



2014 Annual Report

Final Submission

03/27/2014

Citrus College
1000 West Foothill Boulevard
Glendora, CA 91741-1899

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Arvid Spor
3.	Phone number of person preparing report:	(626) 914-8534
4.	E-mail of person preparing report:	aspor@citruscollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	Page 8 http://www.citruscollege.edu/schedule/catalog/Pages/default.aspx
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.citruscollege.edu/accreditation/Pages/default.aspx
6.	Total unduplicated headcount enrollment:	Fall 2013: 13,061 Fall 2012: 11,876 Fall 2011: 12,502
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	12,003
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall	3,067

	2013:	
9.	Number of courses offered via distance education:	Fall 2013: 66 Fall 2012: 62 Fall 2011: 58
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 2,169 Fall 2012: 2,297 Fall 2011: 2,218
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	67%									
14b.	Successful student course completion rate for the fall 2013 semester:	76.8%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>0</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>778</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>429</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	778	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	429
a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	0									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	778									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	429									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,488									
16b.	Number of students who received a degree in the 2012-2013 academic year:	1,056									

16c.	Number of students who received a certificate in the 2012-2013 academic year:	496
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	905
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	952
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	1)Literature 2)Writing Competency
19a.	Number of career-technical education (CTE) certificates and degrees:	46
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	18
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	0
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	46

20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
	Nursing Assistant (NNAAP Written Exam)	51.39	national	0 %	100 %
	Nursing Assistant (NNAAP Skills Exam)	51.39	national	0 %	92 %
	Dental Assistant (Practical Exam)	51.06	state	0 %	88 %
	Dental Assistant (Written Exam)	51.06	state	0 %	100 %
	Dental Assistant (Law and Ethics Exam)	51.06	state	0 %	86 %
	Emergency Medical Technician	51.09	national	0 %	93 %
	Registered Nursing	51.38	state	0 %	80 %
	Vocational Nursing	51.39	state	0 %	95 %
	Cosmetology - Written Exam	12.04	state	0 %	87.25 %
	Cosmetology - Practical Exam	12.04	state	0 %	93.5 %
	Esthetician - Written Exam	12.04	state	0 %	92 %
	Esthetician - Practical Exam	12.04	state	0 %	93.75 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
	Forestry/Wildland Resources	03.05	82.21 %	87.5 %
	Accounting	52.03	82.21 %	81.48 %

	Digital Media	10.03	82.21 %	50 %
	Information Technology	11.01	82.21 %	50 %
	Medium and Heavy Duty Truck Technology	47.06	82.21 %	66.67 %
	Automotive Technology	47.06	82.21 %	74.19 %
	Drafting Technology	15.13	82.21 %	66.67 %
	Water Technology	15.05	82.21 %	89.36 %
	Recording Arts/Commercial Music	10.02	82.21 %	77.61 %
	Emerging Theater Technology/Technical Theater	50.05	82.21 %	60 %
	Licensed Vocational Nursing	51.39	82.21 %	82.09 %
	Dental Assisting	51.06	82.21 %	89.29 %
	Child Development	19.07	82.21 %	56 %
	Administration of Justice	43.01	82.21 %	82.35 %
	Cosmetology/Esthetics	12.04	82.21 %	76.88 %
22.	Please list any other institution set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>Standards and their rationales are set by representatives from research, faculty, coordinators, administrators and others and vetted through Steering, the shared governance decision-making body. For the 2013 annual instructional program review reports, the Office of Institutional Research provided program-specific data (including DE data by program) in the following areas: Course Counts; Degrees and Certificates; Enrollment, Retention and Success. All data are disaggregated by course categories and offering patterns. Importantly, data are disaggregated by student gender, age, ethnicity, which allows for meaningful dialogue regarding program practices and strategies for improvement. Faculty members are prompted to review, analyze, and discuss these data in program review reports. Faculty members compare program outcomes to college wide performance and can use such data to complement SLO analysis.</p>			

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 777
	b.	Number of college courses with ongoing assessment of learning outcomes 711
		Auto-calculated field: percentage of total: 91.5
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 55
	b.	Number of college programs with ongoing assessment of learning outcomes 55
		Auto-calculated field: percentage of total: 100
26.	Courses	

	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	32
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	32
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:		http://www.citruscollege.edu/pla
28.	Number of courses identified as part of the GE program:		238
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?		Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:		238
32.	Number of Institutional Student Learning Outcomes defined:		3
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).		100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:		100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>The college has three institutional SLOs that originate from the College's mission statement. The GE Assessment Dialogue is an innovative ILO assessment. The report is shared through our governance committees which also include staff and student participation. Data from the past two years indicated a need for increased communication between instructional departments and student services; enhanced alignment between basic skills and transfer-level classes; information competency for student success. The GE committee was reconstituted in 2013 to discuss the College's GE program and work with the SLO Coordinator to facilitate the session in 2014. Assessment of CTE occurs annually through the CTE Program Advisory Council. The Advisory is comprised of community, industry, and technology leaders who share their special knowledge and interest in occupational growth and development with the College. Orientation is mandatory for all new students, and introduces ILOs early in their college career. SLO awareness supplemental questions were added to the CCSSE and the College conducted a follow-up study with student focus groups.</p>		
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>			
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>SLOA processes are evaluated by SLOA HotShots, Program Review and Institutional Effectiveness committees for instructional programs. The College evaluates and fine-tunes organizational structures to</p>		

	<p>support student learning, as seen in mission revision, basic skills course compression, comprehensive PR revision, organizational structure realignment and GE Assessment Dialogue results. Data from the Dialogue identifies gaps among strategic objectives and Academic Affairs, Student Services and Instructional Support. Student Success Committee and Math/English departments analyzed assessment data from sequential courses and collapsed basic skills course sequences. English and Reading faculty developed English 98, a blended English/reading skills course and English 99, also a blended course. The rationale came from SLOA for Engl 030, 040, and 100. While students showed proficiency in meeting SLOs for each course, they struggled in competency in Engl 101. English faculty revamped the basic skills sequence to include courses that correspond with the skills required for Engl 101. Consistent SLO assessments of the two new English courses identified areas of weakness and strength which guide curriculum and textbook changes, and assignments</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Communication takes place at the Steering Committee and recommendations from the SLOA committee are shared through the governance loop. Convocation, FLEX, and division meetings allow for SLOA dialogue. More rubrics and other assessment methods are shared early in a course leading to improved attainment of outcomes. Other examples include: Student Services Planning Meetings and Program Review (PR) Retreat, instructional deans' meeting, Dean's Council, Program Review "train the trainers" session for faculty/deans/staff who serve as a resources for PR and SLO assessment, small group sessions with PR Coordinator, Director of Institutional Research, and SLOAC, presentations at ASCC. Citrus makes students aware of outcomes in several ways: syllabi; program, degree/certificate, and GE outcomes in the catalog; and the ILOs in the catalogue/college website. Some student services areas utilize PR to analyze data on students' level of awareness (ex: A&R/EOP&S satisfaction and annual graduates' survey). Biannual CCSSE questions which show students' level of awareness and perception of outcomes and assessment. Results show more than 90% of students are aware of SLOs and how outcomes will positively impact their grades.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Program-level SLOA data integrate with planning through Program Review (PR). Faculty develop outcomes and meaningful, organic assessment at course and program levels. The SLOA reflection of PR provides faculty a place to document reflection of one full year of assessment; this dialogue leads to identification of gaps and potential plans for improvement. ALL campus units, including Instructional Support, Student Services and Institutional Support participate in PR and collect and reflect on SLOA data each year. The Integrated Planning Manual shows the flow of information in the planning process. Course-level SLOs map to program and institutional level outcomes. SLOA reflections/analyses are linked to resource and planning during the PR process. PR support resource requests and link to strategic plan objectives. In order to be considered, requests for faculty and staff positions, facilities, and equipment go through college wide prioritization processes and requests need to be identified through the PR process. PR reports are published and shared with the College and the community. The Faculty Needs Identification Committee releases a campus wide memo of the ranking decisions on full-time faculty positions requests.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Math 210 analyzed the same SLO from Spring 2013 to Fall 2013, and noticed an improvement from 73.7% to 88.5% on the assessment because the faculty devoted more time to real-world application problems during the class. Smaller class size resulted in a significantly higher rate of students scoring a 3 or higher on the assessment rubric, thus they will continue to advocate for such measures to be permanently implemented. In Student Services, Counseling analyzed the same SLO from 2012-2013 regarding participation in New Student Orientation using pre and post-tests. In September 2012, the survey yielded 361 usable results (pre-test 40.1%/post-test 85.3%). The goal was to increase post-test results to 90%. As a result, additional services such as College 101 and Registration Assistance Workshops were created to improve outcomes. In July 2013, 306 usable results (pre-test 67%/post-test 92%) showed a significant improvement of student ability to use their placement results to register for</p>

classes. In Fall 2013, new services such as Course Planning Sessions were introduced. Although the Counseling faculty was satisfied with 92%, the group chose to measure the registration process one more year to improve sustainability.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 3
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education) Other Change
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	number of degrees can be partially (50% or more) completed online; one program moved from credit to noncredit

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	no change
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	none
43.	List all of the institution's instructional sites out of state and outside the United States:	none

The data included in this report are certified as a complete and accurate representation of the reporting institution.