

# ARCC 2007 Report: College Level Indicators

## 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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Student Progress and Achievement Rate</b>	50.9%	52.4%	50.1%

**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.)

	1998-1999 to 2003-2004	1999-2000 to 2004-2005	2000-2001 to 2005-2006
<b>Percent of Students Who Earned at Least 30 Units</b>	72.6%	72.3%	70.3%

**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 2002 to Fall 2003	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005
<b>Persistence Rate</b>	67.3%	68.4%	67.5%



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#### 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.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	80.1%	80.7%	80.4%

#### Pre-Collegiate Improvement: Basic Skills and ESL

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

See explanation in Appendix B.

	2003-2004	2004-2005	2005-2006
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	57.5%	64.1%	61.3%

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

See explanation in Appendix B.

	2001-2002 to 2003-2004	2002-2003 to 2004-2005	2003-2004 to 2005-2006
<b>ESL Improvement Rate *</b>	%	%	%
<b>Basic Skills Improvement Rate</b>	50.4%	45.0%	50.0%

\* Based on inter-institutional differences in the coding of data from ESL programs and other anomalies in the existing ESL data, the ESL Improvement Rates presented in this table lack reliability, and, therefore, rates are shown only for illustrative purposes. Planned changes to data coding, among other strategies, should improve the quality of this indicator in future ARCC reports.



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**Table 1.6:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2003-2004	2004-2005	2005-2006
<b>Annual Unduplicated Headcount</b>	24,139	25,111	23,660
<b>FTES*</b>	11,110	11,296	11,564

Source: Chancellor's Office, Management Information Systems and 320 Report

\*FTES data for 2003-2004 and 2004-2005 are based on the FTES recalculation. FTES data for 2005-2006 are based on the FTES annual data. The 2005-2006 recalculation data were not available at the time of this report.

**Table 1.7:**  
Age of Students at Enrollment

	2003-2004	2004-2005	2005-2006
<b>Under 18</b>	16.3%	12.2%	11.5%
<b>18 - 24</b>	45.5%	48.3%	50.4%
<b>25 - 49</b>	24.6%	24.7%	25.6%
<b>Over 49</b>	9.3%	10.6%	10.8%
<b>Unknown</b>	4.2%	4.1%	1.7%

Source: Chancellor's Office, Management Information Systems

**Table 1.8:**  
Gender of Students

	2003-2004	2004-2005	2005-2006
<b>Female</b>	56.4%	56.6%	56.8%
<b>Male</b>	42.3%	41.7%	42.7%
<b>Unknown</b>	1.3%	1.7%	0.5%

Source: Chancellor's Office, Management Information Systems



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**Table 1.9:**  
Ethnicity of Students

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Asian</b>	8.2%	9.2%	9.0%
<b>Black/African American</b>	4.8%	5.7%	6.0%
<b>Filipino</b>	2.8%	3.2%	3.1%
<b>Hispanic</b>	31.9%	34.7%	36.6%
<b>Native American</b>	0.7%	0.7%	0.7%
<b>Other Non-White</b>	1.6%	2.4%	2.9%
<b>Pacific Islander</b>	0.0%	0.0%	0.0%
<b>White</b>	31.0%	34.7%	35.1%
<b>Unknown/Decline to State</b>	18.8%	9.5%	6.7%

Source: Chancellor's Office, Management Information Systems



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### College Peer Grouping

**Table 1.10: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	50.1	51.3	42.8	59.3	A6
B	Percent of Students Who Earned at Least 30 Units	70.3	69.3	55.6	78.6	B2
C	Persistence Rate	67.5	66.6	52.1	78.9	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	80.4	74.6	66.7	85.6	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.3	61.4	52.4	69.0	E1
F	Improvement Rate for Credit Basic Skills Courses	50.0	50.9	37.2	64.3	F4

Note: Please refer to Appendix B for the specifications of these rates. The technical details of the peer grouping process are available in Appendix D.



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### College Self-Assessment

Citrus College is the oldest community college in Los Angeles County and the fifth oldest in California. Founded in 1915, Citrus is a comprehensive community college serving the residents of the eastern San Gabriel Valley. Citrus 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.

Citrus has a diverse student population with non-white students constituting about two-thirds of the total student body. The proportion of enrollment of Latino, Asian, and African American students exceeds the proportion in the district population. Citrus College offers a wide variety of degree programs in fine and performing arts, language arts, liberal arts, social and behavioral sciences, natural sciences, physical education, and 19 subject areas in applied arts. Citrus awards certificates in 23 career and technical areas.

Citrus College has demonstrated above average or good levels of performance on the majority of the accountability indicators. Most of the performance indicators have remained stable with minor variability over the past three years. The successful course completion rates for vocational courses have remained high and stable.

For this report, the data for English as a Second Language (ESL) improvement rate are not included due to the variations in Taxonomy of Programs (TOP) codes for the ESL courses. The college has updated TOP codes for all the courses for the Curriculum Reporting for the Community Colleges project, and this information will be available for the next year's report.

The successful course completion rate and the improvement rate for Basic Skills courses show some fluctuation over the years with a general trend of progress. Citrus College has always been devoted to serving a diverse student body, including under-prepared students. The college recently hired a Director of Basic Skills, an important step in the continued efforts to promote student success.

Citrus College's accountability indicators demonstrate good levels of performance compared to peer institutions. While the student progress and achievement rate is slightly below average, the college is above the average of its peer institutions on persistence rate and percent of students who earned at least 30 units. The successful course completion rate for credit vocational courses is almost 6 percentage points higher than the peer average.

Citrus College, as a Hispanic-serving institution, enjoys significant support from two Title V grants (Basic Skills and Teacher Preparation). These grants are currently providing much-needed resources for the college to better serve the community, especially historically under-represented students. The percent of Latino students on campus has increased significantly over the last two decades.

Citrus College is proud of its innovative educational programs and its recent award from the California Community College Chancellor's Office for its success in hiring a diverse faculty. The Board of Trustees, together with all faculty and staff at Citrus College, are dedicated to student learning and success. We will continue to deliver high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.

