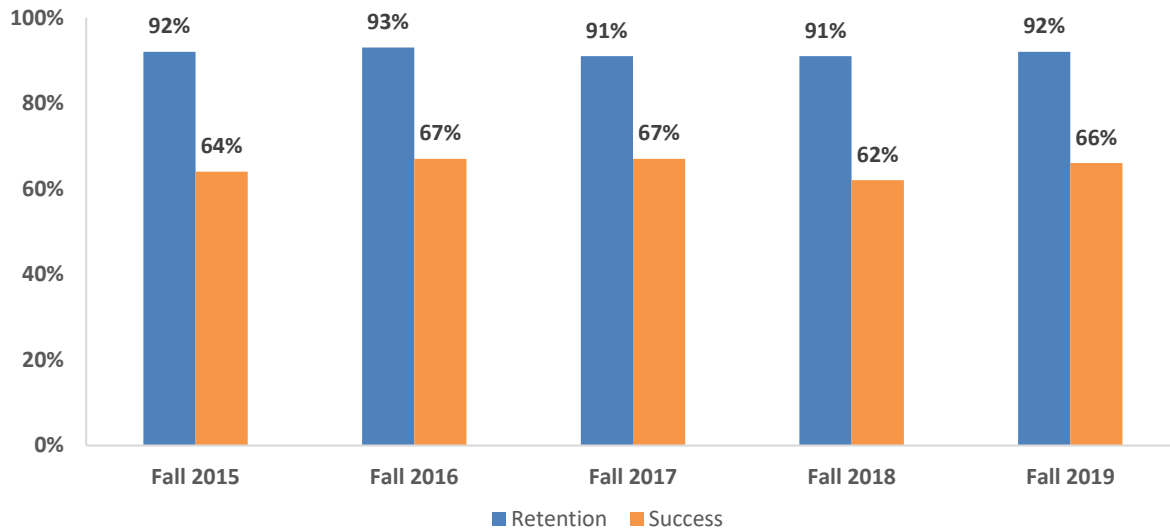
Source: Banner

⁶ Assembly Bill 705 (AB 705) requires community college districts to “maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe by utilizing assessment measures that include high school performance (GPA) to achieve this goal”.

Retention, Success and Persistence

Overall, more than 60% of new high school graduates successfully completed courses, and more than 90% remained enrolled to the end of their first term.⁷

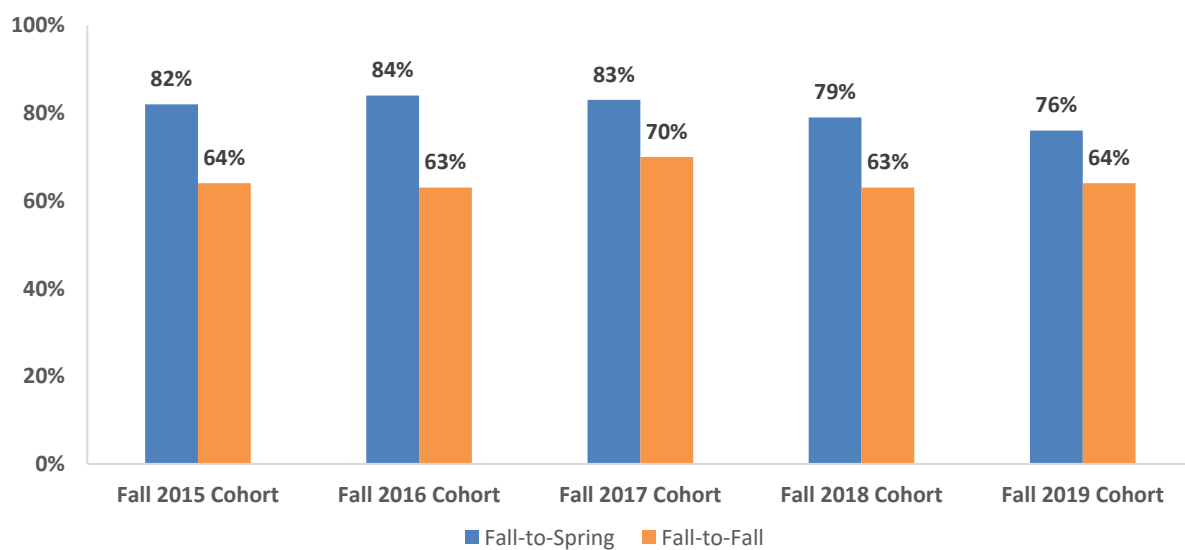
Figure 2.8 First-Term Retention and Success Rate of New High School Graduates



Source: Banner

Figure 2.9 Persistence Rate of New High School Graduates

Among the last five cohorts, about 80% of new students who started in the fall semester continued to enroll in Citrus College the following spring semester, and roughly two-thirds persisted into the following fall semester. The fall-to-spring persistence rate of the fall 2019 cohort is the lowest among the last five cohorts, which is a possible result of the pandemic.



Source: Banner

⁷ Retention rate is defined as the percentage of non-withdrawal grades out of all grades. Success rate is defined as the percentage of grades A, B, C, CR (credit), or P (Pass) out of all grades.



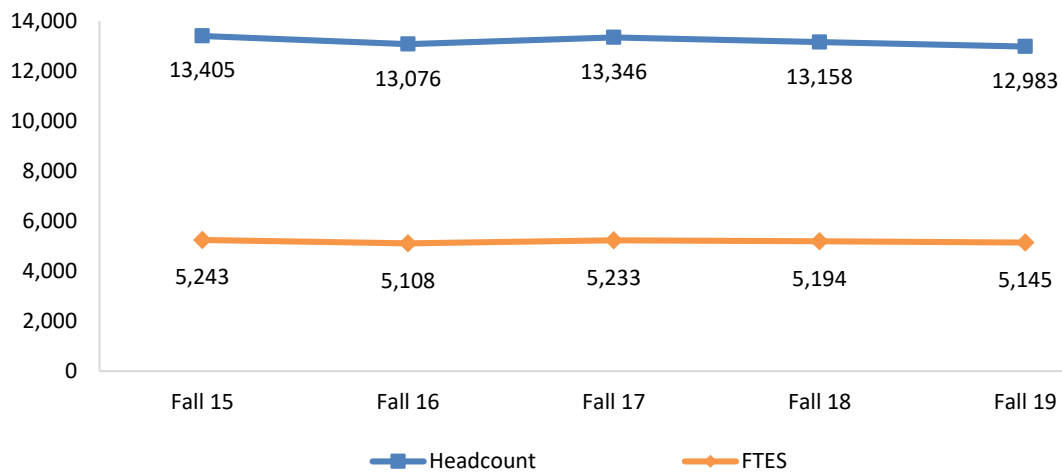
CHAPTER 3: **CITRUS COLLEGE STUDENTS**

Office of Institutional Research, Planning and Effectiveness

Enrollment Trends

The College's enrollment has been stable over the last few years. The fall term unduplicated headcount has been approximately 13,000 over the last five years. Full-time equivalent students (FTES) has also been stable, at around 5,200. According to the Chancellor's Office, one FTES is equivalent to 525 contact hours.

Figure 3.1 Enrollment: Headcount and FTES



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



Enrolled Students' Demographics – Gender and Age

As depicted in Table 3.1, Citrus College has more female students than male students. This trend has been consistent since fall 2015. In fall 2019, 55% of Citrus College students were female and 45% were male.

Table 3.1 Enrolled Students by Gender

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%
Female	6,960	52%	6,878	53%	7,066	53%	7,012	53%	7,080	55%
Male	6,171	46%	5,942	45%	6,068	45%	5,942	45%	5,711	44%
Unknown	274	2%	256	2%	212	2%	204	2%	192	1%
Citrus College Total	13,405	100%	13,076	100%	13,346	100%	13,158	100%	12,983	100%

Source: Chancellor's Office Data Mart



Almost three quarters of students at Citrus College are of traditional college age. In fall 2019, 73% of the students were 24 or younger.

Table 3.2 Enrolled Students by Age

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%
19 or younger	4,001	30%	3,768	29%	4,041	30%	4,285	33%	4,533	35%
20 to 24	5,812	43%	5,689	44%	5,591	42%	5,217	40%	4,882	38%
25 to 29	1,765	13%	1,729	13%	1,879	14%	1,779	14%	1,682	13%
30 to 34	657	5%	691	5%	698	5%	734	6%	728	6%
35 to 39	401	3%	393	3%	416	3%	380	3%	406	3%
40 to 49	458	3%	475	4%	418	3%	464	4%	451	3%
50 or older	308	2%	331	3%	303	2%	299	2%	301	2%
Citrus College Total	13,405	100%	13,076	100%	13,346	100%	13,158	100%	12,983	100%

Source: Chancellor's Office Data Mart

Enrolled Students' Demographics – Ethnicity

There have been changes in the enrolled student demographics relating to ethnicity. Most notably, the percentage of Hispanic students at Citrus College has increased from 61% in fall 2015 and to 65% in fall 2019.

Table 3.3 Enrolled Students by Ethnicity

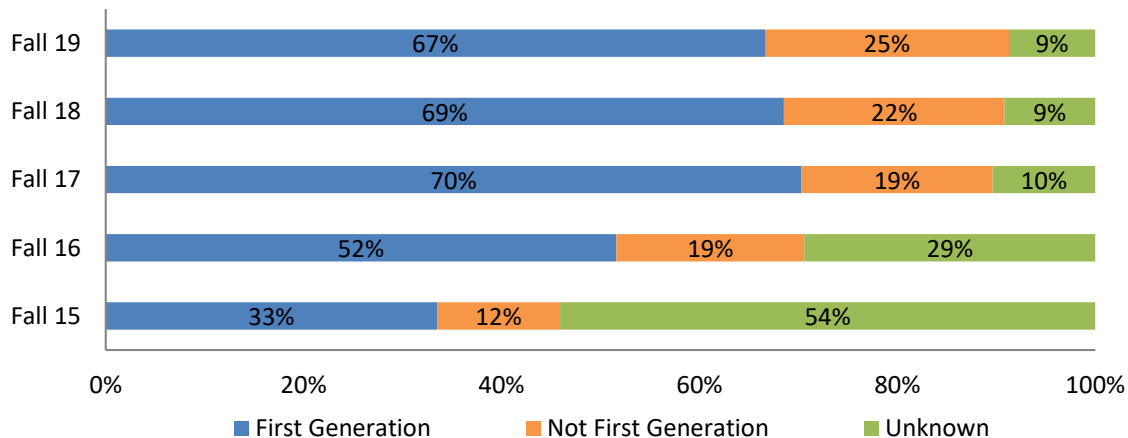
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%
African-American	508	4%	473	4%	469	4%	433	3%	429	3%
American Indian or Alaskan Native	24	<1%	21	<1%	20	<1%	11	<1%	30	<1%
Asian	1,682	12%	1,633	12%	1,654	12%	1,613	12%	1,541	12%
Hispanic or Latino	8,204	61%	8,160	62%	8,569	64%	8,562	65%	8,450	65%
Two or More Races	358	3%	360	3%	390	3%	382	3%	358	3%
Pacific Islander	18	<1%	11	<1%	9	<1%	16	<1%	20	<1%
White, Non-Hispanic	2,478	18%	2,302	18%	2,142	16%	2,028	15%	1,821	14%
Unknown	133	1%	116	1%	93	1%	113	1%	334	3%
Citrus College Total	13,405	100%	13,076	100%	13,346	100%	13,158	100%	12,983	100%

Source: Chancellor's Office Data Mart

Enrolled Students' Demographics – First Generation College Students

Citrus College started to collect parent/guardian education level information in 2011 through CCCApply. There was a large percentage of students without parent/guardian education information initially. However, the College was able to collect more data over the last few years and significantly reduce the percent of students with missing information. As of fall 2019, over two thirds of the enrolled students are first-generation college students.

Figure 3.2. First-generation Students



Source: MIS referential file

Enrolled Students' Demographics – Residency

About one third of Citrus College students reside in one of the five primary cities within the College's service area. As much as 65% of the students live outside of the service area. A small percentage are international students. Figure 3.2 below illustrates the residency of Citrus College students. The circle size indicates the concentration of student residency.

Table 3.4 Student Residency, Fall 2019

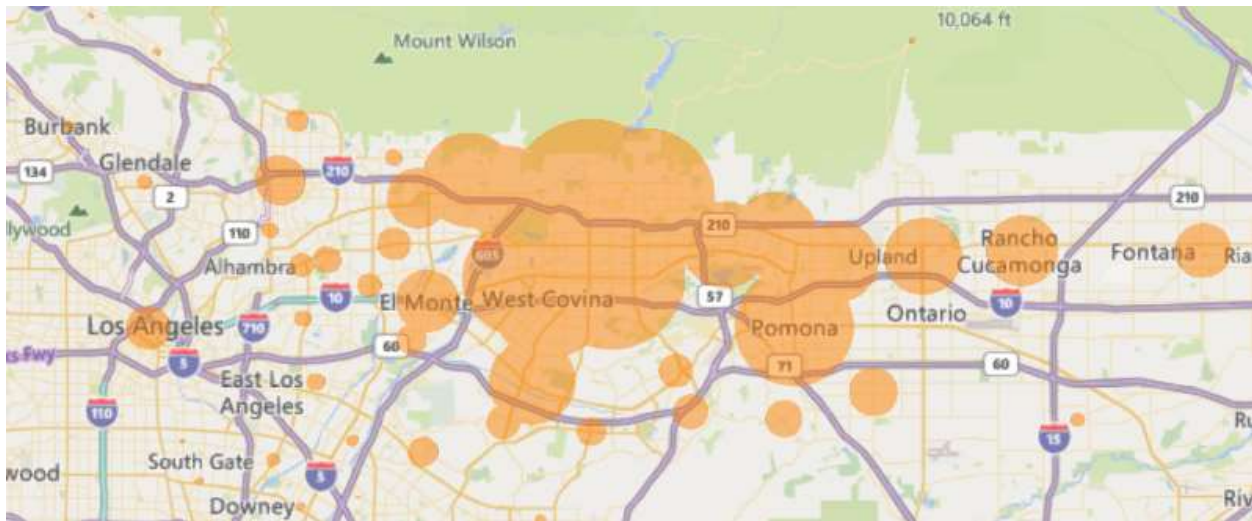
	Count	Percent
Within Citrus College Service Area	4,123	32%
Outside of Citrus College Service Area	8,396	65%
International students	464	3%
Total	12,983	100%

Table 3.5. Top 15 Cities of Residence

Azusa*	1,594
Covina	1,260
Glendora*	1,139
Pomona	806
West Covina	795
Baldwin Park	747
Monrovia*	512
Duarte*	506
San Dimas	428
La Puente	423
La Verne	422
Claremont*	372
Upland	337
Ontario	309
Rancho Cucamonga	286

*Cities within the College's service area
Source: Chancellor's Office Data Mart

Figure 3.2 Enrolled Students Residency Map



Source: MIS Referential File and Banner

Enrollment Status and Educational Goals

Over the past five years, the number of special admit students increased dramatically as the College significantly expanded college course offerings at the district high schools.

Table 3.6 Enrolled Students by Enrollment Status⁸

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%
First-Time Student	2,104	16%	1,522	12%	1,490	11%	1,908	15%	1,928	15%
First-Time Transfer Student	1,156	9%	789	6%	1,131	8%	1,033	8%	1,109	9%
Returning Student	2,436	18%	1,539	12%	2,011	15%	2,040	16%	1,992	15%
Continuing Student	7,284	54%	8,817	67%	8,143	61%	7,490	57%	6,935	53%
Uncollected/Unreported	345	6%	315	2%	253	2%	245	2%	212	2%
Special Admit Student	80	<1%	94	1%	318	2%	442	3%	807	6%
Citrus College Total	13,405	100%	13,076	100%	13,346	100%	13,158	100%	12,983	100%

Source: Chancellor's Office Data Mart

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

Table 3.7 Enrolled Students by Educational Goals

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%
Transfer	7,832	58%	7,720	59%	7,755	58%	7,536	57%	7,107	55%
Associate Degree/Certificate	1,234	9%	1,137	9%	1,086	8%	1,121	9%	1,121	9%
Career/Job Skills	721	5%	753	6%	697	5%	680	5%	660	5%
GED/High School Diploma	708	5%	654	5%	841	6%	921	7%	1,222	9%
Educational Development	138	1%	130	1%	124	1%	150	1%	150	1%
Improve Basic Skills	106	1%	87	1%	101	1%	83	1%	66	1%
Undecided/Unreported	2,666	20%	2,595	20%	2,748	21%	2,667	20%	2,657	20%
Citrus College Total	13,405	100%	13,076	100%	13,346	100%	13,158	100%	12,983	100%

Source: MIS Referential File

⁸ **First-Time student:** A student enrolled in Citrus College for the first time after high school.

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

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

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

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

Enrolled Students' Unit Load and Day/Evening Status

Students are considered full-time if they take 12 or more units. In fall 2019, 41% of the students were enrolled full-time. This group has grown slightly, by 2%, since fall 2015.

Table 3.8 Enrolled Students by Unit Load

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%
Less than 6 units	2,632	20%	2,599	20%	2,773	21%	2,682	20%	2,895	22%
6.0 - 8.9	2,592	19%	2,502	19%	2,644	20%	2,638	20%	2,567	20%
9.0 - 11.9	2,513	19%	2,351	18%	2,260	17%	2,083	16%	1,915	15%
12 or more units	5,284	39%	5,279	40%	5,381	40%	5,472	42%	5,363	41%
Noncredit	382	3%	345	3%	288	2%	283	2%	243	2%
Citrus College Total	13,405	100%	13,076	100%	13,346	100%	13,158	100%	12,983	100%

Source: Chancellor's Office Data Mart

Students who enroll in one or more day classes on weekdays are considered day students. Students who enroll in evening and/or weekend classes only are considered evening/weekend students. Other students are those who enroll exclusively in irregularly scheduled and/or to be arranged classes⁹. More than 80% of enrolled students attended classes during the day, and about 10% of the students attended evening/weekend classes only.

Table 3.9 Enrolled Students by Day/Evening Status

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%
Day	11,197	84%	10,953	84%	11,042	83%	10,802	82%	10,628	82%
Evening/Weekend	1,766	13%	1,644	13%	1,532	11%	1,511	11%	1,400	11%
Other	442	3%	479	4%	772	6%	845	6%	955	7%
Citrus College Total	13,405	100%	13,076	100%	13,346	100%	13,158	100%	12,983	100%

Source: Chancellor's Office Data Mart

⁹ A day class is defined as a class with a start time beginning on or after 6:00 a.m. and before 4:30 p.m. An evening class is defined as a class with a start time on or after 4:30pm. A weekend class is defined as a class scheduled on Saturday or Sunday. Most of the classes with an irregular or to-be-arranged schedule are online classes.

Financial Aid

In the last five years, the total amount of aid awarded has increased, while the number of students receiving loans remains about the same. In 2019-2020, more than 10,000 students received the California College Promise Grant (formerly known as the Board of Governors Fee Waiver), and over 5,000 students received grants (Pell Grant, Cal Grant, Supplemental Educational Opportunity Grant, etc.).

Figure 3.3 Number of Students Served by Financial Aid Type

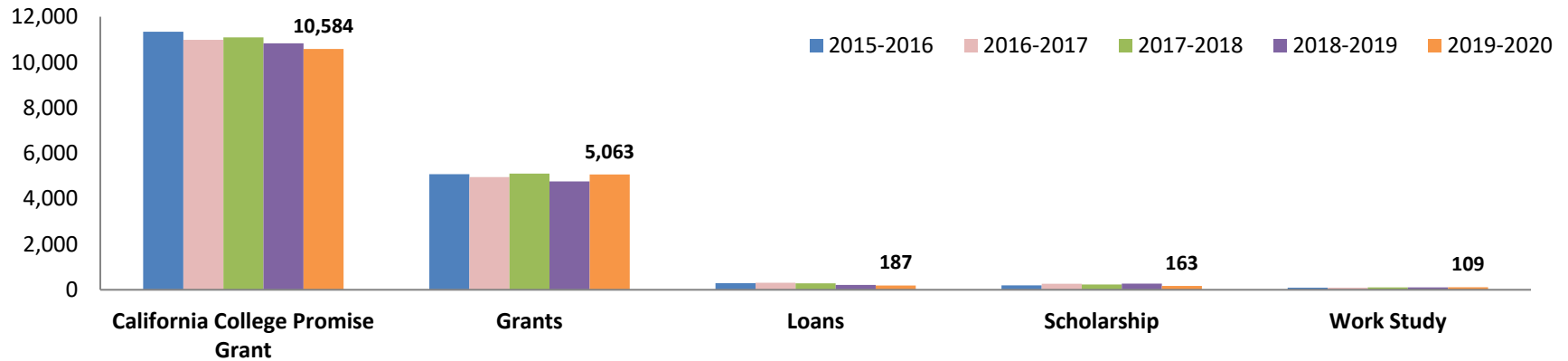


Table 3.10 Number of Students Served and Financial Aid Amount

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount
California College Promise Grant	11,343	\$9,176,885	10,989	\$8,291,155	11,093	\$8,275,515	10,832	\$8,881,519	10,584	\$8,838,716
Grants	5,081	\$19,085,719	4,953	\$18,747,183	5,103	\$20,598,162	4,763	\$20,385,962	5,063	\$21,999,803
Loans	285	\$1,384,237	305	\$1,773,658	280	\$1,683,295	209	\$1,281,360	187	\$1,185,630
Scholarship	194	\$286,564	258	\$207,688	226	\$170,970	267	\$187,854	163	\$109,416
Work Study	90	\$258,914	91	\$292,961	101	\$324,414	99	\$343,927	109	\$378,954
Citrus College Total¹⁰	11,561	\$30,192,319	11,218	\$29,312,645	11,322	\$31,052,356	11,101	\$31,080,622	10,814	\$32,512,519

Source: Chancellor's Office Data Mart

¹⁰ Unduplicated headcount of students served and total amount of financial aid.



CHAPTER 4: STUDENT PERFORMANCE

Office of Institutional Research, Planning and Effectiveness

Retention and Success

Retention rate is defined as the percentage of non-withdrawal grades out of all grades posted. Success rate is defined as the percentage of grades A, B, C, or P (Pass) out of all grades posted. The retention and success rates have been relatively stable since fall 2015. In spring 2020, the college enrollment and success rate were impacted considerably due to the pandemic.¹¹

Figure 4.1 Retention and Success Rates

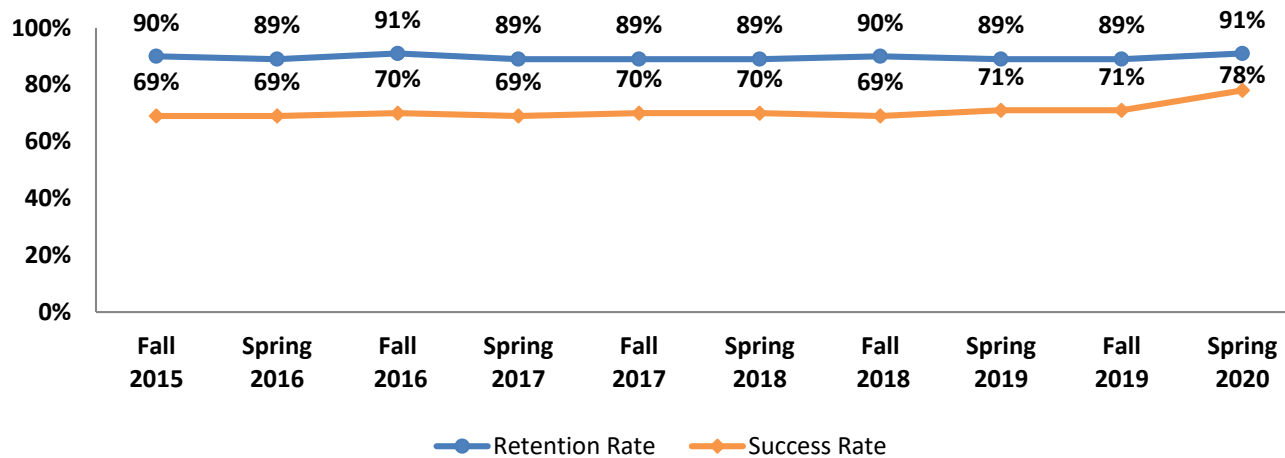


Table 4.1 Retention and Success Rates

Semester	Enrollment	Retention Rate	Success Rate	Semester	Enrollment	Retention Rate	Success Rate
Fall 2015	37,710	90%	69%	Spring 2016	36,611	89%	69%
Fall 2016	36,956	91%	70%	Spring 2017	37,418	89%	69%
Fall 2017	37,736	89%	70%	Spring 2018	35,193	89%	70%
Fall 2018	38,413	90%	69%	Spring 2019	35,492	89%	71%
Fall 2019	37,106	89%	71%	Spring 2020	29,234	91%	78%

Source: Chancellor's Office Data Mart

¹¹ Due to COVID-19, students were allowed to petition for Excused Withdrawal (EW) grades for classes enrolled in spring 2020. To be consistent with the Chancellor's Office definitions, EW grades are excluded from the calculation of enrollment, retention rate and success rate.

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

Table 4.2 Retention and Success Rates by Gender

Gender	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Female	91%	71%	91%	71%	90%	71%	90%	71%	90%	72%
Male	90%	67%	90%	69%	89%	69%	89%	67%	89%	69%
Unknown	88%	68%	91%	69%	91%	71%	89%	69%	92%	79%
Citrus College Total	90%	69%	91%	70%	89%	70%	90%	69%	89%	71%

Source: Chancellor’s Office Data Mart

Table 4.3 Retention and Success Rates by Ethnicity

Ethnicity	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
African-American	87%	57%	86 %	58 %	86 %	58 %	85%	62%	84%	58%
American Indian or Alaskan Native	92%	68%	89 %	59 %	89 %	59 %	84%	59%	86%	61%
Asian	92%	77%	93 %	76 %	93 %	76 %	93%	77%	92%	79%
Hispanic or Latino	90%	67%	90 %	68 %	90 %	68 %	89%	67%	89%	69%
Two or More Races	90%	69%	91 %	73 %	91 %	73 %	91%	73%	89%	72%
Pacific Islander	91%	57%	94 %	81 %	94 %	81 %	100%	78%	97%	89%
White, Non-Hispanic	87%	68%	92 %	77 %	92 %	77 %	90%	75%	90%	77%
Unknown	91%	74%	90 %	70 %	90 %	70 %	88%	78%	88%	70%
Citrus College Total	90%	69%	91%	70%	89%	70%	90%	69%	89%	71%

Source: Chancellor’s Office Data Mart

The table below offers a cross-tab of fall 2019 retention and success rates by gender and ethnicity. Among Asian and students of two or more races, there is a gap of 5% or more in success rates between female and male students.

Table 4.4 Fall 2019 Retention and Success Rates by Gender and Ethnicity

Ethnicity	Female			Male			Unknown			Citrus College Total		
	Enrollment	Retention	Success	Enrollment	Retention	Success	Enrollment	Retention	Success	Enrollment	Retention	Success
African American	650	82%	58%	750	85%	57%	6	83%	67%	1,406	84%	58%
American Indian or Alaskan Native	56	89%	64%	20	80%	55%	4	75%	50%	80	86%	61%
Asian	2,174	94%	82%	2,338	91%	76%	66	95%	86%	4,578	92%	79%
Hispanic or Latino	13,548	89%	70%	10,171	89%	67%	268	91%	75%	23,987	89%	69%
Two or More Races	533	93%	75%	489	84%	69%	9	89%	67%	1,031	89%	72%
Pacific Islander	33	94%	85%	29	100%	93%	-	-	-	62	97%	89%
White Non-Hispanic	2,596	91%	79%	2,421	90%	75%	78	92%	88%	5,095	90%	77%
Unknown	402	86%	72%	430	89%	67%	35	97%	86%	867	88%	70%
Citrus College Total	19,992	90%	72%	16,648	89%	69%	466	92%	79%	37,106	89%	71%

Source: Chancellor’s Office Data Mart

Online Education

Online education enrollment doubled over the last five years. In fall 2015, online education enrollment was 10% of the college’s total enrollment. In fall 2019, online enrollment accounted for 21% of the total enrollment. Retention and success rates in traditional face-to-face classes are generally higher than online education classes.

Figure 4.2 Online Education Enrollment

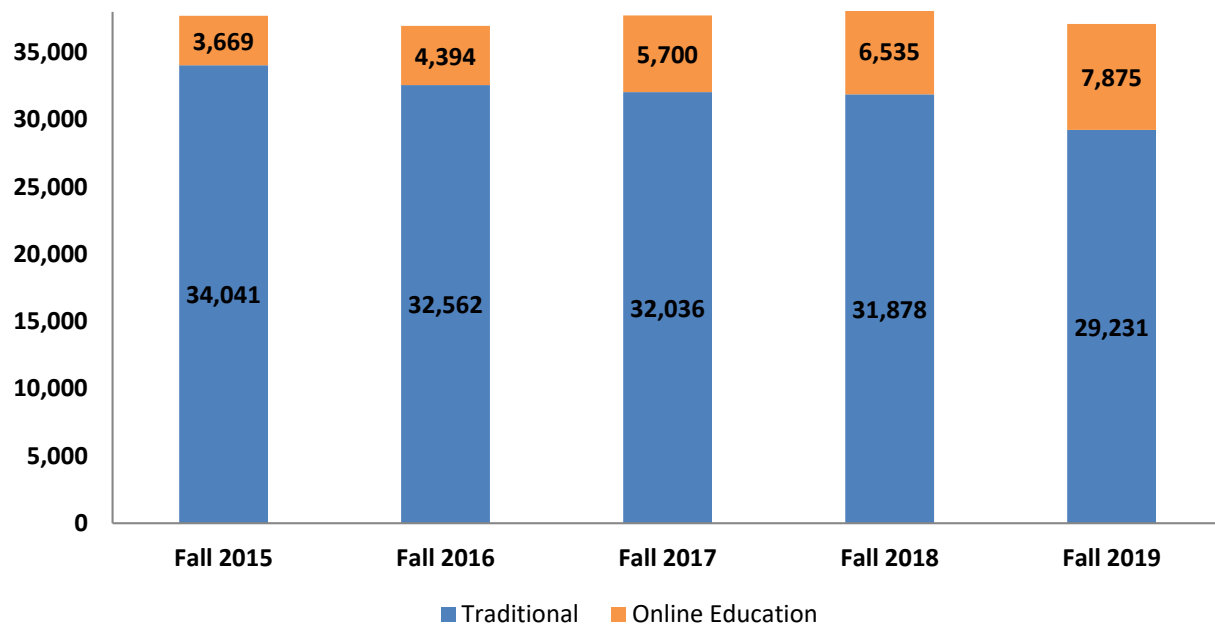


Table 4.5 Online Education Retention and Success Rates

Retention Rate	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Online Education	85%	86%	84%	83%	82%
Traditional Classes	91%	92%	90%	91%	91%
Citrus College Total	90%	91%	89%	90%	89%
Success Rate	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Online Education	62%	61%	62%	61%	60%
Traditional Classes	70%	72%	72%	71%	74%
Citrus College Total	69%	70%	70%	69%	71%

Source: Chancellor’s Office Data Mart

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

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

		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
		Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Gender	Female	86%	62%	86%	60%	84%	61%	83%	61%	82%	61%
	Male	85%	62%	86%	62%	84%	64%	82%	61%	81%	59%
	Unknown	86%	61%	85%	59%	83%	60%	72%	65%	87%	73%
Age	19 or younger	88%	63%	85%	60%	85%	63%	84%	62%	86%	63%
	20 to 24	86%	61%	87%	62%	85%	63%	84%	63%	81%	60%
	25 to 29	84%	62%	83%	59%	83%	63%	80%	57%	78%	55%
	30 to 34	84%	62%	83%	59%	82%	60%	82%	60%	81%	62%
	35 to 39	83%	64%	86%	66%	83%	60%	80%	62%	77%	60%
	40 to 49	85%	70%	84%	61%	76%	56%	79%	62%	83%	66%
	50 or older	83%	58%	86%	65%	83%	52%	84%	64%	78%	58%
Ethnicity	African-American	82%	38%	85%	51%	71%	37%	72%	49%	74%	42%
	American Indian or Alaskan Native	100%	100%	53%	20%	71%	43%	50%	50%	73%	55%
	Asian	88%	73%	88%	70%	92%	76%	89%	74%	86%	74%
	Hispanic or Latino	84%	58%	85%	57%	83%	60%	81%	57%	81%	58%
	Two or More Races	85%	54%	86%	55%	83%	63%	85%	63%	80%	59%
	Pacific Islander	100%	50%	100%	100%	-	-	100%	71%	87%	80%
	White Non-Hispanic	87%	68%	87%	69%	86%	69%	86%	70%	85%	67%
	Unknown	81%	72%	78%	58%	70%	54%	80%	60%	81%	58%
Online Education Total		85%	62%	86%	61%	84%	62%	83%	61%	82%	60%

Source: Chancellor's Office Data Mart

Noncredit – Gender, Age, Ethnicity

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

Table 4.7 Noncredit Students by Gender

	Summer 2015	Fall 2015	Winter 2016	Spring 2016
Female	39%	64%	65%	64%
Male	49%	31%	28%	32%
Unknown	12%	4%	7%	3%
Total Noncredit Headcount	1,732	382	198	321

	Summer 2016	Fall 2016	Winter 2017	Spring 2017
Female	35%	67%	67%	64%
Male	44%	30%	31%	32%
Unknown	22%	3%	2%	4%
Total Noncredit Headcount	1,451	345	167	299

	Summer 2017	Fall 2017	Winter 2018	Spring 2018
Female	34%	63%	57%	64%
Male	40%	34%	40%	33%
Unknown	26%	3%	3%	3%
Total Noncredit Headcount	1,326	288	164	237

	Summer 2018	Fall 2018	Winter 2019	Spring 2019
Female	39 %	59 %	59 %	55 %
Male	45 %	33 %	31 %	37 %
Unknown	16 %	8 %	10 %	8 %
Total Noncredit Headcount	1,356	283	157	270

	Summer 2019	Fall 2019	Winter 2020	Spring 2020
Female	37%	68%	67%	68%
Male	44%	21%	23%	23%
Unknown	19%	11%	10%	9%
Total Noncredit Headcount	1,336	243	135	179

Source: Chancellor's Office Data Mart

Table 4.8 Noncredit Students by Age

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

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

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

	Summer 2018	Fall 2018	Winter 2019	Spring 2019
19 or Less	91%	2%	1%	9%
20 to 24	1%	8%	5%	7%
25 to 29	1%	10%	6%	8%
30 to 39	2%	23%	24%	19%
40 to 49	2%	25%	21%	22%
50 +	3%	31%	43%	35%
Total Noncredit Headcount	1,356	283	157	270

	Summer 2019	Fall 2019	Winter 2020	Spring 2020
19 or Less	90%	4%	3%	3.9%
20 to 24	1%	7%	3%	5.0%
25 to 29	1%	6%	6%	6.7%
30 to 39	2%	21%	17%	21.2%
40 to 49	2%	26%	29%	29.6%
50 +	4%	37%	42%	33.5%
Total Noncredit Headcount	1,336	243	135	179

Source: Chancellor's Office Data Mart

Table 4.9 Noncredit Students by Ethnicity

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

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

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

	Summer 2018	Fall 2018	Winter 2019	Spring 2019
African American	3%	0%	0%	0%
Asian	6%	24%	25%	23%
Hispanic	57%	52%	41%	54%
Other	2%	0%	0%	0%
White Non-Hispanic	6%	11%	16%	10%
Unknown	26%	12%	18%	12%
Total Noncredit Headcount	1,356	283	157	270

	Summer 2019	Fall 2019	Winter 2020	Spring 2020
African American	3%	0%	0%	0%
Asian	6%	31%	32%	37%
Hispanic	48%	51%	44%	49%
Other	2%	0%	1%	1%
White Non-Hispanic	6%	8%	10%	4%
Unknown	35%	9%	13%	8%
Total Noncredit Headcount	1,336	243	135	179

Source: Chancellor's Office Data Mart

Licensure Exam Pass Rate – Career Technical Education (CTE)

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

Table 4.10 Licensure Exam Pass Rate

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

Source: [Citrus College ACCJC Annual Report](#)



Degree Awards

In the last five years, the number of Associate Degrees for Transfer (AA-T and AS-T) awarded has increased significantly from 702 in 2015-2016 to 1,154 in 2019-2020. Credit certificates and skill awards have also increased substantially since 2015-2016. The number of associate degrees (AA and AS) declined in the last two years as the college discontinued the generic degrees.

Figure 4.3 Degree and Certificate Awards

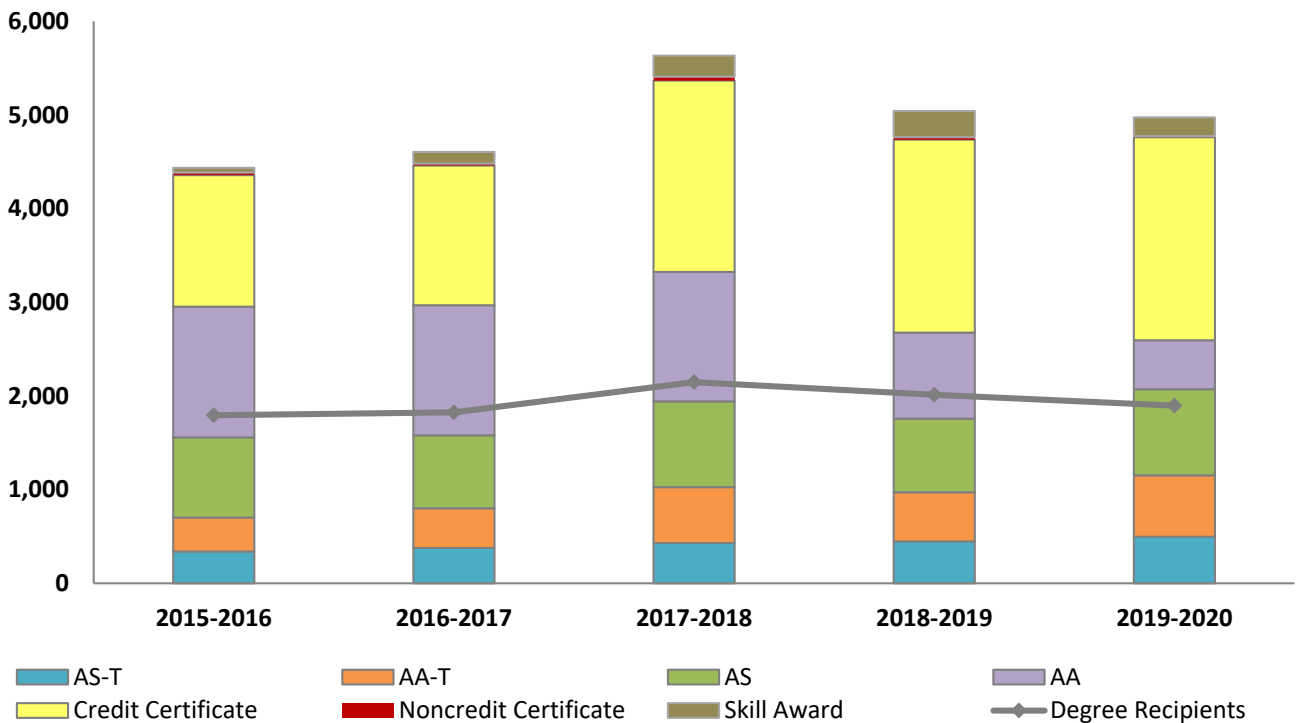


Table 4.11 Degree and Certificate Awards

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
AS-T	340	378	431	449	497
AA-T	362	424	596	524	657
AS	857	778	915	786	756
AA	1,395	1,390	1,382	919	522
Credit Certificate	1,404	1,491	2,043	2,059	2,168
Noncredit Certificate	27	20	41	25	12
Skill Award	52	124	225	281	199
Total Number of Awards	4,437	4,605	5,633	5,043	4,811
Total Number of Degree Award Recipients	1,795	1,825	2,148	2,014	1,898

Source: Banner

Transfers

The total number of transfers to four-year institutions has grown by more than 15% in the last ten years. Transfer volume to the California State University (CSU) system and the University of California (UC) system institutions has also increased significantly. On average, more than 60% of Citrus College transfer students go to the CSU system and UC system. The remaining transfer students attend in-state private colleges and out-of-state colleges.

Figure 4.4 Citrus College Transfers

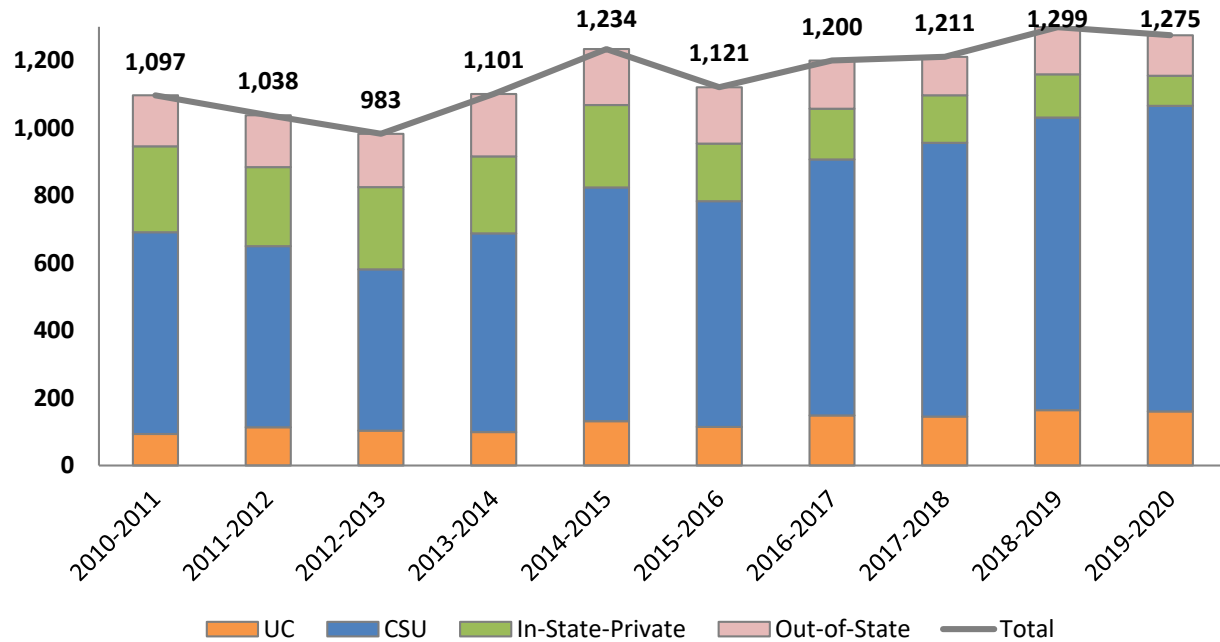


Table 4.12 Citrus College Transfers

System	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
UC	93	113	103	99	131	114	148	145	164	160
CSU	598	537	478	589	693	669	759	811	867	906
UC/CSU Total	691	650	581	688	824	783	907	956	1,031	1,066
In-State-Private	255	234	244	228	244	171	150	141	128	89
Out-of-State	151	154	158	185	166	167	143	114	140	120
ISP/OOS Total	406	388	402	413	410	338	293	255	268	209
Grand Total	1,097	1,038	983	1,101	1,234	1,121	1,200	1,211	1,299	1,275

Source:

CSU: CSU Chancellor's Office, <http://www.calstate.edu/AS/stats.shtml> ; as of 10/2/2020; fall 2020 number as of 3/14/2021

UC: University of California Office of President (UCOP), <https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc>, as of 10/2/2020

<https://www.universityofcalifornia.edu/infocenter/transfers-major> as of 3/14/2021

Out of State and In State Private: California Community College Chancellor's Office, Data Mart, Transfer Volume Summary Report downloaded on 3/14/2021. http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx



CHAPTER 5: **CITRUS COLLEGE EMPLOYEES**

Office of Institutional Research, Planning and Effectiveness

Citrus College Employees

As of fall 2019, Citrus College had more than 800 employees, including full-time faculty (21%), adjunct faculty (39%), managers (4%), supervisor/confidential (3%), and classified staff (33%).

Table 5.1 Citrus College Employees, Fall 2015 to Fall 2019

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%
Full Time Faculty	158	19%	175	20%	174	20%	172	21%	175	21%
Adjunct Faculty	366	44%	388	44%	391	44%	324	39%	318	39%
Manager	25	3%	26	3%	32	4%	30	4%	32	4%
Supervisor/Confidential	31	4%	30	3%	30	3%	30	4%	25	3%
Classified	244	30%	256	29%	262	29%	268	32%	266	33%
Citrus College Total	824	100%	875	100%	889	100%	824	100%	816	100%

Source: Human Resources



Faculty Demographics – Fall 2019

Among Citrus College faculty members, there are more female than male. In fall 2019, there were 175 full-time faculty and 318 adjunct faculty. Fifty-seven percent of the full-time faculty and 48% of the adjunct faculty were female.

Figure 5.1 Full-time faculty by Gender, Fall 2019

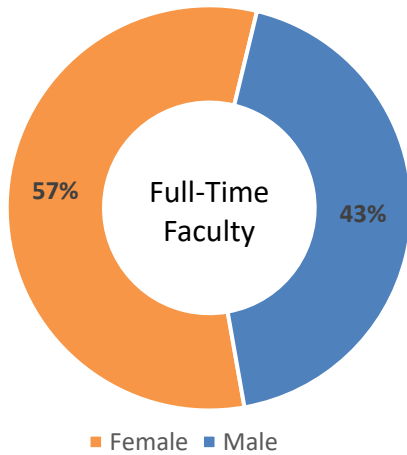
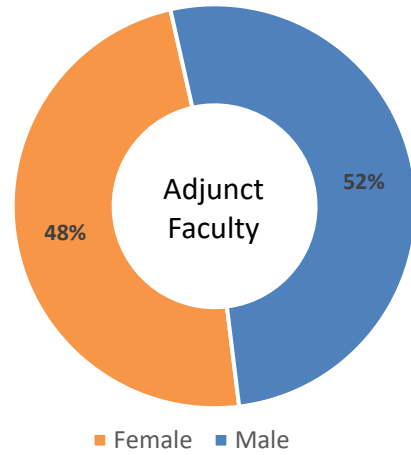


Figure 5.2 Adjunct faculty by Gender, Fall 2019



Adjunct faculty tend to be younger than full-time faculty. Fifty-seven percent of the adjunct faculty were 45 or older, compared to 64% of the full-time faculty. In addition, 18% of the adjunct faculty were under age 35 while 6% of the full-time faculty were in the same age group.

Figure 5.3 Full-time Faculty by Age, Fall 2019

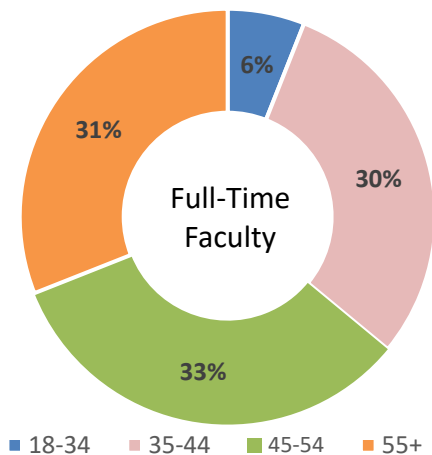
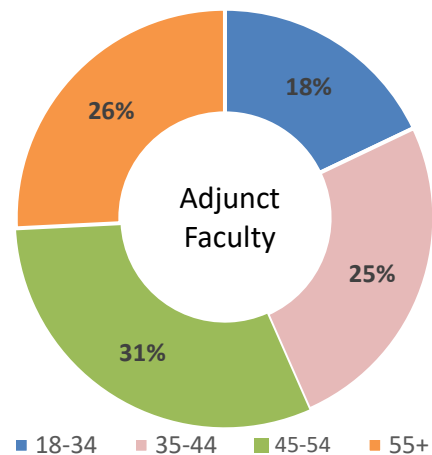


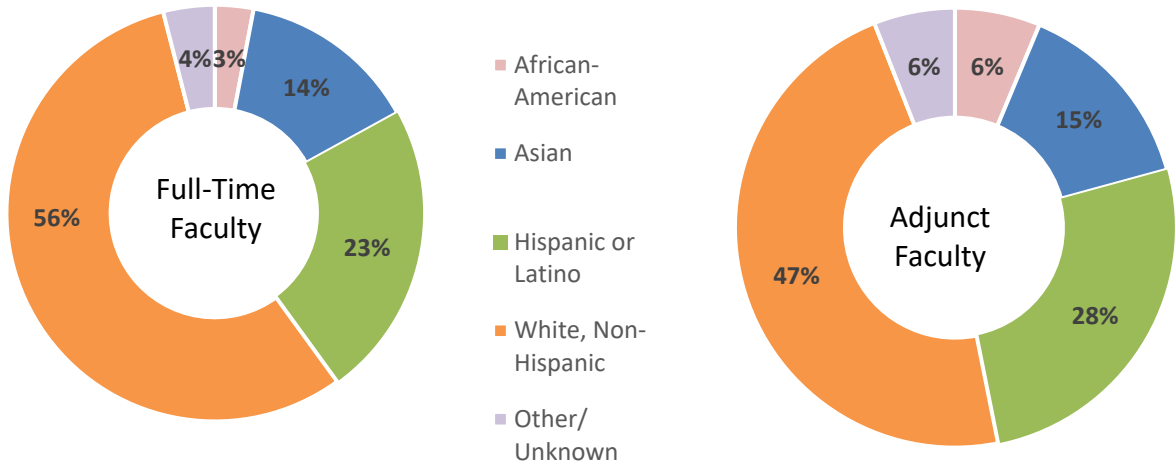
Figure 5.4 Adjunct Faculty by Age, Fall 2019



Among the full-time faculty members, 56% were White, Non-Hispanic, 23% were Hispanic or Latino, 14% were Asian, and 3% were African American. Adjunct faculty were just as diverse with 47% White, Non-Hispanic, 28% Hispanic or Latino, 15% Asian, and 6% African American.

Figure 5.5 Full-time Faculty by Ethnicity, Fall 2019

Figure 5.6 Adjunct Faculty by Ethnicity, Fall 2019



Source: MIS Referential File



Staff and Management Demographics – Fall 2019

Citrus College strives to maintain a diverse environment on campus. In fall 2019, 55% of the staff (management, supervisor/confidential, and classified) were female. Age-wise, 31% were 55 or older. The ethnic composition of Citrus College staff is diverse, with 40% White, Non-Hispanic, 38% Hispanic, 9% Asian, and 4% African American.

Figure 5.7 Staff and Management by Gender, Fall 2019

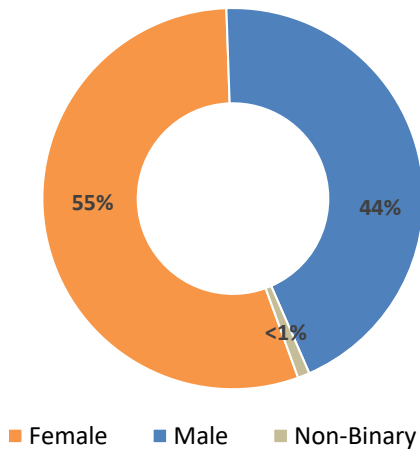


Figure 5.8 Staff and Management by Age, Fall 2019

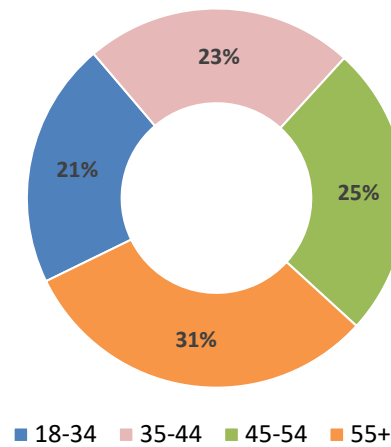
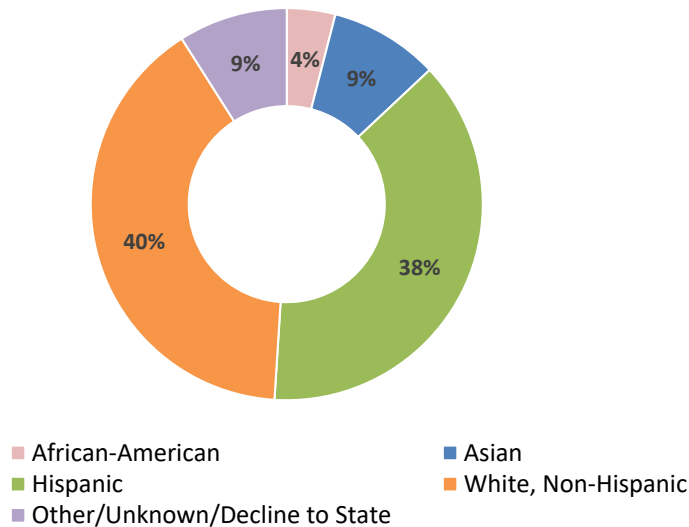


Figure 5.9 Staff and Management by Ethnicity, Fall 2019



Source: MIS Referential File

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