

# CITRUS COMMUNITY COLLEGE DISTRICT STEERING COMMITTEE AGENDA

March 7, 2010  
2:45 – 4:00 p.m.

Louis E. Zellers Center for Innovation  
Community Room 159

- I. **CALL TO ORDER, CHAIR**  
Geraldine M. Perri, Ph.D. – Chair
- II. **APPROVAL OF MINUTES**  
December 13, 2010
- III. **OLD BUSINESS**
- IV. **NEW BUSINESS INFORMATION**
  - A. **Budget Update – Mrs. Carol Horton**
  - B. **Admissions and Records Program Review – Dr. Jeanne Hamilton**
  - C. **Campus Safety Program Review – Dr. Jeanne Hamilton**
  - D. **Instrumental Music Program Review – Dr. Irene Malmgren**
  - E. **Educational Master Plan – Dr. Irene Malmgren**
- V. **REPORTS/QUICK UPDATES**
  - A. **Educational Programs – Dr. Irene Malmgren**
  - B. **Student Services – Dr. Jeanne Hamilton**
  - C. **Physical/Financial Services – Mrs. Carol Horton**
  - D. **Human Resources – Dr. Robert Sammis**
  - E. **Information Technology – Ms. Linda Welz**
  - F. **Institutional Research – Dr. Lan Hao**
  - G. **External Relations – Ms. Paula Green/Ms. June Stephens**
  - H. **Academic Senate President – Mrs. Roberta Eisel**
  - I. **ASCC Representatives – Ms. Chrissy Concannon**
  - J. **Classified – Ms. Cathy Napoli**
  - K. **Supervisors/Confidential President – Ms. Carol Cone**
  - L. **Student Learning Outcomes Assessment Coordinator – Mr. John Vaughan**
  - M. **Others**
  - N. **Superintendent/President – Dr. Geraldine M. Perri, Ph.D.**

## **STEERING COMMITTEE MEMBERS**

CHAIR – Dr. Geraldine M. Perri, Superintendent/President

### **STANDING COMMITTEE CHAIRS**

1. Irene Malmgren, Educational Programs
2. Jeanne Hamilton, Student Services
3. Carol Horton, Physical/Financial Resources
4. Robert Sammis, Human Resources Services
5. Paula Green, External Relations
6. Linda Welz, Information Technology
7. Lan Hao, Institutional Research
8. John Vaughan, Student Learning Outcomes Assessment Coordinator

### **CLASSIFIED REPRESENTATION**

1. Pam McGuern
2. Cathy Napoli

### **SUPERVISORS/CONFIDENTIAL**

1. Carol Cone

### **FACULTY REPRESENTATION**

1. Patrick Borja
2. Timothy Durfield
3. Gunnar Eisel
4. Roberta Eisel, Academic Senate
5. John Fincher, Faculty
6. Maury Greer-Spring
7. Michael Hillman
8. Dennis Korn
9. Nicki Shaw
10. Beverly Van Citters
11. John Vaughan
12. Lisa Villa
13. Karen Praeger, Adjunct Faculty

### **STUDENT REPRESENTATION**

1. Chrissy Concannon
2. Elisha Corona

### **RECORDING SECRETARY**

Pam Sewell

**CITRUS COMMUNITY COLLEGE DISTRICT**  
Steering Committee Minutes  
December 13, 2010

**PRESENT:**

Gunnar Eisel, Faculty  
Roberta Eisel, Academic Senate  
John Fincher, Faculty  
Brenda Fink, Human Resources  
Paula Green, External Relations  
Maury Greer, Faculty  
Jeanne Hamilton, Student Services  
Lan Hao, Institutional Research  
Carol Horton, Financial/Physical Resources  
Dennis Korn, Faculty

Irene Malmgren, Educational Programs  
Pam McGuern, Classified  
Cathy Napoli, Classified  
Geraldine M. Perri, Ph.D., Superintendent/President  
Karen Praeger, Faculty  
Nicki Shaw, Faculty  
John Vaughan, Faculty  
Lisa Villa, Faculty  
Linda Welz, Information Technology

**ABSENT:**

Patrick Borja, Faculty  
Chrissy Concannon, ASCC, President  
Carol Cone, Supervisors/Confidential  
Elisha Corona, ASCC, Vice President

Timothy Durfield, Faculty  
Mike Hillman, Faculty  
June Stephens, External Relations  
Beverly Van Citters, Faculty

**GUESTS:**

Jeanne Cockrell, Consultant  
Eva Conrad, Consultant  
Glenna Johnson, TeCs  
Thania Lucero, ASCC  
Eric Magallon, Bookstore

**CALL TO ORDER**

Dr. Perri called the meeting to order at 2:48 p.m. in the Faculty/Staff Lounge.

**Minutes**

Recommended by Mrs. Carol Horton and seconded by Ms. Paula Green to approve the November 22, 2010, Steering Committee meeting minutes as submitted.

I.

**OLD BUSINESS**

None.

## **NEW BUSINESS ACTION**

### **A. Board Policy BP 3300 Public Records**

Ms. Brenda Fink stated Board Policy BP 3300 Public Records has been approved by the constituent groups. This is a new policy and procedure. The policy states the District is obligated as a public institution to provide the public with certain information.

Moved by Ms. Nickiwana Shaw and seconded by Dr. Irene Malmgren to approve Board Policy BP 3300 Public Records as submitted. MSP

### **B. Board Policy BP 3560 Alcoholic Beverages**

Mrs. Carol Horton stated the alcoholic beverages policy states that under certain conditions the Superintendent/President can allow the use of alcoholic beverages on campus for the benefit of a non-profit organizations function.

Moved by Dr. Jeanne Hamilton and seconded by Dr. Irene Malmgren to approve Board Policy BP 3560 Alcoholic Beverages as submitted. MSP

### **C. Board Policy BP 3810 Claims Against the District**

Mrs. Carol Horton stated that BP 3810 Claims Against the District states that claims against the District for money or damages must be presented according to policy and related procedure as a prerequisite to filing suit on the District.

Moved by Mr. Dennis Korn and seconded by Mrs. Roberta Eisel to approve Board Policy BP 3810 Claims Against the District as submitted. MSP

## **NEW BUSINESS INFORMATION**

### **A. Administrative Procedure AP 3300 Public Records**

Ms. Brenda Fink stated this procedure was established for records management including access by the public to comply with the requirements of the California Public Records Act.

### **B. Administrative Procedure AP 3560 Alcoholic Beverages**

Mrs. Carol Horton stated that this procedure describes in detail certain incidences where a liquor license may be obtained through the proper authorization process. It requires following the ABC rules for use of a liquor license.

### **C. Administrative Procedure AP 3810 Claims Against the District**

Mrs. Carol Horton stated that the administrative procedure provides the details of the process for filing a claim against the District.

**D. Administrative Procedure AP 6700 Civic Center and Other Facilities Use**

Mrs. Carol Horton stated there is no Board Policy because this is an Ed Code requirement of who, how, and how much to charge to use District facilities. This procedure is being updated to align with the revisions to the Ed Code.

**E. Educational Master Plan Update**

Dr. Irene Malmgren stated a draft of Chapter 2 will be reviewed at today's Steering meeting.

Dr. Eva Conrad introduced Ms. Jeanne Cockrell, from the architectural side of HMC. Dr. Conrad added that during the last week of November there were several consultants on campus interviewing all faculty and staff in the instructional and student service areas. The next draft is being prepared that will describe every discipline in the instructional and student service areas. This draft will be available by the first of February to begin review.

Dr. Conrad asked the Committee for their opinion on this draft for items such as the format, the boxes around the data fields, the content of the information, if the data responds to each question, and the appearance. Dr. Conrad added, "What data set gives the information we need to consider when completing Chapter 2?"

The first few pages of this document are the *"Table of Contents"* and *"Index of Data Sets"*. Citrus College is located in a unique area which is comprised of 71 percent mountains, with 29 percent of it densely populated. Dr. Hao reviewed how the areas were selected and the rationale for the 12 zip codes. We receive a list of 9 zip codes for Citrus College. Dr. Hao consulted with the Chancellor's Office on the GIS maps for Citrus College's district's area map. Dr. Hao added that the zip codes are where most of the information is obtained for most research studies. There were three more zip codes added to the process because of their location in the District. Dr. Conrad stated that all data is stored by zip codes and the information received from the census to describe each of the regions. Dr. Conrad added that task one was to identify zip codes in each service area. Dr. Conrad asked, "What do you think of these data sets?" Positive feedback was received.

**Population by Zip Code**

Dr. Conrad stated that this information is obtained from the census report.

**Population by Age**

Dr. Conrad stated these 12 zip codes were combined with a table of current population to include 5 and 10 year projections by each age group. These age brackets are consistent with the ARCC reporting process.

- **Response**

There was a recommendation to have a more differential break down with targeting age groups by zip code areas. Would this information then provide what the typical student body is at Citrus?

**Population by Ethnicity**

- **Response**

A recommendation was made to continue programs and services as a Hispanic serving institution.

### **Population by Gender**

- **Response**  
The table is easy to read and makes sense but should have consistency on the bolding and headers.

### **Population by Language Spoken at Home**

Dr. Conrad added that this is the same version as reported in the past. There were no projections on language usage.

- **Response**  
A recommendation was made to have this information broken down by age groups.

### **Median Household Income by Zip Code**

- **Response**  
Is it possible to rearrange the zip codes and areas that relate to the District and include the portions of land mass?

### **Population by Highest Educational Attainment for 25 plus**

- **Response**  
Is to identify what service areas have need for what area of education?

### **High School Graduation Rates**

Dr. Conrad added that this information is from the Department of Education and that these figures are only from the senior year.

- **Response**  
Is it possible to obtain figures from freshman to senior year? What are the most recent three-year graduation rates and dropout rates for marketing basic skills? How do the school districts define graduation rate? A recommendation was made to add Sierra Continuation High School to the Azusa Unified School District list.

### **Employment Trends**

Dr. Conrad stated there is no employment trends data. This information is very difficult to obtain.

- **Response**  
A recommendation was made to include data from the San Bernardino county area, because a lot of Citrus students come from that area.

### **Enrollment Trends**

Dr. Conrad added that there will be one data element added on credit enrollment. The number of credit sections offered and to add the fall 2010 information. Each academic year is different at each institution so there was a need to standardize by academic years or semesters for comparison.

- **Response**  
Are the ways the classes are spread across the week a good comparison of enrollment trends?

### **Credit Enrollment and Contact Hours by Instructional Mode**

#### **Credit Enrollment and Contact Hours by Schedule**

- **Response**  
Are these courses defined as they should be as short term and fast track for consistency?

### **Credit Headcount by Zip Code**

Dr. Conrad stated that these were defined by District zip codes along with additional data from outside of the District. Dr. Conrad asked what should be done with these zip codes. What number of land mass should be considered as major and minors? Should we move 10 and 20 percent outside of the District and change to three divisions? Dr. Conrad stated there are three items to consider - 1. The six zip codes. 2. That most distance education is within the district and 3. Should this be generalized by cluster area?

### **Exchange of Credit and Noncredit students among three community college districts**

The chart shows that Citrus receives a lot of students from Chaffey but loses students to Mt. Sac. If we include the figures from La Verne this could also affect these totals along with the programs that are offered at these schools may affect the ratios. Dr. Conrad added that Dr. Hao collaborates with Mt. Sac and Chaffey annually for this information. This information also shows the need to focus on marketing.

Dr. Conrad completed the review process and would like to schedule another meeting date. Dr. Perri thanked Dr. Hao, Dr. Conrad, and Jeanne Cockrell for the dialogue and information.

Dr. Malmgren brought attention to the handout that shows the service and academic areas that have been conducting interviews. On Flex Day the departments will have a summary sheet that will include a preview of the data ribbon, as well as the definitions of the terms. The sample from auto, Transfer, CTE, and student services gives an idea of what we are looking at, which are three different points and times, how many students each area is serving, and how successful the students are. The targets will be discipline-specific with no College-wide standard, but will be driven by curriculum.

## **Reports and Quick Updates**

### **Irene Malmgren – Academic Affairs**

Educational Programs Committee met Monday, December 6. AP 4100 (Graduation Requirements) was discussed and will be sent to all constituency groups. Because the policy addresses graduation requirements, EPC asked all groups to consider the AP as quickly as possible so any changes can be reflected in the next catalog.

The program review for Instrumental Music was reviewed, passed, and will be forwarded to Steering. The Physical Education/Athletics Division asked to change their name to Kinesiology/Health/Athletics. This brings their name and curriculum in line with the CSU system and many other community colleges. EPC supported the change and sent the request to constituent groups for review, again hoping to finalize the change for inclusion in the catalog.

New course identifiers were approved for drafting, architecture, and engineering (DRAF/ARCH/ENGR), leadership (LEAD), and ethnic studies (ETHN). Curriculum Committee (Academic Senate) will recommend discipline placement where necessary.

The Educational Master Plan continues to take shape. Interviews were conducted with “stakeholders”, discipline and student service areas, and student groups. After today’s Steering meeting, the consulting team will finalize descriptors for each area and send them back for our review in late February and March. The data chapter is expected to be finalized prior to spring Flex day. Spring will be filled with facilities analysis and planning.

### **Jeanne Hamilton – Student Services**

At the last Student Services Committee, Lois Papner reported on a number of new online services to be made available to students in the future. She is working now on a new online application for non-credit students. Students will soon be able to order transcripts online, as well as apply for college scholarships. Mandatory student orientation was successfully implemented, requiring new students to complete the in-person or online orientation before registering for winter or spring session. The Student Services Committee also reviewed the Campus Safety Report and grant activities for the new veteran's program federal grant.

CARE and CalWORKS are celebrating the second year of their Adopt an Angel program for the children of our students. Employees were asked to donate a gift for one of 68 children, who will receive their gifts from Santa on December 9.

### **Carol Horton – Physical and Financial Resources**

The Financial Resources Committee met on December 1, 2010 and the main item of discussion was the state economy and the impact on community colleges. It was decided to meet again after the January Governor's Budget Proposal. BP3810 and AP3810, *Claims Against the District* were forwarded to Steering on this agenda after approval by all constituent groups.

The Physical Resources Committee met on December 2, 2010. Bob Bradshaw and Jim Pierce gave the committee an update on construction and remodel projects. Discussion was also held on the south east gate in parking lot S6 due to a neighbor's complaint. AP 6700 *Civic Center and other Facilities Use*, and BP 3560 and AP 3560 *Alcoholic Beverages* were forwarded to Steering on this agenda after approval by all constituent groups.

### **Linda Welz – Information Technology**

CITC is not meeting formally this month but will be reviewing a draft for a new administrative procedure electronically.

### **Roberta Eisel – Academic Senate**

The Academic Senate met on Wednesday, December 8<sup>th</sup>. A major subject of discussion was implementation of SB 1440. We showed the council the website for C-ID and opened some of the "transfer model curriculum" samples. We encouraged all faculty to join the LISTSERV groups for their disciplines and shared information about the March 11 regional meetings for many disciplines. Another topic of discussion was the need to encourage all faculty to leave classrooms tidy and not leave materials behind to clutter the rooms.

We took a first look at BP 3310 on Records Retention and Destruction and BP and AP 3510 on Workplace Violence. There was continuing discussion and many concerns about AP 3505 – Emergency Response Plan, as well as BP and AP 3570 Smoking on Campus. The consultation group on the Probation, Dismissal, and Reinstatement BPs and APs met following the senate meeting, and all parties including representatives from students, faculty, and admissions and records have agreed on the edited language. I will get these revisions out to the team for final consideration and then move these items back to the full senate and the Educational Programs Committee.

When we return in the spring, we take up the task of developing a process for program development and viability, one of the duties we adopted for this academic year.

### **Paula Green – External Relations**

External Relations is assisting with preparations for the Superintendent/President's Holiday Reception on Tuesday, December 14<sup>th</sup> from 2:00 – 3:30 p.m. in the Center for Innovation community room.

This year, we worked closely with Matt Jackson from fine arts and his advanced animation students to produce a holiday e-card. Stacey Donaldson in External Relations was the lead designer. Bob Slack and Ann Heming were also instrumental in helping us with the musical elements of the card.

I collaborated with Carol Horton to write a press release about the college's Emergency Preparedness Plan. This came about as a result of compliments we received from Peter Wright, director of emergency preparedness and planning at the Chancellor's Office, about our plan and our emergency preparedness efforts. The press release will be sent to the media on December 8 and Peter has asked to include it in his winter newsletter.

The Foundation's Winter Reception will be held on December 10.

### **Brenda Fink – Human Resources**

The Human Resources/Staff Diversity Advisory Committee will meet on Wednesday, December 15<sup>th</sup>.

### **John Vaughan – Student Learning Outcomes and Assessment Coordinator**

HOTSHOTS met on Nov. 18<sup>th</sup> and evaluated the results from the Faculty Efficacy survey. The work of analysis and subsequent recommendations on this survey will continue at our final meeting set for Friday, December 10<sup>th</sup>. At this meeting, we will also finalize the artwork for the Student Awareness Campaign to begin during the Spring Semester. We will also look at the template to be utilized for the first Annual Comprehensive Assessment report; this report will document the implementation of slo's campus wide, as well as the use of assessment data to drive institutional planning and improve student outcomes.

### **Cathy Napoli – Classified**

CSEA would like to thank everyone that attended and supported the Holiday Celebration and raffle for scholarships; it was a fun afternoon for all. We are also looking forward to the President's Holiday Reception on Tuesday, thank you Dr. Perri.

### **Lan Hao – Director of Institutional Research**

The IRPC committee met on Monday December 6<sup>th</sup>. As of 12/6/10 there were 104 responses to the Strategic Planning survey. Dr. Hao asked the committee members to encourage everybody to take the survey. The committee also reviewed and discussed findings of the 2011 draft ARCC report. Mr. John Vaughan gave a brief report on SLOA. Lastly, results of CCFSSSE (the faculty portion of the engagement survey) were handed out and the committee will review and discuss the results further at the next meeting in March.

### **Geraldine M. Perri, Ph.D. – Superintendent/President**

I am pleased to note that the college was one of the winners in the Beacon Newspaper Groups Annual Readers Choice Poll. Citrus College was selected as first runner up in the "Best Institution of Higher Learning" category. Congratulations to Paula Green and Stacey Armstrong.

I have received a letter from CCLC with thanks and appreciation for helping to make the Leagues 2010 Annual Convention and Partner Conference an outstanding success with the wonderful performances by the Citrus College Night Shift, Hawaii combo and the garbage can/drumline. Thank you also to Irene Malmgren, Paula Green, Robert Slack, Ann Heming, Mike LeBrun, Gino Munoz, and Alan Waddington for coordinating these performances.

I had the pleasure of accompanying Trustee Montgomery at the Monrovia Holiday Parade on Thursday evening. Special thanks to her son, Andy, for driving the Montgomery "T-Bird" in the parade. While it was a bit *chilly*, the reception from the community was very *warm*.

I would also like to thank Trustee Woods, Trustee Montgomery, Trustee Ortell, and Trustee Keith for attending Friday's lunch and campus tour with Senator Bob Huff, which was quite successful. Special thanks to Philomena O'Shea, Cafeteria Supervisor, for the delicious food; Marilyn Grinsdale, Protocol and Government Relations Officer, for coordinating the Senator's calendar; and Vice President Malmgren for leading the tour.

Thank you to Irene Malmgren, Vice President of Academic Affairs for leading the Educational and Facilities Master Plan All-Campus Forum on Thursday afternoon. The forum provided faculty, staff and students the opportunity to hear about the process of development and implementation of the strategic plan.

I would also like to congratulate June Stephens, executive director of development and external relations for securing from Pacific Western Bank a \$5,000 donation for the "*Valley's Got Talent*" fundraiser.

The Annual CSEA Dessert Buffet on Thursday, December 9<sup>th</sup> was a great success. Steve Siegel did a wonderful job emceeding.

Everyone is invited to attend the Superintendent/President's Holiday Reception tomorrow December 14<sup>th</sup> in the Community Room of the Center of Innovation at 2:00 – 3:00 p.m.

#### **OTHER**

None

#### **IN CLOSING**

Ms. Thania Lucero from ASCC brought the Steering Committee a tray of cookies and wanted to wish everyone a very happy holiday from ASCC.

Dr. Perri invited everyone to attending the President's Reception in the Center for Innovation from 2:00 – 3:30 p.m. Also thank you all for a very productive semester as terms in the Steering Committee with next semester being even more exciting with the Educational Master Plan work to look forward too. Please take time to enjoy family and friends over the holidays, but take out Chapter 2 and review it in your spare time. Thank you all for all your work this semester.

Meeting adjourned at 4:04 p.m.

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	Steering Committee	Action	_____
DATE	March 7, 2011	Resolution	_____
SUBJECT:	Admissions and Records Program Information Review	Information	X
		Enclosure(s)	X

**BACKGROUND**

The Office of Admissions and Records has completed the program review process for non-instructional programs based on a 6-year cycle.

The Admissions and Records program review document follows the newly adopted outline for non-instructional program review and was approved by the Student Services Committee on December 16, 2010.

This item was prepared by Pam McGuern, Administrative Assistant, Student Services.

**RECOMMENDATION**

For information only. No action required.

Jeanne Hamilton  
Recommended by

\_\_\_\_\_  
Moved / Seconded

Aye\_\_Nay\_\_Abstained\_\_

\_\_\_\_\_  
Approved for Submittal

Item No. IV.B.

# Admissions and Records



## Non-Instructional Program Review

Fall 2010



# **Admissions and Records Non-Instructional Program Review**

**Fall 2010**

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**Prepared by**  
Lois Papner

## **Admissions and Records Review Committee Members**

<b><u>Name</u></b>	<b><u>Title</u></b>
<b>Lois Papner</b>	<b>Dean of Admissions and Records</b>
<b>Judith Heinrichs</b>	<b>Registrar</b>
<b>Cathy Napoli</b>	<b>Admissions and Records Coordinator</b>
<b>Jamie Richmond</b>	<b>Administrative Secretary II</b>
<b>Lan Hao</b>	<b>Dean of Institutional Research</b>
<b>Sunny Liu</b>	<b>Research Analyst</b>
<b>Linda Welz</b>	<b>Chief Information Services Administrator</b>

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## **Admissions and Records Program Review**

### **I. Introduction**

#### **A. Overview of the Program**

The Admissions and Records Office serves as the primary student enrollment and information collection or dissemination point for the college. The Admissions staff performs an impressive array of services, processing approximately 29,000 applications each year and registering nearly 35,000 students yearly while fielding a myriad of questions regarding all aspects of the college. The Admissions and Records staff focuses on the collection, processing and maintenance of more than 120,000 student grades and the certification of student academic attainment yearly. Admissions and Records is also responsible for determining residency, distributing and correction of grades, maintaining and evaluating academic records including prior credit evaluations and certifications, processing and issuing transcripts, evaluating records for graduation, and enforcing academic regulations. Admissions and Records will make the final decision on exceptional action petitions, academic renewal petitions, late add petitions and prerequisite challenge petitions that students submit asking for exceptions to be made.

##### **1. Relationship to college mission**

The Admissions and Records functions have a direct relationship with the mission of the college because the Admissions and Records Office teaches students how to successfully apply for admission to the college and to register for and complete classes in a timely manner so that they can achieve their educational goals which will allow them to compete in a global society.

##### **2. Program description, purpose, goals and objectives**

As the custodian of records, the Admissions and Records Office provides support for the faculty and administration as well as students. Accuracy of student enrollment and grading records is crucial in assisting faculty to provide quality instruction to the students and to assist the administration in enrollment management. Our goal is to provide accurate and timely service to the students, staff, faculty and administration within district financial and technological resources. The Admissions and Records Office is responsible for the state reporting and attendance accounting for the apportionment allocated to Citrus College.

### **3. Number of staff and type**

The Admissions and Records staff is comprised of the following members:

- One Dean (100%)
- One Registrar (100%)
- One Admissions and Records Coordinator (100%)
- One Transcript Evaluator (100%)
- One Administrative Secretary II (100%)
- One Admissions and Records Specialist (100%)
- Four Admissions and Records Technician III (100%)
- One Admissions and Records Technician III (49%)
- Three Admissions and Records Technician II (100%)
- One Admissions and Records Technician II (49%)
- One Guest Relations Assistant (100%)
- Six On-Call Admissions and Records Technician
- Three Student Workers

Due to our budget cuts, several of our vacancies have remained unfilled. Currently there are three vacancies in the Admissions and Records Office.

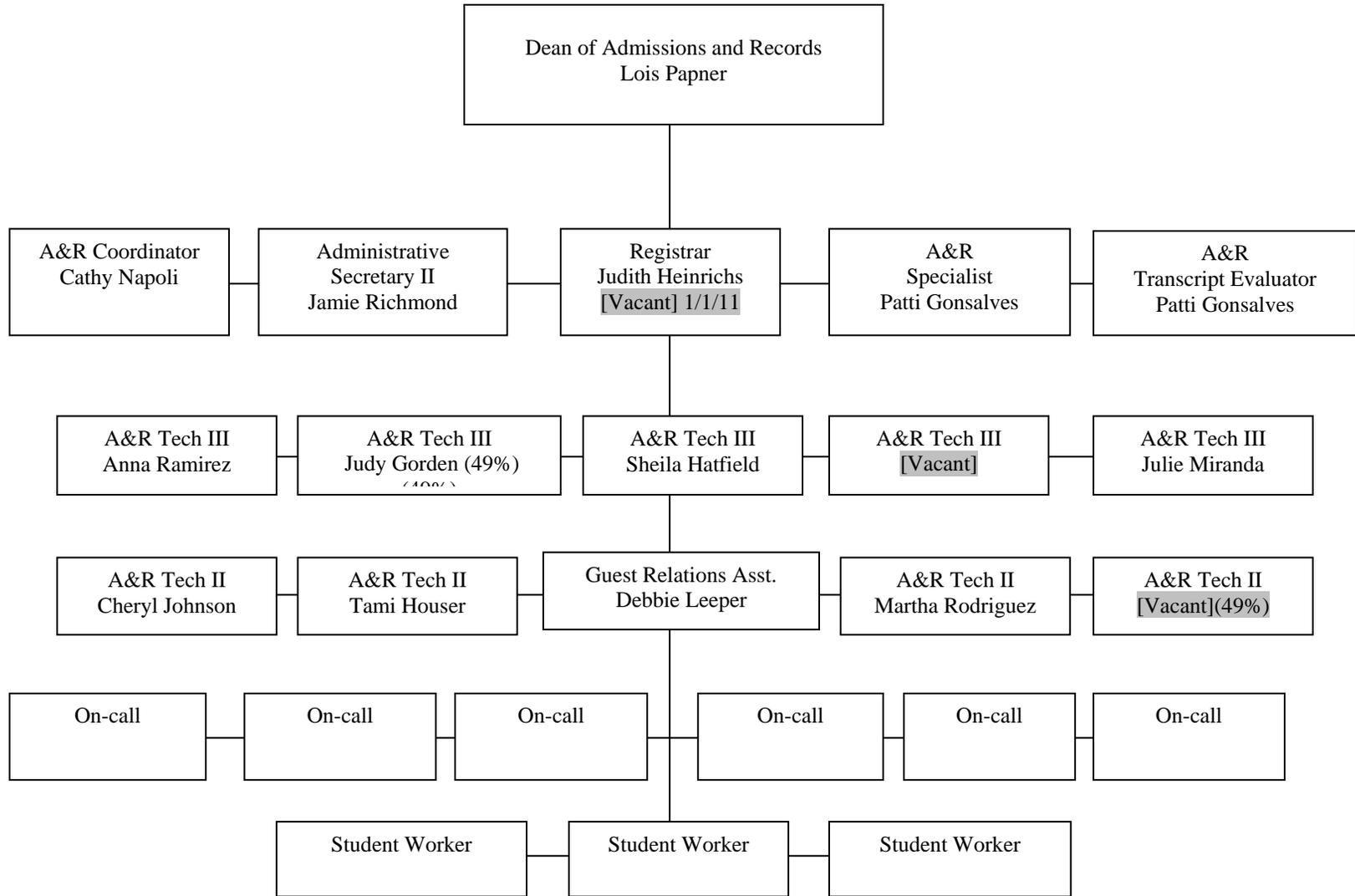
1. 49% Technician II since spring 2008
2. 100% Technician III since spring 2010
3. 100% Registrar December 2010

#### **a. Staff preparation and training**

The Admissions and Records staff participates in different forms of training in preparation to better serve students in the Admissions and Records Office. The staff attends electronic webinars provided by other agencies. The Dean of Admissions and Records conducts periodic staff meetings and provides additional training to staff. The Admissions and Records staff has participated in many Banner trainings. Most staff were very involved with the two years of training from SunGard consultants during the implantation phase of Banner. Since the implementation many of the Admissions and Records staff continues to have training from TeC Services and independent consultants. The Admissions and Records staff also participates in conferences when district funding permits.

#### **b. Organizational Chart**

# Admissions and Records Organizational Chart



#### 4. Approximate number of students served annually

The average number of students served on an annual basis by the Admissions and Records Office staff is roughly 35,000 students. This figure is based on the last three years of credit students enrolled divided by the three years.

##### Number of credit students served annually:

Award Year	04-05	05-06	06-07	07-08	08-09	09-10
Number of Admissions Applications	16,888	16,188	12,139	28,032	26,680	30,123
Number of Credit Students Enrolled	29,125	28,572	27,191	36,181	35,425	32,051

The Admissions and Records Office did not collect statistical data on non-credit students in the same manner as credit students therefore data is not being supplied in this program review for non-credit students.

#### 5. Facilities/Location

The Admissions and Records Office is centrally located in the Administration Building on the first floor and has day and evening hours to serve all students, faculty and administration. The office will move to the new Student Services Building in spring 2011.

#### 6. Progress on prior program review recommendations

Most of our prior program review recommendations have been accomplished. The following bullets were the recommendations from our 2003 Program review.

- **Assess ways to improve public service image and provide additional training in this area.**  
Our public image has improved with the implementation of our ERP system in summer 2007. Long lines of students waiting to be served have been reduced to almost no lines for admission, registration and payments.
- **Clarify signage between the hallway and the different admissions and records stations.**  
New signage was installed in spring of 2007 which clearly identifies the entrance of offices. We no longer have stations or lines of students registering because they do all of this online.
- **Pursue implementation of a web-based application for admissions.**  
We began our web-based admissions application when we implemented Banner in summer 2007. Since Banner was plagued with problems with their admissions application we then changed to CCCApply online application in spring 2009.
- **Pursue immediate processing of PIN number reset; 24 hour delay is inconvenient.**  
With the implementation of our ERP system students receive their PIN within 24 hours of applying for admissions and we can now easily reset a PIN immediately without any delay.
- **Military programs should have their own program review.**  
Military programs are now under the Financial Aid Director and have not been identified as a separate program for having its own program review. However, this program has grown and is developing into its own department and will have its own program review.
- **Implement electronic transfer of transcripts; data exchange.**  
While we have moved to an online transcript we have not yet moved to electronically sending transcripts between schools. This may be possible in the next few years.
- **Increase communication between the Admissions and Records Office and the Academic Senate so that faculty are more informed and have more participation in departmental decisions.**  
This communication has increased through the Dean's attendance at most of the academic senate meetings, other staff presenting information through adjunct orientation meetings and department meetings that staff attend and present information on FERPA.

## II. Integration and Coordination with Other Programs

### A. Program coordination with other instructional and/or Student Services programs on campus.

In accordance with Family Educational Rights and Privacy Act (FERPA) regulations the Admissions and Records Office coordinates with the following student service programs and non-student service programs as needed.

- Assessment
- Counseling
- EOPS
- Disabled Student Program and Services
- Financial Aid
- Honors
- Athletics
- External Relations
- Fiscal Services / Bursars Office
- Foundation
- School Relations / Outreach
- Student Employment Services
- Veterans Center
- Child Development Center
- International Student Office
- Instructional Departments
- Institutional Research
- TeC Services

### B. Program coordination with Research and TeC Services.

Since the implementation of the Enterprise Resource Project (ERP)-Banner integrated system the Admissions and Records Office has the ability to coordinate efforts with the Institutional Research Office by sharing data from the Admissions and Records database with the assistance from TeC Services when meeting deadlines for institutional, federal and state reports and satisfaction surveys.

### C. How is this program integrated with student equity and strategic planning?

The Admissions and Records Office participates in meeting the goals of the student equity and strategic planning by providing students with the tools they need to apply for Admission to the college. For example;

- **Student Success:** The Admissions and Records computer center provides students with online access to complete their application for admission to the college and register for classes which contributes towards student success. Students are also able to request official transcripts and prepare themselves for transferring to other institutions.
- **Student Learning Outcomes (SLOs) and Assessment:** The Admissions and Records Office is involved with the institution in developing SLOs to better understand the needs of the students applying for Admission to the college.
- **Fiscal Transparency:** The Admissions and Records Office works closely with Fiscal Services to assure fiscal transparency in the development of the department budget and in the reporting of the apportionment.
- **Communication:** The Admissions and Records Office provides a variety of forms of communication with students and the community. For example, the college website has online services as well as the college catalog and schedule and Admissions and Records general information all of which can be found online. The "Student Portal" will be implemented during spring 2011 and will improve how we connect with our students.

### III. Program Self-Evaluation

Self-evaluation is based on the WASC Accreditation Standard IIB-Student Support Services

#### **IIB Student Support Services**

*“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services”.*

#### **A. MIS Data Reporting**

The Dean of Admissions and Records reviews Management Information System (MIS) data before it is submitted to the State Chancellor’s Office. If the data is incorrect, the dean and designated staff investigate the reasons student’s information for any discrepancies and make the appropriate corrections to the data to ensure it is being reported accurately. Once the Dean of Admissions and Records and the Technology and Computer Services (TeC Services) staff have fully evaluated the data, it is then submitted to the State Chancellor’s Office.

##### **1. Is data accurate?**

The MIS data provided to the Dean of Admissions and Records in a report showing errors to be corrected is fairly accurate. However, when discrepancies occur the dean coordinates with TeC Services to correct data elements that were entered incorrectly so that our information is properly reported.

##### **2. Program coordination in reporting MIS data.**

TeC Services policy encourages coordination between departments to review data before submitting to the State Chancellors Office

#### **B. Access.**

##### **1. How accessible is the program?**

The Admissions and Records Office makes every effort to provide students with the necessary information to successfully apply for admissions and to register for classes and complete them. The Admissions and Records information is available online, in the college catalog and class schedule. Students can apply online or any place that they have access to an internet connection as well as in person in the Admissions and Records Office. We have ADA compliant computers in our computer center.

##### **a. Compare demographic data from the college to the program, including ethnicity, gender, age, students with disabilities.**

Because every credit and non-credit student is served by Admissions and Records, this question is not applicable. However, to compare demographic data of the college to statewide averages, the following data is provided from the Chancellor’s Office Data Mart system. The Admissions and Records Office statistics show that we served 12,710 actual credit students for spring 2010 semester.

#### **B1a. Table1.**

**Spring 2010** Data Comparisons from Citrus College to the Statewide Averages:

	<b>Citrus College</b>	<b>Statewide Averages</b>
<b>Gender</b>		
Female	54.6%	53.3%
Male	43.4%	45.5%
Unknown	2.0%	1.2%
<b>Ethnicity</b>		

Am. Indian or Alaskan Native	0.5%	0.6%
Asian or Pacific Islander	5.8%	14.4%
Black Non-Hispanic	3.8%	6.9%
Hispanic	32.3%	30.5%
Two or more races	0.5%	1.4%
White Non-Hispanic	22.9%	32.0%
Unknown	34.2%	14.1%
<b>Age</b>		
19 or Less	28.5%	22.8%
20-24	39.0%	30.7%
25-29	10.4%	13.3%
30-34	4.7%	7.7%
35-39	3.0%	5.7%
40-49	4.6%	9.0%
50 +	9.8%	10.3%
Unknown	0.02%	0.4%
<b>Disability</b>		
Yes	5.7%	6.9%
No	94.3%	93.1%
<b>Total Students</b>	<b>12,710</b>	<b>1,748,611</b>

**B1b. How effective is the program in enabling success for underprepared and underrepresented students?**

According to the data provided by the Office of Institutional Research at Citrus College, underprepared and underrepresented students are successfully maintaining a GPA that is close to the average GPA and meeting the Admissions and Records satisfactory academic progress standards. For example, see illustration below.

	Citrus College
Average GPA	2.24
Underprepared	2.01
Underrepresented	2.14

**C. Success.**

**1. Review how well your students are completing their educational goals compared to the total college population, if appropriate.**

(See C2a Table)

**2. Include (where applicable)**

**a. Number of degrees and certificates awarded. (See C2a Table)**

**b. Number of transfer-prepared students. (See C2b Table)**

The data obtained is from the Transfer Velocity Cohort from the chancellor's Office. This data is created by evaluating all first time freshmen six years after their entry. Those students who have completed twelve credit units and attempted a transfer level math or English course are included.

**c. Number of transfers.**

This program is in the process of collecting this data.

**d. Achievements of non-credit educational goals.**

This program is in the process of collecting this data.

**C2a. Table - Number of degrees and certificates awarded for award year 2009-2010**

	Citrus College	Statewide Averages
Associate of Arts (A.A.) degree	34.3%	45.2%
Associate of Science (A.S.) degree	31.8%	17.7%
Certificate 18 to < 30 units	13.3%	7.5%
Certificate 30 to < 60 units	17.1%	13.4%
Certificate 6 to < 18 units	3.5%	7.8%
Total Awards	<b>1,509</b>	<b>134,588</b>

**C2b. Table - Number of transfer-prepared students**

	Citrus College	Statewide Averages
Transfer-Prepared	13% (158 out of 1,230)	15% (18,603 out of 124,462)

#### D. Student Learning Outcomes

##### 1. Describe your progress in the development and implementation of Program's Student Learning Outcomes (SLOs).

###### a. List the program's SLOs

(See attachment # 1-3 pgs. 22-27 for SLOs for 08-09, 09-10 and 10-11).

- **What process was used to develop the SLOs?**

The Dean of Admissions and Records attended meetings and workshops held by campus committees as well as regional meetings on developing SLOs. Discussions were held within the department to brainstorm and discuss department SLOs. In addition, the Vice President of Student Services held meetings to develop and refine SLOs.

- **What activities are used to achieve the SLOs?**

One form of assessing the Admissions and Records SLOs was through a voluntary satisfaction survey. The first survey was obtained in fall 2008 through distributing them to random students and faculty giving them to their students in classes. The second survey was sent fall 2010 in the form of an email blast to all currently enrolled students. Students completed this survey through the Survey Monkey program.

##### 2. How are you assessing the outcomes?

(See attachment # 4 pgs. 28-38 for survey results).

The Admissions and Records Office conducted a satisfaction student survey in fall 2010 as one of the methods to assess the student learning outcomes (SLOs). The survey concluded that ninety eight percent of the students own a computer at home and eighty seven percent found the WingSpan application instructions easy to understand when applying through our online process. Nearly eighty percent of the students understood that their welcome letter contained their Citrus ID number and pin number. Eighty seven percent of students knew where to view their appointment online. Eighty three percent knew that they would be dropped from classes if they did not pay their fees by the indicated deadline.

The satisfaction survey also gave a clear indication of areas where the Admissions and Records office and staff need to make improvements, as indicated below. However, based on the survey results, it conclusively provided the Admissions and Records Office with the means of assessing our number one student leaning outcome goal, which was to assess if students had gained the knowledge and ability to complete the online application process and register for classes.

### **3. How is the assessment information used to improve services?**

Based on the results of the initial assessment some of the recommendations to improve services in the Admissions and Records Office are as follows:

- **Need to improve customer service through workshops, conferences, staff development and staff meetings.**
- **Need to improve Admissions and Records Banner functionality to provide students with clearer error messages.**
- **Need to improve on sending emails to students for reminders to pay. Only 44% stated they received a reminder.**
- **Need to improve on the communication to students regarding the fact that if classes were added after the semester begins, they would not be dropped for non-payment.**
- **Implement the waitlist process in WingSpan.**
- **Increase our email message reminders for when to view appointments and when registration begins.**
- **Possibly move the VATEA survey to the end of the registration process.**
- **Resolve issues with WingSpan during high peak times at registration where the website often freezes or crashes.**

## **E. Compliance (if applicable)**

### **1. Provide an overview of how this program meets applicable minimum requirements of law.**

The institution must be approved by the Western Association of Schools and Colleges. The Admissions and Records programs must adhere to federal and state regulations in order for the institution to maintain its accreditation. We must adhere to the Family Educational Rights and Privacy Act (FERPA), attendance accounting procedures for completing and sending the apportionment report to the state and internal auditors who audit the records each year.

## **F. Student Eligibility (if applicable)**

### **1. Describe eligibility requirements for participation in your program.**

- Citrus College is an open access institution, offering admission to high school graduates or person who are at least 18 years of age and possess a high school diploma, GED, certificate of proficiency, or the equivalent.
- Citrus College offers selected programs and classes for high school students who are in the 11<sup>th</sup> and 12<sup>th</sup> grades. These students must be enrolled concurrently at their high schools and at Citrus College. They are required to complete and submit an admission application and a high school registration authorization form. This form, which requires signatures from a parent and from a counselor or principal, is available online at [www.citruscollege.edu/ar](http://www.citruscollege.edu/ar).

## **G. Program Services**

### **1. List and describe the services/components offered by your program.**

The Admissions and Records Office provides the following services:

- **Assistance to students when completing their admissions application, registration and requesting transcripts:** The Admissions and Records Office provide personalized assistance in English and Spanish to students applying for Admissions, registering for classes and requesting transcripts in person or over the phone.
- **Computer Center:** The Admissions and Records Office has a computer center to assist students with their online application process, registration or obtaining academic transcripts.
- **Admissions and Records Counter:** The Admissions and Records Office provides assistance over the counter regarding grading questions, transcript requests, petitions for exceptional action, information on deadlines and withdrawing from classes.
- **Documentation Process:** The Admissions and Records Office provides assistance to students in gathering the appropriate documentation to complete the admissions application process.
- **Study Abroad:** The Admissions and Records Office coordinates with the institutional Study Abroad program and Financial Aid by providing assistance to students with their admissions application, registration and transcripts. This enriches the student's educational experience in a global setting.

**a. Include numbers of students in each component, if available.**

Our program does not compile this type of data statistics.

**2. Describe how it compares to similar programs at other community colleges in services area (if applicable)**

The only comparison that can be done in this program is to show statistical data among other colleges similar in size and statewide averages for credit, non-credit and distance education students. The following G2 table depicts this data.

**G2. Table -Comparison of Admissions and Records Programs between Surrounding Community Colleges  
[Based on 2009-2010 Data]**

COLLEGE	CREDIT FTES	NON-CREDIT FTES	%OF NON-CREDIT	DIST. ED FTES	% OF DIST. ED
CITRUS	11,082	769	6.9%	1,165	10.5%
ANTELOPE VALLEY	10,595	69	0.7%	794	7.5%
CHAFFEY	15,891	499	3.1%	945	5.9%
GLENDALE	14,139	3,477	24.6%	1,066	7.5%
<b>Overall Averages 4 Colleges</b>	12,926	1,029	8.8%	992	7.9%
<b>[Statewide Averages]</b>	10,673	719	6.7%	2,206	20.6%

Therefore, based on the comparison made, it appears that Citrus is above average in distance education FTES among the four colleges listed but considerably under the statewide averages.

**H. Funding, Expenditures & Accountability (if applicable)**

**1. How does this program work with the Business Office to monitor expenditures and fiscal reporting?**

Admissions and Records Office works closely with the Business Office to maintain proper spending in the Department's budget and in completing the attendance apportionment report.

**2. WSCH/FTES generated by each program.**

This program does not generate WSCH/FTES but is the department responsible for completing the attendance apportionment report that is sent to the Chancellor's office that reports our WSCH/FTES figures.

**3. Census & FTE trend.**

This program does monitor WSCH/FTES from semester to semester and gives updated reports to the President's cabinet.

## **I. Advancement of green environment**

### **1. How has your program contributed to a greener environment (i.e. increase awareness, energy savings, recycling, paperless).**

The Admissions and Records Office makes every effort to comply with the Department of Education Paperwork Reduction Act of 1995. One of the methods in which the Admissions and Records Office contributes to a greener environment is to go paperless. Most documents received in person, by mail or FAX is scanned into the Banner Admissions and Records database. Also, the Admissions and Records Office participates in the district wide process of shredding documents for the purpose of recycling paper therefore contributing to a greener environment. This office is also moving to an online noncredit application, online transcript ordering request, online attendance rosters, online positive attendance rosters, online faculty drop rosters to record census data, online BOGG application. All of these processes once implemented will reduce paper.

## **J. Technology needs**

### **1. What technology needs currently exist in your program (include justification)?**

The Admissions and Records Office will need to continue using Banner baseline. Baseline means that we are not modifying the basic delivered product from SunGard, therefore we need to adapt some of our procedures to the program. This will require that we continue to work closely with the Chief Information System Officer (CISO) and staff, to make sure all Admissions and Records program needs are met to assure we are in compliance and meet federal and state agency reporting requirements.

### **2. Given your plans for future growth and development, what technology needs do you anticipate in the future?**

The Admissions and Records Office will need to work closely with the CISO and staff to anticipate any future technological changes with the Banner system, in addition to any or all technological system upgrades. This may require upgrading system hardware and software programs. Currently, the Admissions and Office will be implementing an online noncredit application, online transcript request and online drop rosters for faculty to drop students electronically.

Moreover, the Admissions and Records Office will need to expand the computer center to accommodate the increase in students that will apply for Admissions and Records online in the future. The Admissions and Records Office will also need to continue to depend on consultants to assist with the ongoing development of the Banner baseline integrated system.

## **IV. Effective Practices**

### **A. Describe what is working well.**

#### **1. Include awards and special recognitions.**

The Admissions and Records Office has made remarkable strides in the past six years. The following reflects some of those accomplishments.

- Online processes implemented to become more efficient and cost effective–Web Registration, view appointments, enrollment verifications, apply for admissions and register through Banner, final grades posted, unofficial transcripts by students, CCCApply implemented
- Summer no-shows were given appointments automatically
- The TeleReg operators were reduced from 12 to 8 to 6 to 4 and then it became the help desk.
- In summer 2007 with the implementation of Banner the office had 4 part-timers on the help desk. By summer 2009 the help desk was eliminated.
- Reminder notice sent the week before WebReg to notify students about viewing their appointment and giving dates for scheduled registration.

- 15 computer stations available in A & R
- Student workers helped students register
- Students applied online at <https://wingspan.citruscollege.edu>
- Students registered online at <https://wingspan.citruscollege.edu>
- Class Schedule had complete instructions on using wingspan
- Summer 2007 through winter 2008, students who had not paid before the beginning of class did NOT get rolled-out for Non-Payment
- The college moved to the 16 week flex calendar, however cosmetology stayed on the 18 weeks
- Veterans services moved to Financial Aid
- Citrus did not dismiss students from Fall 2007 until Fall 2009 who would have normally been dismissed. This Banner process was not working properly.
- Several positions vacated through resignations and retirement not filled at this time.
- Athletic Eligibility process moved to the Admissions and Records Office.
- Weekly Roll-Out for non-payment began spring 2009.
- Summer 2009 Class Schedule offered online only. Few copies were printed for staff.
- Work began on NCPACE student migration into Banner.
- The non-credit application was updated to include Matriculation information such as High School Education and Educational Goal and questions added to determine residency.
- Citrus budget cuts caused reduction of nearly all part-time workers in fall 2009.

**B. What exemplary practices and services do you offer that could be shared with other departments or other campuses.**

According to Education Code Section 68040, Title 5 Section 54010 regulations and the Student Attendance Accounting Manual page 2.01 “General”), students who apply for non-credit classes must have their residency determined by answering the same questions as credit students do on their admissions application. These questions were added to the non-credit application in summer 2009 as well as some information regarding matriculation.

**C. What successful pilot projects have been implemented by your program?**

The computer center stationed in Admissions and Records consists of fifteen computers, of which two are ADA compliant. The computer center has been utilized heavily on a constant basis by our students, which allows them to apply for admission, register for classes, request enrollment verification, and request transcripts.

**D. How do faculty, administrators, staff and students participate in improving the effectiveness of this program?**

One of the ways in which students participated in improving the effectiveness of Admissions and Records was through a satisfaction survey in where they made recommendations and suggestions. Through open dialog with faculty, staff and administrators students are encouraged to make contact with the Admissions and Records staff when having difficulties with the many processes.

**V. Opportunities for Improvement, Recommendations and Needs Identification**

**A. Identify areas where you may need to make adjustments or changes in order to better serve students.**

**1. Use data and previous discussions as foundation for recommendations.**

Based on the satisfaction survey responses the following areas have been identified as areas that need improvement. Below are strategies to improve Admissions and Records services:

- **Customer Service:** Provide customer service training to the Admissions and Records staff to better serve students.
- **Training:** Provide staff trainings to update federal and state regulations.
- **Increase Student Online Services:** Utilize Banner baseline online self-services for students. This would include implementing Luminus.
- **Technical Support:** Continue to get support from TeC Services and outside consultant to better utilize Banner baseline.
- **New Student Services Building:** When construction is done the new building will include a new Admissions and Records Office which will improve services by providing more space to house staff and students.
- **Fill Vacancies:** In an effort to provide better customer service to students and the general public, it is essential that the Admissions and Records Office have sufficient staff.

**2. Consider needs for data, staffing, program growth and/or restructuring.**

**a. Include plans, timelines, resources needed, and person(s) responsible for implementing the plans.**

To meet the needs for program staffing, growth and restructuring, the institution is in the process of constructing a new Student Services One Stop Center. The vice president of student services is the responsible person for implementing the plans for the new Student Services Building. The building is scheduled to be occupied by summer 2011.

The Admissions and Records Office will continue to move processes to online as much as possible. This will allow the staff to be most efficient therefore not requiring additional staff as the number of students increase. As the program grows, so does the need for more technology to help the staff perform their duties. The Admissions and Records Office has been restructuring the office since fall 2003. We had sixteen staff members then and we still currently have sixteen in the budget with three vacancies.

**3. Technology needs.**

**a. What Technology needs currently exist in your program (include justification).**

It is essential that the Admissions and Records Office continue to rely on the institution's integrated system to better serve students. Therefore, in coordination with TeC Services we will continue to utilize the Banner system to provide students with the most effective online services. These efforts would reduce paper and long lines.

**b. Given your plans for future growth and development, what technology needs do you anticipate in the future?**

Currently the Admissions and Records Office relies on an outside consultant to assist with the progress and expansion of the Banner baseline integrated system. This type of specialized assistance and/or consultation will need to continue in order for the Admissions and Records Office to provide quality service to students.

**VI. Technical Assistance /Training needs**

**A. Is there any training or technical assistance that you believe would improve the effectiveness of your program? Be specific as possible.**

The Admissions and Records Office would improve its effectiveness if technical assistance was provided on a daily basis to expand the functionality of the Banner student module. Therefore, a fulltime technical assistant position would assist with the day to day trouble shooting which would improve the Admissions and Records process within the Banner student module.

**VII. Supplemental Information**

**Provide copies of materials that you provide to students in your program.**

- Admissions and Records welcome letter (see attachment # 5 pg. 39).
- New Student Orientation flyer information (see attachment # 6 pg. 40).
- Campus map (see attachment # 7 pg. 41).
- Various forms (see attachment # 8 pgs. 42-50).

**Describe any additional reports your program provides to regulatory bodies, if appropriate.**

Integrated Postsecondary Education Data System (IPEDS) is a Federal data collection of all statistical data on our college. The input of most of this data is the responsibility of the Admissions and Records Office.

Attendance Apportionment reports are submitted three times a year to the Chancellor's Office and reports the college's WSCH/FTES for the college to receive state funds.

Independent surveys from various agencies request data from the Admissions and Records Office and publish this data for students to gain knowledge about Citrus College.

The Admissions and Records Office coordinates with Fiscal Services in yearly audits conducted by the district auditors. To this day the state audits have been very successful with only one negative finding in the past six years.

**VIII. Addenda (as applicable)**

**A. Catalog pages pertaining to program.**

(See attachment # 9 pgs. 51-65).

**B. Program data.** Additional program information provided to students:

- Admissions and Records information in class schedule (see attachment # 10 pgs. 66-72).
- Admissions and Records information on online process (see attachment # 11 pgs. 73-74).

**CITRUS COMMUNITY COLLEGE DISTRICT**

TO:	Steering Committee	Action	_____
DATE	March 7, 2011	Resolution	_____
SUBJECT:	Campus Safety Program Review	Information	X
		Enclosure(s)	X

**BACKGROUND**

The Office of Campus Safety has completed the program review process for non-instructional programs based on a 6-year cycle.

The Campus Safety program review document follows the newly adopted outline for non-instructional program review and was approved by the Student Services Committee on December 16, 2010.

This item was prepared by Pam McGuern, Administrative Assistant, Student Services.

**RECOMMENDATION**

For information only. No action required.

Jeanne Hamilton  
Recommended by

\_\_\_\_\_/\_\_\_\_\_  
Moved          Seconded

Aye\_\_Nay\_\_Abstained\_\_

\_\_\_\_\_  
Approved for Submittal

Item No. \_\_\_\_\_ IV.C. \_\_\_\_\_

# Department of Campus Safety



## Non-Instructional Program Review

Spring 2011



## **Department of Campus Safety Non-Instructional Program Review**

**Spring 2011**

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**Prepared by**

Martha McDonald, Dean of Students

Anthony J. Giannone, Campus Safety Supervisor

Benjamin Macias, Campus Safety Lead Officer

### **Campus Safety Review Committee Members**

<b>Anthony J. Giannone</b>	<b>Campus Safety Supervisor</b>
<b>Benjamin Macias</b>	<b>Campus Safety Lead Officer</b>
<b>Kalia Mullin</b>	<b>Campus Safety Secretary</b>
<b>Cece Dauden</b>	<b>Campus Safety Part Time Secretary</b>
<b>Cynthia Patino</b>	<b>Campus Safety Part Time Secretary</b>

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# Campus Safety

## Non-Instructional Program Review

### I. INTRODUCTION

The Department of Campus Safety is a non-sworn department that provides a safe and secure learning and working environment for the Citrus College community per Board Policy BP-3500 and Administrative Procedure AP-3500.

Campus Safety Officers (CSO's) receive their authority, limited to district property, from the Board of Trustees of Citrus College and the California Penal, Education, and Vehicle Code, respectively. Officers are non-sworn and do not possess peace officer status or police authority. CSO's may make, or may assist others in making, private citizen's arrest pursuant to section 837 of the Penal Code. CSO's may detain offenders for local law enforcement officers. Additionally, CSO's are authorized to enforce traffic and parking regulations on district property, under the auspices of California Vehicle Code (CVC) 21113.

Furthermore, the Department of Campus Safety has the authority to enforce Citrus College Board Policies (BP) and Administrative Procedures (AP). They include the Standards of Conduct - BP 5500, and Parking Regulations - AP 6750. In addition, per the Education Code Section 72330.5, the Department of Campus Safety is the liaison with local police departments in all cases of criminal actions. Any action which is a violation of the California Penal Code must also be reported to local police. It is the responsibility of the Department of Campus Safety to make contact with the appropriate law enforcement and emergency response agencies.

The Department of Campus Safety is located on the south west corner of the campus in the Campus Safety (CS) building. The CS building is situated near the college's main entrance off of Citrus Avenue and Foothill Boulevard. Campus Safety's office hours are Monday through Thursday, 8:00 a.m. to 8:00 p.m., and Friday 8:00 a.m. to 4 p.m. Campus Safety Officers are on campus 24 hours a day, seven days a week, 365 days a year.

In addition to providing a safe and secure learning environment, the Department of Campus Safety provides a variety of services to the college community. Services provided include safety escorts, vehicle jumpstarts, vehicle unlocks, lost and found, vehicle parking permits, as well as citation payment and citation appeal information.

*The mission of Citrus College is to deliver high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society. Citrus college is dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.*

The Department of Campus Safety supports the college mission by taking a pro-active approach in providing a safe and secure campus in which higher learning can take place. Thus, physical, mental and social well-being of students is achieved, which is conducive to academic success.

The goal of Campus Safety is to provide a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and personal goals.

## A. Departmental Objectives

1. The Department of Campus Safety is committed to ensuring the safety of students, faculty, staff and visitors while on property owned and operated by the college, as well as protecting the property and facilities of the district, its students, employees and guest.
2. Realizing that college students are at a time of development and transition in their lives, the Department of Campus Safety promotes the continued development of responsibility by emphasizing personal accountability via enforcement of Citrus College and Campus Safety policies and procedures.

## B. Number of Staff and Type

- One Campus Safety Supervisor (Full Time)
- One Campus Safety Lead Officer (Full Time)
- 11 Campus Safety Officers (4 Full Time, 3 Part Time, 4 Part Time On Call)
- One Campus Safety Secretary (Full Time)
- Two Part Time Secretaries (Part Time On Call)
- Two Clerical Support Staff (student assistants)
- 10 Owl Patrol (student safety assistants; varies by semester)

## C. Staff Preparation and Training

Under the supervision of the dean of students and the vice-president of student services minimum qualifications of the Campus Safety Supervisor include possession of a valid, current California drivers license, completion of School Security Officers' Training (SB 1626) as required by ED Code 72330.5, Certificate of completion of PC 832 course ("limited peace officer" training), valid First Aid and CPR Certificate, and possession of a bachelors degree.

All CSO's are also required to complete School Security Officers' Training (SB 1626) as required by ED Code 72330.5, certificate of completion for PC 832, possession of a valid driver's license, and valid First Aid and CPR Certificate, which is to be renewed annually.

SB 1626 – School Security Officers' Training: The bill requires completion of a 24 hour training course using a curriculum developed by the Department of Consumer Affairs' Bureau of Security and Investigative Services (BSIS) and the Commission on Peace Officers Standards and Training (POST).

The BSIS regulates Private Patrol Operators (PPO's) and security guards who are employed by PPO's. PPO's are contracted to provide security to persons and property. A Local Education Agency (LEA) may contract with a PPO to provide security to students. Employees of an LEA that provide security to students are not regulated by BSIS. However, all security personnel employed by a PPO who contract with an LEA to provide security to students, and all security officers employed by an LEA who provides security to students, must complete a course of training mandated by SB 1626, (Chapter 745, Statutes of 1998), if the security guard or officer works more than 20 hours per week performing the function of school security. These functions are defined as: providing security services as a watchperson, security guard, or patrolperson, on or about premises owned or operated by a school district to protect persons or property, to

prevent theft or unlawful taking of district property of any kind, or to report any unlawful activity to the district and local law enforcement agencies (Education Code Section 38001.5 (c)).

PC 832 – Limited Peace Officer Training: A "limited function peace officer" includes peace officers other than a regular police officer, sheriff's deputy, or highway patrol officer. Some other public officials other than peace officers are also required to complete 832 PC training to exercise certain duties. Those required to complete 832 PC training generally include county probation and correctional officers, animal control officers, city and county park rangers, state hospital peace officers, special investigators of certain state departments and fire officials assigned as arson investigators and others who may need to issue citations for violations or make arrests for criminal offenses. Others taking the course include some federal officers working in California, such as forest rangers and Department of Defense police officers.

This course consists of 28 hours of classroom instruction covering topics such as Professionalism and Ethics, Criminal Law, Search and Seizure, Report Writing, Investigation, and Laws of Arrest. The classroom portion culminates in a comprehensive, 100 questions (approximate) multiple choice, state constructed examinations that tests each of the required learning domains given over a two-hour period. The minimum passing score for the examination is 75%.

The last ten hours of the course are spent learning and practicing physical arrest methods, including searching, handcuffing, and control holds. In the final hours, each student participates in a practical evaluation, demonstrating competence in performance of the skills they have learned. The practical evaluation is graded on a pass/fail basis. All CSO's must pass both portions of the PC 832 course as a condition of their employment.

Additionally some Campus Safety staff is trained in:

- AED
- USMC Communication Certification
- USMC Security Forces
- Baton
- Guard Card
- Chemical Weapons
- Notary Public
- NIMS/SEMS/NCIS
- Non Violent Crisis Intervention

Campus Safety staff members have the following degrees:

- Nine Associates Degrees
- Three Bachelor's Degrees
- Several have various degrees in progress

## D. Diversity

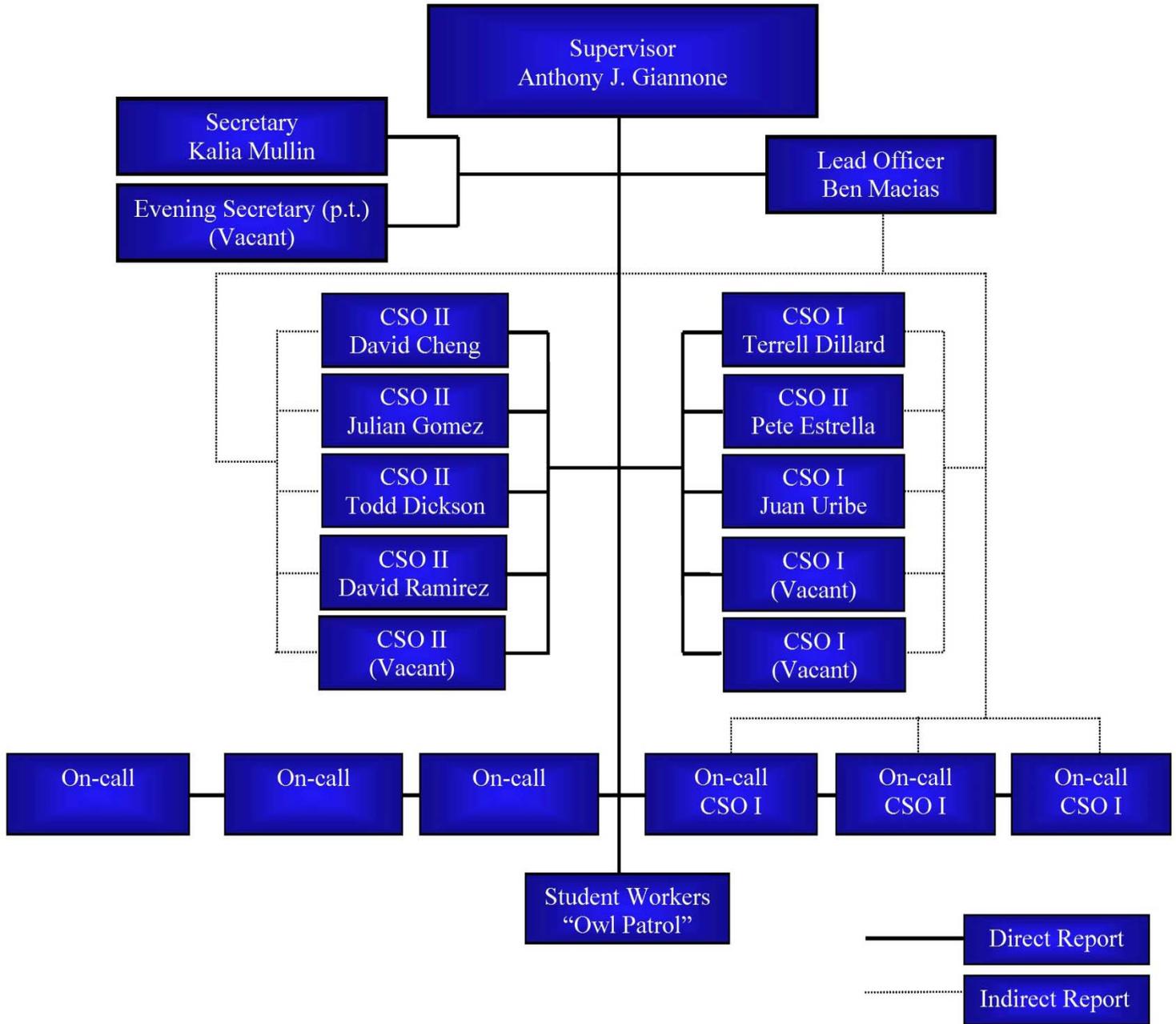
<b>Ethnicity</b>	<b>Campus (2009-2010)</b>	<b>Campus Safety (2010)</b>
African-American Non-Hispanic	5.2%	8.3%
American Indian/Alaskan Native	0.7%	0%
Asian	6.8%	12.5%
Filipino	2.8%	4.2%
Hispanic	38.5%	62.5%
Pacific Islander	0.7%	0%
Unknown	18%	4.2%
White Non-Hispanic	27.4%	8.3%

### Other Languages Spoken within the Department of Campus Safety include:

- Spanish
- Chinese
- French
- German
- Tagalog
- Khmer

E. Organizational Chart

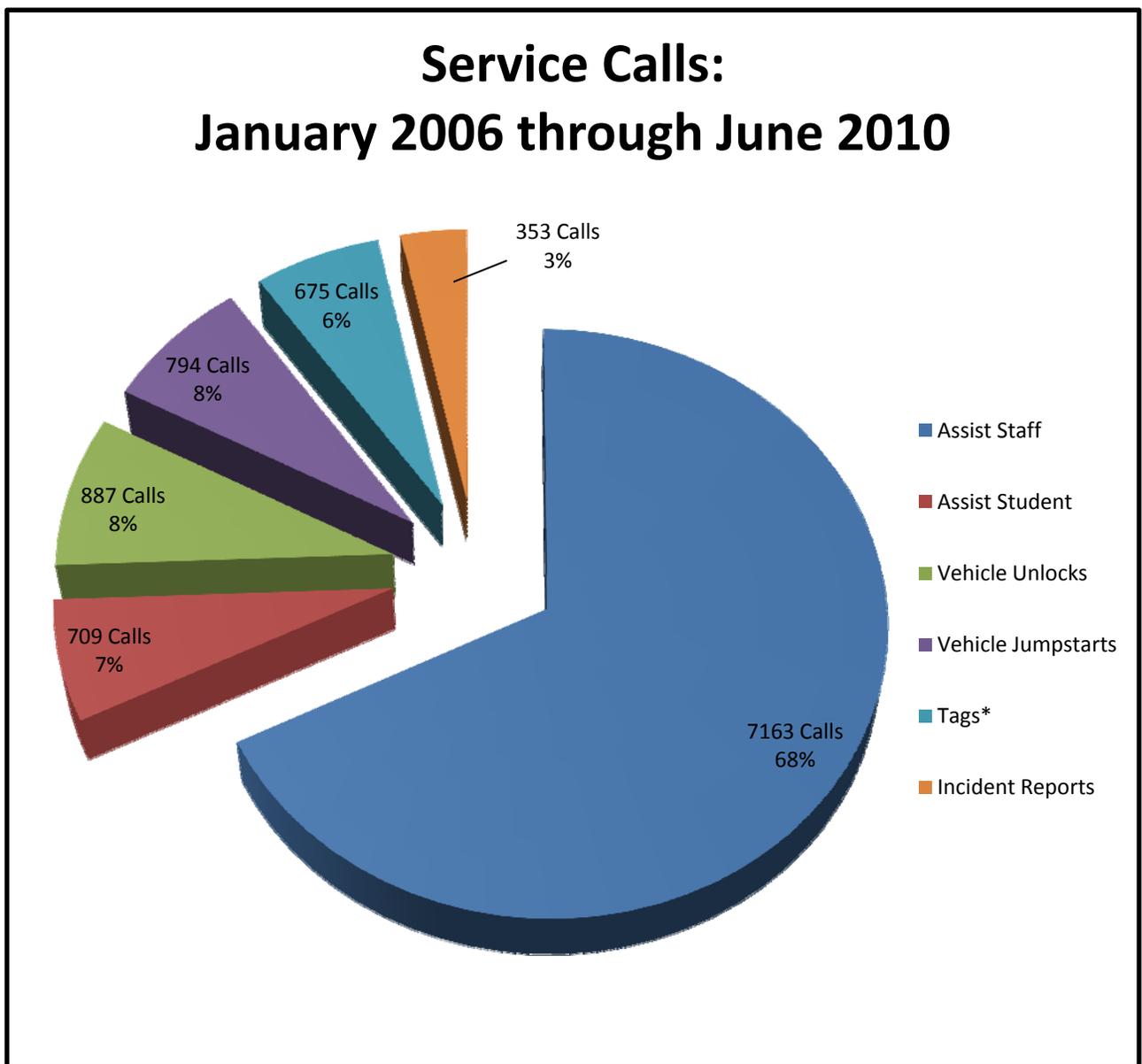
### Department Of Campus Safety Organizational Chart



## F. Number of Students Served Annually

The average number of students served on an annual basis by the Department of Campus Safety is roughly 788 per year. The average number of employees served on an annual basis by the Department of Campus Safety is roughly 1556, per year. These figures are based on the total number of daily student contacts, Incident Reports, TAGS, and Assist Student/Assist Staff service calls. These figures do not include citations issued and/or citations dismissed.

The following chart shows the number of service calls (requests for assistance) the Department of Campus Safety has received from 2006 through 2010.



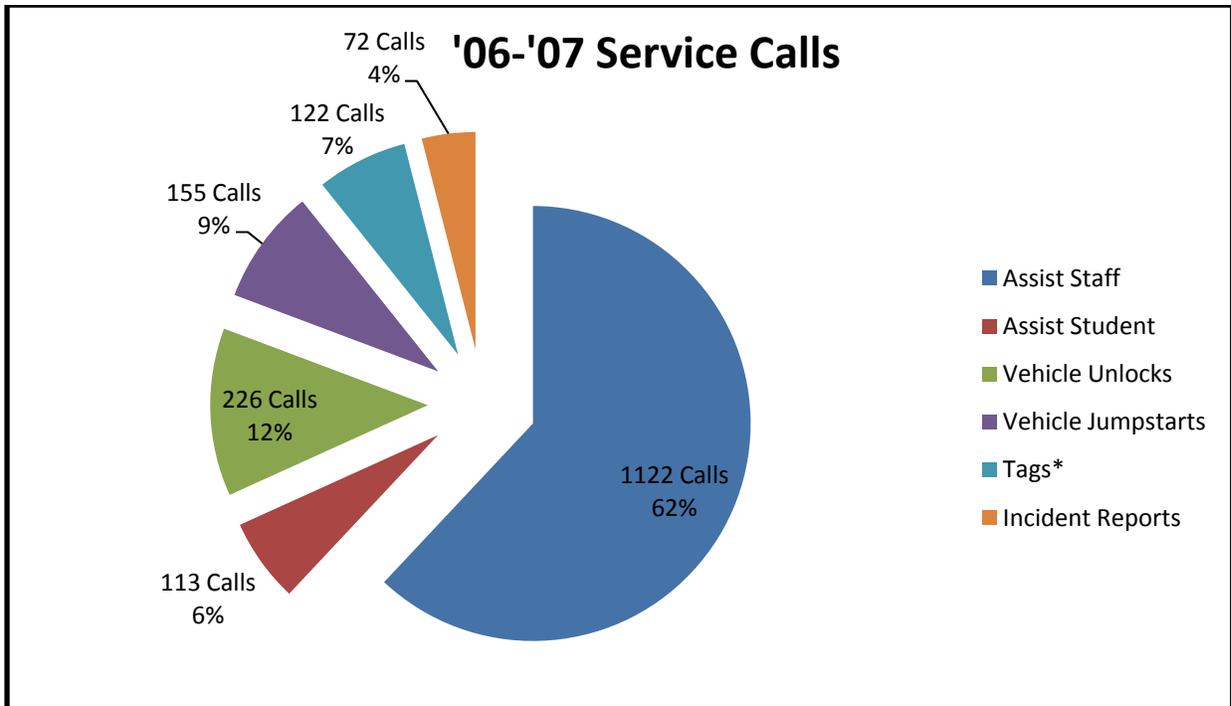
Between January 2006 and June 2010, the Department of Campus Safety received 10,581 calls for assistance.

- **68% Assist Staff** calls. Services rendered included with unlocking and/or securing doors, offices, etc.
- **32% Assist Student** calls. Services rendered included lock cuts, retrieving lost and found items from rooms, vehicle unlocks, vehicle jumpstarts, as well as taking TAG information and Incident Reports.
- **3% Incident Reports.** Incident Reports are not official police reports. Incident Reports are written by Campus Safety officers for crimes that occur on property owned and operated by Citrus College. Incident reports are also generated for violations of Board Policy 5500, (BP 5500 - Standards of Conduct) and for incidents that require further follow up and/or potential litigation towards Citrus College. Serious medical emergencies also fall under this category.
- **6% TAGS.** TAGS are routine informational calls that do not require extensive follow up, such as traffic collisions (without injury), general medical issues, disagreements over parking stalls (without violations to the Standards of Conduct; Board Policy 5500) and other items of this nature

Additionally, the aforementioned chart is broken up into the preceding charts, by year. Beginning with January 2006 through June 2010, the following charts demonstrate the significant increase in students and staff served on an annual basis by the Department of Campus Safety.

Services include:

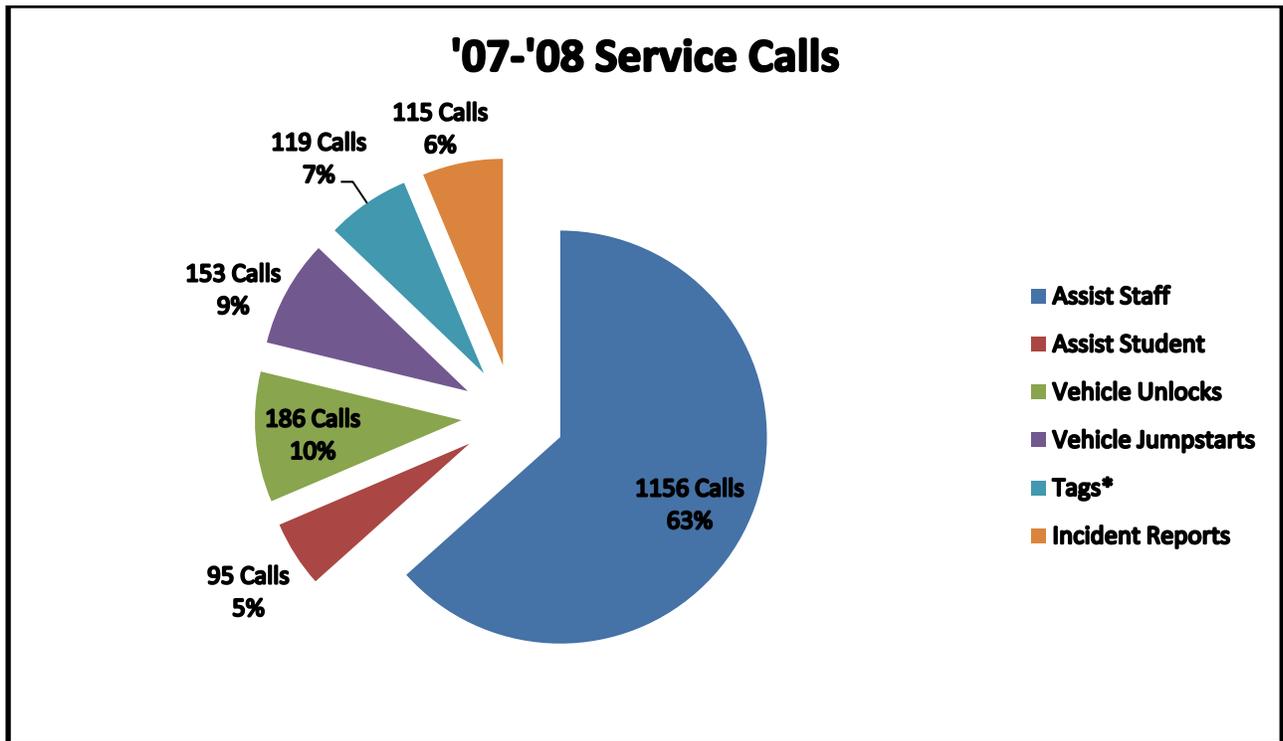
- Vehicle jumpstarts
- Vehicle unlocks
- Lost and Found property storage and claim
- Safety escorts
- Access to buildings and/or classrooms
- Securing of classrooms and/or offices for staff
- Lock cuts
- Incident Reports
- TAGs



- A total of **1,810** service calls were received by the Department of Campus Safety for the academic year of 2006-2007.
- **62% Assist Staff** calls. Services rendered were unlocking and/or securing doors, offices, etc.
- **38% Assist Student** calls. Services rendered included lock cuts, retrieving lost and found items from rooms, vehicle unlocks, vehicle battery jumpstarts, as well as taking TAG information and Incident Reports

Additionally, the types of Incident Reports for 2006 included:

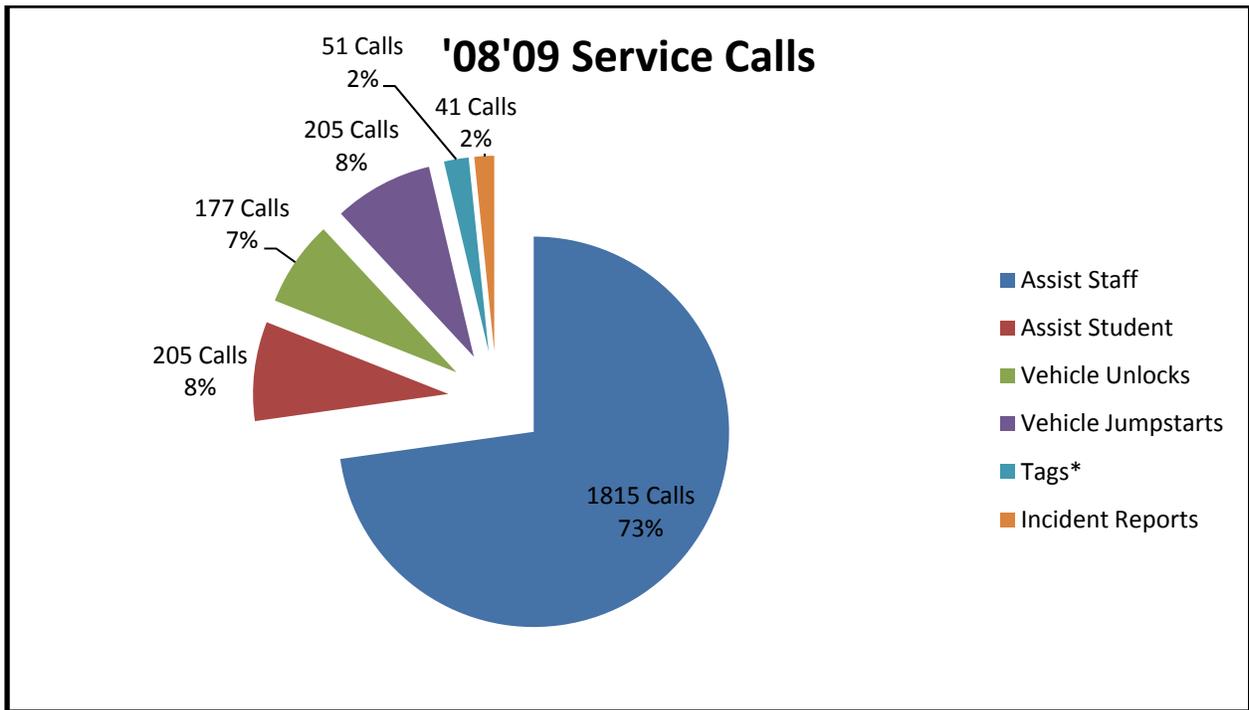
- |                          |                        |
|--------------------------|------------------------|
| • Vehicle Vandalism      | • Physical Altercation |
| • Grand Theft Auto(5)    | • Attempted Robbery    |
| • Assault                | • Assault & Battery    |
| • Stolen Property        | • Theft                |
| • Vehicle Burglary (2)   | • Vandalism            |
| • Petty Theft (2)        | • Sexual Harassment    |
| • Student Misconduct (3) | • Injury               |
| • Injured Student (2)    | • Trespassing          |
| • Hit & Run (2)          | • Verbal Dispute       |
| • Medical Emergency      | • Terrorist Threat     |
| • Harassment (2)         |                        |



- A total of **1,824** service calls were received by the Department of Campus Safety for the academic year of 2007-2008.
- **63% Assist Staff** calls. Services rendered were unlocking and/or securing doors, offices, etc.
- **37% Assist Student** calls. Services rendered included lock cuts, retrieving lost and found items from rooms, vehicle unlocks and vehicle jumpstarts, as well as taking TAG information and incident reports.

Additionally, the types of Incident Reports for 2007 included:

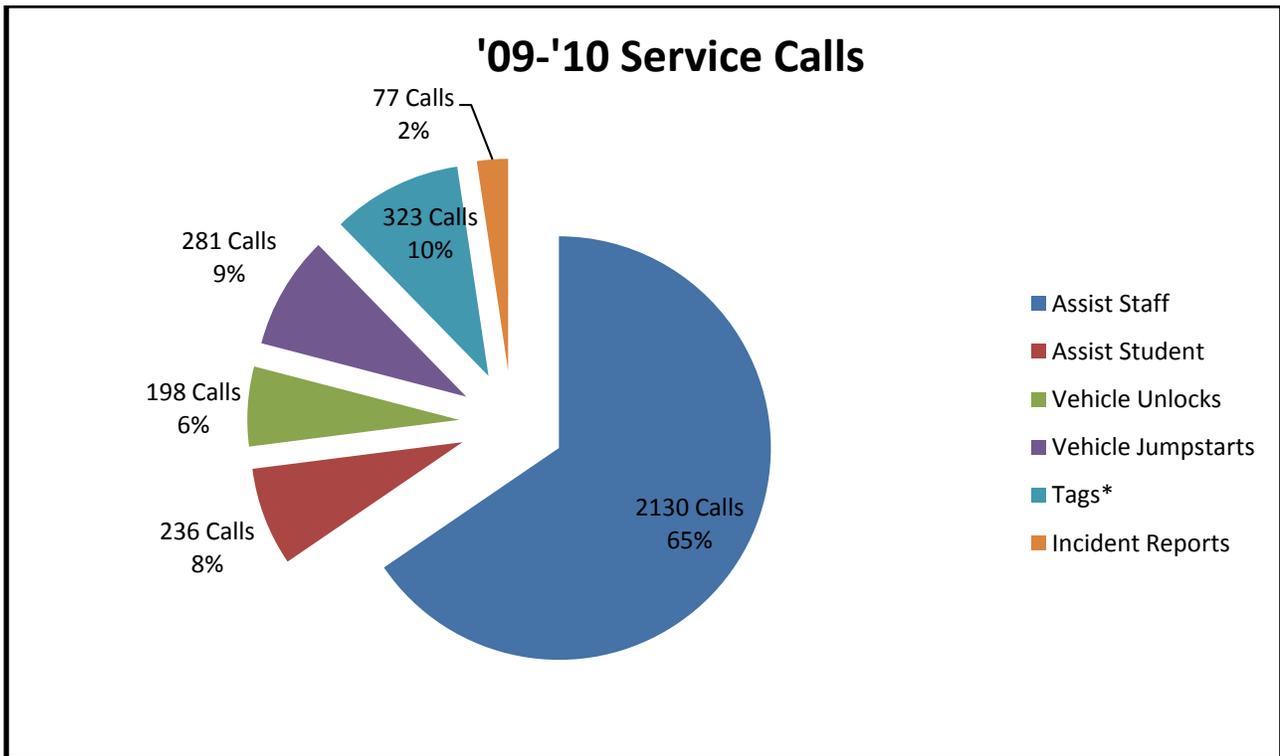
- |                                                                                                                                                                                                                   |                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Reckless Driving</li> <li>• Theft (2)</li> <li>• Student Misconduct</li> <li>• Physical Altercation</li> <li>• Vehicle Vandalism</li> <li>• Suspicious Person</li> </ul> | <ul style="list-style-type: none"> <li>• Indecent Exposure</li> <li>• Property Damage</li> <li>• Grand Theft Auto</li> <li>• Disruptive Student</li> <li>• Injury</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



- A total of **2,494** service calls were received by the Department of Campus Safety for the academic year of 2008-2009.
- **73% Assist Staff** calls. Services rendered included unlocking and/or securing doors, offices, etc.
- **27% Assist Student** calls. Services rendered included lock cuts, retrieving lost and found items from rooms, vehicle unlocks and vehicle jumpstarts, as well as taking TAG information and incident reports.

Additionally, the types of Incident Reports for 2008 included:

- |                          |                         |
|--------------------------|-------------------------|
| • Battery                | • Theft (2)             |
| • Vehicle Break In       | • Injury                |
| • Animal Cruelty         | • Hit & Run (2)         |
| • Stolen Property        | • Employee Injury (3)   |
| • Student Misconduct (5) | • Attempted Kidnap      |
| • Stalking (2)           | • Indecent Exposure     |
| • Grand Theft Auto (2)   | • Missing Student       |
| • Student Injury (2)     | • Visitor Injury        |
| • Harassment (4)         | • Vehicle Vandalism (2) |
| • Petty Theft (4)        |                         |

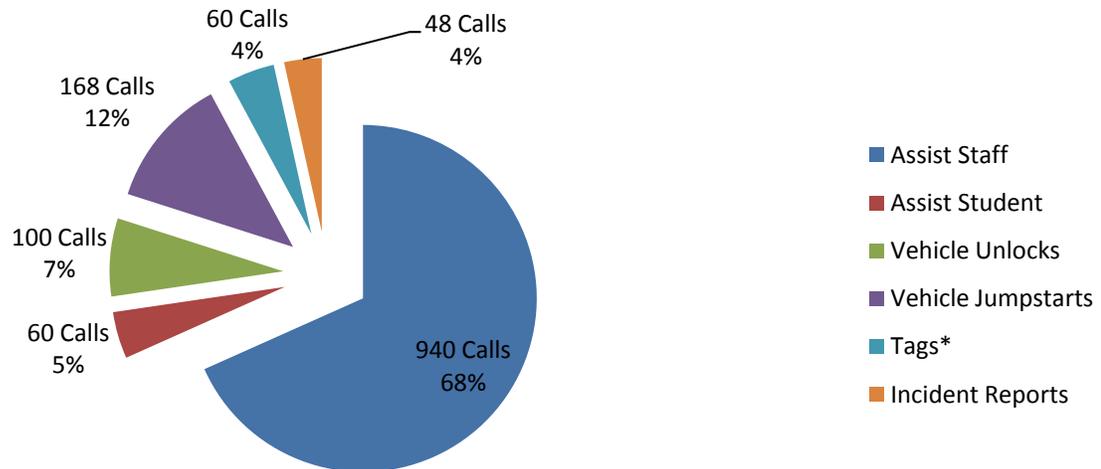


- A total of **3,245** service calls were received by the Department of Campus Safety for the academic year of 2009-2010.
- **65% Assist Staff** calls. Services rendered were unlocking and/or securing doors, offices, etc.
- **35% Assist Student** calls. Services rendered were lock cuts, retrieving lost and found items from rooms, vehicle unlocks and vehicle jumpstarts, as well as taking TAG information and Incident Reports.

Additionally, the types of Incident Reports for 2009 included:

- |                          |                        |
|--------------------------|------------------------|
| • Disruptive Student     | • Burglary             |
| • Drunk in Public        | • Theft                |
| • Student Misconduct (2) | • Battery              |
| • Vehicle Vandalism      | • Grand Theft Auto (2) |
| • Theft & Vandalism      | • Property Damage      |
| • Vandalism (2)          | • Hit & Run (2)        |
| • Harassment (2)         | • Petty Theft          |
| • Disorderly Conduct     |                        |

## '10-'11 Service Calls through June



- A total of **1,376** service calls were received by the Department of Campus Safety for the academic year of 2010-2011 (through June 2010).
- **68% Assist Staff** calls. Services rendered were unlocking and/or securing doors, offices, etc.
- **32% Assist Student** calls. Services rendered included lock cuts, retrieving lost and found items from rooms, vehicle unlocks and vehicle jumpstarts, as well as taking TAG information and Incident Reports.

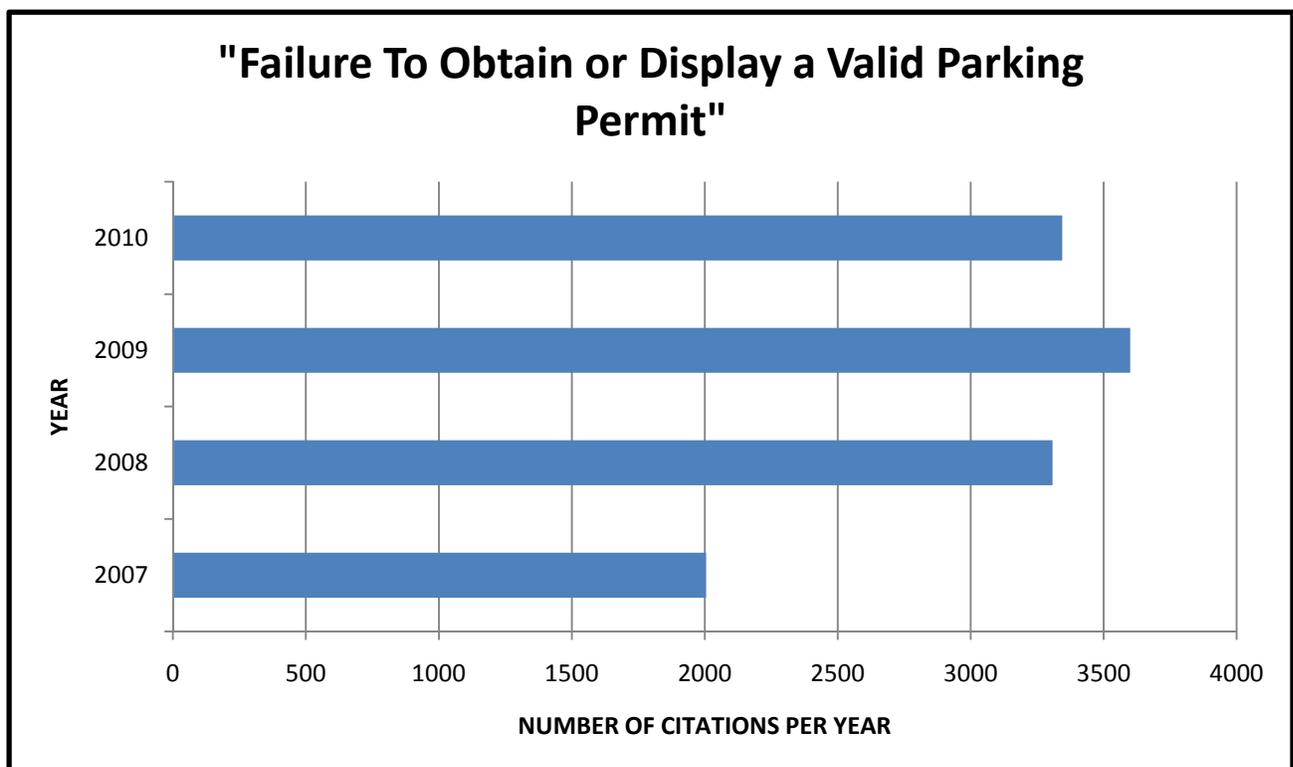
Additionally, the types of Incident Reports for 2009 included:

- Vehicle Damage
- Drunk in Public (2)
- Petty Theft (10)
- Battery
- Burglary (2)
- Grand Theft (5)
- Grand Theft Auto (2)
- Vandalism (2)
- Theft (6)
- Student Misconduct (2)
- Student Injury
- Hit & Run (5)
- Property Damage
- Possession (2)
- Domestic Violence
- Vehicle Burglary
- Injury

Department of Campus Safety Officers are authorized to enforce traffic and parking regulations per California Penal Code, California Vehicle Code, and provisions established by the Citrus Community College District Board of Trustees. Traffic rules and regulations were adopted by the Citrus Community College District Board of Trustees to facilitate vehicular movement and parking, while providing for the safety of all persons using the campus

The following graphs illustrate the number of citations issued by officers. The graphs are broken down by citations issued per year, the number of citations issued for *Failure to Obtain / Display a Current Parking Permit*, the number of citations issued for *Facing Out of a Parking Stall*, as well as the number of citations dismissed (per year) per the departments "One Time Dismissal" policy.

Also included is the total amount of revenue generated (by fiscal year) from parking citations.

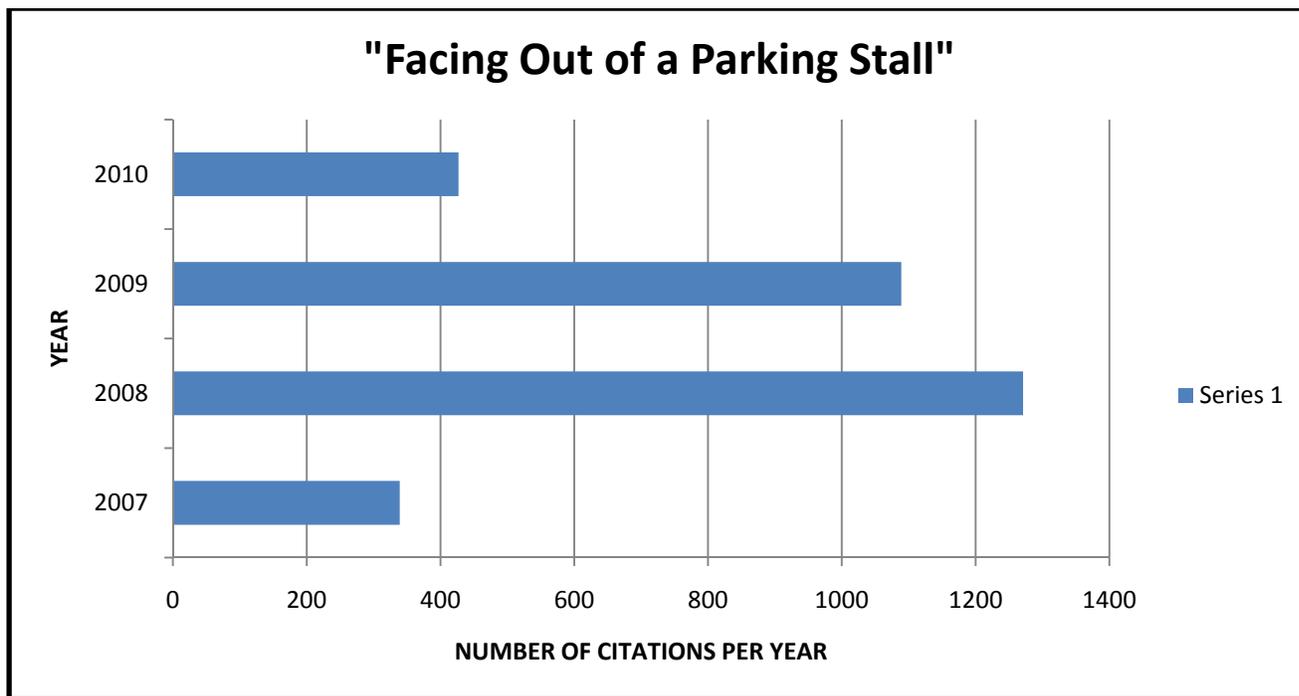


2,005 citations were issued for *Failure To Obtain or Display a Valid Parking Permit* in 2007.

3,308 citations were issued for *Failure To Obtain or Display a Valid Parking Permit* in 2008.

3,600 citations were issued for *Failure To Obtain or Display a Valid Parking Permit* in 2009.

3,344 citations were issued for *Failure To Obtain or Display a Valid Parking Permit* in 2010.



339 citations were issued for *Facing Out of a Parking Stall* in 2007.

1,271 citations were issued for *Facing Out of a Parking Stall* in 2008.

1,089 citations were issued for *Facing Out of a Parking Stall* in 2009.

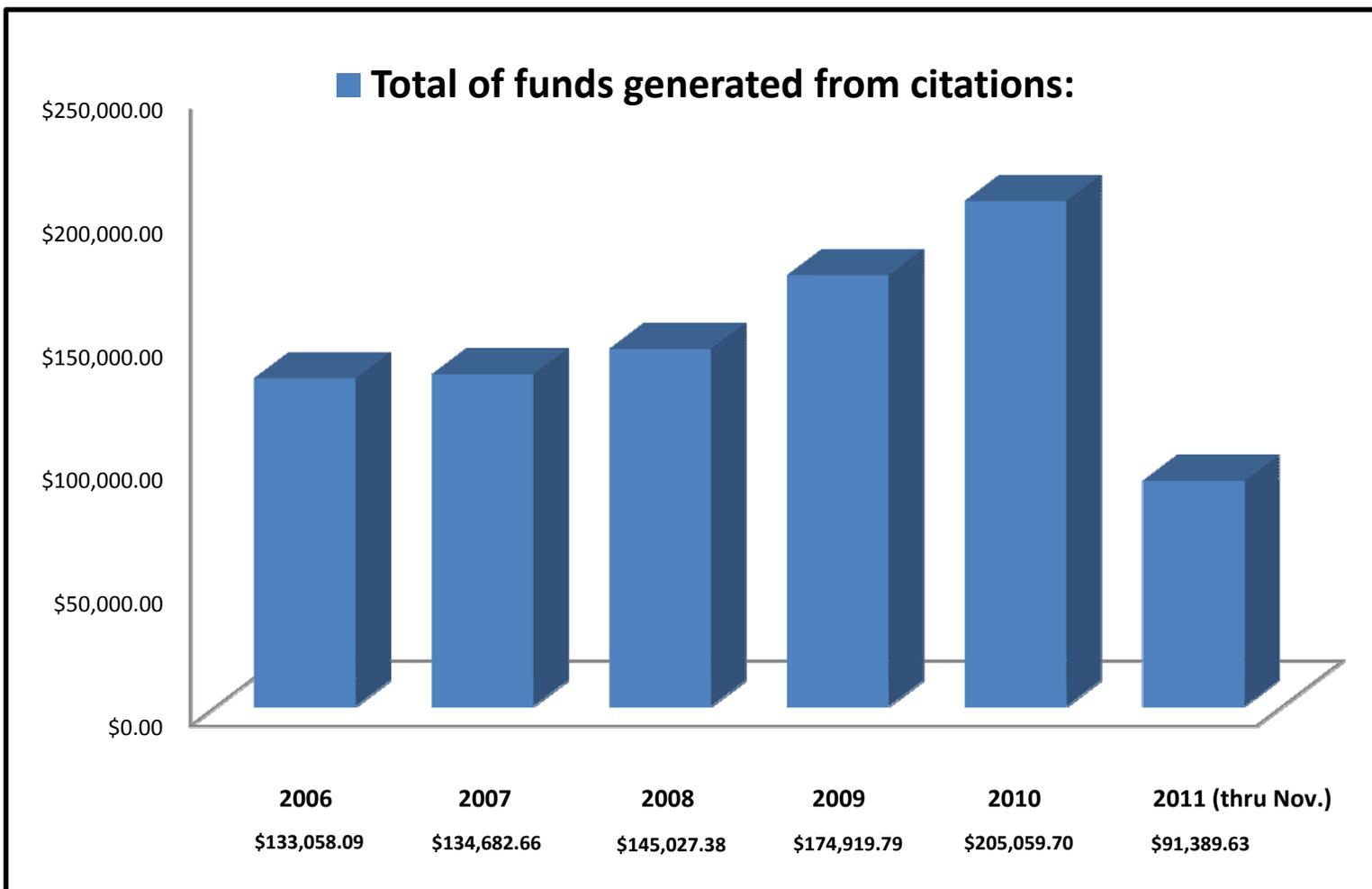
427 citations were issued for *Facing Out of a Parking Stall* in 2010.

In 2009 there were 574 citations were dismissed per the "One Time Dismissal" policy. Of those, 23 were repeat offenders.

**Citations Issued:**

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
January	809	965	464	575	743
February	587	777	407	297	1143
March	736	389	1424	1272	1394
April	476	549	1120	366	552
May	494	338	805	356	1016
June	714	474	932	591	966
July	636	385	1065	931	940
August	936	206	149	384	823
September	762	1334	1470	1731	2254
October	791	850	763	1220	940
November	647	317	341	1015	626
December	174	164	307	554	
<b>TOTAL</b>	<b>7,762.00</b>	<b>6,748.00</b>	<b>9,247.00</b>	<b>9,292.00</b>	<b>11,397.00</b>

**Revenue generated by citations:**



## G. Facilities/Location

The Department of Campus Safety is located in the CS building near the main entrance of the college, off of Citrus Avenue and Foothill Boulevard.

## H. Progress on Prior Program Review Recommendations from 2003.

### 1. The committee recommends inviting the lead officer to Facilities Committee.

It is the current practice for the Campus Safety Supervisor to attend the Facilities committee.

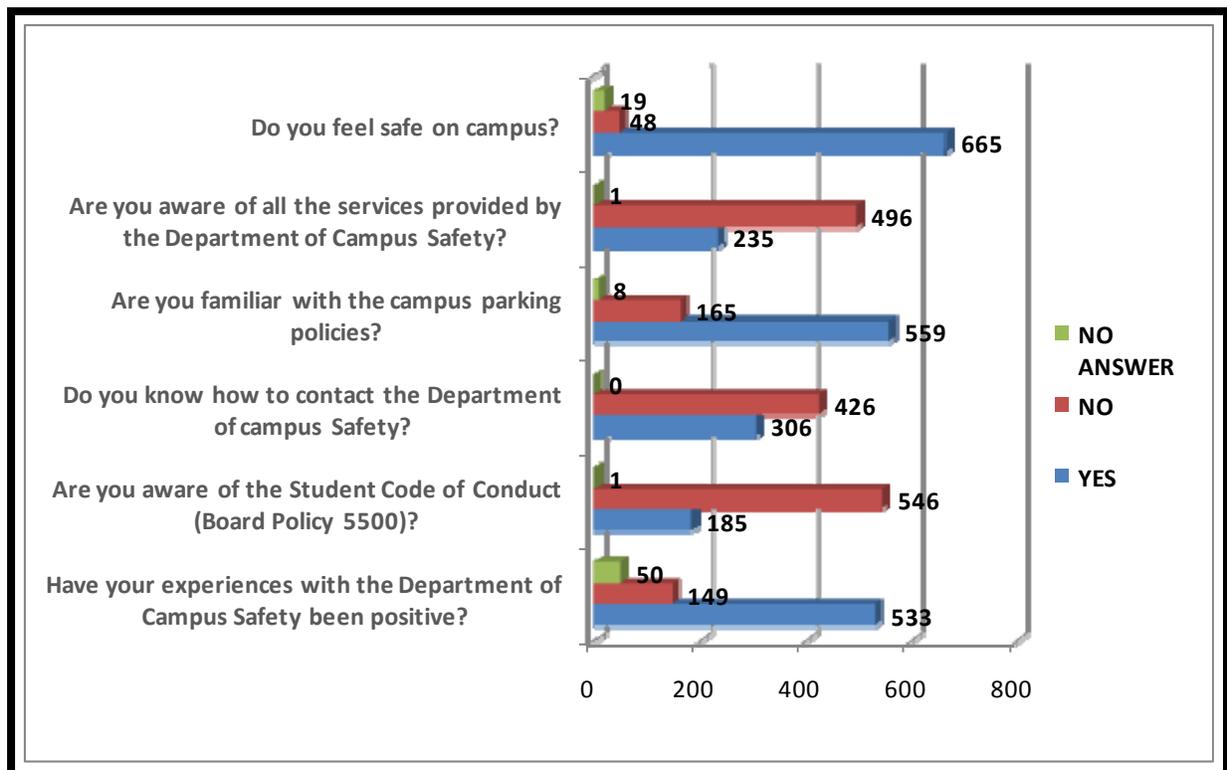
### 2. The committee recommends for the department to continue improving courtesy to students and staff.

The Department of Campus Safety continues to strive to provide a safe, welcoming and friendly environment while being professional and courteous at all times. During the Fall 2010 semester Campus Safety conducted a student survey. The survey was taken from a pool of 732 students from various parts of campus / classes. Daytime and nighttime students were included. The results were as follows:

#### Questions asked:

1. Do you feel safe on campus?
2. Are you aware of all the services provided by the Department of Campus Safety?
3. Are you familiar with campus parking policies?
4. Do you know how to contact the Department of Campus Safety?
5. Are you aware of the Student Code of Conduct (Board Policy 5500)?
6. Have your experiences with the Department of Campus Safety been positive?

#### Results:



**3. The committee recommends the department investigate concerns about inappropriate parking in automotive area.**

This issue no longer exists as the Vocational Education building (TD, TE) has been completed. A cement cinder block wall, with sliding metal gates, encloses this area, preventing student access.

**4. The committee recommends reviewing hiring needs and hiring appropriately.**

In order to provide a more effective, adequate, and immediate response to meet the safety and security needs of the Citrus College community, the Campus Safety vacant positions must be filled: one permanent full time officer position, two permanent part time officer positions and one permanent part time secretary. However, due to the current budgetary climate, it is unknown when these positions will be filled.

**5. The committee recommends review of schedules regarding shift changes.**

The Department of Campus Safety rotates shifts of full-time officers every three months. Officers' cycle through shifts including a day shift, mid-day shift, swing shift, and the grave yard shift. Previously, shifts rotated every six months.

**6. The committee recommends the department standardize and document training.**

Officers document on the job training and training exercises on the department's daily log. The daily log is a legal binding document that lists all of the officer's actions throughout the day. Additionally, Human Resources maintain certificates of completion pertaining to officer training such as SB 1626, PC 832. First Aid and CPR training are also required and renewed every two years. The department has not had standardized training.

**7. The committee recommends clarification of roles of officers and owl patrol.**

Owl Patrol are the "eyes and ears" for the Department of Campus Safety. They patrol the campus, mainly parking lots, and convey any infractions to the Campus Safety Officers. Campus Safety Officers are the first responders to any situation on campus.

**8. The committee recommends the completion of a procedures manual.**

The Lead Officer is currently working on an officer manual with estimated projected completion date of January 2011. A Campus Safety Officer has been assigned to create an Owl Patrol manual, and administrative support staff has been assigned to create an inner office procedure manual. Upon the completion of these documents, expectations, policies and procedure will be clearly defined. The result will be a more consistent, standardized and efficient way of serving the campus community.

**9. The committee recommends review status of campus alarms and emergency phones and correct as needed.**

All intruder alarms have been modified to reflect a similar alarm panel. Intruder alarms are placed in nearly every building on campus and are monitored by McNeil Alarms and the Department of Campus Safety.

Emergency phones in all campus elevators were tested and fixed during the spring 2010 semester. Phones were tested for activation, volume, clarity, and connection. All emergency phones are routed directly to Campus Safety.

**10. The committee recommends the review of campus lighting at night.**

Campus Safety continually monitors lighting and submits work orders for repair regarding security concerns. Officers report physical security concerns as needed. Lighting improvements are routinely evaluated. Physical security improvements include installation of high intensity lights in buildings, parking lots, areas with heavy landscaping and trees, and along pathways frequently traveled by students and staff.

**11. The committee recommends the review of parking guidelines and campus safety publications to make sure they publicize escort services.**

Parking guidelines have been updated to reflect current Administrative Procedure AP 6750. Parking guidelines are printed and distributed to students and employees during distribution of parking permits. Parking guidelines are also printed on the back side of the permit itself. Additionally, signs are posted in every parking lot informing drivers of parking guidelines.

Campus Safety publications include information pertaining to parking, campus events, campus safety and security issues, and services offered. This information is available in class catalogs and on the Citrus College website under campus safety.

**II. INTEGRATION AND COORDINATION WITH OTHER PROGRAMS**

**A. How does this program coordinate with the other Student Services programs on campus?**

The Campus Safety Supervisor is an active participant in the Annual Student Service Planning meeting, Physical Resource Committee, Student Services Committee, and Student Conduct Committee and attends monthly Student Affairs Supervisors meetings all of which serve to enhance services available to students.

**B. How does the program work with research and TeC Services?**

Campus Safety relies on TeC Services to provide e-mail, telephone and computer equipment support, including Wingspan. Additionally, faculty and staff register their vehicles online, and parking permits are automatically assigned. Citation appeals may also be submitted online.

### C. How is this program integrated with student equity and strategic planning?

Campus Safety is integrated with student equity by providing a diverse staff that closely mirrors the student population. Campus Safety staff is multi-cultural and fluent in several different languages.

The Campus Safety program is integrated with strategic planning through the continued involvement in student learning outcomes, student surveys, and annual Student Service Planning meetings.

- **Student Success** – Campus Safety contributes to student success by promoting and pro-actively maintaining a safe and secure environment, which harbors learning.
- **Student Learning Outcomes** – Campus Safety has completed two cycles of SLOs during the 2007- 2008 and 2008 - 2009 academic years. A revised version of SLOs was created in 2010.
- **Fiscal Transparency** - Fiscal transparency is accomplished through the published annual budget.
- **Communication** – Campus Safety provides communication through the college website, campus outreach, campus safety brochures, classroom presentations, college newspaper, Weekly Bulletin, open posting boards, the college catalog, college electronic marquee, Courtesy Notices, security alerts, and *Timely Warnings*.

### III. PROGRAM SELF-EVALUATION

Self-evaluation is based on the WASC Accreditation Standard 11B-Student Support Services

*“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services”.*

#### A. MIS Data Reporting

As mandated by the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (Clery Act), the Department of Campus Safety reports all necessary crime statistics to the Department of Education. These statistics can be viewed on the Campus Safety web site ([www.citruscollege.edu](http://www.citruscollege.edu)) or by logging onto the Department of Education’s security data web site: <http://ope.ed.gov/security/GetOneInstitutionData.aspx>.

Citrus Community College District’s Annual Security Report includes statistics for the prior three years concerning reported crimes that occurred on campus; in certain off-campus facilities, such as annex parking lots; and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as sexual assault and other matters. A copy of this report may be obtained by contacting the Department of Campus Safety (626) 914-8611 or at [www.citruscollege.edu](http://www.citruscollege.edu).

## B. Access

### 1. How accessible is the program?

Campus Safety personnel and services are available to all students, faculty, staff and visitors; 24 hours a day, seven days a week, 365 days a year. Campus Safety information is available on the college website, college catalog, handouts and Campus Safety brochure.

#### a. Compare demographic data from the college to the program, including ethnicity, gender, and age.

When comparing the demographic data of the college to Campus Safety, evidence indicates that there are similarities between the institution and department staff.

B1a. Table 1.

Data Comparisons from College (June, 30 2010) to Campus Safety Staff (Fall 2010):

	College	Campus Safety
<b>Gender</b>		
Female	54.2 %	16.6 %
Male	43.1 %	83.4 %
Unknown	2.7 %	
<b>Ethnicity</b>		
Am. Indian or Alaskan Native	0.7 %	0.0 %
Asian	6.8 %	12.5 %
African American	5.2 %	8.3 %
Filipino	2.8 %	4.2 %
Hispanic	38.5 %	62.5 %
Pacific Islander	0.7 %	0.0 %
White Non-Hispanic	27.4 %	8.3 %
Unknown	18.0 %	4.2 %
<b>Age</b>		
Less than 19	32.3 %	Data not available
20-24	34.3 %	
25-49	24.4 %	
Over 49	9.0 %	
Unknown	0.0 %	

#### b. How effective is the program in enabling success for underprepared and underrepresented students?

Services offered by the Department of Campus Safety are free of charge for all students. For services that cannot be provided by the department, such as vehicle towing, a list of community referrals is available. It is the ideal program for low socio-economic students who are traditionally under prepared and under-represented students.

## C. Success

### 1. How well does this program help students complete their educational goals?

Campus Safety supports students on their journey to attaining their educational goals by providing a safe and secure environment, in which higher learning can take place.

## D. Student Learning Outcomes

### 1. Describe your process in the development and implementation of Program Student Learning Outcome (SLO)?

Campus Safety has completed 3 cycles of SLOs. In 2007- 2008, SLOs focused on parking citation effectiveness. In 2010, the Campus Safety Supervisor, the Campus Safety Lead Officer, and the Campus Safety secretary attended meetings and workshops held by campus committees to develop SLOs. Meetings with the Vice President of Student Services and Dean of Students were also held to develop and refine SLOs.

Review of department goals, student surveys, and statistical data were used to achieve the SLOs. Students were asked to complete a three item questionnaire mid way through the fall 2010 semester. This three item questionnaire was designed to assess perceived effectiveness of Campus Safety. In 2009- 2010, SLOs focused on student perception of safety on campus and the effectiveness of parking citations. Overall department effectiveness was measured by tallying the numbers of "Assist Student" service calls, Incident Reports, TAG documentation, emergency response calls, and a breakdown of parking citations issued, per offense.

### 2. Included copy of SLO (*see Appendix C*)

## E. Compliance

### 1. Provide an overview of how this program meets applicable minimum requirements of law.

State government codes and education codes specify regulations for campus security programs. The Department of Campus Safety is in compliance with these regulations.

Additionally, the Department of Campus Safety prepares an Annual Security Report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus facilities, such as annex parking lots; and on public property within or immediately adjacent to and accessible from the campus. This report is prepared in cooperation with the local law enforcement agencies surrounding Citrus College and annex parking facility. Each entity provides updated information on their educational efforts and programs to comply with the Act. The report also

includes institutional policies concerning campus security, such as sexual assault and other matters.

Campus crime, arrest and referral statistics include those reported to the Department of Campus Safety, designated campus officials (including but not limited to directors, deans, department heads, advisors to students, athletic coaches), and local law enforcement agencies. These statistics may also include crimes that have occurred in private residences or businesses and is not required by law. California law (11160 of the California Penal Code) requires prompt, mandatory reporting to the local law enforcement agency by health care practitioners when they provide medical services to a person they know or reasonably suspects is suffering from wounds inflicted by a firearm or is a result of assaultive or abusive conduct.

Furthermore, due to confidentiality laws, the Department of Campus Safety must also comply with the Family Educational Rights Act (FERPA), The Americans with Disabilities Act and the Health Insurance Portability and Accountability Act, (HIPPA) a patient privacy act.

The Department of Campus Safety has not only maintained status quo, but has in fact expanded the types of services offered.

## **F. Student Eligibility**

### **1. Describe eligibility requirements for participation in your program.**

There are no eligibility requirements. The Department of Campus Safety provides services to all students, employees and visitors.

## **G. Program Services**

### **1. List and describe the services/components offered by your program.**

The goal of the Department of Campus Safety is to provide professional assistance to students, employees and visitors of Citrus College. The Department of Campus Safety strives to promote and maintain a safe and secure learning environment, conducive to high-quality education. Additionally, the department strives to ensure the safety and security of both vehicles and pedestrians in the parking lots, while maximizing the utility of the lots.

Campus Safety provides a number of important services to the campus and plays a key role in maintaining the safety and comfort level of the campus. The Department of Campus Safety provides the following services for all students, employees, and visitors:

- Vehicle jumpstarts
- Vehicle unlocks
- Lost and Found
- Safety escorts
- Daily parking permits / overnight parking permits
- Information regarding parking citations and citation appeals
- General campus information
- Access to buildings and/or classrooms

Additionally, daily duties include:

- Providing a continuous “security” presence by having uniformed officers on campus 24 hours a day, seven days a week, year round.
- Securing of campus buildings, gates, restrooms, elevators.
- Opening / unlocking of campus buildings, gates, restrooms, and activating elevators and handicapped switches.
- Posting of notices informing students that class has been cancelled.
- Providing non-stop patrols of campus and campus parking lots via gas powered vehicles, electric vehicles, and by foot.
- Campus Safety Officers are generally the “first responders” when emergency situations or incidents occur on campus. Campus Safety Officers are trained to render First-Aid and CPR.

The Department of Campus Safety is the liaison with local law enforcement agencies. Campus Safety is responsible for contacting law enforcement and emergency response personnel when an emergency arises.

The Department of Campus Safety takes an active role in informing students and staff members of services offered by the department. Information pertaining to campus safety, security, parking, college policies and procedures, citations and education materials (brochures, fliers, etc) can be found on the departments webpage located at [www.citruscollege.edu](http://www.citruscollege.edu). Information is also made available in semester class catalogs, open postings, and on Power Point presentations which are displayed in the Owl Bookstore, Admissions and Records, and in Financial Aid.

## **2. Describe how it compares to similar programs at other community colleges in service area.**

With the exception of Pasadena City College and Chaffey College, both of which have an on campus police department with POST certified, armed officers; the Department of Campus Safety is similar to surrounding agencies such as Mount San Antonio College Campus Safety and Azusa Pacific University Department of Campus Safety.

When comparing Citrus College with similar campus safety/security programs in the surrounding community colleges, it appears that Citrus College offers more services to students that are not offered at surrounding institutions. Upon review of surrounding agencies, it was observed that three of the six colleges surveyed do not provide vehicle unlocks. Additionally, some rely on other campus entities, such as facilities to provide lock cuts. Colleges surveyed included Pasadena City College, Glendale Community College, Mt. San Antonio College, Rio Hondo College, Chaffey College, and Azusa Pacific University. Research indicated that neighboring community colleges focused more on the safety and security aspect , and not so much on vehicle unlocks, jump-starts, or lock cuts. In contrast, Citrus

College goes beyond a traditional safety and security service by providing a multifaceted program involving valuable services for students by trained experienced staff at no cost.

## **H. Funding Expenditure & Accountability**

### **1. How does this program work with the business office to monitor expenditures and fiscal reporting?**

The Campus Safety Supervisor works closely with Martha McDonald, Dean of Students and Fiscal Services to monitor expenditures and fiscal reporting. The Department is 75% self funded by funds collected via student parking fees and 25% funded by the college general fund.

Money from meters on campus and the kiosk machine in the S8 parking lot are collected on a weekly basis by the Campus Safety Supervisor and/or the Lead Officer. The money collected is then delivered to the Student Business Office (SBO) for accounting purposes. Weekly deposits are then made to Fiscal Services by the Campus Safety Supervisor and/or the Lead Officer. The sale of daily parking permits follows the same protocol. Funds from these proceeds are deposited to the district's general fund.

## **I. Environmental Impact**

### **1. How has your program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability, etc...)**

Campus Safety participates in paper / plastic recycling and complies with the hazardous waste program through the Environmental Health and Safety department on campus.

Additionally, the Department of Campus Safety has moved to a web based procedure for registering employee vehicles and issuing staff parking permits. Moreover, citation appeals may also be filled out and submitted online. In both cases paper consumption has been eliminated.

## **J. Technology needs**

### **1. What technology currently exists in your program?**

The Department of Campus Safety has access to Wingspan to determine student verification and student class schedules for emergency purposes. While student information is accessible, only a limited number of Campus Safety staff members have such access. All information is kept confidential, in accordance with FERPA.

All employee parking permits require staff to register their vehicles online. Electronic visitor parking permits are also available for staff members, upon request. Citation appeals are available online and may be submitted electronically.

Anytime a 911 call is placed from an on campus phone, the Department of Campus Safety receives an automated email indicating the date and time the call was placed, as well as the telephone extension.

In addition, all Incident Reports, Daily Logs, and the Crime Log are computer based making them accessible to all Campus Safety staff. Upon approval from the Dean of students, Daily Logs and Incident Reports are then electronically distributed to Citrus College Administration.

Furthermore, the Department of Campus Safety utilizes software by Guard 1, via use of *The Pipe*. *The Pipe*, a comprehensive, yet simple to use time tracking device, records the date and time certain areas and buildings were patrolled. During their duty, CSO's patrol the campus and are responsible for "hitting" touch memory buttons that are strategically placed throughout the campus. Touch memory buttons are the checkpoints used by the Guard1 system. Each button contains a microchip with a unique ID number. *The Pipe* reads and stores the button's ID number, location, time it was hit, and by which officer.

Buttons are dime sized, durable, unobtrusive, and blend right in with the campus. They are waterproof, and resist tampering and abuse, making them ideal for indoor and outdoor applications, as they will not corrode or degrade. Touch memory buttons are the modern, electronic patrol system equivalent of the old-fashioned Detex watchclock station. *The Pipe* is virtually indestructible, water proof, and has a typical battery life of 15-20 years.

## **2. Given your plans for future growth and development, what technology needs to you anticipate in the future?**

To better serve the Citrus College community and, in turn, provide greater safety to the campus community and more efficient security response, following are plans for future technology based on growth and development:

- *Computer Aided Dispatch (CAD)* - solution provides call-center and communications center operators with easy-to-use tools to field emergency and non-emergency calls, create and update incidents, and manage critical resources through real-time management of crucial resources. CAD resources, combined with historical and local search capabilities, ensure operators have timely and accurate information available when making urgent decisions. With the automated dispatch feature, *AutoDispatch*, is an optional server-based component used to automate the dispatching of work based on a configured set of rules. In short, it assumes control of the dispatching process and allocates work to field personnel. *AutoDispatch* is used to automatically balance the workload for planned work at the start of day, minimizing cost of service for planned jobs. The determination is based on several criteria, including proximity of officers to call location, skills class and cost of crew, estimated time the call will take versus the time the officers have been working, and the time of the call versus the officer's estimated time of arrival. The dispatcher can override any assignments made by the *AutoDispatch* component.

- E-Citations – electronic handheld ticket writers that are lightweight, single-piece devices with attached printers to enable parking enforcement officers to “write” their tickets on the handheld computer and have the tickets printed at the scene. The printed tickets are legible, durable, weather-proof, and most importantly – accurate.

We are currently exploring a company called Complus Data Innovations, Inc. The company provided the department with brochures and information about the models they utilize. Complus Data currently provides full-service Parking Ticket Management solutions to over 150 municipal and university clients throughout the country. Complus clients achieve an average overall collection rate of 91% on the parking tickets that are issued, with some as high as 96%. The services they provide include:

- State-of-the-art handheld ticket writers with customized programming
  - proprietary **FastTrack™** parking ticket processing software for tracking
  - Nationwide DMV lookups
  - Customized delinquent noticing
  - Optional data entry and payment processing services
  - Free software and hardware upgrades
  - Web-based & Phone-based payment options for violators
  - Unlimited training and support
  - Comprehensive Management reports
  - **ALL AT NO UPFRONT COSTS!**
- Surveillance cameras – the campus poses many unique challenges when it comes to security. A video surveillance system would assist in watching over the diverse assortment of facilities that comprise the Citrus College campus community such as instructional buildings, offices, parking lots, sports complexes and sprawling student grounds, there is a lot to look after. The proper surveillance setup will go a long way in ensuring the safety of students, faculty, and facilities on campus. Cameras would assist in maintaining secure facilities, protecting students, deter crime, prevent vandalism, monitor parking lots, assisting with investigations, and in application of college policies and procedures. Additionally, the cameras would have remote access by Campus Safety staff from anywhere on campus. A video surveillance system operating with IP network technology enables video streams to be sent over the internet for remote monitoring. Footage from cameras throughout the campus can be viewed online from any computer with an internet connection and access to the network.
  - Additional Kiosk (ticket dispenser) in S6 – same as the existing kiosk in S8. Currently, there are no options available for students and guest who choose to park in the S6 lot. In addition, a ticket dispenser in S6 will generate revenue from parking for sporting and special events.

- Emergency Phones – The need exists for emergency phones to be strategically placed around campus and in parking lots. These phones allow students the ability to get in direct contact with the Department of Campus Safety. The phones are bright yellow with a blue colored light above them, which would activate during an emergency, for visibility. Emergency phones also include an “emergency” or “help” button that will dial Campus Safety when it is pushed.
  
- Electronic securing of buildings (Access Control) – Software enabling access control from a computer in our building. Doors would be able to be secured or unlocked by request. Software would be integrated with our current key card hardware and equipment.
  
- Electronic activation / deactivation of intruder alarms – Control alarms from office computer or off campus location via the internet. This would also send an email notification notifying the recipient that the intruder was set off at a specific time from a specific location.
  
- Separation of phone lines – Phone lines would be separated into three separate lines:

(626) 914-8611	Emergency line
(626) 914-8765	Citations / Parking Information
(626) 335-7760	Glendora Police line

## IV. EFFECTIVE PRACTICES

### **A. Describe what is working well including awards and special recognitions.**

Currently we are the first responders to nearly all incidents, emergencies, and medical issues on campus. Campus Safety staff is present to deescalate and contain possible volatile situations on campus before they spiral out of control. With a pro-active approach, most incidents are usually rectified on campus without assistance from outside agencies.

Additionally, revenue generated by Campus Safety, primarily from the issuance of citations; has increased significantly during the past five years. To be more specific, during the 2006 fiscal year, the department generated \$133,058.09. During the 2010 fiscal year, the department generated \$205,059.70. These monies do not go directly to the department, but instead are deposited into the general college fund.

Continuing to provide a safe and secure campus has been an essential asset to the overall campus climate. Attending emergency training, collaborating with the Glendora Police Department and having a strong relationship with Azusa Pacific University Department of Campus Safety has allowed us to maintain status quo as it pertains to the safety of the college community. Although the department faces staffing inadequacies and budgetary constraints, the Department of Campus Safety continues to provide year round, professional safety and security services to students and staff members. This has effectively been done although there has been a significant increase in the number of service calls.

### **B. What exemplary practices and services do you offer that could be shared with other departments or other campuses?**

The Campus Safety Supervisor collaborates periodically with department chiefs and supervisors from surrounding college safety, security, and police agencies in an effort to ensure that similar services are provided and best practices are implemented. The Department of Campus Safety offers exemplary safety and security to the Citrus College Community. Campus Safety staff members also participate and collaborate in the Student Conduct Committee. This endeavor has led to a seamless line of communication regarding student conduct, discipline, expectations, and pro-active measures. By communicating this information with other campus safety staff members, the department's role in the implementation of such policies and pro-active measures is more clearly defined.

### **C. What successful pilot projects have been implemented by your program?**

Within the last five years, the Department of Campus Safety has been revolutionized due to the anticipated growth of the college and its needs. As a result, the Department of Campus Safety Campus has piloted multiple projects. For instance, Campus Safety has taken pro-active measures to prepare for emergencies on campus. As an example, the Campus Safety Supervisor and the Lead Officer are active member of the EOC. Additionally, all CSO's have received course instruction and are certified in *Standardized Emergency Management System (SEMS)*, *ICS-100 for Higher Education*, *ICS-200*, and *the National Incident Management System (NIMS)*.

The department has also devised a plan with the Glendora Police Department (GPD) in the event there is an active shooter on campus. Campus Safety conducted a "walk-through" of the campus with officers from the Glendora Police Department. The purpose of the walk-through was to conduct an assessment of the school's needs in order to prepare for a potential incident. This exercise was designed as an initial evaluation and allowed our liaison from the Glendora Police Department to determine the estimated length of time it would take to lock down or clear the campus, familiarize the officers with our buildings and better prepare for potential incidents. We were able to completely clear the campus in 31 minutes. At the conclusion of the walk-through GPD was impressed with our department's strategic plan, knowledge and expertise. Along with the developed plan, new procedures were implemented. GPD was given two sets of master card keys and two sets of hard keys, along with campus maps and building key identifiers. One set of each will be carried by the Watch Commander on duty; while the other will be carried by FSET (GPD's SWAT team). In the event of a life threatening emergency, GPD would have access to all buildings, classrooms, and gates on campus. GPD is also on our radio frequency and is able to communicate with us during emergencies on campus.

The utilization of an *Evacu-Trak* – evacuation chair, has been solely delegated to the Department of Campus Safety. In the event of a fire, bomb threat or other emergency, elevators should not be used for emergency evacuation of a building. In this situation, CSOs will use the *Evacu-Trak* to lower persons with disabilities from multi-storied buildings. The *Evacu-Trak* has been engineered and rigorously tested to meet the most rigorous demands of an emergency evacuation chair. Currently, there are three of these evacuations chairs on campus. One is kept in the Campus Safety building, another is stored in the west elevator tower of the ED building, and the last is stored in the elevator tower between the PC and TC building. Having the *Evacu-Trak* meets the Americans With Disabilities Act (ADA) compliance, which suggests that building owners and employers have a legal obligation to provide people with disabilities with a fast, safe and dignified means of emergency evacuation. In most emergency situations including fire, gas leaks and terrorist threats it is preferable to evacuate everyone from the building than have people with disabilities wait in a designated area of refuge

Moreover, technological improvements within the department, campus wide distribution of safety, security and parking information and an improved department web site have further enhanced our accessibility and means of communication.

#### **D. How do faculty administrators, staff and students participate in improving the effectiveness of this program?**

One of the ways in which students participate in improving program effectiveness is through our annual satisfaction survey.

The Campus Safety Supervisor is also an active participant in the Annual Student Service Planning meeting, Physical Resource Committee, Student Services Committee, Student Conduct Committee and attends monthly Student Affairs Supervisors meetings all of which serve to enhance services available to students.

## V. OPPORTUNITIES FOR IMPROVEMENT, RECOMMENDATION, AND NEEDS IDENTIFICATION

### **A. Identify areas where you may need to make adjustments or changes to better serve students.**

#### **1. Use data and previous discussions as a foundation for recommendations.**

Based on feedback from three different surveys (student, campus safety staff, and CSO's), the following areas were identified as areas in need of further development and/or growth:

##### 1. Increase communication with the campus community:

The Department of Campus Safety should continue to improve communication with students, regarding the college's board policies, department policies and services offered. 396 of the students surveyed reported they were not aware of the services Campus Safety offers. 418 stated they did know about Board Policy 5500- Standards of Conduct and 133 reported they were not familiar with on campus parking policies. Additionally, 317 of students surveyed stated they did not know how to get in contact with the Department of Campus Safety. 510 students stated they felt safe on campus and 409 students reported that their experiences with the Department of Campus Safety have been positive.

The department should continue to provide updated information regarding policies and procedures via other means of communication. Ideas include utilization of student email accounts as means of disbursement. Furthermore, the department plans on creating "I.C.E." cards (In Case of Emergency) that will have our contact information as well as safety tips. These cards would be distributed by Campus Safety staff to students on campus during the first of classes. Implementing other techniques to increase student communication is currently being evaluated and considered.

##### 2. Increase communication within the department:

Campus Safety Officers were asked to complete a survey regarding their views on the department and the institution's perception of the department. Using a sliding scale from one to five, 1 meaning *strongly disagree* and 5 being *strongly agree*; CSO's were asked whether they agreed or disagreed with the following statement: "The Department of Campus Safety, as a whole, has good communication." Of the 13 people that participated in the survey, three answered *strongly disagree*, five answered *disagree*, one answered *neither disagree or agree*, two answered *agree*, two answered *strongly agree*.

Plans to improve communication amongst all staff are in the process and will soon be implemented. CSO's have been given the opportunity to anonymously submit suggestions on how to improve this area. A cooperative effort amongst all campus safety staff will help alleviate this issue.

## **2. Consider needs for data, staffing, program growth and/or restructuring.**

### **a. Include plans, timelines, resources needs and person(s) responsible for implementing the plans.**

- Staffing:

An increase in the number of students served, types of services offered and program expansion has required that additional responsibilities be assumed by several staff members. With an increase in the number of staff to coordinate, and the increase in the number of expectations by college community members and affiliates, complex coordination has already occurred.

Upon moving to the new building, staff reorganization should be considered due to the anticipated increase in services, programs and staffing. Departmental and future staffing recommendations to be considered include: additions of two full time officers, two part time officers, and a permanent evening secretary.

As noted throughout this program review, the Department of Campus Safety has grown rapidly with the college's growth. The upkeep demands have greatly impacted the college's expectations of the department. In order to provide a more effective, adequate, and immediate response to meet the safety and security needs of the Citrus College community, the Department of Campus Safety recommends the following additions:

#### 2- Campus Safety Officer II (100%)

- Complete staffing needs; assist with shift coverage
- Provide a safe and secure campus for students, faculty, visitors and staff
- To enforce Board policies and Administrative Procedures

#### 1- Campus Safety Officer I (49%)

- Complete staffing needs; assist with shift coverage
- Provide a safe and secure campus for students, faculty, visitors and staff
- To enforce Board policies and Administrative Procedures

#### 1- Evening Secretary (49%)

- Complete staffing needs
- Assist with office and dispatch duties
- Provide continued support to students, staff, and visitors
- Provide additional support to officers on duty during emergencies

These positions will sustain the effectiveness of the program.

The institution recently constructed a new Campus Safety building, which houses the Department of Campus Safety. Below is information pertaining to the new facility:

- **Physical features of the facility:**

- a. *Drive up window* - provides quick and easy way to assist students, staff, and guests.
- b. *15 minute reserved parking* - provides students, staff and guests access to the Campus Safety office without having to look for parking.
- c. *Larger workspace* - accommodates department personnel; which results in better overall efficiency
- d. *Storage* - Lost and Found, department equipment, vehicles, tools, property etc. are all stored in one building; in the past they were stored in different areas of the campus.
- e. Briefing room / Break room for department staff
- f. Restrooms with lockers and showers for department staff
- g. *Identity* - Gives the department an identity; clearly visible and recognizable to students, staff and visitors
- h. *Interview room* – provides a safe, secure, and private area to interview victims, witnesses, suspects of crimes and/or incident reports

- **Types of services that are available at the facility:**

- a. *Computer kiosk in lobby* - enables students, staff, and visitors, to file citation appeals online. Provides access for students to their account summaries. Allows staff members to register their vehicles online, print screen, and pick up their parking permit.
- b. *Live-Scan fingerprinting* - done by an outside vendor, but is available in our building; finger printing services for Citrus hires are done here.
- c. General information regarding all parking permits, campus facilities, events on campus, access to campus, citation appeals and citation payments; lost and found property claim.

- **Restructure:**

Plans are in discussion to restructure the Department of Campus Safety into three sub-divisions under one entity. Responsibility for each sub-division would be delegated to a chosen Campus Safety Officer who would be supervised by the Campus Safety Supervisor. Each would be responsible for corresponding sections of the Department of Campus Safety. Sub-divisions would be:

**Safety** – responsibilities would include emergency/tactical responses, safety issues concerning students, staff and the general campus, and other things of this nature.

**Security** – responsibilities would include the opening and closing of campus, physical security concerns and things of this nature.

**Parking Enforcement** – responsibilities would include special event parking, issuance of citations, and citation appeals.

### 3. Technology needs

Campus Safety values technology and continues to embrace technological change to improve work performance, enhance service to students, and provide solutions mandated by legislative directives.

Given plans for future growth and development, the program anticipates the need for the staff to be formally trained in computer programs such as Computer Aided Dispatch (CAD) and components of Banner.

Other ideas include:

- Develop and execute a Facebook, Twitter or other social network strategy that will help the program engage students in conversation to raise awareness of campus safety.
- Add interactive components to the campus safety website that will allow students to submit concerns, complaints, or tips/information; regarding safety concerns on campus. The submissions would be able to be made anonymously.

## VI. TECHNICAL ASSISTANCE/TRAINING NEEDS

### A. Is there any training or technical assistance that you believe will improve the effectiveness of your program?

The Department of Campus Safety should participate in conferences and additional training in issues related to campus safety. This will enable staff members to better understand the diverse student population being served and understand the barriers, potential risks, and dangers associated with institutions of higher education. Additionally, strategies to such problems should be sought. Participation in such conferences/training will provide opportunities to share and learn best practices from colleagues in the field.

Office staff members develop various communication materials, therefore it is important that the staff be trained in Adobe Photoshop software and other similar programs related to the design of flyers and other materials.

## VII. SUPPLEMENTAL INFORMATION

### A. Provide copies of materials that you provide to students in your program.

1. Parking Updates via power point messages in various departments
2. Off Campus Parking
3. Timely Warnings

**CAMPUS SAFETY PARKING UPDATES:**



*Parking Update:*

**NO GRACE PERIOD!**

YOU WILL NEED A CURRENT  
**FALL 2010** PARKING PERMIT  
BEGINNING

**AUGUST 30, 2010**



**CAMPUS SAFETY WILL BE CITING**

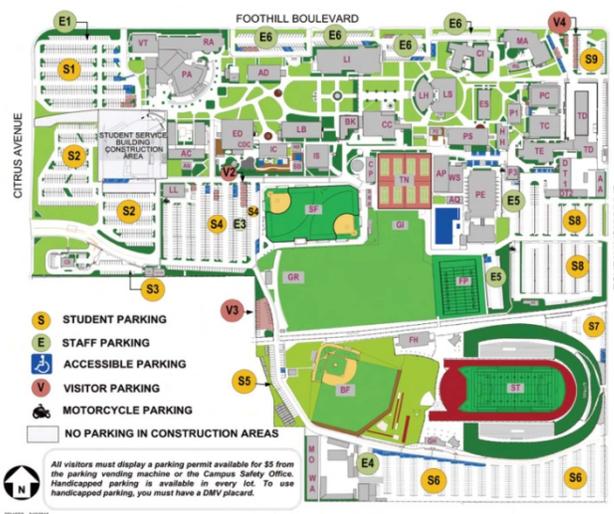
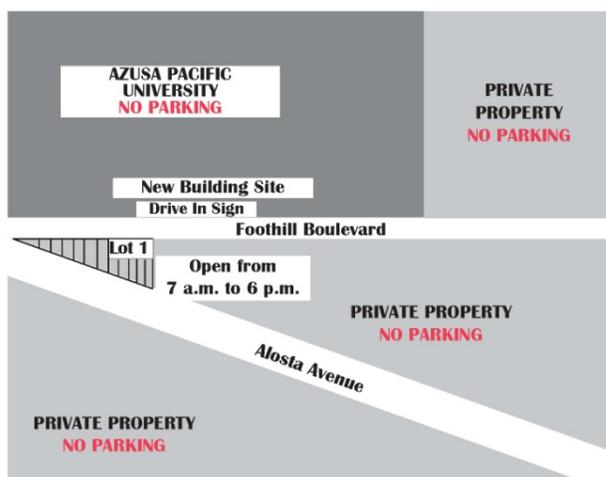
## OFF CAMPUS PARKING:

Citrus College

Fall Semester 2010

# Parking Update

**Additional Parking is Available in Citrus Annex Lot 1  
on Foothill Blvd. 7 a.m. to 6 p.m.**



**Don't Get a Ticket!**

### Neighborhood Parking Update



1. Parking is now prohibited on streets near the campus, especially in the neighborhoods near Barranca Avenue.
2. If you park on these streets, you will get a ticket or be towed.
3. A short walk from Citrus Annex Lot 1 will save time searching for parking!

**For additional parking information and updates visit  
[www.citruscollege.edu](http://www.citruscollege.edu)**

1000 West Foothill Boulevard • Glendora, CA 91741-1899 • [www.citruscollege.edu](http://www.citruscollege.edu)

# TIMELY WARNING:



Department of Campus Safety  
(626) 914-8611



## **TIMELY WARNING**

### **\*\* Sexual Battery \*\***

#### TO THE CITRUS COLLEGE COMMUNITY

On Friday, December 3, 2010, at approximately 6:30 a.m., a female student reported that an unknown male approached her as she walked east bound on Foothill Boulevard near the Azusa Pacific University west campus. The suspect grabbed the female inappropriately. The student was not injured as a result of the incident.

#### SUSPECT INFORMATION:

Hispanic Male  
Approximately 5'3"  
Medium Build  
Round Face  
Approximately 40 Years of Age  
Thinning Mustache

Short Dark Brown or Black Hair with Product (either spikey or slicked back hairstyle)  
Wearing a Striped Long Sleeved Sweater with Different Shades of Brown  
Blue Jeans

We strongly urge all members of the Citrus College community to contact the Department of Campus Safety (626) 914-8611, Glendora Police Department (626) 914-8250, Azusa Police Department (626) 812-3200 or Azusa Pacific University Department of Campus Safety (626) 815-3898 immediately upon witnessing any unusual or suspicious activity. We appreciate your assistance, support and cooperation in this collective effort to make our campus and community safer for everyone!

#### SAFETY TIPS

- Program the phone number for the Department of Campus Safety into your phone (626) 914-8611.
- Walk with confidence; show that you are aware and in control.
- When possible, avoid walking alone. Walk with a friend or walk in well-traveled areas. If on campus, call Campus Safety for an escort when you are ready to leave.
- Stay in well lighted areas.
- If you are being followed, go to the nearest business or residence for help.
- If you are harassed by the occupants of a car, turn and walk in the other direction. The driver will have to turn around to follow you. Hold your purse close, not dangling, and avoid carrying extra money or valuables on your person.
- Be aware of people around you. When you are walking, stay alert and tuned into your surroundings.

## VIII. Appendix

### A. Catalog pages pertaining to program.

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Student Services Directory

- Enroll in short term and long term training programs

#### Campus Center

626-914-8601

[www.citruscollege.edu/stdntsrv/studentaffairs](http://www.citruscollege.edu/stdntsrv/studentaffairs)  
[studentlife@citruscollege.edu](mailto:studentlife@citruscollege.edu)

Campus Center Hours:

- Mon. & Thurs., 8 a.m.-5 p.m.
- Tues. & Wed., 8 a.m.-7 p.m.
- Fri., 8 a.m.-4:30 pm.

Location: CC

The Associated Students of Citrus College, Student Affairs, and Student Business offices are located in the Campus Center.

Available are:

- Student activities
- Lounge with free WiFi and flat screen TVs
- Campus club information
- Club meeting spaces
- ASCC discount ticket services
- Housing information
- Video and board games

#### Campus Safety and Parking

**Campus Safety's direct line is 626-914-8611.**

[www.citruscollege.edu/stdntsrv/security](http://www.citruscollege.edu/stdntsrv/security)  
[security@citruscollege.edu](mailto:security@citruscollege.edu)

Office Hours:

- Mon.-Thurs., 7 a.m.-8 p.m.
- Fri., 8 a.m.-4 p.m.

Location: CS

Campus Safety provides:

- Vehicle jump starts
- Vehicle unlocks
- Lost and found
- Overnight parking information
- Parking citation information and appeals

Campus Safety also provides a safety escort on campus for any member of the college community, upon request, from dusk until dawn. During busy periods, callers may experience a 10-minute delay in the arrival of the officer. Safety escorts are provided for safety, not convenience.

#### Career/Transfer Center

626-914-8639

Fax: 626-914-8544

[www.citruscollege.edu/stdntsrv/transcntr](http://www.citruscollege.edu/stdntsrv/transcntr)  
[careercenter@citruscollege.edu](mailto:careercenter@citruscollege.edu)  
[transfercenter@citruscollege.edu](mailto:transfercenter@citruscollege.edu)

Office Hours:

- Mon.-Thurs., 8 a.m.-7 p.m.
- Fri., 8 a.m.-4:30 p.m.

Location: ED 129

#### Career Center services include:

- Individual career counseling and testing
- Interviews with professionals in your chosen career field
- Job search strategies and workshops
- Computerized career guidance and career library
- Career development classes for unit credit

#### Transfer Center services include:

- Individual academic assistance
- Individual appointments with university representatives
- University campus field trips
- Transfer awareness workshops
- University catalogs access
- Transfer college fairs
- Computerized college information and transfer resource library
- University of California (UC) Transfer Admission Guarantees (TAG)
- UC/CSU cross-enrollment for only \$10 per class (fee subject to change)
- Transfer planning classes for unit credit

#### Cashier's (Bursar) Office

626-914-8896

[www.citruscollege.edu/finance/fiscal/cashier](http://www.citruscollege.edu/finance/fiscal/cashier)  
[cashier@citruscollege.edu](mailto:cashier@citruscollege.edu)

Office Hours:

- Mon. & Thurs., 8 a.m.-5 p.m.
- Tues. & Wed., 8 a.m.-7 p.m.
- Fri., 8 a.m.-4 p.m.

Location: AD, Second Floor, East Stairwell

The Cashier's Office (also known as the Bursar) provides a variety of financial services for students, staff, faculty and the public.

A photo ID is required for all transactions.

Services include:

- Campus parking citation payments
- Class fee payments
- Debts and outstanding obligations
- Disburse payroll checks
- Refunds
- 1098T replacements

#### Center for Teacher Excellence

626-857-4006

Fax: 626-914-8544

[www.citruscollege.edu/stdntsrv/cfte](http://www.citruscollege.edu/stdntsrv/cfte)  
[cfte@citruscollege.edu](mailto:cfte@citruscollege.edu)

Office Hours:

- Mon.-Thurs., 8 a.m.-7 p.m.
- Fri., 8 a.m.-4:30 p.m.

Location: ED 129

Citrus College's Center for Teacher Excellence prepares future teachers by offering:

- Academic advising and counseling for future teachers
- A supportive learning environment
- Help with university transfer applications
- Teacher preparation workshops
- CBEST prep workshops

#### Child Development Center

626-914-8501

[www.citruscollege.edu/odc](http://www.citruscollege.edu/odc)  
[odc@citruscollege.edu](mailto:odc@citruscollege.edu)

Office Hours:

- Mon.-Fri., 8 a.m.-6:30 p.m.

Enrollment Hours:

- Mon.-Fri., 7:30 a.m.-4:30 p.m.

Center Hours:

- Mon.-Fri., 6:30 a.m.-6:30 p.m.

The Orfalea Family Children's Center provides a developmental program for children from 2 1/2 to 5 years old.

Enrollment is on a first-come, first-served basis and/or income priority set by the State of California. There may be a waiting list, so early registration is recommended. After acceptance into the program, allow approximately two weeks for processing. Fees are based on a sliding scale and vary according to family income and available funding.

## Campus Safety

In compliance with the Student Right-to-Know and Campus Security Act of 1990 and to ensure a safe, secure environment, the college has adopted the following procedures:

1. Students and employees should **immediately report** all criminal acts or other emergencies on campus to the Campus Safety Department, which is located in the CS building. Incidents may be reported by phone at 626-914-8611 or in person. The department of Campus Safety staff will write an incident report and if necessary, distribute it to the proper agencies, including, but not limited to, local fire and police departments. The administrator-on-duty will be informed of the incident as well as other appropriate administrators.
2. Only employees are authorized to have keys to buildings; **no students are to have access to campus facilities without employee supervision.** Alarm systems and outdoor lighting are integral parts of the campus security system. Facility security problems should be reported to the Facilities Department.
3. The Campus Safety Department has the authority to enforce the Standards of Student Conduct, and, according to the Education Code, is the liaison with local police departments in all cases of criminal actions. Any action which is a violation of the criminal code of the State of California must be reported to the local police. The campus emergency procedures publication states that students and employees should make a prompt and accurate report to Campus Safety in the event of an emergency. It is their responsibility to make contact with police agencies.
4. The Campus Safety Department supports campus programs that inform students and employees about being responsible for their

own security and the security of others.

5. The Standards of Student Conduct and the State Penal Code prohibit the possession, use and sale of alcoholic beverages and illegal drugs on campus, except as specified in the Education Code.

### Crime Prevention Tips

- Walk with confidence and be aware of your surroundings.
- Program the Campus Safety Office number (626) 914-8611, into your cell phone.
- Carry a cellular phone with you or in your car. This is the fastest way to get help in an emergency.
- After dark, walk with others or take advantage of the security escort.
- Have your keys in your hand when you approach your car. Check the floor and back seat before getting in.
- Take security measures seriously for your own protection as well as that of others.

### Safety Escort

The Campus Safety Department provides a safety escort on campus for any member of the college community. During busy periods, callers may experience a 10-minute delay in the arrival of the officer. Safety escorts are provided for safety, not convenience.

**To request a safety escort, call (626) 914-8611.**

### Campus Crime Statistics (Clery Act)

The Clery Act requires higher education institutions to give timely warnings of crimes that represent a threat to the safety of students or employees, and to make public their campus security policies. It also requires that crime data is collected reported and disseminated to the campus community and are also submitted to the U.S. Department of Education. The act is intended to provide students and their families, as higher edu-

cation consumers, with accurate, complete and timely information about safety on campus so that they can make informed decisions.

From January 1, 2007 through December 31, 2009, the following are the criminal offenses which occurred on campus and reported to the Campus Safety Department and public agencies:

Offense	2007	2008	2009
Murder	0	0	0
Manslaughter	0	0	0
Sex Offense (Forced)	0	0	0
Sex Offense (Non Forced)	0	0	0
Robbery	1	1	0
Aggravated Assault	6	12	4
Burglary	2	5	1
Vehicle Theft	4	3	7
Arson	0	0	0
Drug Law Violation	0	0	1
Liquor Law Violation	0	4	8
Illegal Weapons Possession	1	1	0
Hate Crimes	0	0	0

### Registered Sex Offender Information

Information concerning registered sex offenders may be obtained from the Glendora Police Department, 150 S. Glendora Ave., Glendora by calling (626) 914-8250 or by visiting [www.meganslaw.ca.gov/](http://www.meganslaw.ca.gov/)

Sex offenders are required to register with the police in the jurisdiction in which they reside.

### Sexual Violence Prevention Policy (Assembly Bill 1088)

No community can be totally risk-free in today's society. However, Citrus College takes the issue of sexual violence very seriously and is proactive in offering a safe environment for students and visitors. We believe that by working together, students, faculty, staff, and visitors can all help to create an atmosphere which is as safe and crime-free as possible. Section 67385 of the Education Code requires that community college districts adopt and implement procedures to ensure prompt response to victims of sexual violence which occur on campus as well as providing them with information

regarding treatment options and services. Therefore, Citrus College offers informational and preventive programs to all students and staff to help prevent the risk of sexual violence on campus. This information can be found on the internet at [www.citruscollege.edu/stdntsrsv](http://www.citruscollege.edu/stdntsrsv)

Sexual assault is defined as any kind of unwanted sexual contact. This includes, but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, threat of sexual assault and related conduct that threatens the health and safety of another person. Sexual violence may include sexual assault, rape, date rape, acquaintance rape, domestic violence, stalking, dating violence, forcing a person to watch/engage in pornography, harassment, exposing/flashing, voyeurism and/or fondling.

Any sexual violence or physical abuse, as defined by California law, whether committed by an employee, student, or member of the public, occurring on Citrus Community College District owned or controlled property; at Citrus College-sponsored or supervised functions, or related to/arising from Citrus College attendance or activity is a violation of District policies and regulations; and is subject to all applicable punishment, including criminal and/or civil prosecution and employee or student discipline procedures.

Any person who has been the victim of sexual violence or who has information regarding sexual violence on campus is strongly urged to call 911, or the police department or sheriff in the city where the crime took place and report the situation as soon as possible. If you are the victim of sexual assault on campus you may also:

1. Contact Campus Safety 24 hours a day, seven days a week at **(626) 914-8611**, extension 8611 when calling from a college phone.

May also call or visit the Health Center, located in Hayden Hall, at **(626) 914-8671** during normal business hours.

2. Choose to go directly to a hospital emergency room for medical care. Please keep in mind that there are many community resources that can provide different support services to you in a time of crisis. These include, but are not limited to:

- **Project SISTER Sexual Assault Crisis & Prevention Services** offers immediate crisis assistance in seven languages seven days a week. They also provide accompaniment/advocacy services in which trained volunteers visit hospitals, police stations and courts to support and advise survivors of sexual violence and child abuse. 24-hour hotlines: **(909) 626-HELP (4357) or +(626) 966-4155**
- **House of Ruth** offers many services to victims of domestic violence, including emergency shelter, transitional shelter, legal advocacy and counseling/support groups. 24-hour hotline: (909) 988-5559
- **National Sexual Assault Hotline: (800) 656-HOPE (4673)**
- **National Domestic Violence Hotline: (800) 799-7233**
- **Suicide and Rape 24-Hour Emergency Services**  
National Hotline:  
**(800) 333-4444**

3. If the perpetrator is a Citrus College student, you may choose to contact the vice president of student services at **(626) 914-8532** to file an administrative complaint.



The new Citrus College Campus Safety Building is a 2,000 square foot structure that houses the Campus Safety Department. It features a drive-up window, staff and visitor parking areas, and a fingerprinting section. The facility was funded by the Measure G Bond, which was passed by Citrus Community College District voters in 2004.

## Your Car On Campus

### Citrus College Traffic and Parking Regulations

The following traffic rules and regulations were adopted by the Citrus Community College District Board of Trustees to facilitate vehicular movement and parking, and provide for the safety of all persons using the campus.

The following regulations and the California Vehicle Code are enforced on the Citrus College campus pursuant to Section 21113 of the Vehicle Code.

#### Article I—General Traffic Regulations

SECTION 1. No person shall fail to obey any sign or signal erected or maintained to carry out these regulations or the California Vehicle Code.

SECTION 2. The driver of a vehicle shall yield the right of way to a pedestrian crossing the roadway.

SECTION 3. No driver approaching from the rear of a vehicle which is yielding the right of way to a pedestrian shall overtake or pass that vehicle.

SECTION 4. No person shall drive any vehicle in willful, wanton or reckless disregard for the safety of persons or property.

SECTION 5. No person shall drive or ride a motor driven scooter, motorcycle, skateboard, rollerskates, rollerblades or bicycle on any campus sidewalk.

SECTION 6. No person shall walk on a campus road which is paralleled by a sidewalk.

SECTION 7. No person shall drive or park a motor vehicle on any sidewalk, unpaved pathway, or on any lawn or landscaped area except emergency or maintenance vehicles.

SECTION 8. No person shall drive his vehicle into campus parking areas except by using roadways and drive lanes, and all vehicles must travel in the direction of directional arrows in the parking lot drive lanes.

#### Article II—Speed Regulations

SECTION 1. No person shall drive a vehicle at a speed greater than 15 miles per hour.

SECTION 2. No person shall drive a vehicle at a speed greater than is reasonable or prudent.

#### Article III—Parking Regulations

SECTION 1. All vehicles shall be parked clearly within a designated parking stall and failure to do so will constitute illegal parking.

SECTION 2. All vehicles shall be parked facing into parking stalls. Vehicles backed into or facing out of parking stalls are illegally parked.

SECTION 3. No person shall stop, park or leave standing any vehicle, whether attended or unattended, except when necessary to avoid conflict with other traffic or in compliance with the directive of an officer or official traffic control device, in any of the following places:

- A. On a crosswalk
- B. On the college campus unless in a designated parking area
- C. On a sidewalk, lawn or landscaped area
- D. So as to obstruct the passageway, walkway or doorway of any building
- E. Within 15 feet of a fire hydrant
- F. Within 15 feet of a stop sign

SECTION 4. Painted curbs are an indication of restricted parking and the color denotes the type of parking allowed. The following color code is adopted:

- A. RED ZONE - indicates no stopping, standing or parking, whether the vehicle is attended or not.
- B. YELLOW ZONE - indicates an area for loading and unloading vehicles and parking service vehicles.
- C. BLUE ZONE - indicates vehicle parking for handicapped. All disabled students who possess the State of California Handicapped Parking Placard or Disabled Person license plates are eligible to receive a waiver of the Citrus College parking fee and do not need to display any sort of college parking permit on their windshield. Any student who requires a temporary parking accommodation or believes that he or she otherwise qualifies for Handicapped Parking must contact the DMV for a temporary permit.

SECTION 5. No student or employee shall park in any area designated as visitor parking only.

SECTION 6. No student shall park in any area designated as EMPLOYEE or VISITOR.

SECTION 7. Motorcycles and bicycles must be parked in designated motorcycle and bicycle parking areas.

SECTION 8. Parking of all student and employee vehicles (motorcycles included) on campus is by permit only. All students and employees shall obtain a valid parking permit and display said permit as directed.

SECTION 9. One-day parking permits for visitors and students attending one-day seminars are available from the Department of Campus Safety at the main campus entrance and the vending machine, located in the Gym Parking Lot.

SECTION 10. No person shall leave any vehicle on campus overnight for personal use or college business without the permission of the Department of Campus Safety.

#### Article IV—Abandoned Vehicles

SECTION 1. No person shall abandon, or leave standing, any vehicle on the campus for 72 or more consecutive hours. All such vehicles will be stored under authority of Section 22702 of the California Vehicle Code.

SECTION 2. Any person who abandons a vehicle on campus will be responsible for all towing and storage charges.

#### Article V—Enforcement

SECTION 1. The Department of Campus Safety, located at the CS building and the Glendora Police Department provide security, law and traffic enforcement for Citrus College.

SECTION 2. Citrus Municipal Court, 1427 West Covina Parkway, West Covina, California 91790, has jurisdiction over all traffic violations on the Citrus College campus.

#### Article VI—Fines

SECTION 1. Parking fines are to be paid at the Cashier's Office, Administration Building, second floor.

SECTION 2. If the Cashier's Office is closed, parking fines may be paid at the Department of Campus Safety, located at the CS building. All fines paid at the Department of Campus Safety must include the citation with a check or money order (no cash) in the sealed envelope provided as part of the citation.

## Admission and Enrollment Information

### Residency

At the time of admission, students are classified as either California residents or nonresidents. Both residents and nonresidents are welcome to enroll, but nonresidents will be charged tuition in addition to enrollment fees.

**Residents** are those who have lived in California for at least one year and one day before the semester begins and can demonstrate intent to remain a California resident. It is the student's responsibility to provide evidence to substantiate his or her claim of residency.

Students between ages 18 and 19 may combine their parent's continuous residence in California immediately prior to their 18th birthday with their own continuous California residence after their 18th birthday to establish the one-year California residence requirement.

The residence of an unmarried student under the age of 18 is determined by the legal residence of the parents. A married minor determines residency from the date of the marriage and must meet the one-year physical presence and intent requirement.

**Military Personnel** are considered residents while stationed in California for active duty. The spouse and dependents are considered residents during the first year in which active duty began in California, but must provide proof that residency has been established thereafter.

**Nonresidents** are those who have lived in the state for less than a year before the semester begins or those who hold certain non-immigrant visas which preclude them from establishing residency. **Please note!** If you hold a non-immigrant visa, a permanent visa or have applied for amnesty, please bring your passport, visa and/or I-688 form with you to the Admissions and Records Office after you apply online.

**International Students** attending on F-1 visas are considered nonresi-

dents. Consult the International Student Center for details concerning application and registration.

**Reclassification to Resident Status** must be initiated by the student. Students interested in changing their classification should contact the Admissions and Records Office. Evidence of physical presence and intent to reside in the state of California for at least one year and one day prior to the semester's start date must be submitted for a residency review.

### Verification of Prerequisites

Students are required to provide verification of how skill or course prerequisites have been met prior to their registration date.

Students unable to verify how a prerequisite has been met will not be allowed to enroll in those courses.

Official transcripts from other colleges may be used to verify course prerequisites. Skills prerequisites must be verified through the Citrus College assessment process or the assessment process from another college.

Students wishing higher placement in mathematics may bring high school transcripts to the Counseling Office, which will be used in conjunction with the math assessment and multiple measures process.

### Parking Information

Parking permits are required on all vehicles that park on the Citrus College campus. You may purchase either a term length parking permit (\$20) at the Cashier's Office (Mon. & Thurs., 8 a.m.-5 p.m., Tues. & Wed., 8 a.m.-7 p.m. and Fri. 8 a.m.-4:30 p.m.) or a daily permit for \$5 at the Campus Safety building located at the main campus entrance off Citrus Avenue, (Mon.-Thurs., 7 a.m.-8 p.m. and Fri. 8 a.m.-4 p.m.) and from the parking permit dispenser machine), located in the Gym Parking Lot (Lot S-8) off Barranca Avenue.

**Your parking permit must be displayed. Failure to properly display your parking permit will result in a**

### citation.

**STUDENTS PARKING IN VISITOR, STAFF, DISABLED OR CLIENT PARKING AREAS WILL BE CITED. PLEASE READ THE PARKING GUIDELINES BROCHURE AVAILABLE FROM THE DEPARTMENT OF CAMPUS SAFETY, ATTACHED TO YOUR PARKING PERMIT, OR AVAILABLE ONLINE AT [www.citruscollege.edu](http://www.citruscollege.edu)**

### Enrollment Verification Certificate

The Enrollment Verification Certificate can be presented to health insurance agencies, housing authorities, consumer product companies, banks, etc., when asked to provide official evidence of enrollment at Citrus College.

To conveniently serve Citrus College students around the clock, Citrus College has authorized the National Student Clearinghouse to act as its agent for verification of student enrollment status. Students may obtain an official Enrollment Verification Certificate via WingSpan at any time after the refund period:

1. Enter secure area
2. Enter student ID and PIN number
3. Click Admissions & Records
4. Click enrollment verification with National Student Clearinghouse
5. Complete the student information form and then [Login](#)
6. Click Obtain an enrollment certificate and Print

**Make sure you Log Off when you are done to protect the privacy of your records.**

**The computers located in the Admissions and Records Office may be used by students to obtain their Enrollment Verification Certificate.**

### Information

For information about registration, contact the Admissions and Records Office, (626) 914-8511.

## B. Goals and Accomplishments

### **Department of Campus Safety 2007-2008 Accomplishments**

1. Appeal form on line with field requirements to be completed before submitting for review.
2. Update Campus Crime statistics
3. The Security web page to reflect Campus Security only.
4. Campus Security Statement revision.
5. Complete the addition of Security officer staff and office support staff.
6. Email access for Security officers to facilitate appeal review by officer and also improve communications with Security supervisor.

### **Department of Campus Safety 2008-2009 Accomplishments**

1. **(Strategic Plan Goal #1)** The Board encourages the strengthening of support systems that provide students tools to succeed.
  - a. With parking on the main campus being at capacity, students were parking on the streets in the surrounding community. Although arrangements were made with Azusa Pacific University for additional parking spaces (Annex Parking Lots) students continued to put stress on the surrounding community. The Security Office provided and coordinated a free parking permits program for the Annex Parking Lots. Each student signed an agreement which stated they would be provided with a free parking permit if they consented to park in one of the Annex Parking Lots for the first four weeks of the semester. 226 students participated in this program for Spring 2009.
2. New uniforms were ordered and received for all Security officers to clearly identify Security personnel to the campus community and visitors.
3. Additional signage created and placed in all parking lots with parking policies.
4. Additional vehicle #164 received from Associated Students. Vehicle equipped with lights, siren and public address system.
5. New uniforms and jackets provided to Owl Patrol members to make them more visible to campus community.

### **Department of Campus Safety 2009-2010 Accomplishments**

1. Memorandum of Understanding with Glendora Police Department (GPD) was updated.
2. Two sets of master keys and hard keys provided to GPD (1 for FSET, 1 for Watch Commander).
3. Campus Safety plan made available to all officers for review.
4. Two bull horns added to Campus Safety inventory as suggested by GPD
5. Administrative Procedures and Board Policies pertaining to Campus Safety were reviewed and updated.
6. Reprogrammed all radio to receive the Emergency/Tactical Channel.
7. Training with Jeff Eichler (Environmental Health and Safety) on the EvacuTrak System – locations and use
8. In conjunction with Glendora Police Department, training with Campus Safety officers on scenario of locking down the campus in case of emergency situation – 31 minutes; strategic plan devised.

9. Power Outages occurred on campus prompted procedure review. Strategic plan devised to reduce time involved to evacuate entire campus.
10. New officer and owl patrol radios received. All channels programmed for use during emergencies on campus.
11. Reception of two level 13 keys to be used for emergency purposes.
12. Permit Survey of surrounding colleges which lead to the increase of semester parking permit fees.
13. *Quik-Code* Book donations received from Bookstore as additional forms of reference for officers.
14. Campus Safety Officer II and Campus Safety Officer III positions filled
15. Researched location and numbers for all pay phone and elevator phones on campus for better response time.
16. Department name change from Campus Security to the Department of Campus Safety.
17. Improved equipment in vehicles and equipment issued to Owl Patrol.
18. Successful transition from the Campus Center to the new Campus Safety building with no interruption in service.

#### **Department of Campus Safety 2010-2011 Accomplishments**

1. New uniforms were ordered and received for all Campus Safety officers and office staff to clearly identify Campus Safety personnel to the campus community and visitors.
2. Annual Security Report generated and approved by the Board of Trustees.
3. On line vehicle registration for employees developed and implemented.
4. Additional golf carts procured for the Campus Safety fleet.
5. Completion of Owl Patrol, Officer and Office Staff procedures manuals.



## Student Services Program Plans - 2008-09

Program: Campus Safety

1. Please include goals appropriate to your area from the campus strategic plan, categorical site visit, compliance requirements and recommendations, student equity plan, and Board goals. Please include only new and/or revised activities, not routine items.

GOAL	Responsible Person	Due Date
Security Officers' Manual to allow for a more standardized way of training new employees.		
Addition of another Parking Permit machine in the S4 lot. This goal will allow the kiosk to be more of an information center and also alleviate traffic congestion in the front of campus for daily permits.		
Implementation of a phone tree. This will help distinguish routine callers from the emergency calls. This will also better assist those who need general information including directions to the campus, information on parking, etc.		



# Student Services Program Plans - 2008-09

## Program: Campus Safety

**2. Please briefly describe the progress made on goals from 2007- 08**

GOAL	Progress
1. Appeal form on line with field requirements to be completed before submitting for review	COMPLETED. Both a pdf, print and fill in as well as an on line e-mail version of the appeal form is on line.
2. Security Computer kiosk in Campus Center	PENDING. Funding will be needed to complete this venture.
3. Update Campus Crime Statistics	COMPLETED. The statistics are up to date and 2007 is to be filed and added shortly.
4. Security web page to reflect Campus Security only.	COMPLETED. Campus Security web page has been revised.
5. Campus Security statement revision.	PENDING.
6. E-mail access for Security Officers	COMPLETED. All officers, including Short Term Non Academic officers have e-mail accounts/access.
7. Complete the addition of Security officer staff and office support staff.	COMPLETED/PENDING. This item was completed then one officer resigned. Office staff has been accomplished.



## Student Services Program Plans – 2009-10

Program: Campus Safety

**1. Please include goals appropriate to your area from the campus strategic plan, categorical site visit, compliance requirements and recommendations, student equity plan, and Board goals. Please include only new and/or revised activities, not routine items.**

GOAL	Responsible Person	Due Date
<p>Develop and implement an Owl Patrol manual for Owl Patrol members to have complete, thorough, and consistent training for each area of responsibility.</p> <p>Security Officers' Manual to allow for more standardized way of training new employees.</p> <p>Complete the addition of Security officer staff and office support staff.</p>		



## Student Services Program Plans – 2009 -10

Program: Campus Safety

### 2. Please briefly describe the progress made on goals from 2008-09

GOAL	Progress
<p>Security Officers' Manual to allow for a more standardized way of training new employees.</p>	<p>INCOMPLETE – we have placed this goal back on the docket for the 2009-10 Program Plans</p>
<p>Addition of another Parking Permit machine in the S4 lot. This goal will allow the kiosk to be more of an information center and also alleviate traffic congestion in the front of campus for daily permits.</p>	<p>INCOMPLETE – this item will not be completed due to budget constraints and the new Campus Safety building.</p>
<p>Implementation of a phone tree. This will help distinguish routine callers from the emergency calls. This will also better assist those who need general information including directions to the campus, information on parking, etc.</p>	<p>INCOMPLETE – this item will not be completed or readdressed due to it being infeasible without delays to ALL phone calls.</p>



## Student Services Program Plans – 2010-11

Program: Campus Safety

**1. Please include goals appropriate to your area from the campus strategic plan, categorical site visit, compliance requirements and recommendations, student equity plan, and Board goals. Please include only new and/or revised activities, not routine items.**

GOAL	Responsible Person	Due Date
<p>Develop and implement an Officers' manual for a more standardized way of training new employees.</p> <p>Develop and implement an Owl Patrol manual for Owl Patrol members to have complete, thorough, and consistent training for each area of responsibility.</p> <p>Develop and implement an Office manual for a more standardized way of training employees as well as serve as a reference for various office procedures.</p> <p>Complete hire process of (1) Campus Safety Officer II and (2) Campus Safety Officer I positions.</p>		



## Student Services Program Plans – 2009 -10

Program: Campus Safety

### 2. Please briefly describe the progress made on goals from 2008-09

GOAL	Progress
Develop and implement an Owl Patrol manual for Owl Patrol members to have complete, thorough, and consistent training for each area of responsibility.	INCOMPLETE – This was placed back on the docket for 2010-2010 program plans
Security Officers' Manual to allow for more standardized way of training new employees.	INCOMPLETE – This was placed back on the docket for 2010-2010 program plans
Complete the addition of Security officer staff and office support staff.	INCOMPLETE – This item will be delayed due to budget constraints

## D. Student Learning Outcomes



### **Student Learning Outcomes 2007-08**

Program: SECURITY

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2007	VI Use of Results 2007
<p><u>Applicable college mission objective:</u> Citrus College is a safe, friendly, accessible environment:</p> <p>Department goal: The department will strive to provide a safe and friendly environment in the parking lots by granting one "courtesy void" per semester for "failure to obtain and/or display a parking permit" citations.</p> <p>The purpose of this is to create the habit of purchasing and displaying permits, which allow the department to identify the driver of the vehicle in case of an emergency.</p>	<p><b>Community/Global Conscious and Responsibility</b></p>	<p>The intended outcome is that there will be few or no repeat offenders among the students and staff of the "failure to display" violation during the semester.</p>	<p>Security office staff will review citations issued to students and staff during the preceding year to determine the number of "failure to display" citations written and the number of "courtesy voids" granted.</p> <p>They will then review the citations to determine the number of repeats of the "failure to display" violation.</p> <p>Finally, the total per void cost will be determined so that the actual cost of the benefit realized can be assessed.</p>	<p>During the 2005-2006 school year a total of 2,673 citations were issued to students and staff for "failure to obtain and/or display a valid parking permit." Of those, 212 were granted "courtesy voids. Of those persons given a "courtesy void," there were no repeat offenders.</p> <p>The purchase price of each citation form was \$0.18.</p> <p>The total revenue lost due to these 212 voids was \$5,300.</p> <p>Total fixed costs were \$5,338.16.</p>	<p>The data will allow the department to determine the following:</p> <p>The effectiveness of the practice of granting "courtesy voids" in terms of changing the behavior of violators, the total fixed cost to the department of the practice of "courtesy voids" and an assessment of the cost/benefit ratio of this practice.</p>



**Student Learning Outcomes 2009-10**

Program:                      **Campus Safety**

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-10	VI Use of Results 2009-10
<p>The mission of the Citrus College Campus Safety Department is to ensure the safety of students, faculty, staff and visitors while on property owned and operated by the college or involved in college-sponsored programs and activities, and to protect the property and facilities of the district, its students, employees and visitors.</p> <p>Department Goal: Students should feel that they are encountering a safe and secure learning environment.</p> <p>We strive to ensure the safety of both vehicles and pedestrians in parking lots as well as to maximize the utility of the lots.</p>	<p>Discipline, Consciousness, and Responsibility</p>	<p>The intended outcome is that students should be able to recognize and synthesize Campus Safety policies and procedures.</p>	<p>Our department will conduct a survey consisting of questions regarding the student's safety on campus, their knowledge of Campus Safety's various services available, and their awareness of parking guidelines.</p> <p>Campus Safety office staff will also review citations issued for violation #6 during the 2009-10 academic year and the number of one time dismissals granted.</p> <p>Office staff will then review the number of repeat offenders for violation #6.</p>	<p>Campus Safety has not yet conducted a survey but will do so mid Spring semester.</p> <p>During the 2009-20 school year a total of 6,944 citations were issued for violation #6. Of those, 574 were granted "one time dismissals" and 23 were repeat offenders.</p>	<p>Data collected from the survey will help us determine what the department needs to do to improve students' experience on campus.</p> <p>Data from issued citations will allow the department to determine the effectiveness of issuing citations for violation #6 and the "one time dismissal."</p>



**Student Learning Outcomes 2010-11**

Program:                      **Campus Safety**

I Program Purpose	II Core Competency	III Program Student Learning Outcomes	IV Assessment Method and Criteria for Success	V Assessment Results 2009-10	VI Use of Results 2009-10
<p>The mission of the Citrus College Campus Safety Department is to ensure the safety of students, faculty, staff and visitors while on property owned and operated by the college or involved in college-sponsored programs and activities, and to protect the property and facilities of the district, its students, employees and visitors.</p> <p>Department Goal: Strive to provide a safe and friendly environment on campus as well as in parking lots by posting guidelines and granting a "One time dismissal" per semester for violation #6 "Failure to obtain and/or display a parking permit."</p> <p>The purpose of this is to create the habit of purchasing and displaying parking permits.</p>	<p>Discipline, Consciousness, and Responsibility</p>	<p>The intended outcome is that students will learn from receiving a citation for Violation #6 "Failure to obtain and/or display a parking permit" and not repeat this violation during the semester.</p>	<p>Campus Safety office staff will review citations issued for Violation #6 during the 2009-10 academic year and the number of one time dismissals granted.</p> <p>Office staff will then review the number of repeat offenders for Violation #6.</p>	<p>During the 2009-10 school year a total of 6,944 citations were issued for Violation #6. Of those, 574 were granted "One time dismissals" and 23 were repeat offenders.</p>	<p>The data will allow the department to determine the effectiveness of issuing citations for Violation #6 and the "One time dismissal."</p>

E. Sample Survey

**CAMPUS SAFETY STUDENT SURVEY:**

	<b>Department of Campus Safety Survey</b>	
		
1.) Do you feel safe on campus?	YES	NO
2.) Are you aware of all the services provided by the Department of Campus Safety?	YES	NO
3.) Are you familiar with campus parking policies?	YES	NO
4.) Do you know how to contact the Department of Campus Safety?	YES	NO
5.) Are you aware of the Student Code of Conduct (Board Policy 5500)?	YES	NO
6.) Have your experiences with the Department of Campus Safety been positive?	YES	NO
COMMENTS: _____ _____ _____ _____		

## CAMPUS SAFETY STUDENT SURVEY RESULTS:

Survey Questions	YES	NO	N/A	
Do you feel safe on campus?	665	48	19	732
Are you aware of all the services provided by the Department of Campus Safety?	235	496	1	732
Are you familiar with the campus parking policies?	559	165	8	732
Do you know how to contact the Department of campus Safety?	306	426	0	732
Are you aware of the Student Code of Conduct (Board Policy 5500)?	185	546	1	732
Have your experiences with the Department of Campus Safety been positive?	533	149	50	732
	2483	1830	79	

# CAMPUS SAFETY OFFICER SURVEY:

Print Form



## DEPARTMENT OF CAMPUS SAFETY OFFICERS' SURVEY FALL 2010

Using a 5 point scale (1-Strongly Disagree, 2-Disagree, 3-Neither Disagree or Agree, 4-Agree, 5-Strongly Agree), please answer the following question:

1. I feel, as a Campus Safety Officer, that I am respected on campus.
2. The Department of Campus Safety, as a whole, has good communication.
3. At the end of my shift, I generally feel that I had a positive impact on the college.
4. I feel students are aware of the services Campus Safety offers.
5. Citrus College supports the Department of Campus Safety.
6. Citrus College is a safe place to work.

Additional comments (please limit your comments to the space provided):

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**PLEASE PRINT AND RETURN NO LATER THAN MONDAY, DECEMBER 6.**

# CAMPUS SAFETY OFFICER SURVEY RESULTS:



## DEPARTMENT OF CAMPUS SAFETY OFFICERS' SURVEY - RESULTS FALL 2010

1. I feel, as a Campus Safety Officer, that I am respected on campus.

Strongly Disagree	1
Disagree	1
Neither Disagree or Agree	3
Agree	7
Strongly Agree	1

2. The Department of Campus Safety, as a whole, has good communication.

Strongly Disagree	3
Disagree	5
Neither Disagree or Agree	1
Agree	2
Strongly Agree	2

3. At the end of my shift, I generally feel that I had a positive impact on the college.

Strongly Disagree	1
Disagree	1
Neither Disagree or Agree	1
Agree	7
Strongly Agree	3

4. I feel students are aware of the services Campus Safety offers.

Strongly Disagree	1
Disagree	3
Neither Disagree or Agree	4
Agree	4
Strongly Agree	1

5. Citrus College supports the Department of Campus Safety.

Strongly Disagree	2
Disagree	3
Neither Disagree or Agree	0
Agree	8
Strongly Agree	0



6. Citrus College is a safe place to work.

Strongly Disagree	1
Disagree	2
Neither Disagree or Agree	2
Agree	4
Strongly Agree	4

Additional comments (please limit your comments to the space provided):

- *After 6 p.m., there is no communication between officers!*
- *I feel the college does not fully support the Campus Safety department, and does not provide the Campus Safety with proper equipment, staff or funding. I don't believe the college worries about the safety of the Campus Safety officers; we do not have the equipment to protect ourselves let alone to provide adequate safety to all persons on campus. I truly believe the Safety Department does a great job with what is provided to us, but I also think we as a campus could and should be protected better.*
- *It is what it is....*
- *In need of vehicles.*

**PLEASE PRINT AND RETURN NO LATER THAN MONDAY, DECEMBER 6.**

# NON-INSRUNCTIONAL PROGRAM REVIEW

## Department of Campus Safety

The final summary of the program review process for the Student Health Center is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

---

Anthony J. Giannone, Campus Safety Supervisor

---

date

---

Martha McDonald, Dean of Students

---

date

---

Dr. Jeanne Hamilton, Vice President of Student Services

---

date

**CITRUS COMMUNITY COLLEGE DISTRICT**  
Steering Committee

TO:	Steering Committee	Action	_____
DATE	March 7, 2011	Resolution	_____
SUBJECT:	Educational Programs Committee - Instrumental Music Program Review	Information	_____ x
		Enclosure(s)	_____ x
			_____

**BACKGROUND**

The Instrumental Music program has undergone the prescribed program review process based on a 6-year cycle.

This item was prepared by Jerry Capwell, Administrative Assistant, Academic Affairs.

**RECOMMENDATION**

-none-

Irene Malmgren \_\_\_\_\_  
Recommended by

\_\_\_\_\_/\_\_\_\_\_  
Moved          Seconded

Aye\_\_Nay\_\_Abstained\_\_

Item No. \_\_\_\_\_ IV.D. \_\_\_\_\_



# **Instrumental Music Instructional Program Review 2009-2010**

## **Fall 2009**

---

### **Prepared by**

Gino Munoz                      Full-time Instructor

Bill Hoehne                      Full-time Instructor

### **Instrumental Music Program Review Committee Members**

Gino Munoz                      Full-time Instructor

Bill Hoehne                      Full-time Instructor



## PROGRAM REVIEW – Instrumental Music

The final summary of the program review process for Instrumental Music is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

\_\_\_\_\_  
Robert Slack , Dean of Fine and Performing Arts

\_\_\_\_\_  
date

\_\_\_\_\_  
Michelle Plug, Articulation Officer

\_\_\_\_\_  
date

\_\_\_\_\_  
David Kary, Chair of Curriculum Committee

\_\_\_\_\_  
date

\_\_\_\_\_  
Irene Malmgren, Vice President of Academic Affairs

\_\_\_\_\_  
date

\_\_\_\_\_  
Jack Call, Academic Senate President

\_\_\_\_\_  
date

\_\_\_\_\_  
Geraldine M. Perri, Superintendent/President

\_\_\_\_\_  
date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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## 1. Executive Summary

The Instrumental Music Program Review was conducted in Winter/Spring 2010 primarily by full-time instructor Gino Munoz with consultation of full-time instructor Bill Hoehne, the adjunct faculty, and the Dean of Fine and Performing Arts. The instrumental music program at Citrus remains robust despite the budgetary and scheduling cuts occurring campus-wide. Course sections have often been combined concurrently to maintain offerings as a result of these cuts and curricular needs formally met in eliminated ticketed classes have been integrated into courses still offered (i.e., concert percussion and world percussion). Multiple performance opportunities remain for music students at Citrus and have not as yet been seriously affected by budgetary difficulties. Goals for the next six years include reinstatement of sequential and independent course offerings and increased assessment of course and program SLO's.

Recommendations for the Instrumental Music Program:

1. Hire new full time faculty or support staff to allow restoration of previous level of classes.
2. Establish a stable funding source and an inventory development plan for instruments and equipment, instrument and equipment storage, library storage, and technology.
3. Emphasize curriculum development pertaining to instrumental and commercial musical skills.
4. Establish a liaison from Counseling to Fine Arts students.
5. Remodel and acoustically treat rehearsal spaces to meet OCIA standards and requirements.
6. Develop stronger relationships with four-year institutions and conservatories to better articulate pedagogical literature requirements for matriculation.
7. Identify space for small ensemble rehearsals and individual practice space.

8. Encourage a broad range of styles and diverse themes in classes and concerts.

9. Work with librarians to provide students with additional music research materials and music videos for viewing resources.

## 2. Faculty

### Full-Time Faculty

Gino Munoz  
Bill Hoehne

### Adjunct Faculty

Steven Cotter  
Robert Slack  
Alan Waddington  
Wei Sun

## 3. List of Program Courses

Courses in the Instrumental Music program and their unit values:

Subject & Course No.	Title	Units
Mus 105	Elementary Piano I	2
Mus 106	Elementary Piano II	2
Mus 107	Jazz Ensemble	4
Mus 109	Brass and Percussion Techniques	1
Mus 122	Beginning Guitar I	2
Mus 123	Beginning Guitar II	2
Mus 124	Intermediate Guitar I	2
Mus 125	Intermediate Guitar II	2
Mus 138	World Percussion Instrumentation/Technique	1
Mus 152 Mus	Jazz Combos	1
153	Chamber Jazz	4
Mus 154	Jazz Improvisation	3
Mus 157	Percussion Ensemble I	1
Mus 158	World Percussion Ensemble I	3
Mus 205	Intermediate Piano I	2
Mus 206	Intermediate Piano II	2
Mus 207	Laboratory Band	2
Mus 208	Studio Orchestra	4
Mus 217	Chamber Winds I	4
Mus 223	Handbell Ensemble	2
Mus 226	Brass Choir II	3
Mus 229	Summer Instrumental Music Academy	3
Mus 234	Wind Symphony I	4
Mus 235	Advanced Piano I	2
Mus 236	Advanced Piano II	2
Mus 244	Wind Symphony II	4
Mus 252	Fusion Ensemble	1

## Classes not offered in the last two years:

Subject & Course No.	Title	Units
Mus 108	Woodwind Techniques	1
Mus 137	Standard Percussion Technique/Instrumental	1
Mus 155	The Professional Pianist	2
Mus 161	Keyboard Skills for the Music Major	3
Mus 216	Brass Choir I	3
Mus 221	Drum and Bugle Corps	2
Mus 227	Chamber Winds II	4

## 4. List of Degrees

A.A. Music

## 5. List of Certificates and Awards

No Certificates of Achievement or Skill Awards are offered.

## 6. List of Industry-Based Standard Certificates and Licenses

None.

## 7. Advisory Committee or Council

Jenni Scott	Woodwind consultant
Timothy Troy	Percussion consultant
Charles Davis	Brass consultant
Michael Sushel	Keyboard consultant
Gunnar Eisel	Guitar consultant

## 8. Program Student Learning Outcomes

The Instrumental Music Program has adopted the Institutional General Education Competencies of Citrus College (as approved by steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

Students completing courses in the Instrumental Music Program will have acquired the following competencies:

### 1) Communication (personal expression and information acquisition)

- a) Convey artistic intentions of music through successful completion of practicum applications of various stylistic techniques.

**2) Computation**

a)

**3) Creative, Critical, and Analytical Thinking, and Information Competency**

a) Display creative awareness of music through individual performance techniques.

**4) Community/Global Consciousness and Responsibility**

a) Exhibit perspective on historical and stylistic components of music through successful completion of Instrumental Music SLOs.

**5) Technology**

a) Demonstrate the ability to utilize technological instrumental music instructional tools [i.e. digital tuners and metronomes, computer based accompaniment systems] and instrument specific performance technology [i.e. amplification and microphone technique].

**6) Discipline / (Subject Area Specific Content Material)**

a) Demonstrate a functional knowledge of performance techniques and practice techniques through the beginning and intermediate level by successful completion of instrumental music SLOs.

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
<b>Course-Music 105</b>								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #3A (CG)				x-CA				
SLO #4A (DS)							x-CA	
SLO #4B (DS)							x-CA	
<b>Course-Music 106</b>								
SLO #1A	x-CA							
SLO #1B			x-CA					
SLO #1C				x-CA				

Matrix of Mapping Course-level SLOs with Program-level SLOs									
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content		
MUS Program-level SLOs									
<b>Course-Music 108</b>	course to be deleted (in proposal mode); action required on MUS153 & MUS207								
<b>Course-Music 109</b>	course to be deleted (in proposal mode); action required on MUS153 & MUS207								
<b>Course-Music 122</b>									
SLO #1A (CR)	x-CA								
SLO #1B (CR)	x-CA								
SLO #1C (CR)	x-CA								
SLO #2A (CM)		x-CA							
SLO #2B (CM)		x-CA							
SLO #2C (CM)		x-CA							
SLO #3A (DS)							x-CA		
SLO #3B (DS)							x-CA		
<b>Course-Music 123</b>									
SLO #1A (CM)	x-CA								
SLO #1B (CM)	x-CA								
SLO #1C (CM)	x-CA								
SLO #2A (CR)			x-CA						
SLO #2B (CR)			x-CA						
SLO #2C (CR)			x-CA						
SLO #3A (DS)							x-CA		
SLO #3B (DS)							x-CA		
<b>Course-Music 124</b>									
SLO #1A (DS)							x-CA		
SLO #1B (DS)							x-CA		
SLO #2A (CM)	x-CA								
SLO #2B (CM)	x-CA								
SLO #2C (CM)	x-CA								
SLO #3A (CR)			x-CA						
SLO #3B (CR)			x-CA						
SLO #3C (CR)			x-CA						
SLO #2C (CR)			x-CA						
SLO #3A (DS)							x-CA		
SLO #3B (DS)							x-CA		

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
<b>Course-Music 137</b>								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #2C (CR)			x-CA					
SLO #2D (CR)			x-CA					
SLO #3A (CM)				x-CA				
SLO #3B (CM)				x-CA				
<b>Course-Music 138</b>								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #2C (CR)			x-CA					
SLO #2D (CR)			x-CA					
SLO #2E (CR)			x-CA					
SLO #3A (CM)				x-CA				
SLO #3B (CM)				x-CA				
<b>Course-Music 152</b>								
SLO #1A (CM)	x-CA							
SLO #2A (CG)				x-CA				
SLO #2B (CG)				x-CA				
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #3C (DS)							x-CA	
<b>Course-Music 153</b>	x-F10							

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level								
SLOs								
<b>Course-Music 154</b>	x-F10							
<b>Course-Music 155</b>								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #3A				x-CA				
SLO #2C (CR)			x-CA					
SLO #3A (CG)				x-CA				
SLO #3B (CG)				x-CA				
SLO #3C (CG)				x-CA				
SLO #4A (DS)							x-CA	

<b>Course-Music 158</b>								
SLO #1A (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #2C (CR)			x-CA					
SLO #2D (CR)			x-CA					
SLO #3A (CG)				x-CA				
SLO #3B (CG)				x-CA				
SLO #3C (CG)				x-CA				
SLO #4A (DS)							x-CA	
<b>Course-Music 161</b>								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #3A							x-CA	

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level								
SLOs								
<b>Course-Music206</b>								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #3A				x-CA				

<b>Course-Music 207</b>	x-F10							
<b>Course-Music 208</b>								
SLO #1A (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #3C (DS)							x-CA	
SLO #4A (CG)				x-CA				
SLO #4B (CG)				x-CA				
SLO #4C (CG)				x-CA				
<b>Course-Music 216</b>								
SLO #1A (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #4A (CG)				x-CA				
SLO #4B (CG)				x-CA				
SLO #4C (CG)				x-CA				

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
<b>Course-Music 217</b>	x-F10							
<b>Course-Music 221</b>	x-F10							
<b>Course-Music 223</b>								
SLO #1A (CM)	x-CA							
SLO #1B (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #3A (CG)				x-CA				
SLO #3B (CG)				x-CA				
SLO #3C (CG)				x-CA				
SLO #3D (CG)				x-CA				
SLO #3E (CG)				x-CA				
SLO #4A (DS)							x-CA	
<b>Course-Music 226</b>								
SLO #1A (CM)	x-CA							
SLO #2A (CR)			x-CA					
SLO #2B (CR)			x-CA					
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #4A (CG)				x-CA				
SLO #4B (CG)				x-CA				
SLO #4C (CG)				x-CA				
<b>Course-Music 227</b>	x-F10							
<b>Course-Music 229</b>	x-F10							
<b>Course-Music 234</b>								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #2B			x-CA					
SLO #2C				x-CA				
SLO #3A				x-CA				
SLO #4A							x-CA	
SLO #4B							x-CA	

Matrix of Mapping Course-level SLOs with Program-level SLOs								
	Communication	Computation	Critical Analytical Thinking	Global Consciousness		Technology	Subject Area Content	
MUS Program-level SLOs								
<b>Course-Music 235</b>								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #2B								
SLO #2C								
SLO #3A				x-CA				
<b>Course-Music 236</b>								
SLO #1A	x-CA							
SLO # 2A			x-CA					
SLO #3A				x-CA				
<b>Course-Music 244</b>	x-F10							
<b>Course-Music 252</b>								
SLO #1A (CM)	x-CA							
SLO # 2A (CG)				x-CA				
SLO #2B (CG)				x-CA				
SLO #3A (DS)							x-CA	
SLO #3B (DS)							x-CA	
SLO #3C (DS)							x-CA	
SLO #3D (DS)							x-CA	

## 9. Program Description / Mission

The Citrus College music department provides a diverse music curriculum to meet the educational needs, the musical interests and the cultural development of the students and communities of the San Gabriel Valley. The department is comprised of five primary programs: vocal music, instrumental music, music history, music theory and musicianship, and commercial music.

The instrumental music program offers multi-level individual and ensemble performance and pedagogy instruction in coordination with the other music department program curricula. Areas of specialization include instrumental performance in bass, brass, guitar, percussion, piano and woodwinds.

## 10. Program Goals and Objectives

Develop a certificate program

The goals and objectives of the Instrumental Music Program are:

- a) To provide a sequential instrumental music curriculum as a component of an associate arts degree.
- b) To prepare students for successful transfer at the junior level into various bachelor of music degree programs at four year institutions.
- c) To offer a diverse music curriculum to meet the educational and vocational needs, musical interests and cultural development of the students and communities of the San Gabriel Valley.
- d) To provide for the development of musical skills necessary for employment within the professional music industry.

## 11. Curriculum Review and Student Learning Outcomes Assessment

Course Number	Course Name	Last Reviewed by Curriculum Committee	*Date for next revision (six year cycle)	Date Last Offered	SLO's Written	**Most Recent SLO's Assessed
MUS 105	Beginning Piano I	2008	2014	SP10	YES	See Matrix
MUS 106	Beginning Piano II		2010	F08	NO	"
MUS 107	Jazz Ensemble	2008	2014	F09	YES	"
MUS 109	Brass and Percussion Techniques	2009	2015	F08	YES	"
MUS 122	Beginning Guitar I	2008	2014	F09	YES	"
MUS 123	Beginning Guitar II	2008	2014	F09	YES	"
MUS 124	Intermediate Guitar I	2008	2014	F09	YES	"
MUS 125	Intermediate Guitar II	2008	2014	F09	YES	"
MUS 138	World Percussion Techniques	2007	2013	F08	YES	"
MUS 152	Jazz Combos	2010	2016	F09	YES	"
MUS 153	Chamber Jazz		2010	W10	NO	"
MUS 154	Jazz Improvisation	2003	2010	SP09	NO	"
MUS 157	Percussion Ensemble I	2007	2013	F09	YES	"
MUS 158	World Percussion Ensemble	2007	2013	SP09	YES	"
MUS 205	Intermediate Piano I		2010		NO	"
MUS 206	Intermediate Piano II		2010		YES	"
MUS 207	Laboratory Band		2010	F09	NO	"
MUS 208	Studio Orchestra	2010	2016	SP10	YES	"
MUS 217	Chamber Winds I		2010	W10	NO	"
MUS 223	Handbell Ensemble	2009	2015		YES	"
MUS 226	Brass Choir II	2009	2015		YES	"
MUS 227	Chamber Winds II		2010		NO	"
MUS 229	Summer Inst. Music Academy		2010	SU09	NO	"
MUS 234	Wind Symphony I		2010	F09	NO	"
MUS 235	Advanced Piano I		2010		YES	"
MUS 236	Advanced Piano II		2010		YES	"
MUS 244	Wind Symphony II	2008	2014	SP10	NO	"
MUS 252	Fusion Ensemble	2009	2015	SP10	YES	"

\*Courses to be reviewed on a six year cycle per Title 5.

\*\*Results of assessment maintained by faculty with impact or needs recorded on annual program review report.

## 12. Degree/Certificate Review

Citrus College has, for years, been foremost of the community colleges (and Universities) in preparing students for a career in the music industry. The Music department has succeeded brilliantly in fulfilling the first part of the Citrus College Mission Statement: “Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.” It has also offered the courses to fulfill the second section: “We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.” Unfortunately, because of the unique nature of BA and BFA programs in Music (and the Arts in general) and entrance requirements, the current degree structure at Citrus is deficient in preparing students to transfer into those programs.

Citrus currently offers an AA degree in Fine and Performing Arts. A student can qualify for this degree by meeting campus general education requirements as well as completing 18 units of any Fine and Performing Arts courses. Students often take only performing courses, and find themselves starting from square one upon reaching university. The structure of this degree was designed to parallel BA and BFA lower division requirements, and provide students with a solid musical foundation to enable success on the university level.

The AA in Music contains five key elements: Theory, Music History, Piano, Techniques/Application, and Performance. Students completing this degree will acquire basic knowledge/skills in each of these areas, which are essential to transfer success, both in admission to programs, and achievement when there.

The AA degree in Music is designed to provide students a foundational musical background, including music theory, history, rudimentary piano competency, performance and techniques/application. Students receiving this degree will be better prepared to transfer into a BA or BFA music program.

Upon successful completion of this program, the student should be able to:

- Demonstrate a foundational knowledge in music theory through successful completion of Musicianship and Harmony SLOs, and collaborative research by the faculty into music pedagogy and effectiveness.
- Exhibit perspective on historical and stylistic components of music and musical literature through the successful completion of Music History SLOs.
- Demonstrate a rudimentary piano proficiency through successful completion of piano SLOs, and faculty evaluation of piano standards.
- Demonstrate competency in performance skills and ability through successful completion of Performance SLOs and faculty evaluation of performance courses.
- Display basic proficiency in a specific instrumental, vocal, or creative techniques or styles through successful completion of Techniques and Application SLOs.

The instrumental music program submitted an AA in Music to the Curriculum Committee in 2008/2009. It was not understood that submission through the Chancellor's Office was also required. It is recommended that this submission to the State occur in Spring 2010 in order to implement the AA degree as quickly as possible.

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date SLOs written	Date SLOs Assessed	Date last reviewed by Advisory Council
A.A.Music	08/09	0	Yes 08/09	projected 2010/2011	Spring 2010

### 13. Evaluation Criteria – Mission

**Commendations**

- a) The Citrus College instrumental music program complies with the mission of Citrus College by providing a diverse music curriculum to meet the educational and vocational needs, musical interests and cultural development of the students and the communities of the San Gabriel Valley.
- b) The instrumental music program presents instrumental music students opportunities to prepare for the academic rigor of the pursuit of a bachelor degree in music, including the pursuit of a California Teaching Credential, by offering introductory and intermediate level music curricula in applied brass, guitar, percussion, piano, and woodwind performance. In addition, the program offers instruction in a wide variety of both large and small ensembles.
- c) The instrumental music program offers students and the community opportunities to study and observe an assortment of cultural and historical music ensemble styles, including symphonic, classical chamber, jazz, pop rock, and pop/Latin music.
- d) The instrumental music program offers a wide variety of instructional and performance experiences that promote the building of self-esteem and improvement of inter-personal communications. Instrumental music program classes and activities provide an environment in which students can enhance general life skills.
- e) The various instrumental performing ensembles present numerous performances and host touring events and festivals to expose the community intermediate, high school and adult instrumental musicians to the scope and quality of the instrumental music program at Citrus College.

**Previous Recommendations Completed**

- a) The Instrumental Music Program will continue to develop and communicate course sequences for instrumental music students that will support their successful transfer into such programs as bachelor degree and California Teaching Credential curriculum requirements continue to evolve at four-year institutions.
- b) The Instrumental Music Program will continue to develop connections and articulation with the music departments of four year institutions as the number of students interested in transferring to bachelor degree in music programs continues to grow.
- c) The Instrumental Music Program will continue to develop curricula to satisfy growing ethnic musical interests.

**Recommendations**

<b>Recommendation</b>								
With the remodel of the Hayden Library, there should be a focus toward providing students with additional music research materials and music videos for viewing resources. The opportunity for students to independently research will greatly benefit the instrumental music program. Due to the nature of music videos being primarily in musical form without narration, a solution will need to be researched and implemented.								
			<b>Impact</b>					
<b>Action/Activities</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>FNIC</b>	<b>Facilities</b>	<b>Software</b>	<b>Equipment</b>	<b>Personnel</b>	<b>Other</b>
Work with new librarians on possible solutions	2012	Munoz	<input type="checkbox"/>					
			<input type="checkbox"/>					

## 14. Evaluation Criteria – Need

### Commendations

- The instrumental music program has sustained dramatic growth in FTE: 103.46 in 2004-05 to 161.03 in 2008-2009. Course offering reductions caused by budget cuts in 2009 reduced instrumental program FTE to 112.94.
- Although the instrumental music program maintains a comprehensive curriculum, the current course offerings are limited to multiple level jazz ensemble and wind symphony. It is a high priority to restore the multiple levels of piano and guitar classes, percussion ensemble and technique classes, and to develop multiple level jazz improvisation curricula.
- Current labor market data reflects a growth of employment of musicians, and related workers during the 2006-2016 decade. The internet and other new forms of media may provide independent musicians alternative employment opportunities to distribute music. The U.S. Department of Labor Bureau of Statistics reports the median hourly earnings of wage and salary musicians were \$19.73 in May of 2006. Median annual earnings of salaried music directors and composers were \$39,750 in May of 2006. The ten year forecast for projected job growth in the various industry occupations averages 12%. For instrumental musicians on any career path Citrus College provides superior instruction taught by world class faculty.

### Previous Recommendations Completed

- The instrumental music program should develop a system of liaison counseling to guide instrumental music students in an efficient accumulation of credits and skills for success in achieving their goals: NOT COMPLETED: However, requests have been submitted to counseling.
- The instrumental music program should investigate alternative schedule configurations of some instrumental music classes and ensemble to increase enrollment, and maximize accessibility. COMPLETED

### Recommendations

Recommendation								
Restore the multiple levels of piano and guitar classes, percussion ensemble and technique classes, and to develop multiple level jazz improvisation curricula.								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
percussion ensemble and technique classes	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
multiple level piano classes	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
multiple level guitar classes	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
develop a comprehensive sequential jazz improvisation curriculum	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
develop a comprehensive sequential percussion curriculum	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
create a larger piano lab	2011-2012	Hoehne/Munoz	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Hire new full time faculty or support staff.								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
New full-time instrumental music (percussion) position should be instituted within the next three to four years dependent on budget and FNIC availability.	2011-2012	Slack, Munoz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Requests for Student workers are ongoing and respectfully request no budget reductions in this area.	2010	Slack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## 15. Evaluation Criteria – Quality

### Commendations

- a) The mission of the instrumental music program has been fully embraced by the instrumental music faculty. The range and quality of individual and ensemble instruction and performance has produced outstanding results: Gwen Stefani, recordings, concert and television appearance; Wind Symphony recognition at the 29<sup>th</sup> Annual Lawrence Sutherland Wind Symphony Festival at California State Fresno; Citrus College is a destination for United States Armed Forces performing groups.; Citrus College Jazz ensemble is called upon to perform regularly with current artists such as Debbie Boone, Dale Kristen, Laura Luft, Jimmy Borges, and for national music associations such as ASCAP (American Society of Composers and Publishers)
- b) The faculty is developing sequential curricula to support successful student transfer to the junior level at four year institutions.
- c) The jazz combos have been developed to not only serve the school and community but perform frequently for meeting and conferences such as CCLC (Community College League of California).

### Previous Recommendations Completed

- a) Administrative review and support of improved teacher-to-student ratio as it pertains to all levels of instrumental music classes. NOT COMPLETED due to higher enrollment due to lack of classes being offered.
- b) Continued emphasis on curriculum development relevant to a growing diversity of cultural and ethnic musical interests. PARTIALLY COMPLETED: With budget cuts, the growth of the ethnic and cultural courses have been thwarted.
- c) The development of relationships with four year institutions and conservatories to better articulate requirements for matriculation. PARTIALLY COMPLETED: The Instrumental music departments has successfully established a relationship with Azusa Pacific University.

## Recommendations

<b>Recommendation</b>								
Develop a stronger relationship with four-year institutions and conservatories to better articulate pedagogical literature requirements for matriculation								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
This needs to be continually improved upon. Possible actions would include melding of the vocal program, history and theory program, commercial music program and recording arts program	2010/2011	Munoz/ Green/ Shrope/ Eisel	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EPC
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b>								
Emphasize curriculum development pertaining to instrumental and commercial musical skills.								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
	2011	Munoz, Hoehne, Shrope, Vaughan	<input type="checkbox"/>					
			<input type="checkbox"/>					

<b>Recommendation</b>								
Encourage a broad range of styles and diverse themes in classes and concerts								
Action/Activities	Target Date	Person Responsible	Impact					
			FNIC	Facilities	Software	Equipment	Personnel	Other
			<input type="checkbox"/>					
			<input type="checkbox"/>					

## 16. Evaluation Criteria – Feasibility

### Commendations

- a) In spite of the budget caused reduction of course and section offerings the instrumental music faculty has worked to continue to serve the interests of instrumental music students by tolerating over-cap class enrollment.
- b) The instrumental music faculty is admirably cooperative, communicative and flexible in efforts to coordinate facility use.

- c) Both full and part-time instrumental music faculty continue to maintain a high profile in the professional arena, guaranteeing a balance of academic and practical educational experience for instrumental music students.

**Previous Recommendations Completed**

- a) Adequate individual practice room availability. **INCOMPLETE:** The instrumental music program has continued to grow, but facilities and funding are not available to address this problem.
- b) Adequate individually-owned instrument storage lockers. **INCOMPLETE:** Funding is not available to address this problem.
- c) Adequate school-owned instrument and equipment storage space and cabinetry. **INCOMPLETE:** Because of the continued growth of the program, most of the space originally intended for instrument and equipment storage is currently being used for instruction. The instrument and equipment storage potential of the perimeter of PA 154 (the band room) is restricted due to its current instrumental music library storage use. However, the unfinished video control room (VT 116) is being used as a storage facility.
- d) An instrumental music library room. **INCOMPLETE:** Currently PA 154's use as an instrumental music rehearsal space (with instrument storage) is negatively impacted because of its use for music library storage.
- e) Adequate sound equipment for ensemble tours and secondary education outreach programs. **PARTIALLY COMPLETE:** New sound system equipment has been purchased; however, it requires constant upkeep and replacement.
- f) A complete and suitable symphonic wind instrument inventory. **INCOMPLETE:** Budget constraints limit the acquisition of a suitable symphonic wind instrument inventory.
- g) A fully equipped small ensemble room. **PARTIALLY COMPLETE:** PA 151 has been made available for use as a small ensemble room, however it is insufficiently equipped.

**Recommendations**

<b>Recommendation</b>									
Establish a liaison from Counseling to Fine Arts students, including instrumental music.									
Action/Activities	Target Date	Person Responsible	Impact						
			FNIC	Facilities	Software	Equipment	Personnel	Other	
This request will be submitted to Academic Senate in Spring of 2010	Spring 2010	Vaughan	<input type="checkbox"/>						
			<input type="checkbox"/>						

<b>Recommendation</b> Establish a stable funding source and an inventory development plan for instruments and equipment, instrument, and equipment storage, library storage and technology.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
		Hoehne, Munoz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b> Remodel and acoustically treat rehearsal spaces to meet OIC standards and requirements								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	2012		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation</b> Identify space for small ensemble rehearsals and individual practice space.								
			<b>Impact</b>					
Action/Activities	Target Date	Person Responsible	FNIC	Facilities	Software	Equipment	Personnel	Other
	2012	Munoz, Hoehne	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 17. Evaluation Criteria – Compliance

### Commendations

- a) All courses are in compliance with State, District and agency regulations. Courses that are designed for transference have never been challenged by universities with regard to acceptance. Our curriculum is consistent with accepted methods of instruction while implementing the highest innovative professional standards.

### Previous Recommendations Completed

- a) No previous recommendations.

### Recommendations

None

## 18. Evaluation Criteria – Other

### Commendations

Foundation scholarships available to instrumental students:

- Howard Braun Memorial Music Scholarship Fund \$500
- Otto & Gladys Baumann Memorial Scholarship \$300
- Paul Martin Nissen Scholarship \$250

## 19. Attachment A: Performance Indicators

	<b>Key Performance Indicators</b>	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>							
1	Majors (total)						
2	New Majors						
3	Courses Offered	13	14	12	12	10	12
4	Sections Offered	25	26	25	26	21	23
5	Morning Sections	12	13	11	13	10	15
6	Afternoon Sections	7	7	8	7	5	4
7	Evening Sections	4	3	3	3	3	1
8	Arranged Sections	2	3	3	3	3	3
9	Weekend Sections	0	0	0	0	0	0
10	Short Term Sections	0	0	1	3	3	3
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	1183	1158	1116	1139	1099	1213
14	Weekly Student Contact hours (WSCH)	3525.3	3427.1	3241.4	3162.7	3767.1	4028.3
15	Full-Time Equivalent Students (FTES)	120.9	117.5	111.1	97.6	116.2	124.3
<b>Program Resources</b>							
16	Full-Time Equivalent Faculty (FTEF)	4.1	4.2	4.1	4.0	3.9	4.2
17	Credit Reimbursement Rate	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$3,668.28</b>	<b>\$3,834.46</b>	<b>\$3,834.46</b>
<b>Program Operation</b>							
18	WSCH/FTEF	870.4	814.0	798.4	788.7	956.1	970.7
19	FTES/FTEF	29.8	27.9	27.4	24.3	29.5	30.0
20	Fill Rate at Census	84.8	79.2	79.1	72.9	83.5	94.1
<b>Program Success</b>							
21	Course Retention	95.5	94.1	94.9	96.1	97.0	96.5
22	Course Success	62.8	59.8	67.7	61.6	67.4	71.6

	Key Performance Indicators				Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>							
1	Majors (total)						
2	New Majors						
3	Courses Offered				3	2	2
4	Sections Offered				3	2	2
5	Morning Sections				2	1	0
6	Afternoon Sections				1	0	1
7	Evening Sections				0	1	1
8	Arranged Sections				0	0	0
9	Weekend Sections				0	0	0
10	Short Term Sections				3	2	2
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment				79	70	50
14	Weekly Student Contact hours (WSCH)				371.0	375.6	469.4
15	Full-Time Equivalent Students (FTES)				11.5	11.6	14.5
<b>Program Resources</b>							
16	Full-Time Equivalent Faculty (FTEF)				0.5	0.3	1.1
17	Credit Reimbursement Rate				<b>\$3,668.28</b>	<b>\$3,834.46</b>	<b>\$3,834.46</b>
<b>Program Operation</b>							
18	WSCH/FTEF				700.0	1104.6	447.0
19	FTES/FTEF				21.6	34.1	13.8
20	Fill Rate at Census				76.3	81.3	71.0
<b>Program Success</b>							
21	Course Retention				94.9	92.9	100.0
22	Course Success				82.3	85.7	100.0

	<b>Key Performance Indicators</b>	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>							
1	Majors (total)						
2	New Majors						
3	Courses Offered	15	16	16	12	13	6
4	Sections Offered	21	22	23	18	16	6
5	Morning Sections	9	12	10	9	9	4
6	Afternoon Sections	7	5	7	4	3	1
7	Evening Sections	5	5	6	5	4	1
8	Arranged Sections	0	0	0	0	0	0
9	Weekend Sections	0	0	0	0	0	0
10	Short Term Sections	0	0	0	0	0	0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment	412	410	411	402	401	200
14	Weekly Student Contact hours (WSCH)	1456.4	1407.8	1589.6	1150.2	1921.1	1392.5
15	Full-Time Equivalent Students (FTES)	49.9	48.3	54.5	35.5	59.3	43.0
<b>Program Resources</b>							
16	Full-Time Equivalent Faculty (FTEF)	4.0	4.1	4.3	2.8	3.8	2.1
17	Credit Reimbursement Rate	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$3,668.28</b>	<b>\$3,834.46</b>	<b>\$3,834.46</b>
<b>Program Operation</b>							
18	WSCH/FTEF	364.1	343.4	368.0	409.3	506.9	650.7
19	FTES/FTEF	12.5	11.8	12.6	12.6	15.6	20.1
20	Fill Rate at Census	81.6	77.5	76.6	88.6	97.8	120.8
<b>Program Success</b>							
21	Course Retention	93.7	90.7	93.7	93.8	95.3	94.5
22	Course Success	79.4	72.2	76.9	71.9	74.8	83.0

	<b>Key Performance Indicators</b>	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Program Access</b>							
1	Majors (total)						
2	New Majors						
3	Courses Offered			1	1	3	1
4	Sections Offered			1	1	3	1
5	Morning Sections			1	1	2	1
6	Afternoon Sections			0	0	0	0
7	Evening Sections			0	0	1	0
8	Arranged Sections			0	0	0	0
9	Weekend Sections			0	0	0	0
10	Short Term Sections			1	1	3	1
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment			24	20	68	24
14	Weekly Student Contact hours (WSCH)			163.3	107.6	405.3	172.3
15	Full-Time Equivalent Students (FTES)			5.6	3.7	12.5	5.3
<b>Program Resources</b>							
16	Full-Time Equivalent Faculty (FTEF)			0.4	0.3	1.1	0.2
17	Credit Reimbursement Rate	<b>\$2,922.30</b>	<b>\$3,259.71</b>	<b>\$3,476.34</b>	<b>\$3,668.28</b>	<b>\$3,834.46</b>	<b>\$3,834.46</b>
<b>Program Operation</b>							
18	WSCH/FTEF			429.8	358.5	378.8	1013.5
19	FTES/FTEF			14.7	12.3	11.7	31.3
20	Fill Rate at Census			16.0	25.0	70.8	40.0
<b>Program Success</b>							
21	Course Retention			100.0	100.0	100.0	100.0
22	Course Success			95.8	95.0	94.1	95.8



	<b>Demographics</b>	04-05		05-06		06-07		07-08		08-09		09-10	
		Year1		Year2		Year3		Year4		Year5		Year6	
<b>Gender</b>													
	Female	166	31.4%	167	29.3%	168	30.1%	203	33.4%	215	32.4%	101	30.0%
	Male	363	68.6%	402	70.7%	390	69.9%	398	65.5%	428	64.6%	227	67.4%
	Missing							7	1.2%	20	3.0%	9	2.7%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%
<b>Age</b>													
	19 or younger	194	36.7%	195	34.3%	201	36.0%	259	42.6%	275	41.5%	132	39.2%
	20-24	245	46.3%	260	45.7%	261	46.8%	257	42.3%	287	43.3%	145	43.0%
	25-29	40	7.6%	43	7.6%	38	6.8%	34	5.6%	54	8.1%	43	12.8%
	30-34	13	2.5%	22	3.9%	16	2.9%	13	2.1%	12	1.8%	5	1.5%
	35-39	4	0.8%	12	2.1%	8	1.4%	8	1.3%	13	2.0%	6	1.8%
	40-49	20	3.8%	19	3.3%	15	2.7%	11	1.8%	6	0.9%	4	1.2%
	50 and above	13	2.5%	18	3.2%	19	3.4%	24	3.9%	15	2.3%	1	0.3%
	Missing							2	0.3%	1	0.2%	1	0.3%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%
<b>Ethnicity</b>													
	Asian	103	19.5%	102	17.9%	99	17.7%	92	15.1%	58	8.7%	18	5.3%
	Black or African American	20	3.8%	22	3.9%	29	5.2%	33	5.4%	40	6.0%	16	4.7%
	Hispanic/Latino	198	37.4%	228	40.1%	210	37.6%	260	42.8%	272	41.0%	99	29.4%
	American Indian or Alaska Native	5	0.9%	3	0.5%	6	1.1%	6	1.0%	8	1.2%	5	1.5%
	Native Hawaiian or Other Pacific Islander							3	0.5%	5	0.8%	1	0.3%
	White	170	32.1%	181	31.8%	165	29.6%	150	24.7%	148	22.3%	63	18.7%
	Two or More Races											1	0.3%
	Unknown/Non-Respondent	33	6.2%	33	5.8%	49	8.8%	64	10.5%	132	19.9%	134	39.8%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%
<b>Educational Goal</b>													
	Degree & Transfer	232	43.9%	238	41.8%	244	43.7%	81	13.3%	135	20.4%	125	37.1%
	Transfer	138	26.1%	139	24.4%	120	21.5%	23	3.8%	41	6.2%	25	7.4%
	AA/AS	25	4.7%	26	4.6%	25	4.5%	61	10.0%	111	16.7%	45	13.4%
	License	17	3.2%	26	4.6%	24	4.3%	6	1.0%	6	0.9%		
	Certificate	42	7.9%	52	9.1%	37	6.6%	5	0.8%	6	0.9%	2	0.6%
	Job Skills	12	2.3%	9	1.6%	15	2.7%	37	6.1%	55	8.3%	23	6.8%
	Basic Skills							37	6.1%	52	7.8%	12	3.6%
	Personal											9	2.7%
	Undecided							42	6.9%	72	10.9%	40	11.9%
	Not Reported	63	11.9%	79	13.9%	93	16.7%	316	52.0%	185	27.9%	56	16.6%
	Total	529	100.0%	569	100.0%	558	100.0%	608	100.0%	663	100.0%	337	100.0%

**Chapter 1 Introduction and Background**

- Planning process
- Description of the District
- Local Context
  - Adjacent Community College Districts
  - Economy
- State and National Context
  - Community Colleges
  - Economy

DRAFT

## **Planning Process**

The Citrus Community College District Educational Plan is the first half of the *Educational and Facilities Master Plan*. The Educational Plan provides the basis of the Facilities Plan by identifying who is being served by the College, evaluating the various services provided, and projecting the future growth and change in those areas.

This Educational and Facilities Master Plan is central to the College's planning model. Planning begins with the College mission, vision, and values, from which the Board of Trustees identify Focus Areas to direct the College's energies and resources. From these Focus Areas, the Strategic Plan identifies institutional goals and objectives. Responsibility for the achievement of these goals and objectives are assigned to the appropriate College divisions who incorporate the goals and objectives in their short-term and long-term plans. The planning processes are outlined in the *Citrus College Integrated Planning Manual*.

The Educational and Facilities Master Plan is a long-term plan that includes the goals and objectives within the areas of instruction, 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 Plan has been developed with broad-based collaboration for the purposes of:

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

## **Description of the Citrus Community College 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 are being constructed to augment the College's classroom space.

The College's service area is home to almost 400,000 residents. The general population is projected to grow modestly by 5,493 total residents (a little over 1%) over the next ten years. However, residents of traditional college-going age (15 – 24) are projected to decline over the next decade by 13 – 14%. 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 (16%) and Hispanics, Asians, and resident of two or more races (5 - 8%).

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).

The College served a little over 13,000 students in credit courses and approximately 2,500 students in non-credit courses in fall 2009. Chapter 2 of this document includes student enrollment and demographics. Instructional offerings include credit, noncredit, not-for-credit community services, and business development/contract education courses. 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 to the northwest, Chaffey Community College District to the east, Mount San Antonio Community College District to the north, and Rio Hondo Community College District to the west.

Given the proximity of these four other districts, there is extensive free flow of students across the service areas. In total for fall 2009, 9,631 Citrus College service area residents attended one of the surrounding community colleges and 5,707 residents from one of these four neighboring community college district service areas attended Citrus College. This is an approximately 2 to 1 loss/gain ratio.

One reason for this robust exchange is proximity; the colleges are within 20 miles of one another. Another reason is size: 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.

### **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 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 2,897,531 students in 2008 – 2009 according the Community College League of California Fast Facts 2010.

Even with this impressive enrollment, California community colleges are most cost-effective system of education in the state when compared to K-12 public schools and the University of California and CSU. The state revenue allocated for a full-time community college student is slightly more than \$5,000 compared to approximately \$7,500 a year for a full-time student in the K-12 system and \$11,000 and \$20,000, respectively, at a California State University and a University of California.

Even with this need to do more with less, California community colleges provide quality education as shown by the success rates 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 10<sup>th</sup> compared to other countries. Currently college-age students are likely to be less well-educated than their parents. (See the Community League of California Commission on 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.

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 31<sup>st</sup> for residents with an associate degree or higher and 26<sup>th</sup> for residents with a bachelor's degree or higher. In the 35 – 44 age cohorts, California ranks 26<sup>th</sup> for residents with an associate degree or higher and 17<sup>th</sup> 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](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 as needed 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 will convene in 2011 and present an action plan to the state legislature no later than March 2012.

### **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**

Introduction  
Population Trends and Demographics  
Employment Trends  
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Perceptions about Citrus College  
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## **Chapter 2 Profile of the Community and the College**

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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.

For the purposes of this chapter, the Citrus Community College District boundary is defined as the 12 ZIP codes that include all or part of the cities of Glendora, Arcadia, Duarte, La Canada Flintridge, Monrovia, Azusa, Baldwin Park, Claremont, Covina, La Verne, and Valyermo.

**Data Set 1: Map of the Citrus Community College District**

< map to be inserted here >

- The amount of land included in the Citrus Community College District is extensive. However much of the land is mountainous and is sparsely populated.

**Population Trends and Demographics**

**Data Set 2: ZIP Codes in the Citrus Community College District Boundaries**

<b>ZIP Code</b>	<b>Community</b>	<b>Approximate Percentage of the ZIP Code Area that is within the Citrus Community College District</b>	<b>Approximate Proportion of the Citrus Community College District Accounted for by this ZIP code</b>
91702	Azusa	100%	4%
91010	Duarte	100%	3%
91741	Glendora	100%	5%
91016	Monrovia	100%	6%
91711	Claremont	90%	5%
93563	Valyermo	70%	71%
91722	Covina	20%	<1%
91706	Baldwin Park	15%	<2%
91006	Arcadia	10%	<1%
91740	Glendora	10%	<1%
91750	La Verne	10%	1%
91011	La Canada Flintridge	5%	1%

Source: Citrus Community College District Office of Institutional Research

- There are five ZIP codes 90- 100% within the Citrus Community College District boundaries and seven ZIP codes partially within those boundaries. Data in this chapter will follow the format of this data set by presenting information on both the primary ZIP codes and the minor ZIP codes with the focus on the primary ZIP codes.

**Data Set 3: Population by ZIP Code: Current and Projected**

<b>ZIP Code and Community</b>	<b>2010 Total Population</b>	<b>2015 Total Population</b>	<b>2020 Total Population</b>	<b>5 year Growth</b>	<b>10 Year Growth</b>	<b>5 Year % Growth</b>	<b>10 Year % Growth</b>
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%
<b>Sub-total of the Primary ZIP Codes</b>	<b>182,369</b>	<b>183,632</b>	<b>183,805</b>	<b>1,263</b>	<b>1,436</b>	<b>1%</b>	<b>1%</b>
91722 Covina	31,943	31,956	31,618	13	-325	0%	-1%
91706 Baldwin Park	73,753	75,574	75,803	1,821	2,050	2%	3%
91006 Arcadia	30,890	31,980	32,891	1,090	2,001	4%	6%
91740 Glendora	24,002	23,669	23,367	-333	-635	-1%	-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%
93563 Valyermo	300	301	305	1	5	0%	2%
<b>Total</b>	<b>399,766</b>	<b>403,934</b>	<b>405,259</b>	<b>4,168</b>	<b>5,493</b>	<b>1%</b>	<b>1%</b>

Source: EMSI Complete Employment - 3rd Quarter 2010

- 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 4: Population by Age: Current and Projected**

<b>Age Groups</b>	<b>2010 Population</b>	<b>2015 Population</b>	<b>2020 Population</b>	<b>5 yr Change</b>	<b>5 yr % Change</b>	<b>10 yr Change</b>	<b>10 yr % Change</b>
0-14	84,473	84,249	82,804	-224	- <1%	-1,669	-2%
15-19	33,527	28,718	28,726	-4,809	-14%	-4,801	-14%
20-24	27,999	28,479	24,428	480	2%	-3,571	-13%
25-49	137,394	135,623	134,291	-1,771	-1%	-3,103	-2%
50 and over	116,375	126,876	135,012	10,501	9%	18,637	16%
<b>Total</b>	<b>399,768</b>	<b>403,945</b>	<b>405,261</b>	<b>4,177</b>	<b>1%</b>	<b>5,493</b>	<b>1%</b>

Source: EMSI Complete Employment - 3rd Quarter 2010

*Note: The number of years included in each age cohort in this table is intentionally uneven to highlight the primary college-going ages.*

- The total in all age cohorts 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 over the next ten years, the number of residents in the two mostly commonly identified college-age cohorts (15-19 and 20-24 years of age) is projected to decline 13 – 14% between now and 2020.

**Data Set 5: Population by Race/Ethnicity: Current and Projected**

Race/Ethnicity	2010 Population	2015 Population	2020 Population	5 yr Change	5 yr % Change	10 yr Change	10 yr % Change
White	138,934 35%	133,528 33%	131,778 33%	-5,406	-4%	-7,156	-5%
Hispanic	196,694 49%	203,776 50%	205,753 51%	7,082	4%	9,059	5%
Black or African American	10,030 3%	9,679 2%	9,567 2%	-351	-3%	-463	-5%
American Indian or Alaska Native	520 <1%	500 <1%	492 <1%	-20	-4%	-28	-5%
Asian	47,697 12%	50,360 12%	51,506 13%	2,663	6%	3,809	8%
Native Hawaiian and other Pacific Islander	104 <1%	103 <1%	102 <1%	-1	-1%	- 2	-2%
Two or more races	5,787 1%	5,995 1%	6,062 1%	208	4%	275	5%
<b>Total</b>	<b>399,766</b>	<b>403,941</b>	<b>405,260</b>				
<b>% of Total Population</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>4,175</b>	<b>1%</b>	<b>5,494</b>	<b>1%</b>

Source: EMSI Complete Employment - 3rd Quarter 2010

- In 2010 about half (49%) of the residents in the Citrus Community College District total population are Hispanic. The second largest racial/ethnic group is White with 35% of the total population.
- Along with the rest of California, the demographic make-up residents with the District is projected to change in coming years. While the total population in the Citrus Community College District 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 Asian, Hispanic, and residents of two or more races increasing 5 to 8% while the proportions of all other racial/ethnic groups decreasing by 2 to 5%.

**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	204,556	206,539	207,141	1,983	1%	2,585	1%
Males	195,212	197,403	198,120	2,191	1%	2,908	1%
<b>Total</b>	<b>399,768</b>	<b>403,942</b>	<b>405,261</b>	<b>4,174</b>	<b>1%</b>	<b>5,493</b>	<b>1%</b>

Source: EMSI Complete Employment - 3rd Quarter 2010

- There is currently a 51%/49% balance in the proportion of females to males in the Citrus College service and this proportion is projected to continue over the next ten years.

**Data Set 7: Population by Language Spoken at Home**

	<b>Azusa</b>	<b>Claremont</b>	<b>Duarte</b>	<b>Glendora</b>	<b>Monrovia</b>	<b>Los Angeles County</b>
<b>Total Population</b>	<b>40,299</b>	<b>32,718</b>	<b>19,796</b>	<b>46,638</b>	<b>33,938</b>	<b>8,791,096</b>
<b>18-64 years:</b>	<b>68%</b>	<b>67%</b>	<b>65%</b>	<b>64%</b>	<b>67%</b>	<b>68%</b>
<b>Speak only English</b>	<b>30%</b>	<b>49%</b>	<b>31%</b>	<b>48%</b>	<b>42%</b>	<b>30%</b>
<b>Speak Spanish</b>	<b>33%</b>	<b>8%</b>	<b>22%</b>	<b>9%</b>	<b>18%</b>	<b>26%</b>
Spanish speakers who report that they speak English "well" or "very well"	20%	7%	15%	8%	13%	16%
Spanish speakers who report that they speak English "not well" or "not at all"	13%	1%	7%	1%	5%	10%
<b>Speak Asian &amp; Pacific Island languages</b>	<b>3%</b>	<b>6%</b>	<b>8%</b>	<b>3%</b>	<b>4%</b>	<b>7%</b>
Speakers of Asian and Pacific Island languages who report that they speak English "well" or "very well"	3%	5%	7%	2%	3%	5%
Speakers of Asian and Pacific Island languages who report that they speak English "not well" or "not at all"	0%	1%	1%	1%	1%	2%

Source: US Census 2000

*Notes:*

1. All percentages are a proportion of the total population shown in the first row.
  2. Not shown on this table: 5% of the residents in LA County speak a language other than English, Spanish or one of the Asian/Pacific Island languages.
- In the five communities within the Citrus Community College District boundaries, the proportion of the adult population between the ages 18 and 64 is approximately the same proportion of residents in that age cohort in Los Angeles County as a whole.
  - Of this adult population, the proportion of residents in Azusa and Duarte who speak only English (30% and 31% respectively) matches the Los Angeles County proportion of residents who speak only English (30%). 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%) is higher than that of Los Angeles County.
  - Of the adult residents between the ages of 18 and 64 who report that they speak Spanish or one of the Asian or Pacific Island languages, the majority report that they are proficient in English.

**Data Set 8: Median Household Income by ZIP Code**

<b>ZIP</b>	<b>Community</b>	<b>2009 Median Household Income</b>
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91702	Azusa	\$ 55,057
91010	Duarte	\$ 63,448
91741	Glendora	\$ 80,246
91016	Monrovia	\$ 59,230
91711	Claremont	\$ 79,473
93563	Valyermo	\$ 56,144
91722	Covina	\$ 62,668
91706	Baldwin Park	\$ 53,303
91006	Arcadia	\$ 75,018
91740	Glendora	\$ 67,348
91750	La Verne	\$ 74,482
91011	La Canada Flintridge	\$ 146,513
California		\$ 61,154
Nation		\$ 52,175

Source: US Census Bureau, 2006-2008

- 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.
- There is great disparity among the communities in the secondary set of ZIP codes, with the median household income below the state average for residents in Valyermo and over twice the state average in La Canada Flintridge, but the relevance of these two areas is questionable since there are no Citrus College students who reside in Valyermo and only 3 who reside in La Canada Flintridge.

**Data Set 9: Population by Highest Educational Attainment for Population 25+**

<b>ZIP Code</b>	<b>Community</b>	<b>HS Graduate or Less</b>	<b>Some College</b>	<b>Associate Degree</b>	<b>Bachelor's and Higher</b>	<b>2009 Total Population 25+</b>
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%
<b>Total in Primary ZIP Codes</b>		<b>49,100 41%</b>	<b>24,442 20%</b>	<b>9,174 8%</b>	<b>36,756 31%</b>	<b>119,472 100%</b>
93563	Valyermo	291 - 49%	128 - 21%	29 - 5%	149 - 25%	597 - 100%
91722	Covina	11,741 - 52%	5,350 - 24%	1,573 - 7%	3,874 - 17%	22,538 - 100%
91706	Baldwin Park	31,100 - 71%	5,985 - 14%	1,754 - 4%	4,945 - 11%	43,784 - 100%
91006	Arcadia	5,987 - 26%	4,357 - 19%	2,142 - 9%	10,142 - 45%	22,628 - 100%
91740	Glendora	7,037 - 42%	4,558 - 27%	1,623 - 10%	3,546 - 21%	16,764 - 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%
<b>Total % of Total Population</b>		<b>114,295 43%</b>	<b>52,659 20%</b>	<b>19,550 7%</b>	<b>77,415 29%</b>	<b>263,919 100%</b>

- 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.
- The highest level of educational attainment for 43% of the adults in the Citrus Community College District is a high school diploma or less.
- 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 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).

**Data Set 10: Feeder High School Graduation Rates**

	2005-2006			2006-2007			2007-2008		
	Grads	Total Dropouts (9-12)	%	Grads	Total Dropouts (9-12)	%	Grads	Total Dropouts (9-12)	%
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%
<b>Azusa Unified</b>	<b>529</b>	<b>59</b>	<b>90%</b>	<b>562</b>	<b>80</b>	<b>88%</b>	<b>568</b>	<b>76</b>	<b>88%</b>
Claremont	510	7	99%	525	7	99%	525	12	98%
San Antonio	18	15	55%	15	19	44%	50	34	60%
<b>Claremont Unified</b>	<b>529</b>	<b>32</b>	<b>94%</b>	<b>540</b>	<b>34</b>	<b>94%</b>	<b>576</b>	<b>54</b>	<b>91%</b>
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%
<b>Monrovia Unified</b>	<b>349</b>	<b>12</b>	<b>97%</b>	<b>369</b>	<b>20</b>	<b>95%</b>	<b>464</b>	<b>33</b>	<b>93%</b>
Duarte	234	8	97%	238	4	98%	256	10	96%
Mt. Olive Alternative	24	6	80%	19	10	66%	27	21	56%
<b>Duarte Unified</b>	<b>258</b>	<b>14</b>	<b>95%</b>	<b>257</b>	<b>14</b>	<b>95%</b>	<b>283</b>	<b>31</b>	<b>90%</b>
Glendora	580	11	98%	657	13	98%	573	33	95%
Whitcomb	32	15	68%	31	17	65%	49	12	80%
<b>Glendora Unified</b>	<b>612</b>	<b>26</b>	<b>96%</b>	<b>688</b>	<b>30</b>	<b>96%</b>	<b>622</b>	<b>45</b>	<b>93%</b>
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%

*Note: 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).*

- The proportion of students who graduate from the primary feeder high schools within the Citrus Community College District boundaries exceeds both the county and state graduation rates.

## Employment Trends

### Data Set 11: Job Growth 2010- 2015

NAICS Code	Description	2010 Jobs	2015 Jobs	Change	% Change	Average Earnings
611310	Colleges, Universities, and Professional Schools	13,675	15,783	2,108	15%	\$53,512
930000	Local government	10,455	11,019	564	5%	\$73,883
814110	Private Households	7,149	7,851	702	10%	\$11,765
561720	Janitorial Services	6,016	6,773	757	13%	\$16,825
334511	Search, Detection, Navigation, Guidance, Aeronautical, and Nautical System and Instrument Manufacturing	5,394	4,883	-511	-9%	\$137,159
722110	Full-Service Restaurants	5,187	5,269	82	2%	\$24,218
722211	Limited-Service Restaurants	4,678	4,715	37	1%	\$19,505
621111	Offices of Physicians (except Mental Health Specialists)	4,083	4,897	814	20%	\$101,103
445110	Supermarkets and Other Grocery (except Convenience) Stores	2,981	3,176	195	7%	\$35,761
531210	Offices of Real Estate Agents and Brokers	2,879	3,517	638	22%	\$17,353
452112	Discount Department Stores	2,773	3,579	806	29%	\$25,321
624410	Child Day Care Services	2,642	3,063	421	16%	\$17,570
622110	General Medical and Surgical Hospitals	2,416	2,621	205	8%	\$79,000
561730	Landscaping Services	2,296	2,575	279	12%	\$27,175
454390	Other Direct Selling Establishments	2,173	2,164	-9	0%	\$14,227
813110	Religious Organizations	2,109	2,142	33	2%	\$22,202
611110	Elementary and Secondary Schools	2,072	2,372	300	14%	\$43,845
623110	Nursing Care Facilities	2,003	2,194	191	10%	\$35,694
531390	Other Activities Related to Real Estate	1,875	2,307	432	23%	\$15,260
920000	State government	1,832	1,919	87	5%	\$65,012

Source: EMSI Complete Employment - 3rd Quarter 2010

- In this snapshot of sectors with a large number of employees, over the next five years, growth in jobs in Los Angeles County is projected in all sectors with the two exceptions: *search, detection, navigation, guidance, aeronautical, and nautical systems and instrument manufacturing* and *other direct selling establishments*.
- Of these selected employment sectors, 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.

*Data Set 12: Gap Analysis of Citrus College CTE Programs*

**Data Set 13: Comparison of Citrus College, Chaffey College, Pasadena City College, and Mt San Antonio College CTE Programs**

	<b>Citrus</b>	<b>Pasadena</b>	<b>Mt SAC</b>	<b>Chaffey</b>
Accounting	yes	yes	yes	yes
Administration of Justice	yes	yes	yes	yes
Agricultural Tech, Livestock Mgt, Pet Science	no	no	yes	no
Architectural Drafting Tech	x	no	yes	yes
Animation and Illustration	no	no	yes	yes
Audio Recording Tech	yes	no	no	no
Auto Body	no	no	no	yes
Automotive Tech	yes	yes	no	yes
Aviation Maintenance	no	no	yes	yes
Biotechnology	no	yes	no	no
Broadcasting & Cinema	no	no	no	yes
Bldg Constr & Inspection	no	yes	yes	no
Business	yes	yes	yes	yes
Child Development	yes	yes	yes	yes
Cosmetology	yes	yes	yes	no
Commercial Art	yes	no	no	no
Commercial Dance	yes	no	no	no
Commercial Music	no	no	no	yes
Correctional Science	no	no	yes	yes
Cosmetology	yes	yes	no	no
Culinary Arts	no	yes	no	yes
Dental Assistant	yes	yes	no	yes
Dental Hygiene	no	yes	no	no
Dental Lab Tech	no	yes	no	no
Digital & Web Design	yes	yes	yes	yes
Drafting Tech	yes	no	yes	yes
Educational Paraprofessional	no	no	yes	yes
Electrical Tech	no	yes	yes	yes
Electronics Tech	yes	yes	yes	no
Emergency Mgt and Homeland Security	yes	no	no	no
Emergency Medical Tech	no	no	yes	no
Energy Systems Tech	yes	no	no	no
Engineering	no	no	yes	yes
Esthetician	yes	no	no	no
Fashion Design and Merchandising	no	yes	yes	yes
Fire Technology	no	yes	yes	yes
Floral Design, Ornamental Horticulture	no	no	yes	no
Forestry	yes	no	no	no
Geographic Information Systems	no	no	no	yes
Gerontology	no	no	no	yes
Graphic Design	yes	yes	yes	yes
Heating & AC or AC & Refrigeration	yes	no	yes	no
Hospitality Mgt	no	yes	yes	yes

Human Resources Mgt	no	no	yes	no
Info Tech	yes	yes	yes	yes
Interior Design	no	no	yes	yes
Journalism	no	yes	no	yes
Landscape Tech	no	no	yes	no
Library Tech	yes	yes	no	no
Machine Shop	no	yes	no	no
Medical Assistant	no	yes	no	no
Medium & Hvy Diesel Truck	yes	no	no	no
Motorcycle Tech	yes	no	no	no
Nursing				
Acute Care Tech	no	no	no	yes
Anesthesia Tech	no	yes	no	no
Registered	yes	yes	yes	yes
Vocational	yes	yes	yes	yes
Certified Nursing Assistant	yes	no	no	yes
Nutrition & Food	no	no	no	yes
Office Tech	yes	yes	yes	yes
Paralegal	no	yes	yes	yes
Parks and Turf Mgt	no	no	yes	no
Pharmacy Tech	no	no	no	yes
Photography	yes	yes	yes	yes
Psychiatric Science/Alcohol & Drug Counseling	no	no	yes	no
Public Works	yes	no	yes	no
Radiological Tech	no	yes	yes	yes
Respiratory Tech	no	no	yes	no
Real Estate	no	no	yes	yes
Speech/Language Pathology Assistant	no	yes	no	no
Television and Radio	no	yes	yes	no
Theatre Technology	yes	yes	no	no
Veterinary Tech	no	no	yes	no
Water Technology	yes	no	yes	no
Welding	no	yes	yes	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 14: 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	
Unduplicated Students	12,131	11,906	11,375	12,815	13,676	13,143	
Number of Enrollments per Student	2.9	3.0	3.0	2.9	3.0	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 compared to fall 2009, accounting for the higher number of duplicated and unduplicated student counts.

### Data Set 15: Number of Credit Sections Offered by Schedule

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>On-Campus</b>							
On-Campus By Term Length							
Full-term	1054	1105	1117	1095	1047	880	
Short-term	128	145	136	141	146	167	
<b>On-Campus Subtotal</b>	<b>1182</b>	<b>1250</b>	<b>1253</b>	<b>1236</b>	<b>1193</b>	<b>1047</b>	
On-Campus By Schedule							
Morning Before 11:59 am	514	540	542	605	607	565	
Afternoon Noon – 4:29 pm	348	378	374	314	293	267	
Evening After 4:30 pm	297	304	301	284	266	197	
Weekend Friday after 4:40 pm, Saturday, Sunday	10	10	10	20	21	13	
Arranged Hours Meeting time beginning is unknown	13	18	26	13	6	5	
<b>On-Campus Subtotal</b>	<b>1182</b>	<b>1250</b>	<b>1253</b>	<b>1236</b>	<b>1193</b>	<b>1047</b>	
<b>Distance Education</b>							
Distance Ed Full-term	42	45	49	72	88	78	
Distance Ed Short-term	2	1	1	26	36	29	
<b>Distance Ed Subtotal</b>	<b>44</b>	<b>46</b>	<b>50</b>	<b>98</b>	<b>124</b>	<b>107</b>	
<b>Total</b>	<b>1,226</b>	<b>1,296</b>	<b>1,303</b>	<b>1,334</b>	<b>1,317</b>	<b>1,154</b>	

Note: These section counts are as of census.

- The pattern of course offerings has been relatively consistent over the past six years.
- 76% of all sections are offered in the traditional scheduling patterns of full-semester, on-campus day and evening. Of these traditionally scheduled sections, 64% are offered in the morning.

- The number of sections offered in the short-term length has consistently increased despite fluctuations in the total number of sections offered.
- Although the number of sections offered by distance education has almost tripled in the past seven years, distance education sections maximally represent 9% of the total offerings.
- The fall 2009 schedule of 1,154 sections is the lowest number of sections offered in a fall semester in this seven-year history due to current fiscal limitations.
- 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 in fall 2007 compared to 32 in fall 2009.

**Data Set 16: 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%
<b>Total</b>	<b>37,050</b>	<b>100%</b>	<b>2,692,782</b>	<b>100%</b>

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 17: 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%
<b>Total</b>	<b>37,050</b>	<b>100%</b>	<b>2,692,782</b>	<b>100%</b>

- Although about 1/3 of all sections are offered in full-semester morning patterns, this schedule pattern accounts for almost 1/2 of the total credit enrollment.

*Data Set 18: Weekly Student Contact Hours by Instructional Discipline*

**Student Characteristics**

**Data Set 19: 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%
<b>Total</b>	<b>12,815</b>	<b>100%</b>	<b>13,143</b>	<b>100%</b>	<b>4,765</b>	<b>100%</b>	<b>2,475</b>	<b>100%</b>

- 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 20: 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	4,381	34%	4,444	34%	1,114	23%	707	29%
White	2,985	23%	2,551	19%	2,202	46%	966	39%
Asian	1,197	9%	963	7%	424	9%	254	10%
Black/African American	619	5%	522	4%	210	4%	106	4%
Pacific Islander/ Native Hawaiian	70	1%	64	<1%	15	<1%	4	<1%
Two or more races	0	0%	64	<1%	0	0%	7	<1%
American Indian/ Alaska Native	86	1%	61	<1%	16	<1%	2	<1%
Unknown	3,477	27%	4,474	34%	784	16%	429	17%
<b>Total</b>	<b>12,815</b>	<b>100%</b>	<b>13,143</b>	<b>100%</b>	<b>4,765</b>	<b>100%</b>	<b>2,475</b>	<b>100%</b>

*Note: In fall 2009 34% of students taking credit classes and 17% 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 were represented by two ethnic groups: Hispanic (34% in both falls) and White (23% and 19%).
- In a comparison of credit and noncredit students, the proportion of students in the various racial/ethnic groups is similar across the two years.
- In the noncredit student population, the proportion of Hispanic/Latino students increased from 23% to 29% while the proportion of white students decreased from 46% to 39%.

**Data Set 21: Credit Students and District Population by Race/Ethnicity**

*This data set is under construction.*

**Data Set 22: 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%
<b>Total</b>	<b>12,815</b>	<b>100%</b>	<b>13,143</b>	<b>100%</b>	<b>4,765</b>	<b>100%</b>	<b>2,475</b>	<b>100%</b>

- 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%/49% distribution of female and male residents (see Data Set 6).

**Data Set 23: 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%
<b>Total</b>	<b>13,143</b>	<b>100%</b>

- 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 24: 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%
<b>Total</b>	<b>12,815</b>	<b>100%</b>	<b>13,143</b>	<b>100%</b>

- 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 32% 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 25: Students by ZIP Code**

<b>Within the Citrus Community College District</b>			
ZIP Code	Community	Student Count	
91702	Azusa	1,385	11%
91741	Glendora	832	6%
91010	Duarte	432	3%
91016	Monrovia	442	3%
91711	Claremont	381	3%
93563	Valyermo	0	0%
91722	Covina	676	5%
91706	Baldwin Park	571	4%
91740	Glendora	676	5%
91750	La Verne	590	5%
91006	Arcadia	155	1%
91011	La Canada Flintridge	3	<1%
Sub-total: Credit students who reside in the District		6,143	47%
<b>Outside of the Citrus Community College District</b>			
91790 91791 91792	West Covina	989	8%
91724 91723	Covina	802	6%
91767 91766 91768 91765	Pomona	733	6%
91773	San Dimas	628	5%
91746 91745 91748 91744	La Puente	477	4%
91732 91733 91731	El Monte	390	3%
91730 91701 91739 91737	Rancho Cucamonga	324	3%
91786 91784	Upland	315	2%
91709	Chino Hills	167	1%
91780	Temple City	128	<1%
91710	Chino	127	<1%
91789	Walnut	112	<1%
91756	Monterey Park	102	<1%
All Other ZIP Codes outside of the District		1,706	13%

Sub-total: Credit students who reside outside of the District	7,000	53%
<b>Total</b>	<b>13,143</b>	<b>100%</b>

Notes:

1. 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 and the ZIP codes outside of the District with more than 100 students.
  2. All identified ZIP codes are in Los Angeles County with the exceptions of: Rancho Cucamonga, Upland, Chino Hills, and Chino.
- A little over half of the students enrolled in credit classes at Citrus College reside outside of its District boundaries.

**Data Set 26: Exchange of Students among Four Community College Districts**

	Mt San Antonio District			Pasadena City College District			Chaffey College District		
	Fall 2005	Fall 2007	Fall 2009	Fall 2005	Fall 2007	Fall 2009	Fall 2005	Fall 2007	Fall 2009
<b>To Citrus College from...</b> <i>(students who live outside of the District and take classes in the District)</i>	3,357	2,790	3,641	849	666	759	1,241	988	1,307
<b>From Citrus College District to...</b> <i>(students who live in the District and take classes outside of the District)</i>	4,802	4,711	4,180	3,393	3,950	5,031	422	408	420
<b>Net Impact on Citrus</b>	-1,445	-1,921	-539	-2,544	-3,284	-4,272	+819	+580	+887

Source: Institutional Research Offices for each District

Note: Students included in this data set are credit students and noncredit students enrolled in positive attendance section with 8 or more hours.

- There is significant cross-enrollment between Citrus College and the Mt San Antonio Community College District. In fall 2009, 3,641 students who live in the Mt San Antonio District attended Citrus College, and conversely, 4,180 students who live in the Citrus Community College District attended Mt San Antonio College. This exchange represents a net loss of 539 District students to Mt San Antonio.
- There is a significant imbalance in the cross-enrollment between Citrus College and Pasadena City College. In fall 2009, 759 students who live in the Pasadena City College District attended Citrus College, and conversely, 5,031 students who live in the Citrus Community College District attended Pasadena City College. This exchange represents a net loss of 4,272 District students to Pasadena City College. This imbalance has increased dramatically (68%) between fall 2005 and fall 2009.
- The flow between the Citrus and Chaffey Community College Districts is less dramatic. In fall 2009, 1,307 students who live in the Chaffey College District attended Citrus College, and 420 students who live in the Citrus Community College District attended Chaffey College. This exchange represents a net gain of 887 Chaffey College District students to Citrus.
- In total for fall 2009, 9,631 Citrus Community College District residents attended college outside of the District at one of the surrounding community colleges and 5,707 residents of these three neighboring community college districts attended Citrus College. This is an approximately 2 to 1 loss/gain ratio.
- Since fall 2005 the net out-flow of students from the Citrus Community College District to Mt San Antonio College has decreased significantly, from 1,445 students in fall 2005 to 539 students in fall 2009. However, the net out-flow of students leaving the Citrus Community College District to attend Pasadena City College has doubled, from 2,544 students in fall 2005 to 4,272 students in fall 2009. The in-flow and out-flow between Citrus College and Chaffey

College has been stable during this time period, with a greater number of Chaffey College District students attending Citrus College than the number of Citrus Community College District students attending Chaffey College.

**Data Set 27: 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%
<b>Azusa Unified</b>	<b>568</b>	<b>260</b>	<b>46%</b>
Claremont	525	131	25%
San Antonio	50	0	0%
<b>Claremont Unified</b>	<b>576</b>	<b>131</b>	<b>23%</b>
Monrovia	404	99	25%
Canyon Oaks	23	8	35%
Mountain Park	36	0	0%
<b>Monrovia Unified</b>	<b>464</b>	<b>107</b>	<b>23%</b>
Duarte	256	84	33%
Mt. Olive Alternative	27	9	33%
<b>Duarte Unified</b>	<b>283</b>	<b>93</b>	<b>33%</b>
Glendora	573	236	41%
Whitcomb	49	23	47%
<b>Glendora Unified</b>	<b>622</b>	<b>259</b>	<b>42%</b>
<b>Total</b>	<b>2,513</b>	<b>850</b>	<b>34%</b>

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

## Student Success

### Data Set 28: Placement Results 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%
<b>Total</b>	<b>2,788</b>	<b>100%</b>	<b>2,754</b>	<b>100%</b>	<b>2,693</b>	<b>100%</b>

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 29: 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	12,243	8,266	68%	63%
White	7,125	5,350	75%	72%
Asian	2,919	2,265	78%	74%
Black or African American	1,501	943	63%	54%
Pacific Islander/Native Hawaiian	200	155	78%	63%
Two or More Races	149	91	61%	64%
American Indian/Alaska Native	175	120	69%	64%
Unknown	12,738	8,935	70%	69%
<b>Total</b>	<b>37,050</b>	<b>26,125</b>	<b>71%</b>	<b>68%</b>

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 34% 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 have a higher successful course completion rate at 71% 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 success than students in other racial/ethnic groups at Citrus College.

**Data Set 30: Retention of Credit Students by Race/Ethnicity for Fall 2009**

<b>Race/Ethnicity</b>	<b>Enrollment at Census</b>	<b>Number of all Grades except "W"</b>	<b>Retention Rate</b>	<b>Statewide Retention Rate</b>
Hispanic/Latino	12,243	11,426	93%	84%
White	7,125	6,673	94%	86%
Asian	2,919	2,784	95%	87%
Black or African American	1,501	1,408	94%	79%
Pacific Islander/Native Hawaiian	200	195	98%	82%
Two or More Races	149	139	93%	83%
American Indian/Alaska Native	175	169	97%	82%
Unknown	12,738	12,119	95%	85%
<b>Total</b>	<b>37,050</b>	<b>34,913</b>	<b>94%</b>	<b>85%</b>

Notes:

1. Retention rate is calculated by number of all grades except "W" divided by all grades.
  2. In fall 2009 34% 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 of the various racial/ethnic groups were slight, with students in all groups being retained at a significantly higher rate at Citrus College than students across the state.

**Data Set 31: Persistence of Credit Students by Race/Ethnicity from Fall 2009 to Spring 2010**

<b>Race/Ethnicity</b>	<b>Fall 2009 Credit Student Headcount</b>	<b>Fall 2009 Students Who Enrolled in Spring 2010</b>	<b>Persistence Rate</b>
Hispanic/Latino	4,444	2,865	64%
White	2,551	1,683	66%
Asian	963	647	67%
Black/ African American	522	310	59%
Pacific Islander/Native Hawaiian	64	50	78%
Two or More Races	64	22	34%
American Indian/Alaska Native	61	40	66%
Unknown	4,474	3,113	70%
<b>Total</b>	<b>13,143</b>	<b>8,730</b>	<b>66%</b>

*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 34% 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 32: Persistence of Credit Students by Student Status from Fall 2009 to Spring 2010**

<b>Status</b>	<b>Fall 2009 Credit Student Headcount</b>	<b>Fall 2009 Students Who Enrolled in Spring 2010</b>	<b>Persistence Rate</b>
Full-time (12 or more units)	4,883	3,603	74%
Part-time (fewer than 12 units)	8,260	5,127	62%
<b>Total</b>	<b>13,143</b>	<b>8,730</b>	<b>66%</b>

*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 37.*

- The persistence rate for full-time students is 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 40, full-time student are more engaged than part-time students on each benchmark measured by the Community College Survey of Student Engagement.

**Data Set 33: Degrees and Certificates Awarded in 2009-2010 by Program**

	Associate of Arts	Associate of Science	Certificate 6 - 18 units	Certificate 18 - 30 units	Certificate 30-60 units	Total
Accounting	311					311
Administration of Justice		189				189
Architectural Drafting					115	115
Arts and Humanities				1		1
Automotive Technology	9	1		45		55
Biological & Phys Science & Math		40	1			41
Business and Commerce, General			5			5
Business Management		12				12
Child Devel/Early Care & Education				1	1	2
Commercial Dance	53					53
Commercial Music		155				155
Comp Infrastructure & Support	16					16
Computer Graphics/Digital Imaging		13			7	20
Cosmetology and Barbering		40		3		43
Dental Assistant		3		3		6
Diesel Technology				2		2
Drafting Technology		1				1
Electronics and Electronic Technology				9		9
Emergency Medical Services	14					14
Environ Control Tech				25		25
Fine Arts, General	87					87
Forestry	27					27
Language Arts				57		57
Library Science, Gen			46	12		58
Licensed Vocational Nursing		8				8
Marketing and Distribution				1		1
Mathematics, General				4		4
Medical Assisting				1		1
Physical Education					3	3
Public Works			1	3	82	86

Registered Nursing		11				11
Soc & Behavioral Science/Bus Tech				8		8
Social Sciences, Gen					46	46
Transfer Studies				26		26
Water & Wastewater Technology		7			4	11
<b>Total</b>	<b>517</b>	<b>480</b>	<b>53</b>	<b>201</b>	<b>258</b>	<b>1,509</b>

- In 2009 – 2010 a total of 1,509 degrees and certificates were awarded. The most popular majors declared for these degrees and certificates are accounting, administration of justice, 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 34: 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	237	172	29	71	85	594 39%
White	161	128	12	37	74	412 27%
Asian	46	79	5	16	44	190 32%
Black/African American	12	18	2	5	9	46 3%
Pacific Islander/ Native Hawaiian	3	7	0	1	3	14 1%
Two or More Races	0	1	0	1	1	3 <1%
American Indian/ Alaska Native	3	4	0	1	2	10 <1%
Unknown	55	71	5	69	40	240 16%
<b>Total</b>	<b>517</b>	<b>480</b>	<b>53</b>	<b>201</b>	<b>258</b>	<b>1,509</b>

- 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.

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 35: 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 36: 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%
<b>Total</b>	<b>528</b>	<b>1,441</b>	<b>37%</b>	<b>493</b>	<b>1,230</b>	<b>40%</b>

- 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 37: Citrus College Performance on ARCC Indices for 2002 - 2010**

	<b>2002-2003 to 2007-2008</b>	<b>2003-2004 to 2008-2009</b>	<b>2004-2005 to 2009-2010</b>
Student Progress and Achievement Rate	52.5%	53.4%	54.3%

<b>Percentage of Students Completing 30 Units or More</b>	71.4%	73.8%	75.5%
<b>Persistence Rate</b>	64.1%	68.4%	63.7%
<b>Successful Course Completion for Credit Vocational Courses</b>	79.4%	77.5%	77.8%
<b>Successful Course Completion Rate for Credit Basic Skills</b>	64.6%	70.4%	72.8%
<b>Improvement Rate for ESL Courses</b>	58.4%	54.3%	62.6%
<b>Improvement Rate for Credit Basic Skills Courses</b>	54.4%	53.1%	57.0%

- 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 38: Citrus College Compared to Peer Groups on ARCC Indices

	<b>Citrus College</b>	<b>Peer Group High</b>	<b>Peer Group Low</b>	<b>Peer Group Average</b>
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%

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*.

**Data Set 39: Community College Survey of Student Engagement 2010 Benchmarks**

<b>Benchmark</b>	<b>2006</b>	<b>2008</b>	<b>2010</b>
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

*Note: The Community College Survey of Student Engagement measures five benchmarks which represent students' responses to 38 items that reflect many of the most important aspects of the student experience. The results of the benchmarks are reported as standard scores, with 50.0 equaling the national mean score. See the appendix for a sample of the items within each benchmark.*

- 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.

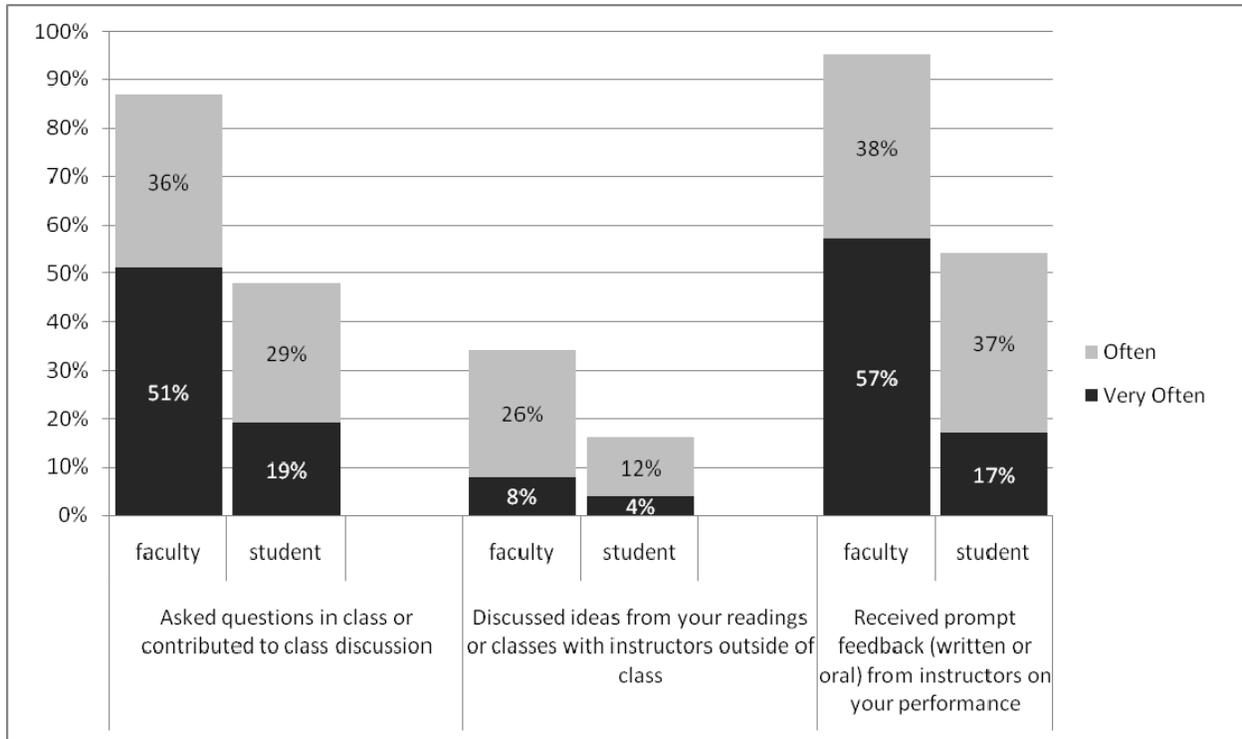
**Data Set 40: Community College Survey of Student Engagement 2010 Benchmarks by Enrollment Status**

<b>Benchmark</b>	<b>Full-time Students</b>	<b>Part-time Students</b>	<b>Total College</b>
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

*Note: The Community College Survey of Student Engagement measures five benchmarks which represent students' responses to 38 items that reflect many of the most important aspects of the student experience. The results of the benchmarks are reported as standard scores, with 50.0 equaling the national mean score. See the appendix for a sample of the items within each benchmark.*

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

**Data Set 41: 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 42: 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 the 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 then 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 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.

The College’s partnerships with local businesses and industries will include those businesses/industries 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 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.

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 develop strategies to using 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 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 their 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 develop 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 learning 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 facilities 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 within the Citrus Community College District is currently 399,766 residents and is projected to grow modestly by 5,493 total residents (a little over 1%) over the next ten years.
4. Residents of traditional college-going age (15 – 24) are projected to decline over the next decade by 13 – 14%. The populations projected to grow above the average rate of 1% over the next ten years are residents over 50 years of age (16%) and Hispanics, Asians, and resident of two or more races (5 - 8%).
5. 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.
6. 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).
7. The feeder high schools have significantly higher graduation rates compared to the state and the nation.

#### Employment Trends

8. 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.

### Enrollment Trends

9. The number of credit class enrollments per student has been consistent across the past six years at approximately 3.0 credit class enrollments for each student.
10. About 76% of Citrus College course offerings are scheduled for full-semester, on-campus patterns in the day and evening. About 14% of the on-campus sections are scheduled in short-term patterns. Although the number of sections offered by distance education has almost tripled in the past seven years, distance education sections maximally represent 9% of the total offerings.
11. Morning sections are heavily enrolled, accounting for ½ of the total credit enrollment.
12. The fall 2009 schedule of 1,154 sections is the lowest number of sections offered in a fall semester in the past seven years due to current fiscal limitations.

### Student Characteristics

13. 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.
14. 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 34% and 19%. However, all ethnic diversity data must be viewed with caution because 34% of students taking credit courses and 17% of student taking noncredit offerings did not report their race/ethnicity, making the category of “unknown” the largest single category on this demographic
15. 54% of credit students are female and 44% are male (with 2% unknown), representing a gender imbalance compared to the total community population. This gender disparity is common in higher education.
16. A little over half of students taking credit classes at Citrus College live outside of the District boundaries. In fall 2009 Citrus College enrolled 3,641 students who lived in the Mt San Antonio College District, 759 who lived in the Pasadena City College District, and 1,307 who lived in the Chaffey College District. In turn, 4,180 students who live in the Citrus College District enrolled at Mt San Antonio College, 5,031 enrolled at Pasadena City College, and 420 enrolled at Chaffey College. There is a net of 2 students lost to neighboring community colleges for every 1 students gained from those districts. There is more of a balanced exchange in the outflow/inflow of students between Citrus College and Chaffey College and between Citrus College and Mt San Antonio College. However, there is a significant imbalance between Citrus College and Pasadena City College and this imbalance has increased dramatically (68%) between fall 2005 and fall 2009.
17. 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 25% of the graduates of Claremont and Monrovia High Schools matriculate to Citrus College.

### Student Success

18. 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.
19. For fall 2009, the rate of successful course completion for Citrus College students at 71% 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.

20. 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 all categories of race/ethnicity.
21. 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.
22. 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.
23. 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.
24. 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 57.0% is significantly below the peer group high (76.0%) in the number of basic skills students who successfully complete the next higher level course in the sequence.

### Perceptions of the District

25. 32 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**

- ✓ 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 District boundaries 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 13 – 14%.
- The District is bordered by four very competitive districts and two of those districts offer a wider array of programs.
- There has been a significant increase (68%) in the net out-flow of students who attend Pasadena City College but live in the Citrus Community College District.

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

- ✓ To increase 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.
- ✓ 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 66%, 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, only 94% of the entering freshmen are unprepared for transfer-level courses.
  - 57.0% of Citrus College basic skills students successfully complete the next higher level course in the sequence, compared to 76.0% successful completion rate at peer group colleges.