

Citrus College

Citrus Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

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

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
Percent of Students Who Earned at Least 30 Units	71.4%	73.8%	75.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	64.1%	68.4%	63.7%



ARCC 2011 Report: College Level Indicators

Citrus College

Citrus Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Vocational Courses	79.4%	77.5%	77.8%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2007-2008	2008-2009	2009-2010
Annual Successful Course Completion Rate for Basic Skills Courses	64.6%	70.4%	72.8%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
ESL Improvement Rate	58.4%	54.3%	62.6%
Basic Skills Improvement Rate	54.4%	53.1%	57.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	2.9%	2.8%	5.8%



ARCC 2011 Report: College Level Indicators

Citrus College

Citrus Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	23,410	21,564	20,864
Full-Time Equivalent Students (FTES)*	11,981	13,023	11,444

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	36.9%	32.3%	37.7%
20 - 24	29.7%	34.3%	32.3%
25 - 49	22.5%	24.4%	21.6%
Over 49	10.7%	9.0%	8.4%
Unknown	0.2%	0.0%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	55.1%	54.2%	54.4%
Male	43.6%	43.1%	43.7%
Unknown	1.4%	2.7%	1.9%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Citrus College

Citrus Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	6.0%	5.2%	4.3%
American Indian/Alaskan Native	0.7%	0.7%	0.5%
Asian	7.6%	6.8%	3.3%
Filipino	2.9%	2.8%	2.2%
Hispanic	39.2%	38.5%	34.4%
Pacific Islander	0.6%	0.7%	0.4%
Two or More Races	.%	.%	0.5%
Unknown/Non-Respondent	12.8%	18.0%	32.6%
White Non-Hispanic	30.2%	27.4%	21.7%

Source: Chancellor's Office, Management Information System



ARCC 2011 Report: College Level Indicators

Citrus College

Citrus Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	54.3	49.4	43.0	58.0	A1
B	Percent of Students Who Earned at Least 30 Units	75.5	72.4	57.8	80.3	B2
C	Persistence Rate	63.7	69.2	57.2	80.7	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	77.8	73.8	63.7	80.8	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	72.8	63.0	49.6	72.8	E1
F	Improvement Rate for Credit Basic Skills Courses	57.0	57.6	39.5	76.0	F2
G	Improvement Rate for Credit ESL Courses	62.6	52.6	20.0	77.1	G3

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC 2011 Report: College Level Indicators

Citrus College

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College Self-Assessment

Citrus College serves the Southern California communities of Azusa, Claremont, Duarte, Glendora and Monrovia. The college's demographic profile reflects the cultural and ethnic diversity of the communities it serves. Citrus College offers associate degrees in 29 fields of study and certificates of achievement/skill awards in 58 career technical programs. These academic programs enable students to earn an associate degree, transfer to a four-year college or university, prepare for a career, or achieve a combination of these opportunities.

The 2011 ARCC Report's trend data cites improvement, compared to the previous year, in six of the seven accountability indicators: Student Progress and Achievement Rate; Percent of Students Who Earned at Least 30 Units; Annual Successful Course Completion Rate for Credit Vocational Courses; Annual Successful Course Completion Rate for Credit Basic Skills Courses; Improvement Rates for ESL and Credit Basic Skills Courses; and Career Development and College Preparation (CDCP) Progress and Achievement Rate. The most dramatic progress occurred in the Improvement Rates for ESL and Credit Basic Skills Courses category: the ESL Improvement Rate subcategory increased by 8.3 percentage points, while the Basic Skills Improvement Rate subcategory increased by 3.9 percentage points. The college earned the Peer Group High in Annual Successful Course Completion Rate for Credit Basis Skills Courses, 72.8 percent. The institution's College Success Program is a critical factor in basic skills students' progress and improvement. The program provides a multifaceted approach to instruction that includes tutoring, Fast Track courses, Learning Communities, and professional development for faculty.

Persistence Rate was the only category in which a decline (-4.7 percent) was noted. The institution is identifying probable factors contributing to this decline, specifically, through analysis of instructional course offerings and policies affecting students' priority registration. The raw data associated with the Persistence Rate indicates that full-time students had a higher persistence rate (72 percent) than part-time students (54 percent). This dovetails with the 2010 CCSSE survey results, which show full-time students demonstrating a higher level of engagement on campus than part-time students. The college has begun researching the effect of enrollment status and engagement on persistence for all students, given that there are more part-time students than full-time students enrolled at Citrus College.

The college received a STEM grant in 2008, which expanded support to students through a program offering Supplemental Instruction, Peer Mentoring, transfer counseling, and research opportunities at four-year colleges and universities. From 2008 to 2010, the STEM Program garnered a 90 percent increase in STEM majors and a 69 percent increase in the number of associate degrees conferred in STEM disciplines.

Citrus College, through its institutional and divisional planning processes, is working to advance the achievement of its mission, vision and values to ensure student success. The institution continues to be intentional in providing academic programs and support services that align with the core mission of the California Community College system.

