

Fact Book Spring 2015



**Office of Institutional Research,
Planning and Effectiveness**

Table of Contents

Introduction.....	3
About Citrus College	4
Chapter One: Citrus College Service Area	5
District Map and Citrus College Board of Trustees	6
Service Area Population	7
Service Area Population Trends	9
Community Demographics	10
Educational Attainment	11
Socioeconomic Status of Service Area Residents	12
Unemployment Rate	13
Fastest Growing Occupations	14
Chapter Two: Feeder School Districts and New Students.....	17
Middle and High Schools of the Citrus College Feeder Districts	18
K-12 Enrollment in Feeder Districts by Ethnicity	19
K-12 Enrollment Trends for Feeder Districts	20
Students Participating in Free/Reduced-Price Meals Program	21
Educational Level of Students’ Parents.....	22
Feeder High School Academic Performance Index (API)	22
High School Graduation Rate and Dropout Rate	23
New High School Graduates Enrolled in Citrus College – Overview	24
New High School Graduates Enrolled in Citrus College – Demographics	25
New High School Graduates Enrolled in Citrus College – Academic Profile	26
Retention, Success and Persistence.....	28
Chapter Three: Citrus College Students	29
Enrollment Trends.....	30
Enrolled Students’ Demographics – Gender	31
Enrolled Students’ Demographics – Age.....	32
Enrolled Students’ Demographics – Ethnicity.....	33
Enrolled Students’ Demographics – Residency.....	34

Enrollment Status and Educational Goals.....	35
Enrolled Students' Unit Load and Day/Evening Status	36
Financial Aid	37
Chapter Four: Student Performance.....	38
Retention and Success	39
Distance Education	42
Noncredit – Gender, Age, Ethnicity	44
Student Success Scorecard – Completion and Progression.....	45
Student Success Scorecard – Career Technical Education (CTE)	46
Degree Awards.....	47
Transfers	48
Chapter Five: Citrus College Employees.....	49
Citrus College Employees.....	50
Faculty Demographics – Fall 2014	51
Staff and Management Demographics – Fall 2014.....	52



Introduction

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

As a means of providing a comprehensive view, each chapter features data for multiple years. Topics include a brief college history; a description of the service area populations, including socio-economic data; a description of the K-12 feeder districts; and data related to the college's student body, enrollment, and academic outcome indicators. The last chapter includes data on college personnel. The Fact Book's graphs and charts provide an at-a-glance comparative perspective.

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

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

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

About Citrus College

Citrus College is located in the city of Glendora in the foothills of the San Gabriel Mountains, approximately twenty-five miles northeast of metropolitan Los Angeles. Celebrating 100 years of service, the college has the distinction of being the oldest community college in Los Angeles County and the fifth oldest in the state.

Citrus College was founded in 1915. In July 1961, the Citrus Junior College District was created to include the Azusa and Glendora unified school districts. In 1967, the district expanded to include the Claremont, Duarte and Monrovia school districts. Currently, the college's service area encompasses 271 square miles.

In its initial semester, Citrus College enrolled 27 students. Today, a century later, Citrus College serves more than 18,000 students and is a federally designated Hispanic Serving Institution. In 2014, *Community College Week* ranked Citrus College the fifth fastest-growing community college in the nation with enrollments of 10,000 or more. With major facility expansions underway, the 104 acre campus will increase its capacity to serve a dynamic and diverse student body.

In 2012, Citrus College launched the College of Completion initiative to help students to complete their college education through innovative strategies. In 2012-2013, the college granted more than 1,900 degrees and certificates and transferred over 900 students to four-year institutions. The *Hispanic Outlook in Higher Education* named Citrus College among the nation's top 50 associate degree producers.

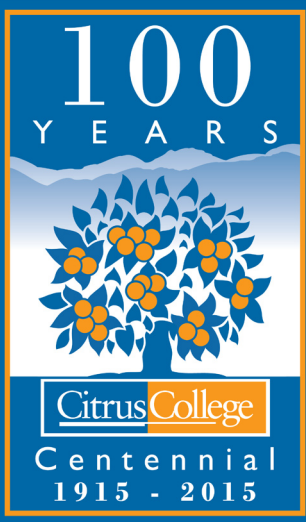
Classes are offered on a 16-week calendar during the fall and spring semesters. The college also offers a variety of non-traditional scheduling options, including winter sessions, evenings, summer sessions, and optional class formats, such as distance education online courses and distance education integrated classes.

Mission Statement

Citrus College delivers high quality instruction to students both within and beyond traditional geographic boundaries. We are dedicated to fostering a diverse educational community and learning environment by providing an open and welcoming culture that supports successful completion of transfer, career/technical education, and basic skills development. We demonstrate our commitment to academic excellence and student success by continuously assessing student learning and institutional effectiveness.

Accreditation

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



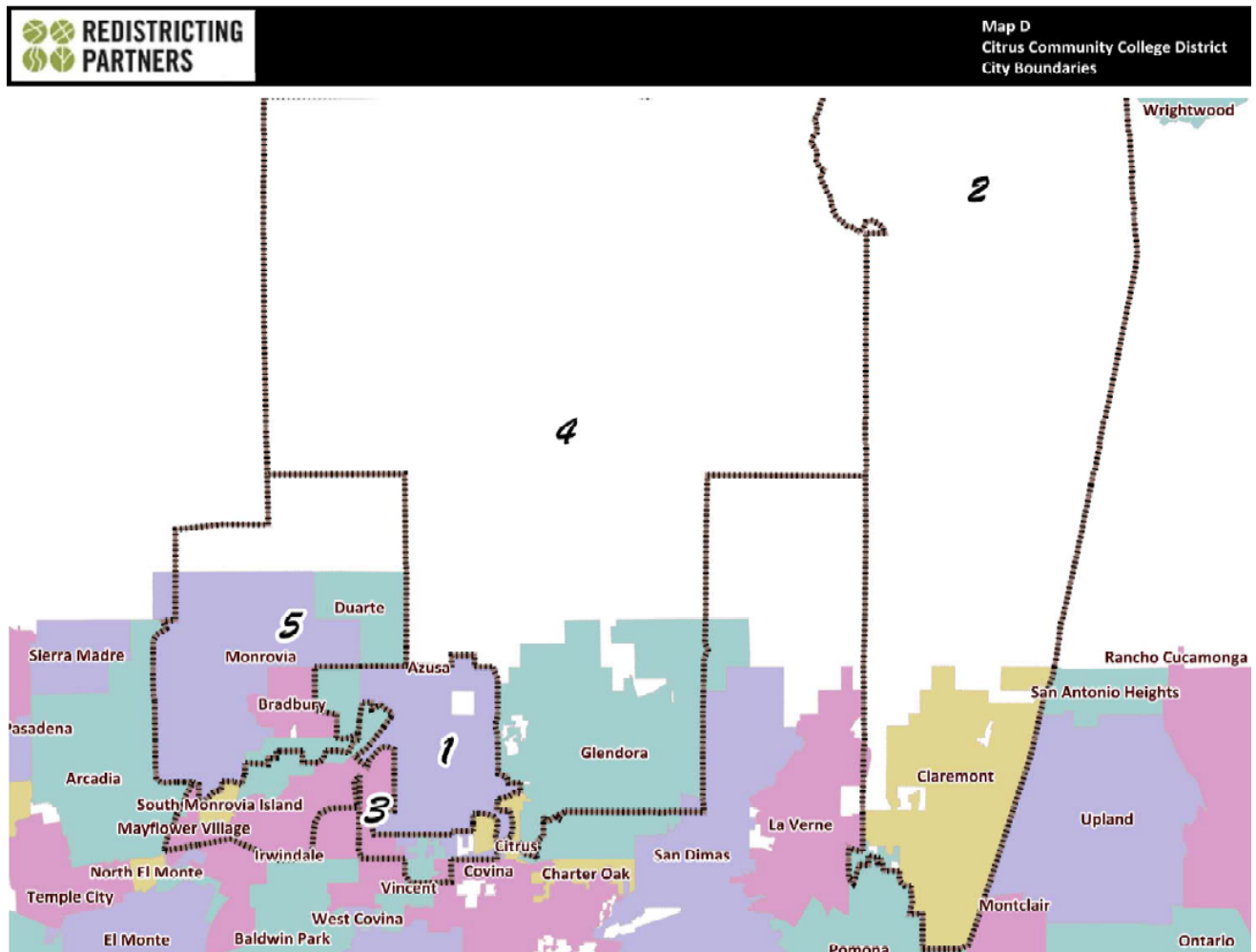
Chapter One

Citrus College Service Area



District Map and Citrus College Board of Trustees

Figure 1.1 Board of Trustees District Area Map



Trustee Area #1 - Azusa and portions of Duarte
Dr. Barbara R. Dickerson, Representative

Trustee Area #2 - Claremont and portions of Pomona and La Verne
Mrs. Susan M. Keith, Representative

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

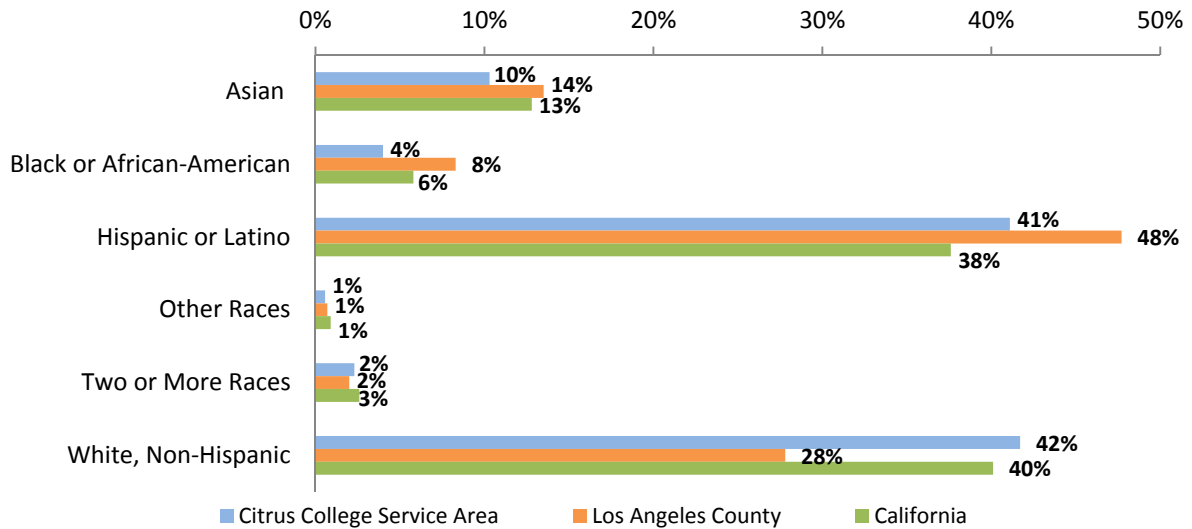
Trustee Area #4 - Glendora and portions of San Dimas
Dr. Patricia A. Rasmussen, Representative

Trustee Area #5 - Monrovia/Bradbury and portions of Duarte
Mrs. Joanne Montgomery, Representative

Service Area¹ Population

Citrus College’s service area is highly diverse: 41% Hispanic, 42% White, 10% Asian, and 4% African American. The college's service area has a lower concentration of Hispanic residents than Los Angeles County, but a higher concentration than that of California.

Figure 1.2 Service Area Residents by Ethnicity



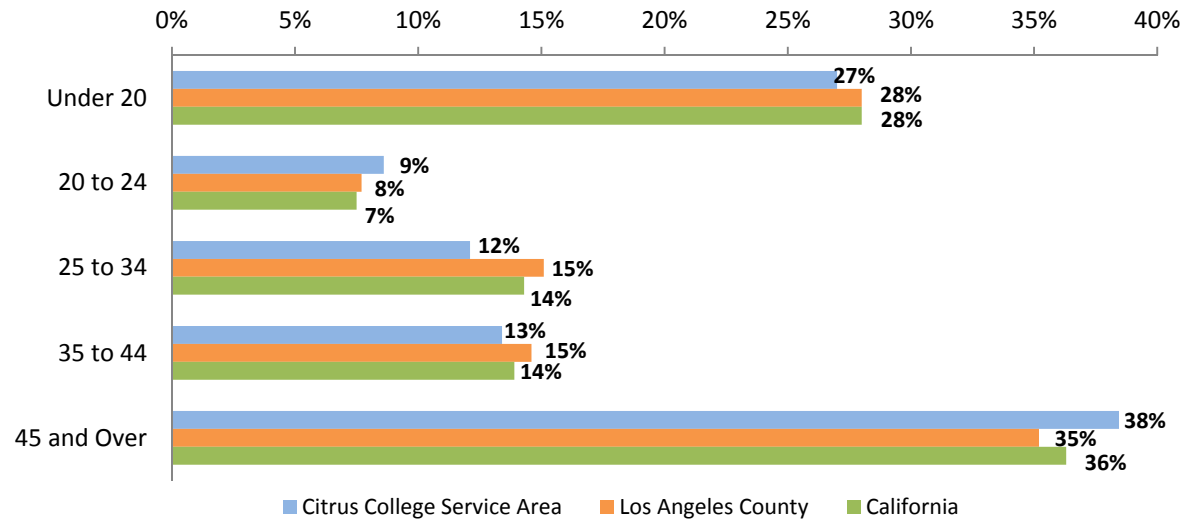
Source: Census 2010



¹ Service area refers to the five primary cities within the college district boundary. These cities are Azusa, Claremont, Duarte, Glendora, and Monrovia.

The age composition of Citrus College service area residents is similar to Los Angeles County and California.

Figure 1.3 Service Area Residents by Age



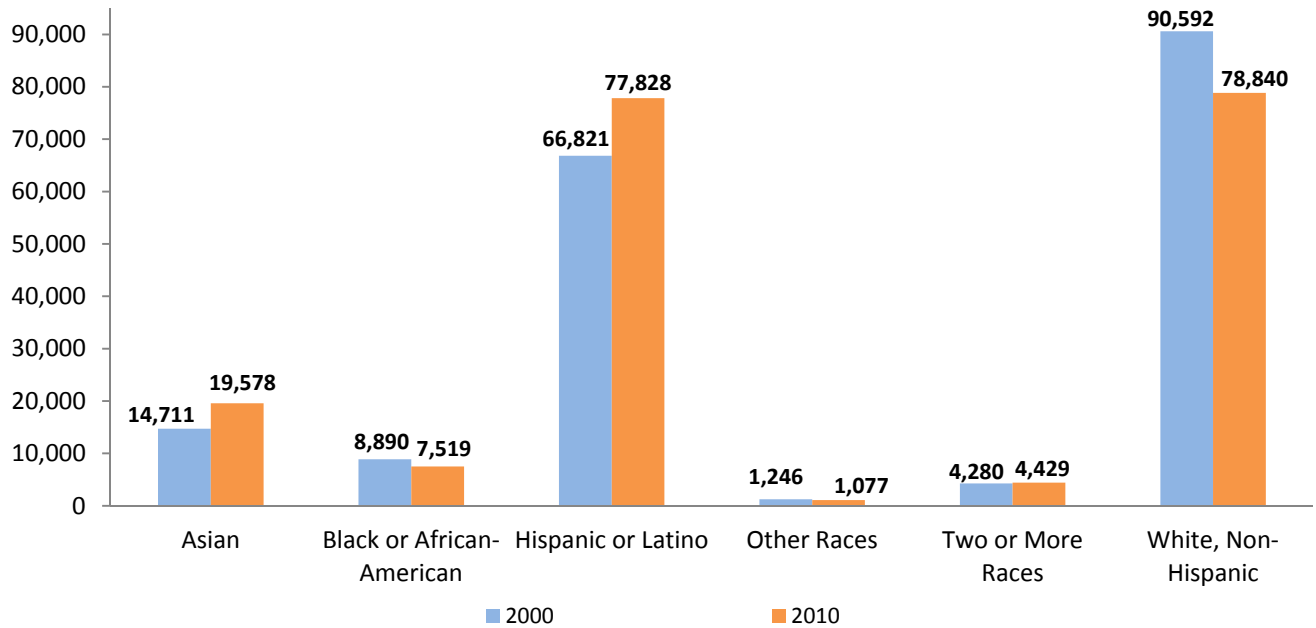
Source: Census 2010



Service Area Population Trends

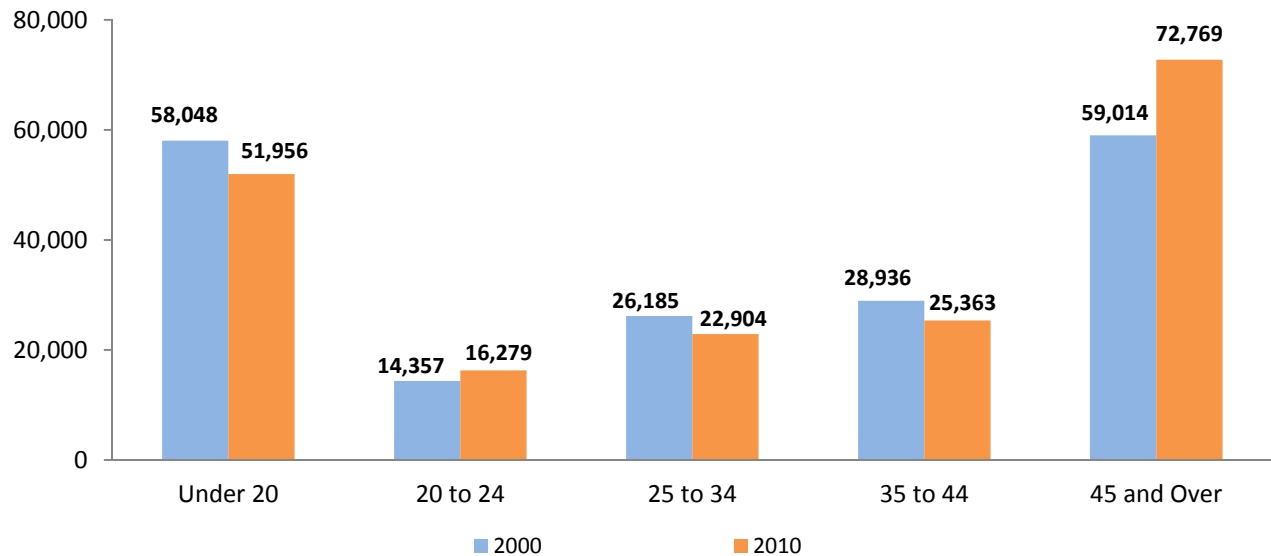
In the past decade, the demographics of the college’s service area have shifted substantially. Asian and Hispanic populations in the service area continued to grow, while African American and White populations decreased. Among the age groups, the population over 45 experienced the strongest growth, while population under 20 had a notable decline.

Figure 1.4 Service Area Populations by Ethnicity, 2000 vs. 2010



Source: Census 2000, 2010

Figure 1.5 Service Area Populations by Age, 2000 vs. 2010

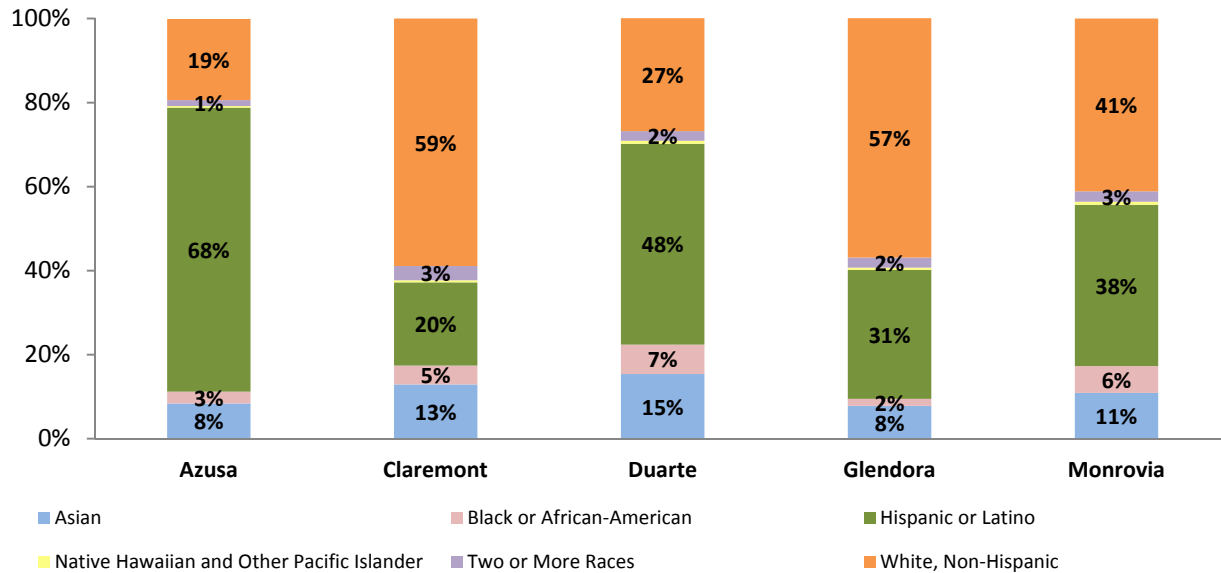


Source: Census 2000, 2010

Community Demographics

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

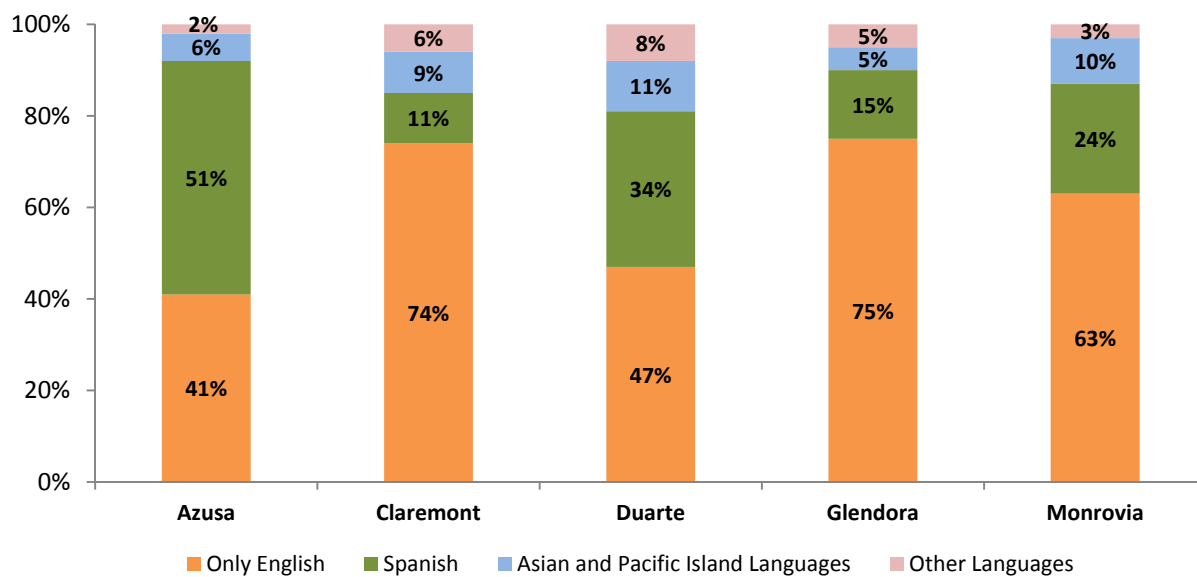
Figure 1.6 Ethnicities in Primary Cities



Source: Census 2010

Citrus College service area residents primarily speak English at home. Of the five cities in the district's service area, Azusa is the only city where more people speak Spanish (51%) than English (41%).

Figure 1.7 Languages Spoken at Home in Primary Cities

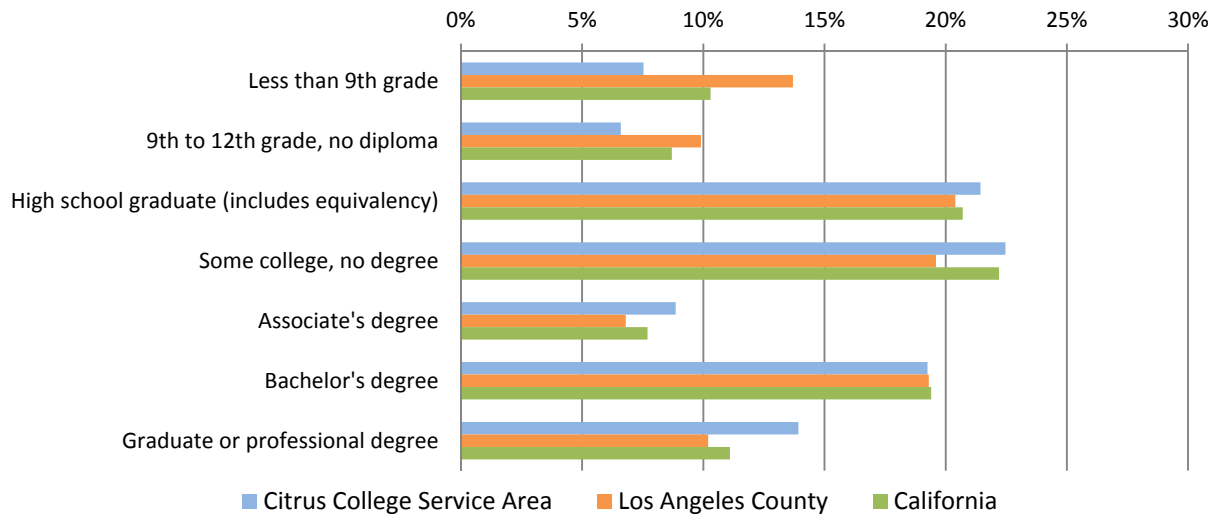


Source: Census Bureau 2008-2012 American Community Survey

Educational Attainment

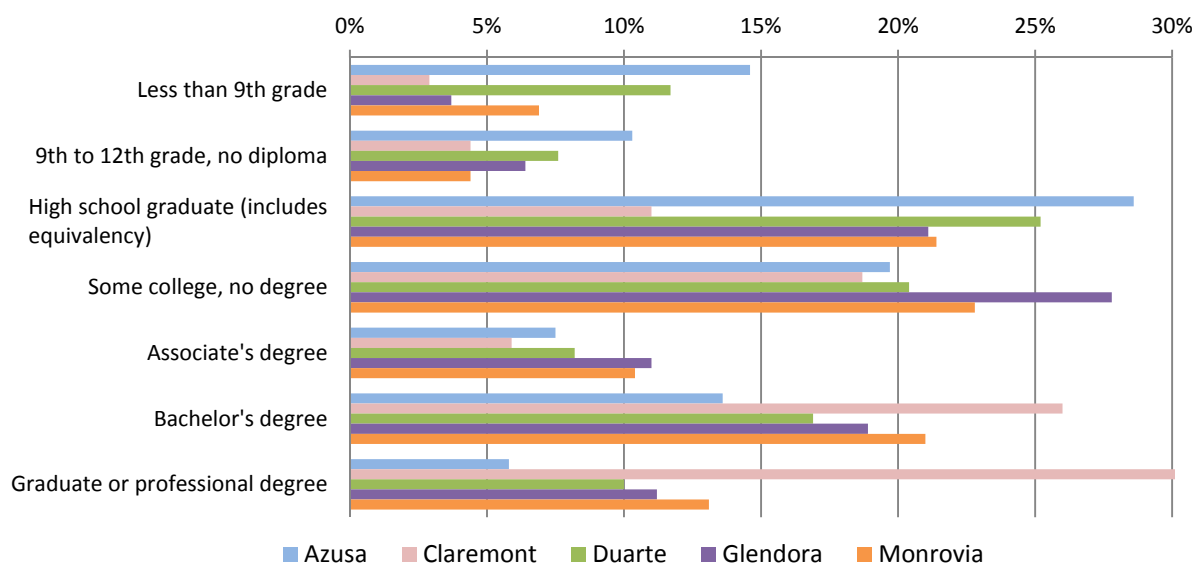
Compared to Los Angeles County and California, Citrus College's service area has a higher percentage of residents with graduate or professional degrees and a lower percentage of residents without a high school diploma or equivalent.

Figure 1.8 Educational Attainment of Adults Age 25 and Older in Service Area, Los Angeles County, and California



There is a vast difference in educational attainment across the five cities in the college's service area. More than half of Claremont residents hold a bachelor's degree or above, while only 19% of Azusa residents have the same level of educational attainment.

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

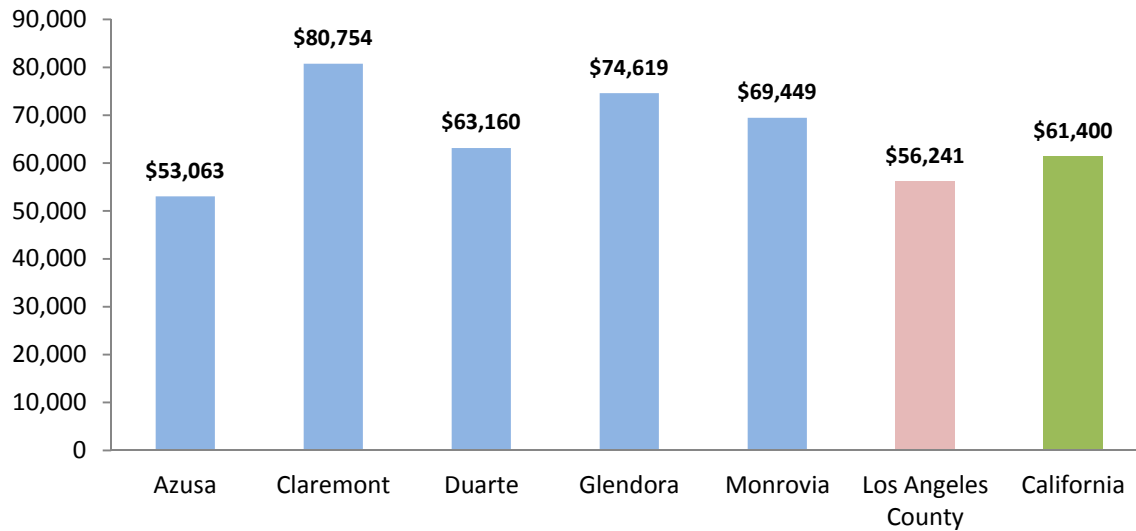


Source: Census Bureau 2008-2012 American Community Survey

Socioeconomic Status of Service Area Residents

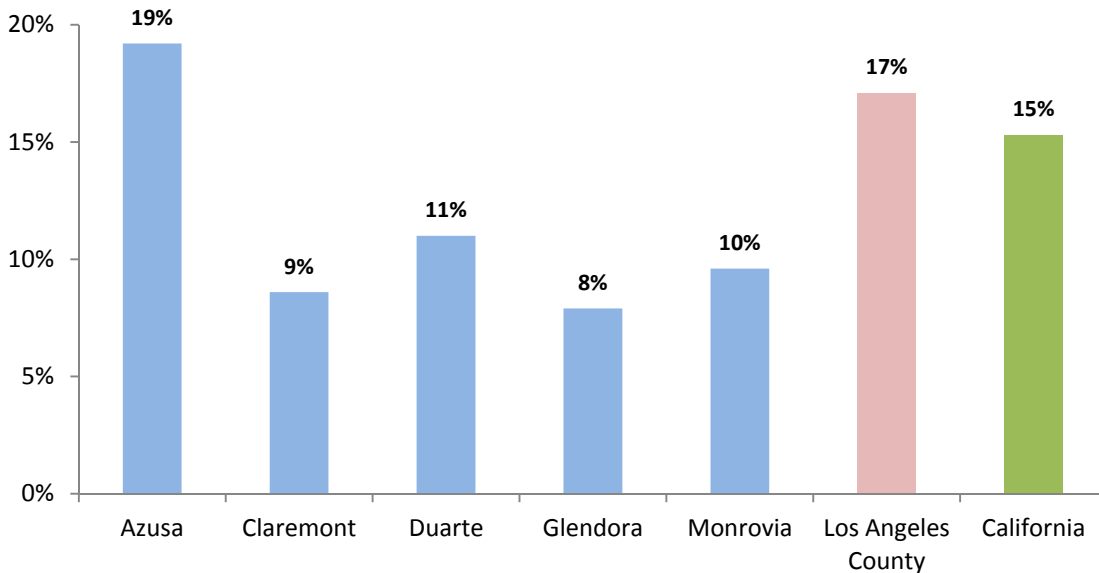
Figures 1.10 and 1.11 illustrate the socioeconomic status of residents in the college’s service area. Claremont and Glendora have higher median household incomes and lower unemployment rates than other primary cities. In contrast, Azusa has a lower median household income and a higher unemployment rate. Nearly one in five Azusa residents live below the poverty line.²

Figure 1.10 Median Household Income



Source: Census Bureau 2008-2012 American Community Survey

Figure 1.11 Percentage of Residents Living below Poverty



Source: Census Bureau 2008-2012 American Community Survey

² In 2010, the poverty threshold for a family of four is \$22,315.

Source: Census Bureau <https://www.census.gov/hhes/www/poverty/data/threshld/>

Unemployment Rate

The unemployment rate as of September 2014 for the college's service area is 5.8%, which is lower than the unemployment rate in California and Los Angeles County.³

Table 1.1 Labor Force and Unemployment Rate, Preliminary, Not Seasonally Adjusted

	Labor Force	Employment	Unemployment	Unemployment Rate
California	18,759,200	17,459,000	1,300,100	6.9%
Los Angeles County	5,043,900	4,652,200	391,700	7.8%
Citrus College Service Area	101,700	95,700	5,900	5.8%
Azusa	22,000	20,100	1,900	8.5%
Claremont	17,200	16,500	700	4.0%
Duarte	11,900	11,200	600	5.4%
Glendora	29,200	28,000	1,200	4.0%
Monrovia	21,400	19,900	1,500	6.8%

Source: California Employment Development Department



³ Labor market and unemployment data are released by the California Employment Development Department (EDD) in October 2014. Data of the State, Los Angeles County, and the five primary cities are from EDD. Service area labor force and unemployment rate are calculated based on individual city data.

Fastest Growing Occupations

Many Citrus College students join the workforce of the Greater Los Angeles region. The following three tables show the top 30 occupations with the highest growth rates through 2020 in Los Angeles County, Orange County, and the Inland Empire metropolitan areas. Biomedical engineers are projected to have the strongest growing occupation in Los Angeles and Orange County.

Table 1.2 Fastest Growing Occupations, Los Angeles-Long Beach-Glendale Metropolitan Division 2010-2020

Occupation Title	Percent Growth	Median Wage ⁴	Entry Level Education ⁵
Biomedical Engineers	60.0	\$42.02	3
Helpers—Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	50.0	\$12.94	8
Home Health Aides	49.4	\$10.05	8
Helpers—Carpenters	48.1	\$15.21	8
Emergency Medical Technicians and Paramedics	43.5	\$13.21	5
Marriage and Family Therapists	42.7	\$23.53	2
Market Research Analysts and Marketing Specialists	41.6	\$27.96	3
Gaming Dealers	39.8	\$8.97	7
Meeting, Convention, and Event Planners	38.1	\$23.97	3
Occupational Therapy Assistants	35.6	\$31.13	4
Tapers	35.3	\$21.83	8
Glaziers	34.3	\$26.33	7
Medical Equipment Repairers	33.9	\$24.99	4
Bicycle Repairers	33.3	\$10.45	7
Physical Therapist Aides	33.1	\$12.70	7
Personal Care Aides	30.8	\$10.23	8
Taxi Drivers and Chauffeurs	30.7	\$10.65	8
Logisticians	30.3	\$37.62	3
Foreign Language and Literature Teachers, Postsecondary	30.3	n/a	1
Food Service Managers	30.1	\$22.60	7
Health Educators	30.0	\$21.06	3
Training and Development Specialists	29.6	\$29.55	3
Vocational Education Teachers, Postsecondary	29.3	\$35.52	3
Pharmacy Technicians	28.8	\$17.84	7
Medical Scientists, Except Epidemiologists	28.8	\$34.76	1
Brickmasons and Blockmasons	28.8	\$26.78	7
Cost Estimators	28.5	\$31.29	3
Cooks, Fast Food	28.4	\$8.98	8
Meat, Poultry, and Fish Cutters and Trimmers	28.4	\$10.12	8
Credit Analysts	28.2	\$34.38	3
Industrial Machinery Mechanics	28.2	\$26.91	7

Source: California Employment Development Department

⁴Estimated median hourly wage in the first quarter of 2012. Wage is not calculated in occupations where workers do not work full-time all year-round.

⁵ Educational Levels are: 1-doctoral or professional degree, 2-master's degree, 3-bachelor's degree, 4-associate's degree, 5- postsecondary non-degree award, 6-some college, no degree, 7-high school diploma or equivalent, 8-less than high school.

Table 1.3 Fastest Growing Occupations, Santa Ana-Anaheim-Irvine Metropolitan Division 2010-2020

Occupation Title	Percent Growth	Median Wage ⁶	Entry Level Education ⁷
Biomedical Engineers	86.8	\$45.21	3
Home Health Aides	58.8	\$10.86	8
Personal Care Aides	48.3	\$10.27	8
Logisticians	47.3	\$35.58	3
Health Educators	46.6	\$16.23	3
Physical Therapist Assistants	44.7	\$29.28	4
Physical Therapist Aides	41.7	\$14.00	7
Meeting, Convention, and Event Planners	39.8	\$24.52	3
Environmental Scientists and Specialists, Including Health	38.4	\$35.51	3
Market Research Analysts and Marketing Specialists	36.7	\$30.55	3
Pharmacy Technicians	35.4	\$17.31	7
Cooks, Restaurant	35.0	\$11.03	8
Medical Scientists, Except Epidemiologists	34.6	\$37.70	1
Marriage and Family Therapists	33.3	\$25.18	2
Occupational Therapists	33.1	\$41.60	2
Physical Therapists	32.4	\$40.65	1
Helpers—Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	31.7	\$13.72	8
Pharmacy Aides	31.4	\$10.96	7
Tire Repairers and Changers	31.0	\$12.10	7
Urban and Regional Planners	30.6	\$35.94	2
Medical Secretaries	30.5	\$16.57	7
Emergency Medical Technicians and Paramedics	30.0	\$12.30	5
Medical Equipment Repairers	30.0	\$26.01	4
Veterinary Technologists and Technicians	29.3	\$15.21	4
Waiters and Waitresses	29.3	\$9.08	8
Coaches and Scouts	29.0	n/a	7
Environmental Engineers	28.9	\$42.21	3
Landscaping and Groundskeeping Workers	28.6	\$11.24	8
Hotel, Motel, and Resort Desk Clerks	28.5	\$11.29	7
Combined Food Preparation and Serving Workers, Including Fast Food	28.0	\$9.13	8
Loan Officers	28.0	\$29.82	7

Source: California Employment Development Department

⁶ Estimated median hourly wage in the first quarter of 2012. Wage is not calculated in occupations where workers do not work full-time all year-round.

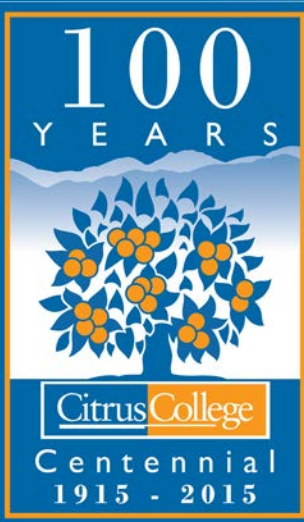
⁷ Educational Levels are: 1-doctoral or professional degree, 2-master's degree, 3-bachelor's degree, 4-associate's degree, 5- postsecondary non-degree award, 6-some college, no degree, 7-high school diploma or equivalent, 8-less than high school

Table 1.4 Fastest Growing Occupations, Riverside-San Bernardino-Ontario Metropolitan Division 2010-2020

Occupation Title	Percent Growth	Median Wage	Entry Level Education ⁸
Home Health Aides	53.8	\$9.71	8
Veterinary Technologists and Technicians	52.2	\$14.72	4
Emergency Medical Technicians and Paramedics	43.4	\$14.02	5
Market Research Analysts and Marketing Specialists	43.2	\$27.24	3
Meeting, Convention, and Event Planners	40.9	\$20.88	3
First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	40.4	\$22.95	7
Personal Care Aides	38.5	\$9.32	8
Medical Scientists, Except Epidemiologists	37.5	\$36.89	1
Medical Equipment Repairers	37.5	\$22.50	4
Logisticians	37.1	\$33.46	3
Automotive and Watercraft Service Attendants	34.9	\$10.08	8
Mental Health Counselors	34.5	\$18.58	2
Healthcare Social Workers	33.9	\$28.76	2
Database Administrators	33.9	\$34.17	3
Interpreters and Translators	33.9	\$15.49	3
Veterinarians	33.3	\$37.55	1
Industrial Machinery Mechanics	33.1	\$25.40	7
Medical Secretaries	31.7	\$14.16	7
Physical Therapist Aides	31.5	\$13.53	7
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	31.1	\$31.51	3
Training and Development Specialists	30.9	\$26.61	3
Loan Officers	29.9	\$36.19	7
Merchandise Displayers and Window Trimmers	29.5	\$13.02	7
Network and Computer Systems Administrators	29.2	\$35.21	3
Security and Fire Alarm Systems Installers	28.8	\$18.26	7
Nonfarm Animal Caretakers	28.8	\$9.31	8
Computer-Controlled Machine Tool Operators, Metal and Plastic	28.6	\$17.70	7
Heavy and Tractor-Trailer Truck Drivers	28.5	\$19.35	7
Pharmacy Technicians	28.1	\$17.28	7
Respiratory Therapists	27.3	\$31.47	4

Source: California Employment Development Department

⁸ Educational Levels are: 1-doctoral or professional degree, 2-master's degree, 3-bachelor's degree, 4-associate's degree, 5- postsecondary non-degree award, 6-some college, no degree, 7-high school diploma or equivalent, 8-less than high school



Feeder School Districts and New Students



Middle and High Schools of the Citrus College Feeder Districts

Table 2.1 lists the middle and high schools in each of the five K-12 districts served by the Citrus Community College District.

Table 2.1 Middle and High Schools in the District

District	School
Azusa	Center Middle School
	Foothill Middle School
	Slauson Intermediate School
	Azusa High School
	Gladstone High School
	Sierra High School (Continuation)
Claremont	El Roble Intermediate School
	Claremont High School
	San Antonio High School (Continuation)
Duarte	Northview Intermediate School
	Duarte High School
	Mt. Olive Innovation and Technology High School (Continuation)
Glendora	Goddard Middle School
	Sandburg Middle School
	Glendora High School
	Whitcomb High School (Continuation)
Monrovia	Clifton Middle School
	Santa Fe Middle School
	Monrovia High School
	Mountain Park School
	Quest Academy Community Day School
	Canyon Oaks High School (Continuation)

K-12 Enrollment in Feeder Districts by Ethnicity

The ethnic composition of students in the feeder district schools is consistent with the general population of the primary cities. Hispanic students represent the largest ethnic group in four out of the five school districts. Azusa Unified School District has the highest concentration of Hispanic students, followed by Duarte and Monrovia. In Glendora, white students comprise the largest group.

Figure 2.1 K-12 Students in Feeder Districts by Ethnicity, 2013-2014

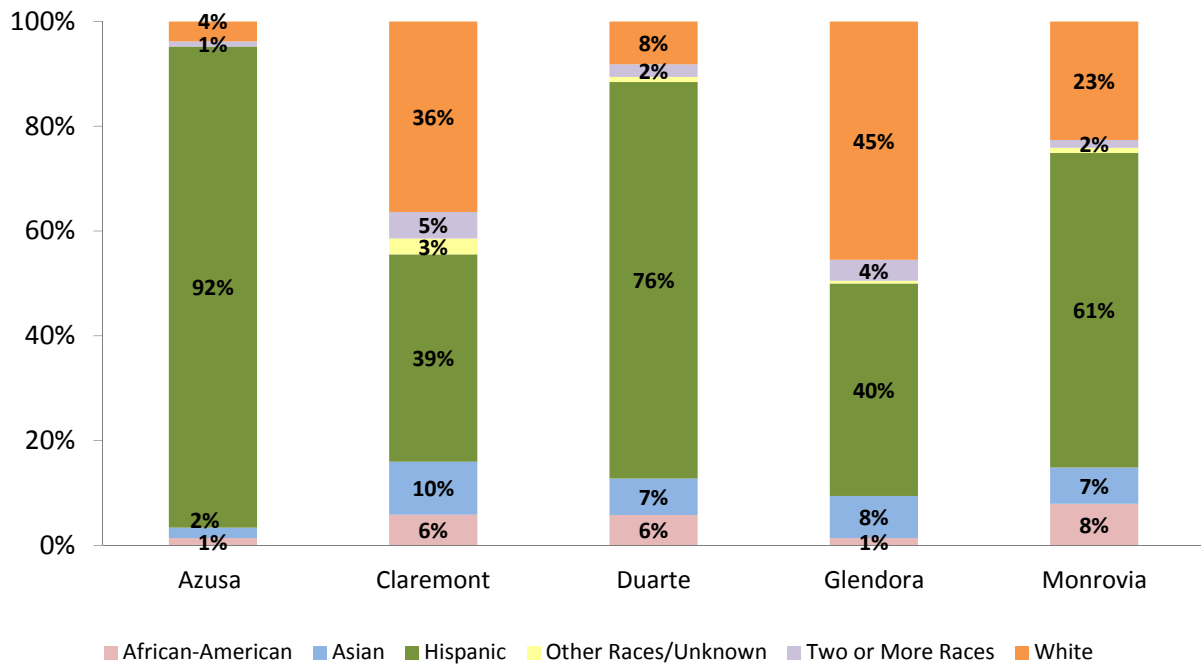


Table 2.2 K-12 Students in Feeder Districts by Ethnicity, 2013-2014

	Azusa	Claremont	Duarte	Glendora	Monrovia
Black or African-American	1%	6%	6%	1%	8%
Asian	2%	10%	7%	8%	7%
Hispanic or Latino	92%	39%	76%	40%	61%
Two or More Races	1%	5%	2%	4%	2%
Other Races/Unknown	<1%	3%	1%	1%	1%
White, Non-Hispanic	4%	36%	8%	45%	23%
Total	9,566	6,987	4,247	7,632	5,988

Source: California Department of Education, DataQuest; Level: School; Subject: Enrollment; Report: Enrollment by Ethnicity; as of 3/24/2014, <http://dq.cde.ca.gov/dataquest/>

K-12 Enrollment Trends for Feeder Districts

Among the feeder districts, Azusa is the largest district with an enrollment of more than 9,500 students, while Duarte is the smallest with 4,200 students enrolled. Between 2009 and 2013, Duarte and Glendora had an increase in enrollment, while Azusa and Claremont experienced a decline. Monrovia has had about the same enrollment for the last five years.

Table 2.3 K-12 Enrollment Trend in Feeder Districts

School	2009-10	2010-11	2011-12	2012-13	2013-14
Azusa Unified	10,893	10,518	10,163	9,755	9,566
Claremont Unified	7,113	7,150	6,936	7,018	6,987
Duarte Unified	4,028	3,975	3,868	3,749	4,247
Glendora Unified	7,026	7,284	7,487	7,559	7,632
Monrovia Unified	6,006	5,955	5,970	5,936	5,988
Citrus College Service Area	35,066	34,882	34,424	34,017	34,420
Los Angeles County	1,574,150	1,589,390	1,578,215	1,564,205	1,552,704
California	6,192,121	6,217,002	6,220,993	6,226,989	6,236,672

Source: California Department of Education, DataQuest; Level: School; Subject: Enrollment; Report: Time Series - Public School Enrollment, <http://dq.cde.ca.gov/dataquest/>

Table 2.4 K-12 Enrollment Percentage Change in Feeder Districts

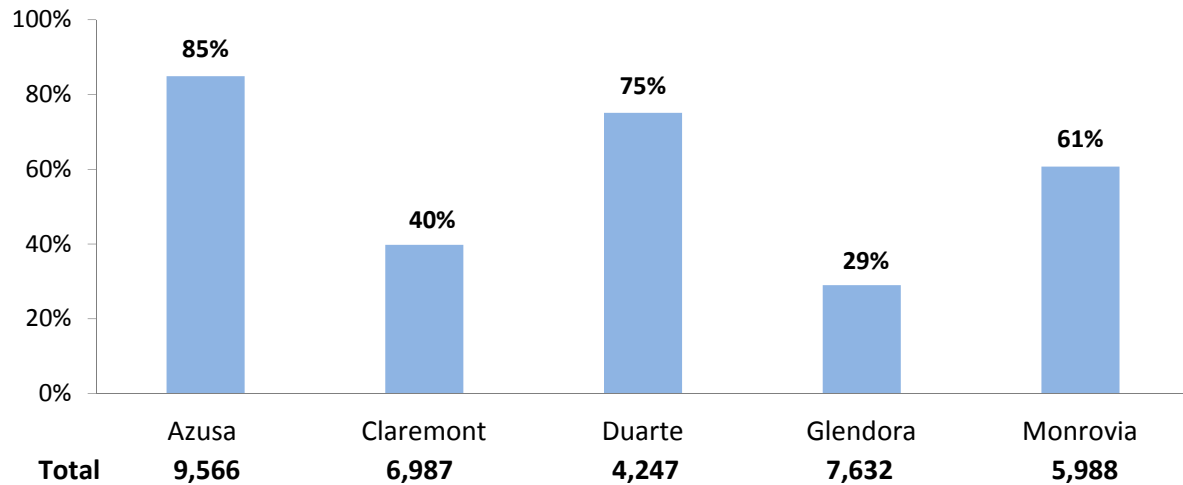
School	2009-2011	2010-2012	2011-2013	2012-2014
Azusa Unified	-3.4%	-3.4%	-4.0%	-1.9%
Claremont Unified	0.5%	-3.0%	1.2%	-0.4%
Duarte Unified	-1.3%	-2.7%	-3.1%	13.3%
Glendora Unified	3.7%	2.8%	1.0%	1.0%
Monrovia Unified	-0.8%	0.3%	-0.6%	0.9%
Citrus College Service Area	-0.5%	-1.3%	-1.2%	1.2%
Los Angeles County	1.0%	-0.7%	-0.9%	-0.7%
California	0.4%	0.1%	0.1%	0.2%

Source: California Department of Education, DataQuest; Level: School; Subject: Enrollment; Report: Time Series - Public School Enrollment, <http://dq.cde.ca.gov/dataquest/>

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

Participation in the Free/Reduced-Price Meals Program is an indicator of students' socioeconomic status. To qualify for the program, participants' household incomes must meet the California Department of Education's income guidelines. In 2013-2014, the income limit for a family of four was \$30,615.⁹ Azusa has the highest participation rate in the reduced-price meals program.

Figure 2.2 Percent of Feeder Districts Students Participating in Reduced Lunch Program



Source: California Department of Education, DataQuest; Subject: Create your own report; Free or Reduced Price Meals, <http://dq.cde.ca.gov/dataquest/>

⁹ California Department of Education, Income Eligibility Scale, retrieved July 29th, 2014 from <http://www.cde.ca.gov/ls/nu/rs/scales1314.asp>

Educational Level of Students' Parents

Claremont High School has the highest percentage of parents with college degrees. More than 60% of the parents have a college degree or higher. In contrast, only 9% of the Azusa High School parents have the same level of education.

Table 2.5 Education Level of High School Students' Parents

Parent Education Level	Azusa High	Claremont High	Duarte High	Glendora High	Monrovia High
Percentage with a response*	100%	94%	95%	100%	99%
Of those with a response:					
Not a high school graduate	38%	3%	22%	2%	14%
High school graduate	30%	11%	34%	14%	27%
Some college	23%	24%	22%	32%	29%
College graduate	5%	28%	16%	31%	22%
Graduate school	4%	34%	5%	21%	9%

* This is the percentage of CALPADS records with stated parent education level information. Source: California Department of Education, DataQuest, Level: School, Subject: Academic Performance Index, Report: 2013 Growth API Report, Sub Report: School Demographic Characteristics, as of 7/29/2014, <http://dq.cde.ca.gov/dataquest/>

Feeder High School Academic Performance Index (API)

The Academic Performance Index (API) is a measurement of California public school performance. API scores range from 200 to 1000. Schools that performed better than the statewide target of 800 in the 2012 base are coded "A" in the 2012-2013 growth target column. The API scores for all six feeder high schools increased in 2012-2013, with the strongest growth in Claremont High School and Duarte High School.

Table 2.6 API Scores for Feeder High Schools

	2012 Base	2013 Growth	2012-13 Growth Target	2012-13 Growth
Azusa High	725	727	5	2
Claremont High	822	839	A	17
Duarte High	747	759	5	12
Glendora High	837	839	A	2
Gladstone High	724	732	5	8
Monrovia High	802	806	A	4

Source: California Department of Education, DataQuest, Level: School, Subject: Academic Performance Index, Report: 2013 Growth API Report, as of 7/29/2014, <http://dq.cde.ca.gov/dataquest/>

High School Graduation Rate and Dropout Rate

Tables 2.7 and 2.8 show the graduation and dropout rates for high schools in the district. Data reflect the outcomes of a four-year adjusted cohort, which includes first-time students who enter 9th grade and students who transfer later into the cohort.¹⁰

Table 2.7 High School Graduation Rate, 2012-2013

District	High School	Graduates	School Cohort	Graduation Rate
Azusa Unified	Azusa High	256	270	94.8%
	Gladstone High	312	329	94.8%
	Districtwide	647	696	93.0%
Claremont Unified	Claremont High	592	600	98.7%
	Districtwide	624	641	97.4%
Duarte Unified	Duarte High	249	260	95.8%
	Districtwide	287	308	93.2%
Glendora Unified	Glendora High	551	557	98.9%
	Districtwide	605	618	97.9%
Monrovia Unified	Monrovia High	340	370	91.9%
	Districtwide	402	463	86.8%

Source: California Department of Education, DataQuest; Level: School; Subject: Dropouts; Report: Cohort Outcome Data by Program, as of 6/30/2014, <http://dq.cde.ca.gov/dataquest/>

Table 2.8 High School Dropout Rate, 2012-2013

District	High School	Dropouts from School	School Cohort	Dropout Rate
Azusa Unified	Azusa High	14	270	5.2%
	Gladstone High	15	329	4.6%
	Districtwide	43	696	6.2%
Claremont Unified	Claremont High	*	600	1.0%
	Districtwide	15	641	2.3%
Duarte Unified	Duarte High	*	260	3.5%
	Districtwide	18	308	5.8%
Glendora Unified	Glendora High	*	557	0.7%
	Districtwide	*	618	1.0%
Monrovia Unified	Monrovia High	26	370	7.0%
	Districtwide	38	463	8.2%

* To protect student privacy, no data are provided if the number of students is less than 11.

Source: California Department of Education, DataQuest; Level: School; Subject: Dropouts; Report: Cohort Outcome Data by Program, as of 6/30/2014, <http://dq.cde.ca.gov/dataquest/>

¹⁰ California Department of Education. Four-Year Adjusted Cohort Outcome Data Processing. Retrieved July 29th, 2014 from http://dq.cde.ca.gov/dataquest/CohortRates/CohortOutcomeDefinitions2012_4_30.doc

New High School Graduates Enrolled in Citrus College – Overview

Each fall semester, between 1,600 and 2,000 high school graduates start their academic career at Citrus College (figure 2.3). Roughly 30% of those students are from the six feeder high schools and the continuation high schools in the service area. The six feeder high schools are Azusa High School, Claremont High School, Duarte High School, Gladstone High School, Glendora High School, and Monrovia High School. The remaining 70% are from schools outside of the college’s service area. Table 2.9 shows the district origins of recent high school graduates who enrolled in Citrus College in fall 2013.¹²

The number of students from the six feeder high schools remained steady between fall 2010 and fall 2012. In fall 2013, there was an 18 % increase in students from feeder high schools. Among the feeder high schools, Glendora High School sent the most new students.

Figure 2.3 New High School Graduates Enrolled in Citrus College

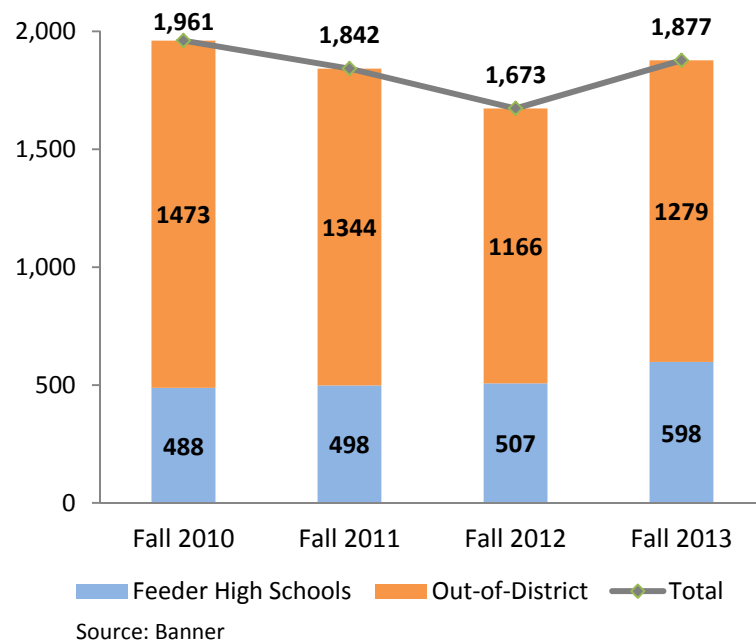


Table 2.9 Origins of New High School Graduates Enrolled in Citrus College, Fall 2013

District	Enrollment
Glendora Unified*	183
Azusa Unified*	181
Covina-Valley Unified	155
Bonita Unified	145
Baldwin Park Unified	110
Claremont Unified*	108
Chaffey Joint Union High	103
Charter Oak Unified	82
Monrovia Unified*	70
Duarte Unified*	69
West Covina Unified	68
Pomona Unified	65
Chino Valley Unified	62
Arcadia Unified	58
El Monte Union High	48
Upland Unified	44
Hacienda La Puente Unified	31
Walnut Valley Unified	27
Bassett Unified	27
Rowland Unified	23
San Gabriel Unified	21
Alhambra Unified	21
Los Angeles County Office of Education	21
Temple City Unified	16
Pasadena Unified	15
Los Angeles Unified	13
School of Arts and Enterprise	13
Montebello Unified	13
All other ¹¹	85
Total	1,877

Source: Banner

*Citrus College feeder districts

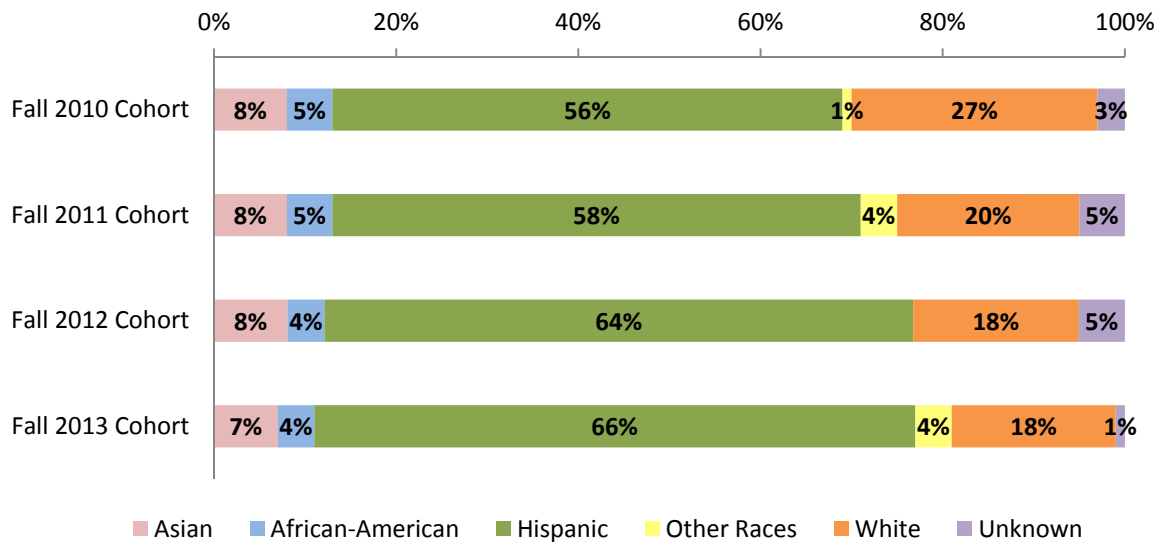
¹¹ School districts with fewer than 10 students are reported as one group. This category includes 85 students from more than 50 schools.

¹² Recent high school graduates are defined as students who graduated from high school or adult school between September 1, 2012 and August 31, 2013.

New High School Graduates Enrolled in Citrus College – Demographics

Each new high school’s graduate cohort is made up of roughly 50% male and 50% female, with an average cohort age of 18 years. While the age and gender makeup remains consistent, ethnicity composition has changed over the four years. Hispanic students’ graduations increased from 56% in the fall 2010 cohort to 66% in the fall 2013 cohort.

Figure 2.4 New High School Graduates Enrolled in Citrus College by Ethnicity



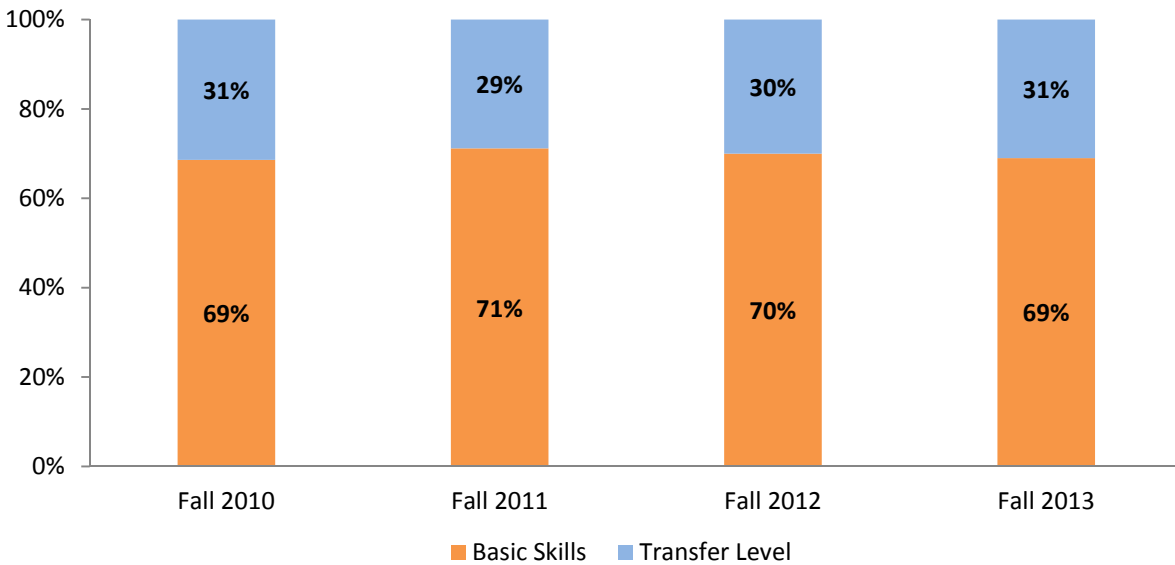
Source: Banner



New High School Graduates Enrolled in Citrus College – Academic Profile

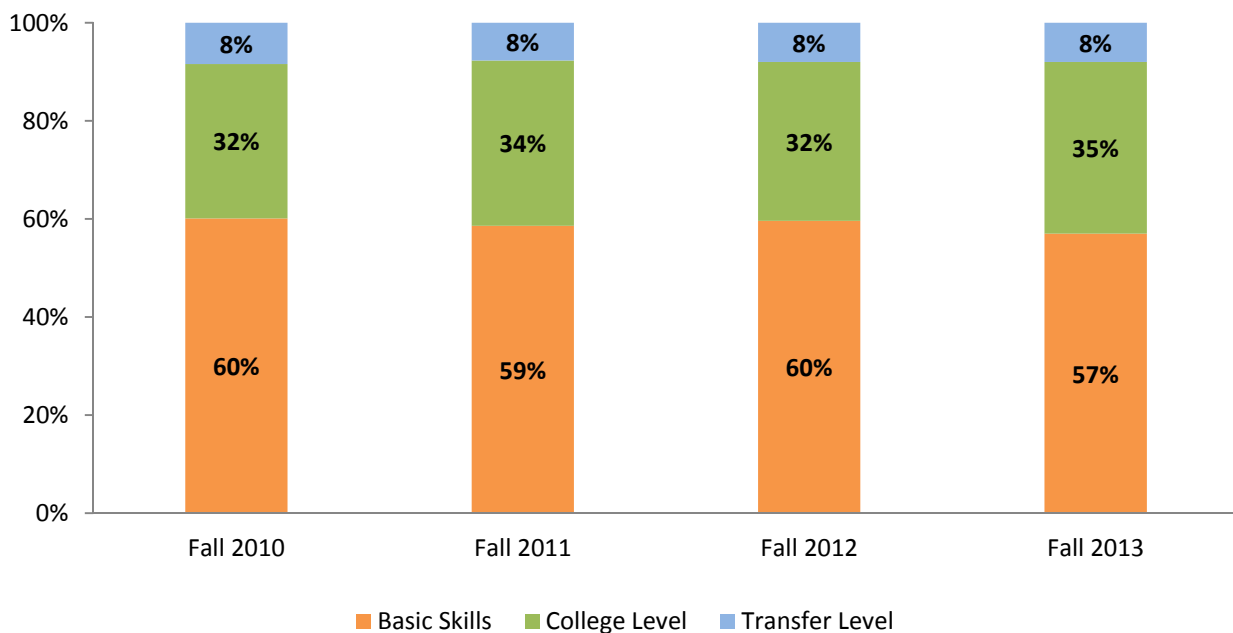
More than half of the new high school graduates started at Citrus College as part-time students who primarily attended classes in the daytime. More than two-thirds of these students have a goal of transfer. When they started at Citrus College, about 70% of the students were placed into basic skills English and 60% were placed into basic skills Math.

Figure 2.5 English Placement Levels of New High School Graduates



Source: Banner

Figure 2.6 Math Placement Levels of New High School Graduates



Source: Banner

Table 2.10 lists the placement levels and associated courses for both English and Math assessment tests.

Table 2.10 Placement Levels and Courses

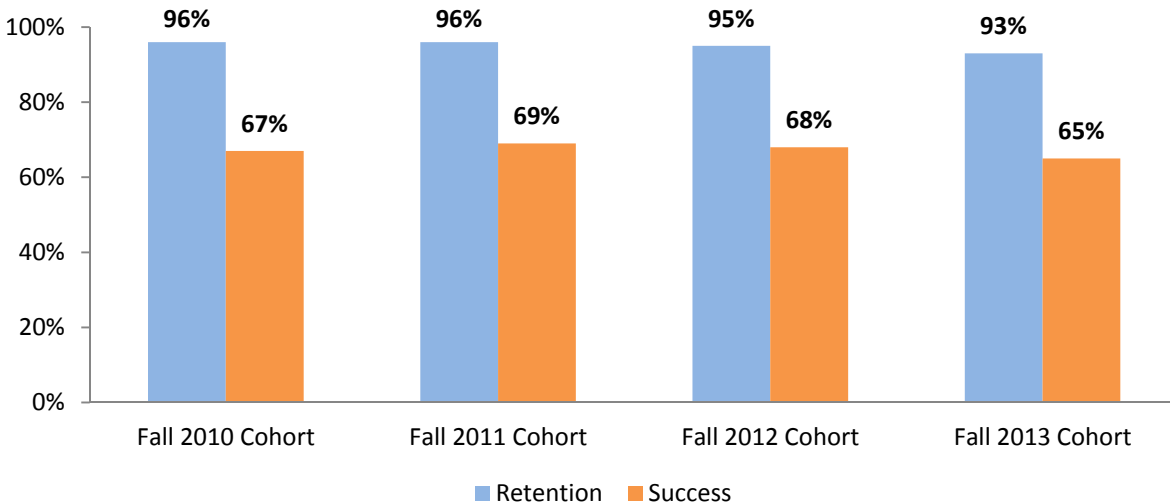
Test	Level	Course
English	Transfer	ENGL101 - Reading and Composition ENGL102 - Introduction to Literature ENGL103 - Composition and Critical Thinking ENGL104 - Advanced Rhetoric: The Classical Essay
	Basic Skills	ENGL098 - English Fundamentals ENGL099 - Introduction to Reading and Composition
Math	Transfer	MATH151 - Plane Trigonometry MATH160 - Survey of Math MATH162 - Introduction to Math Analysis MATH165 - Introduction to Statistics MATH170 - College Algebra MATH175 - Pre-Calculus MATH190 - Calculus with Analytic Geometry I
	College	MATH131 - Plane Geometry MATH148 - Intermediate Algebra I MATH150 - Intermediate Algebra
	Basic Skills	MATH020 - Arithmetic Fundamentals MATH029 - Pre-Algebra MATH115 - Business Mathematics MATH030 - Elementary Algebra



Retention, Success and Persistence

Overall, two-thirds of new high school graduates successfully completed courses, and more than 90% remained enrolled to the end of their first term.¹³ The average first-term GPA of each cohort ranged from 2.09 to 2.17.

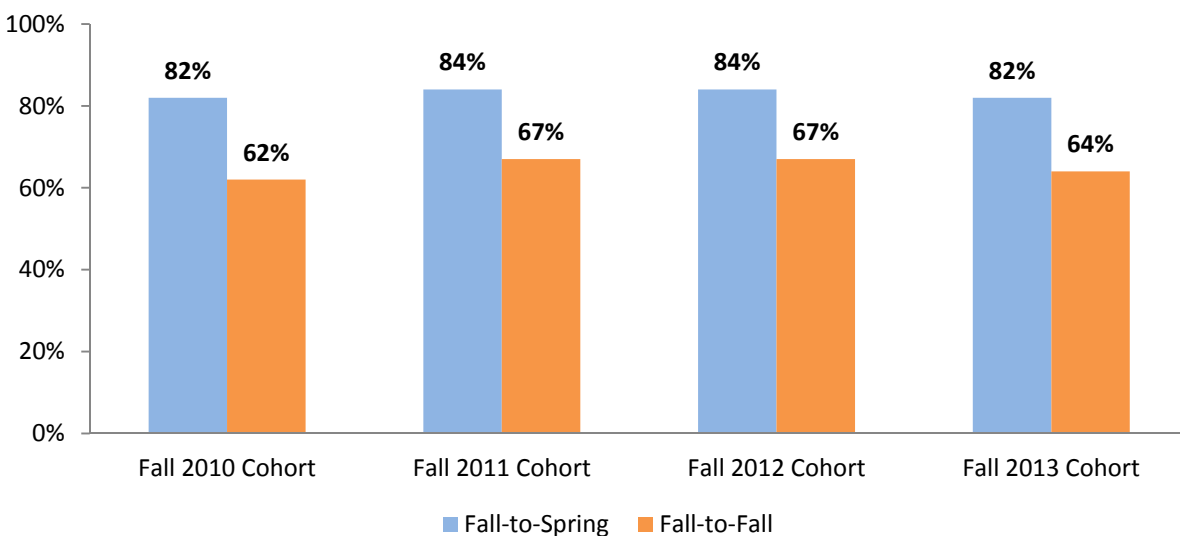
Figure 2.7 First-Term Retention and Success Rate of New High School Graduates



Source: Banner

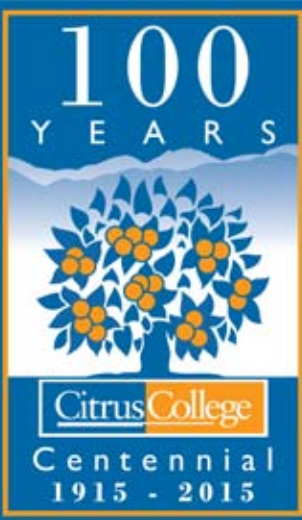
More than 80% of new students who started in fall semester continued to enroll in Citrus College the following spring semester, and roughly two-thirds persisted into the following fall semester.

Figure 2.8 Persistence Rate of New High School Graduates



Source: Banner

¹³ Retention rate is defined as the percentage of non-withdrawal grades out of all grades. Success rate is defined as the percentage of grades A, B, C, CR (credit), or P(Pass) out of all grades.



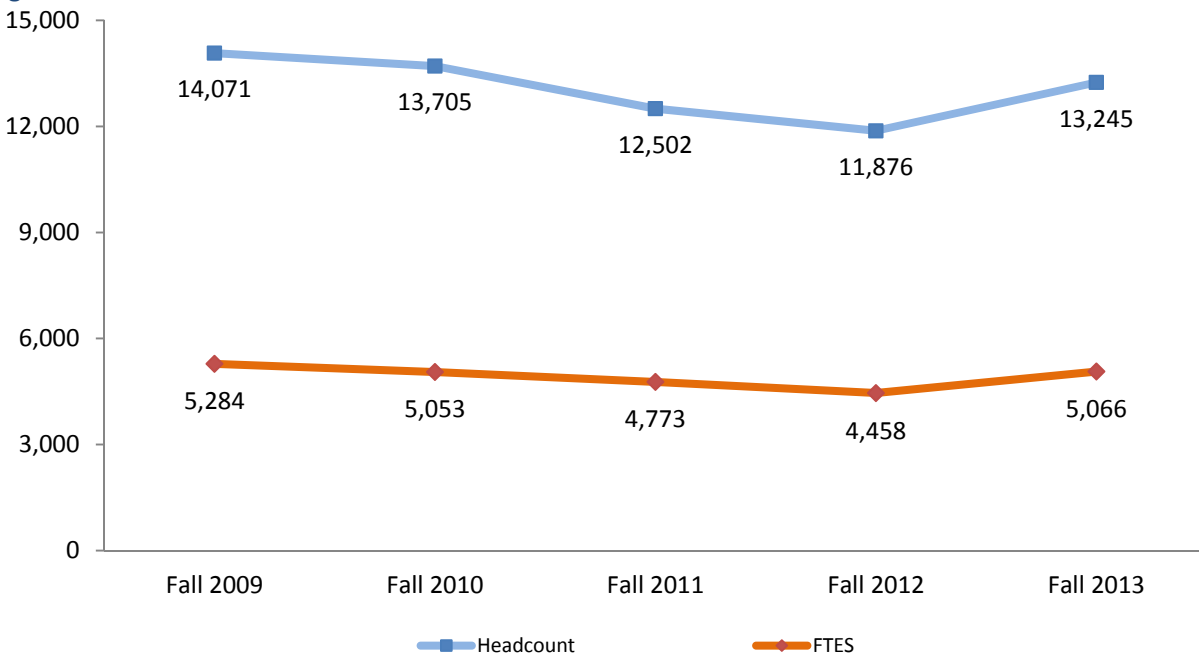
Citrus College Students



Enrollment Trends

From fall 2009 to fall 2012, Citrus College enrollment dropped by approximately 15% due to the reduction in state funding resulting from the state budget crisis. However, fall 2013 enrollment increased, returning to the fall 2010 level. Figure 3.1 shows student enrollment by headcount and full-time equivalent students (FTES). According to the Chancellor's Office, one FTES is equivalent to 525 contact hours.

Figure 3.1 Enrollment: Headcount and FTES



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



Enrolled Students' Demographics – Gender

As depicted in Table 3.1, Citrus College has more female students than male students. This trend has been consistent since fall 2009, but the gender gap has narrowed in the last five years. In fall 2013, 53% of Citrus College students were female and 46% were male. This is very similar to the statewide numbers. (Table 3.2).

Table 3.1 Enrolled Students by Gender

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Female	7,776	55%	7,477	55%	6,742	54%	6,235	53%	6,961	53%
Male	6,008	43%	5,997	44%	5,601	45%	5,510	46%	6,062	46%
Unknown	287	2%	231	2%	159	1%	131	1%	222	2%
Citrus College Total	14,071	100%	13,705	100%	12,502	100%	11,876	100%	13,245	100%

Source: Chancellor's Office Data Mart

Table 3.2 Enrolled Students by Gender, Statewide vs. Citrus College, Fall 2013

Fall 2013	Community Colleges Statewide		Citrus College	
	N	%	N	%
Female	841,423	53%	6,961	53%
Male	724,479	46%	6,062	46%
Unknown	16,540	1%	222	2%
Citrus College Total	1,582,442	100%	13,245	100%

Source: Chancellor's Office Data Mart



Enrolled Students' Demographics – Age

Over the past five years, students in the 20 to 24 age group have increased by 6%, from 36% in fall 2009 to 42% in fall 2013. The number of students, who are 50 years old or older, decreased by the same percentage in the same period. In fall 2013, 73% of the students were of traditional college age, 24 or younger (Table 3.3), higher than 59% of the statewide community college student population (Table 3.4).

Table 3.3 Enrolled Students by Age

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
19 or younger	4,567	32%	4,413	32%	4,023	32%	3,694	31%	4,150	31%
20 to 24	5,118	36%	5,105	37%	5,180	41%	5,243	44%	5,628	42%
25 to 29	1,424	10%	1,436	10%	1,367	11%	1,379	12%	1,597	12%
30 to 34	649	5%	606	4%	565	5%	545	5%	671	5%
35 to 39	429	3%	392	3%	358	3%	307	3%	355	3%
40 to 49	643	5%	549	4%	433	3%	416	4%	500	4%
50 or older	1,238	9%	1,203	9%	575	5%	292	2%	342	3%
Unknown	3	<1%	1	<1%	1	<1%	-	-	2	<1%
Citrus College Total	14,071	100%	13,705	100%	12,502	100%	11,876	100%	13,245	100%

Source: Chancellor's Office Data Mart

Table 3.4 Enrolled Students by Age, Statewide vs. Citrus College, Fall 2013

Fall 2013	Community Colleges Statewide		Citrus College	
	N	%	N	%
19 or younger	391,943	25%	4,150	31%
20 to 24	534,771	34%	5,628	42%
25 to 29	206,300	13%	1,597	12%
30 to 34	117,499	7%	671	5%
35 to 39	77,399	5%	355	3%
40 to 49	114,663	7%	500	4%
50 or older	139,528	9%	342	3%
Unknown	339	<1%	2	<1%
Citrus College Total	1,581,910	100%	13,245	100%

Source: Chancellor's Office Data Mart

Enrolled Students' Demographics – Ethnicity

The percentage of Hispanic students has increased in the last four years. Hispanic students made up 49% of the student body in fall 2010 and 59% of the student body in fall 2013. Compared to other California community colleges, Citrus College has a higher percentage of Hispanic students and a lower percentage of White students.

Table 3.5 Enrolled Students by Ethnicity

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Black or African-American	531	4%	677	5%	633	5%	568	5%	582	4%
American Indian or Alaskan Native	65	<1%	40	<1%	25	<1%	29	<1%	23	<1%
Asian	422	3%	953	7%	933	7%	987	8%	1,181	9%
Filipino	300	2%	397	3%	377	3%	335	3%	338	3%
Hispanic or Latino	4,608	33%	6,762	49%	6,681	53%	6,719	57%	7,816	59%
Two or More Races	54	<1%	219	2%	324	3%	325	3%	383	3%
Pacific Islander	65	<1%	59	<1%	36	<1%	23	<1%	23	<1%
Unknown	4,876	35%	806	6%	467	4%	257	2%	175	1%
White, Non-Hispanic	3,150	22%	3,792	28%	3,026	24%	2,633	22%	2,724	21%
Citrus College Total	14,071	100%	13,705	100%	12,502	100%	11,876	100%	13,245	100%

Source: Chancellor's Office Data Mart

Table 3.6 Enrolled Students by Ethnicity, Statewide vs. Citrus College, Fall 2013

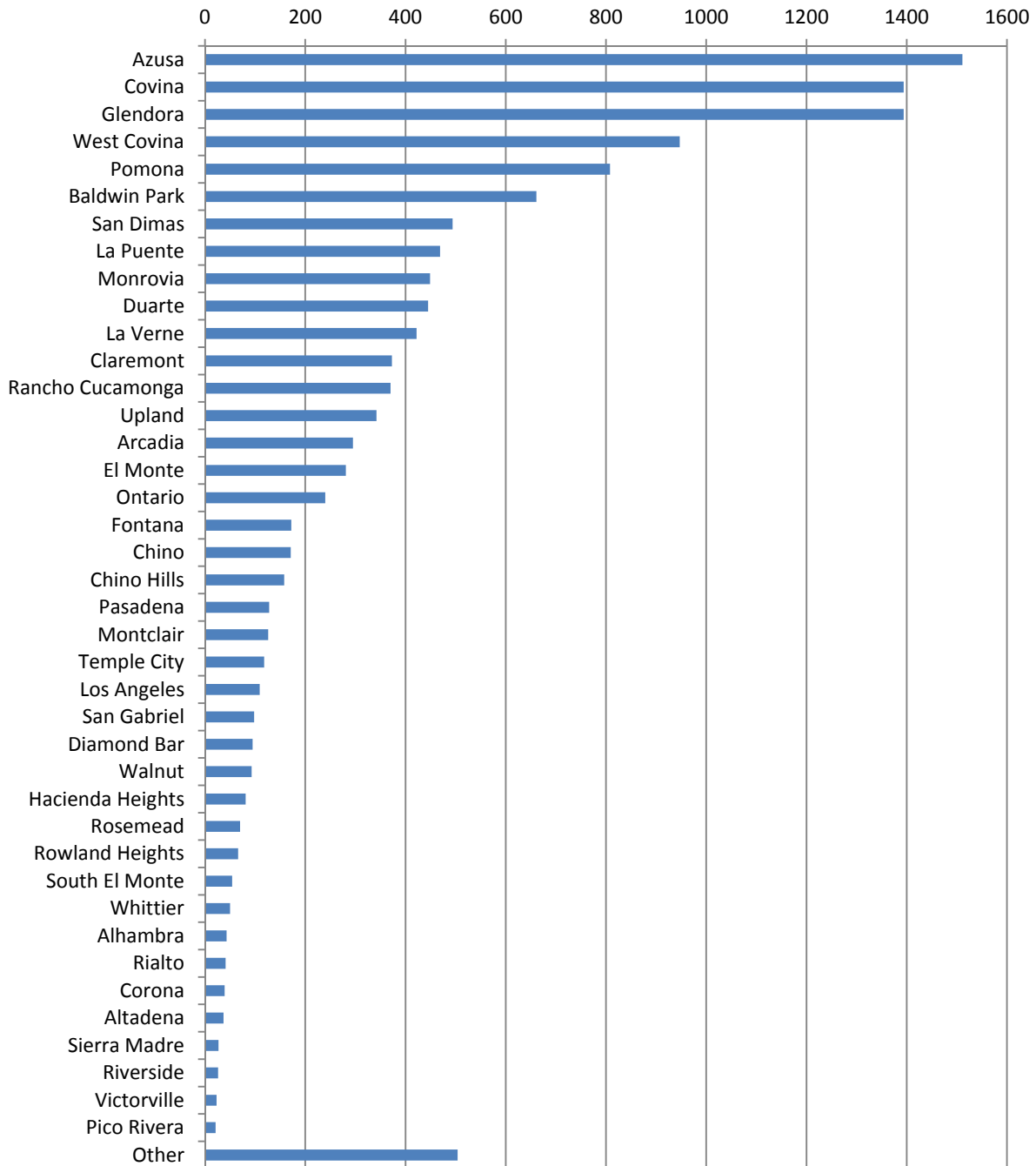
Fall 2013	Community Colleges Statewide		Citrus College	
	N	%	N	%
Black or African-American	109,660	7%	582	4%
American Indian or Alaskan Native	6,745	<1%	23	<1%
Asian	173,538	11%	1,181	9%
Filipino	46,104	3%	338	3%
Hispanic or Latino	646,922	41%	7,816	59%
Two or More Races	56,046	4%	383	3%
Pacific Islander	7,313	<1%	23	<1%
Unknown	76,800	5%	175	1%
White, Non-Hispanic	459,314	29%	2,724	21%
Citrus College Total	1,582,442	100%	13,245	100%

Source: Chancellor's Office Data Mart

Enrolled Students' Demographics – Residency

Citrus College students are primarily from Azusa, Covina, Glendora and their neighboring communities. Among the students enrolled in fall 2013, about a third are residents of Azusa, Covina, and Glendora.¹⁴

Figure 3.2 Enrolled Students by Residency, Fall 2013



Source: MIS Referential File and Banner

¹⁴ Residency is based on zip code. Cities with fewer than 20 students are reported as one group under “Other”. This category includes 504 students from more than 180 cities.

Enrollment Status and Educational Goals

As shown in Table 3.7, 20% to 25% of the students are first-time students, and about 15% are returning students. More than half are continuing students.

Table 3.7 Enrolled Students by Enrollment Status¹⁵

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
First-Time Student	2,505	18%	2,140	16%	1,979	16%	2,075	17%	2,082	16%
First-Time Transfer Student	995	7%	830	6%	679	5%	937	8%	837	6%
Returning Student	2,108	15%	2,357	17%	1,874	15%	2,089	18%	1,948	15%
Continuing Student	7,198	51%	7,202	53%	7,501	60%	6,568	55%	8,002	60%
Uncollected/Unreported	1,139	8%	1,036	8%	383	3%	173	1%	328	2%
Special Admit Student	126	1%	140	1%	86	1%	34	<1%	48	<1%
Citrus College Total	14,071	100%	13,705	100%	12,502	100%	11,876	100%	13,245	100%

Source: Chancellor's Office Data Mart

The percentage of students who intend to transfer increased from 40% in fall 2009 to 55% in fall 2013. During the same time period, the percentage of students without a goal decreased by 11%.

Table 3.8 Enrolled Students by Educational Goals

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Transfer	5,574	40%	6,222	45%	5,825	47%	6,252	53%	7,272	55%
Associate Degree/Certificate	2,554	18%	1,956	14%	1,638	13%	1,358	11%	1,420	11%
Career/Job Skills	1,014	7%	905	7%	806	6%	721	6%	774	6%
GED/High School Diploma	95	1%	266	2%	522	4%	628	5%	679	5%
Educational Development	230	2%	184	1%	306	2%	162	1%	153	1%
Improve Basic Skills	129	1%	109	1%	107	1%	98	1%	106	1%
Undecided/Unreported	4,475	32%	4,063	30%	3,298	26%	2,657	22%	2,841	21%
Citrus College Total	14,071	100%	13,705	100%	12,502	100%	11,876	100%	13,245	100%

Source: MIS Referential File

¹⁵ First-Time student: A student enrolled in Citrus College for the first time after high school.
 First-time transfer student: A first-time Citrus College student who transferred from another college.
 Returning student: A student who returned to Citrus College after an absence of at least one primary term.
 Continuing student: A currently enrolled student who was also enrolled in the previous term.
 Special Admit student: A student who is concurrently enrolled in K-12.

Enrolled Students' Unit Load and Day/Evening Status

In fall 2013, more than half of the students were enrolled in nine or more units. This group has grown by 6% since fall 2009, while non-credit students declined by the same percentage.

Table 3.9 Enrolled Students by Unit Load

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Less than 6 units	3,193	23%	2,952	22%	3,055	24%	2,990	25%	2,775	21%
6.0 - 8.9	2,492	18%	2,505	18%	2,377	19%	2,385	20%	2,562	19%
9.0 - 11.9	2,306	16%	2,190	16%	2,117	17%	2,054	17%	2,495	19%
12 or more units	4,863	35%	4,681	34%	4,495	36%	4,234	36%	5,053	38%
Non-Credit	1,217	9%	1,377	10%	458	4%	213	2%	360	3%
Citrus College Total	14,071	100%	13,705	100%	12,502	100%	11,876	100%	13,245	100%

Source: Chancellor's Office Data Mart

A student who is enrolled in at least one day class¹⁶ or both day and evening classes, is considered a day student. More than 80% of enrolled students attended classes during the day and about 10% of the students attend evening classes only.

Table 3.10 Enrolled Students by Day/Evening Status

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Day Student	11,366	81%	11,388	83%	10,603	85%	10,157	86%	11,152	84%
Evening Student	1,984	14%	1,713	12%	1,477	12%	1,302	11%	1,642	12%
Unknown	721	5%	604	4%	422	3%	417	4%	451	3%
Citrus College Total	14,071	100%	13,705	100%	12,502	100%	11,876	100%	13,245	100%

Source: Chancellor's Office Data Mart

¹⁶ A day class is defined as a class with a start time beginning on or after 6:00 am and before 4:30 pm.

Financial Aid

In the last five years, the number of students receiving financial aid and the total amount of aid awarded has increased, while the number of students receiving loans and work-study declined slightly. In 2013-2014, more than 11,000 students received Board of Governors (BOG) Fee Waivers and over 5,300 students received grants (Pell Grant, Cal Grant, Supplemental Educational Opportunity Grant, etc.). The state of the economy and the shifts in student demographics may contribute to these changes in financial aid pattern.

Figure 3.3 Number of Students Served by Financial Aid Type

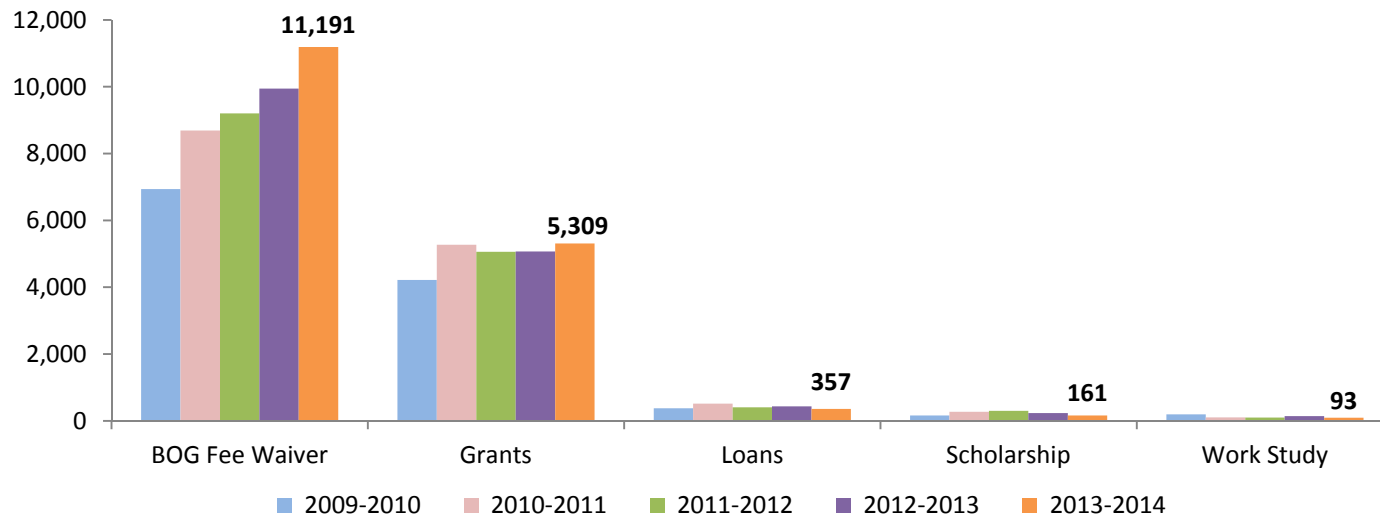
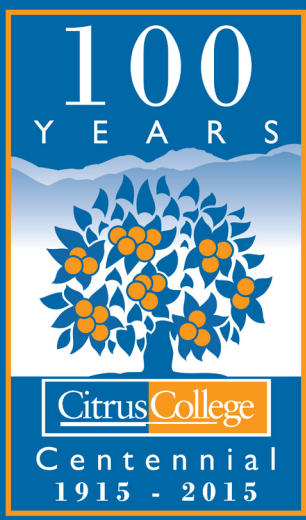


Table 3.11 Number of Students Served and Financial Aid Amount

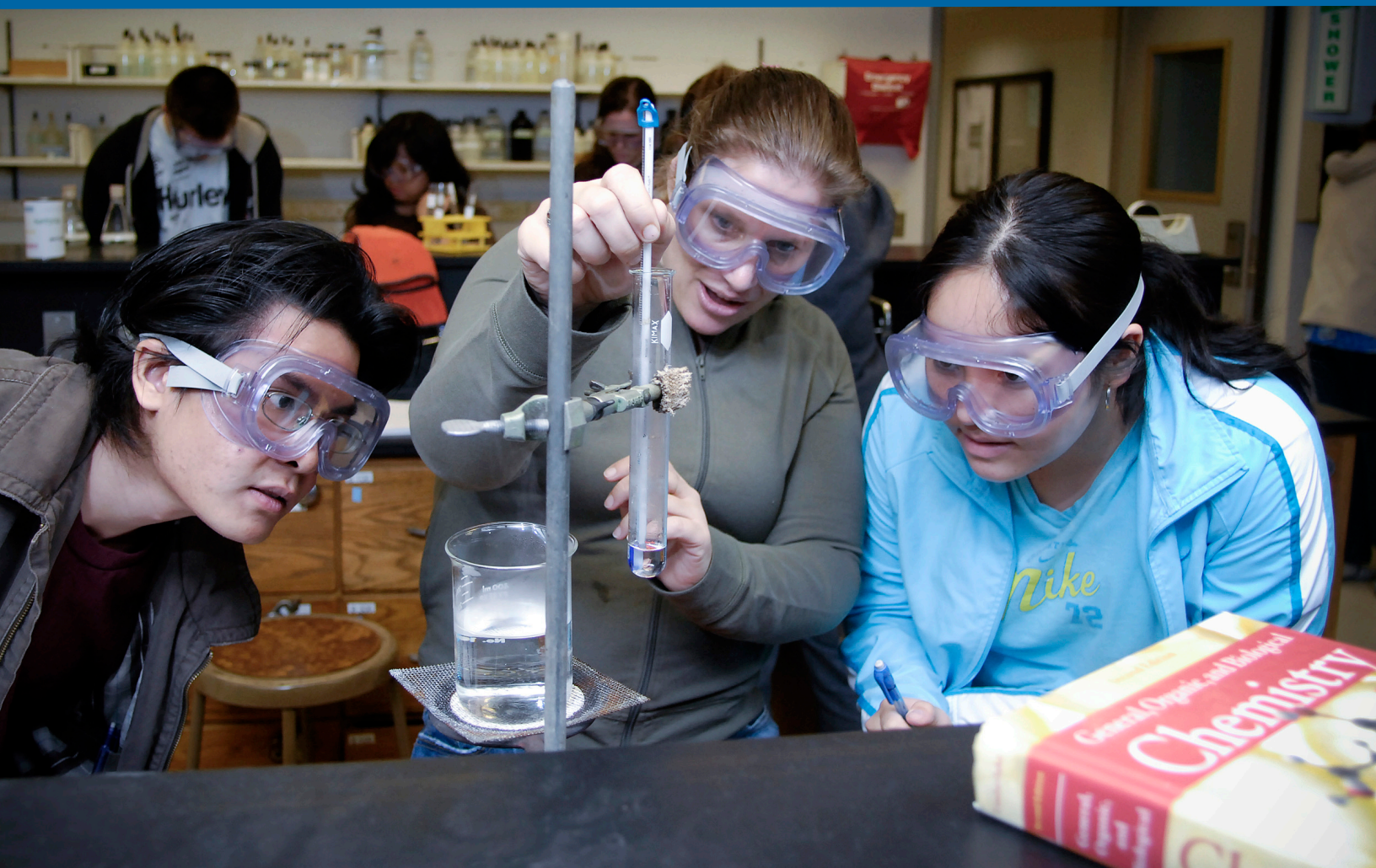
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount
BOG Fee Waiver	6,937	\$3,001,069	8,691	\$3,862,742	9,202	\$5,462,127	9,944	\$7,716,569	11,191	\$8,849,848
Grants	4,219	\$14,089,079	5,269	\$17,625,431	5,059	\$15,873,109	5,069	\$16,211,009	5,309	\$17,602,681
Loans	376	\$2,571,397	515	\$3,451,468	404	\$2,194,063	435	\$2,215,599	357	\$1,821,964
Scholarship	161	\$151,315	269	\$144,571	298	\$146,821	232	\$149,390	161	\$165,749
Work Study	193	\$442,068	105	\$283,347	96	\$281,163	141	\$299,848	93	\$199,632

Source: Chancellor's Office Data Mart



Chapter Four

Citrus College Student Performance



Retention and Success

Retention rate is defined as the percentage of non-withdrawal grades out of all grades posted. Success rate is defined as the percentage of grades A, B, C, CR (credit), or P (Pass) out of all grades posted. The retention and success rates are relatively stable in the last five years, with slightly higher rates in fall semesters. Overall, Citrus College success rate is about 70% and retention rate at the end of the term is about 90%.

Figure 4.1 Retention and Success Rates

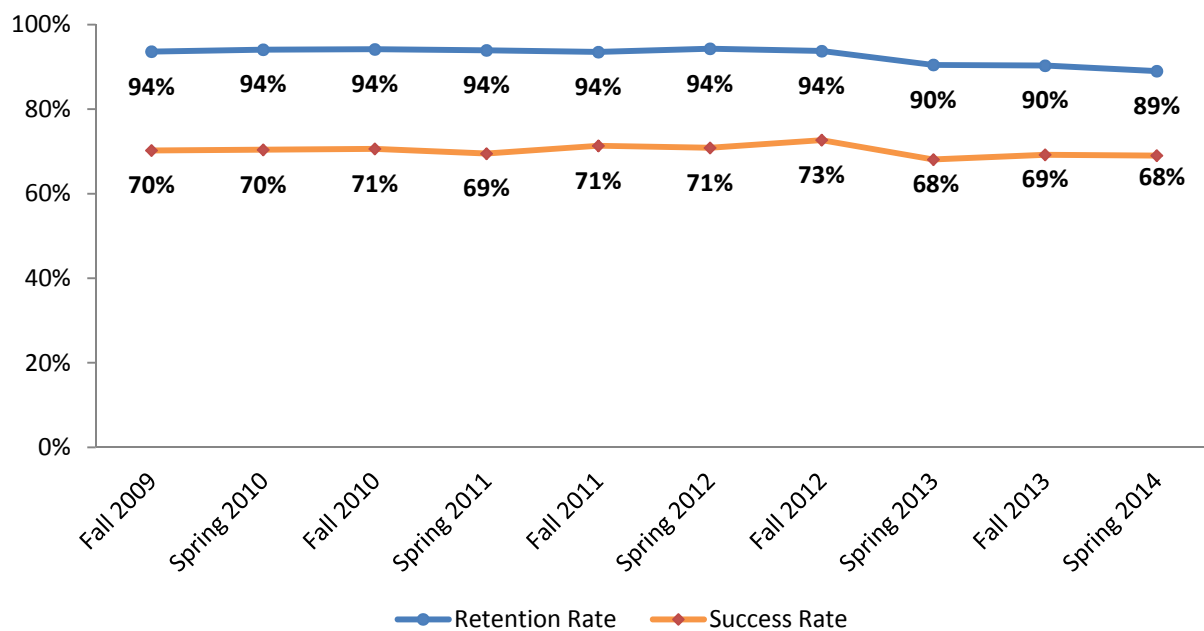


Table 4.1 Retention and Success Rates

Fall	Enrollment	Retention Rate	Success Rate	Spring	Enrollment	Retention Rate	Success Rate
Fall 2009	37,069	94%	70%	Spring 2010	32,019	94%	70%
Fall 2010	35,801	94%	71%	Spring 2011	37,089	94%	69%
Fall 2011	33,561	94%	71%	Spring 2012	34,086	94%	71%
Fall 2012	32,138	94%	73%	Spring 2013	35,835	90%	68%
Fall 2013	37,235	90%	69%	Spring 2014	35,728	89%	68%

Source: Chancellor's Office Data Mart

Tables 4.2 and 4.3 provide more details on retention and success. In general, both genders are retained at about the same rate, but female students have slightly higher success rates than male students. Students from different ethnic groups are retained at similar rates. However, there is a gap of more than 10% in success rates between the highest and the lowest performing group.

Table 4.2 Retention and Success Rates by Gender

Gender	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Female	94%	72%	94%	71%	93%	73%	94%	74%	91%	71%
Male	93%	68%	94%	70%	94%	70%	93%	71%	90%	68%
Unknown	94%	73%	97%	78%	94%	72%	94%	78%	87%	63%
Citrus College Total	94%	70%	94%	71%	94%	71%	94%	73%	90%	69%

Source: Chancellor's Office Data Mart

Table 4.3 Retention and Success Rates by Gender and Ethnicity

Ethnicity	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Black or African-American	93%	63%	93%	60%	91%	58%	90%	62%	88%	61%
American Indian or Alaskan Native	96%	70%	90%	59%	94%	64%	86%	64%	86%	75%
Asian	94%	77%	96%	79%	95%	77%	96%	80%	93%	77%
Hispanic or Latino	93%	67%	94%	67%	93%	69%	94%	70%	90%	67%
Two or More Races	94%	63%	94%	70%	94%	71%	95%	72%	89%	66%
Pacific Islander	98%	76%	92%	71%	94%	69%	86%	60%	81%	55%
White, Non-Hispanic	93%	75%	94%	75%	94%	78%	93%	77%	91%	74%
Unknown	95%	70%	94%	76%	93%	72%	94%	76%	89%	71%
Citrus College Total	94%	70%	94%	71%	94%	71%	94%	73%	90%	69%

Source: Chancellor's Office Data Mart

Table 4.4 offers a cross-tab of fall 2013 retention and success rates by gender and ethnicity. Asians have a noticeable gap in success rate by gender, with female students attaining a 6% higher success rate than male students.

Table 4.4 Fall 2013 Retention and Success Rates by Gender and Ethnicity

Ethnicity	Female			Male			Unknown			Citrus College Total		
	Enrollment	Retention	Success	Enrollment	Retention	Success	Enrollment	Retention	Success	Enrollment	Retention	Success
Black or African-American	816	88%	62%	886	88%	61%	27	93%	59%	1,729	88%	61%
American Indian or Alaskan Native	29	79%	76%	32	88%	78%	8	100%	63%	69	86%	75%
Asian	2,152	93%	81%	2,295	92%	75%	96	92%	70%	4,543	93%	77%
Hispanic	11,878	91%	69%	9,686	90%	65%	242	85%	59%	21,806	90%	67%
More than Two Races	620	88%	65%	556	90%	67%	16	100%	44%	1,192	89%	66%
Pacific Islander	39	85%	56%	25	76%	52%	-	-	-	64	81%	55%
White Non-Hispanic	3,775	91%	75%	3,572	91%	72%	105	83%	66%	7,452	91%	74%
Unknown	169	89%	73%	171	90%	67%	40	88%	80%	380	89%	71%
Citrus College Total	19,478	91%	71%	17,223	90%	68%	534	87%	63%	37,235	90%	69%

Source: Chancellor's Office Data Mart

Distance Education

Distance Education enrollment accounts for about 10% of the total enrollment at Citrus College. Retention and success rates in non-distance education classes are generally higher than distance education classes. In fall 2013, there was a 10% gap in retention rate and a 15% gap in success rate between distance education and non-distance education classes.

Figure 4.2 Distance Education Enrollment

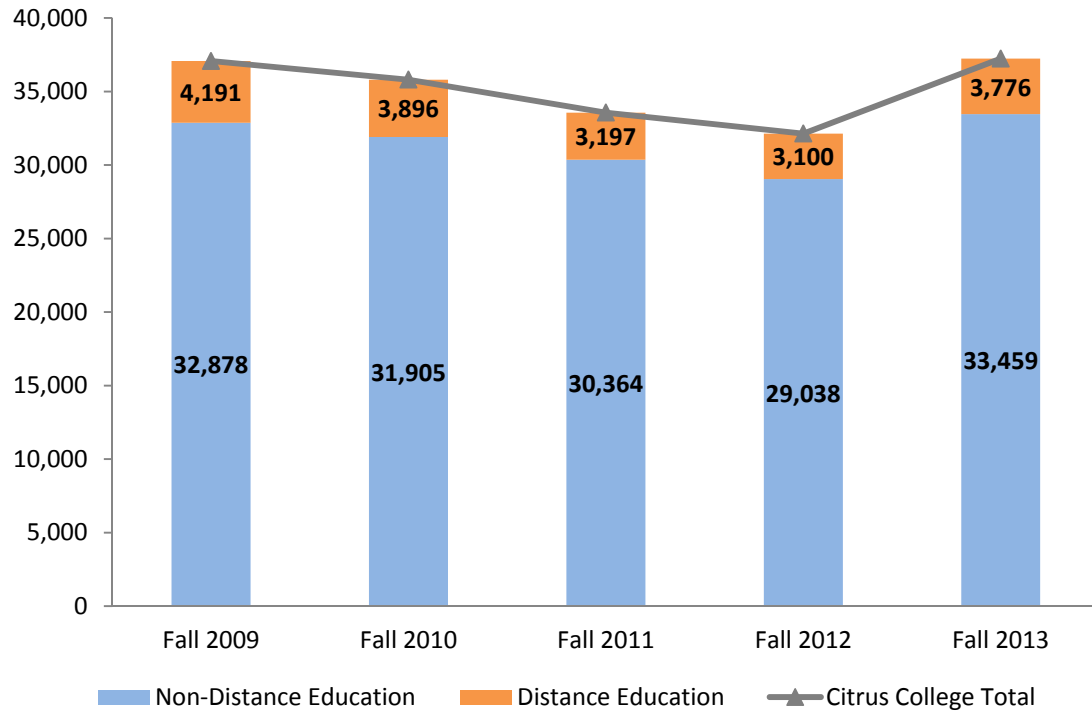


Table 4.5 Distance Education Retention and Success Rates

Retention Rate	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Distance Education	90%	91%	88%	87%	81%
Non-Distance Education	94%	95%	94%	94%	91%
Citrus College Total	94%	94%	94%	94%	90%
Success Rate	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Distance Education	60%	59%	60%	61%	56%
Non-Distance Education	72%	72%	73%	74%	71%
Citrus College Total	70%	71%	71%	73%	69%

Source: Chancellor's Office Data Mart

The table below provides detailed information on retention and success rates by gender, age and ethnicity in distance education classes.

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

		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
		Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Gender	Female	90%	60%	91%	58%	88%	60%	87%	62%	82%	57%
	Male	89%	59%	91%	60%	88%	59%	87%	60%	80%	56%
	Unknown	88%	61%	97%	81%	88%	67%	87%	71%	79%	59%
Age	19 or younger	90%	56%	92%	52%	89%	54%	91%	58%	83%	55%
	20 to 24	90%	58%	90%	61%	88%	60%	87%	63%	82%	56%
	25 to 49	89%	63%	91%	61%	87%	61%	85%	60%	79%	57%
	50 or older	92%	77%	92%	72%	89%	74%	86%	78%	85%	58%
Ethnicity	Black or African-American	92%	50%	89%	38%	87%	44%	80%	46%	79%	47%
	American Indian or Alaskan Native	84%	74%	83%	35%	78%	44%	79%	50%	71%	71%
	Asian	89%	67%	93%	74%	90%	68%	91%	75%	90%	72%
	Hispanic or Latino	89%	57%	90%	54%	86%	55%	87%	58%	80%	52%
	Two or More Races	86%	43%	95%	70%	86%	60%	86%	61%	73%	48%
	Pacific Islander	100%	64%	100%	78%	89%	89%	75%	25%	86%	71%
	White Non-Hispanic	90%	66%	90%	62%	90%	68%	88%	65%	80%	60%
	Unknown	90%	59%	94%	75%	89%	61%	88%	67%	80%	54%
Distance Education Total		90%	60%	91%	59%	88%	60%	87%	61%	81%	56%

Source: Chancellor's Office Data Mart

Noncredit – Gender, Age, Ethnicity

There has been a significant decline in noncredit students over the last five years due to the reduction in noncredit offerings. The number of noncredit students dropped from 1,217 in fall 2009 to 360 in fall 2013. Among the noncredit students, there are more female than male students and more older students than students of traditional college age.

There is a significant decline in students who are 50 years old or older. The students made up 77% of the noncredit students in fall 2009 but only 26% in fall 2013. Among the ethnic groups, Hispanics and Asians had the strongest growth in noncredit students, while White students declined in the same period.

Table 4.7 Noncredit Students by Gender

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Female	856	70%	899	65%	310	68%	131	62%	230	64%
Male	348	29%	461	33%	144	31%	82	38%	124	34%
Unknown	13	1%	17	1%	4	1%	-	-	6	2%
Citrus College Total	1,217	100%	1,377	100%	458	100%	213	100%	360	100%

Source: Chancellor's Office Data Mart

Table 4.8 Noncredit Students by Age

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
19 or Less	35	3%	276	20%	61	13%	6	3%	11	3%
20 to 24	30	2%	27	2%	9	2%	19	9%	32	9%
25 to 29	28	2%	31	2%	11	2%	19	9%	34	9%
30 to 34	44	4%	25	2%	12	3%	23	11%	41	11%
35 to 39	40	3%	31	2%	13	3%	20	9%	45	13%
40 to 49	98	8%	66	5%	20	4%	46	22%	100	28%
50 +	939	77%	920	67%	331	72%	80	38%	95	26%
Unknown	3	<1%	1	<1%	1	<1%	-	-	2	1%
Citrus College Total	1,217	100%	1,377	100%	458	100%	213	100%	360	100%

Source: Chancellor's Office Data Mart

Table 4.9 Noncredit Students by Ethnicity

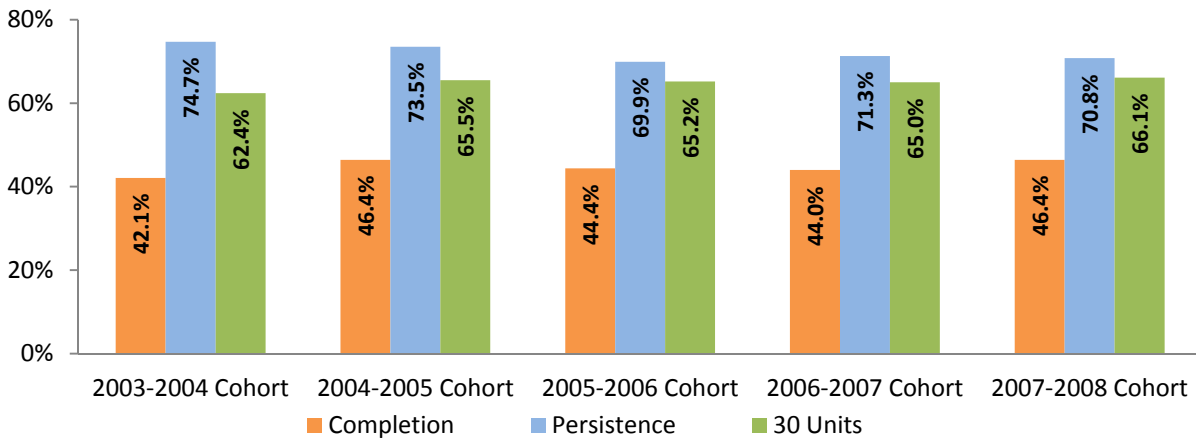
	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%	N	%
Black or African-American	41	3%	63	5%	19	4%	3	1%	1	<1%
Asian	53	4%	108	8%	35	8%	31	15%	85	24%
Hispanic or Latino	276	23%	392	28%	149	33%	96	45%	157	44%
Other	2	<1%	9	1%	3	1%	-	-	2	1%
White, Non-Hispanic	693	57%	726	53%	225	49%	77	36%	101	28%
Unknown	152	12%	79	6%	27	6%	6	3%	14	4%
Citrus College Total	1,217	100%	1,377	100%	458	100%	213	100%	360	100%

Source: Chancellor's Office Data Mart

Student Success Scorecard – Completion and Progression

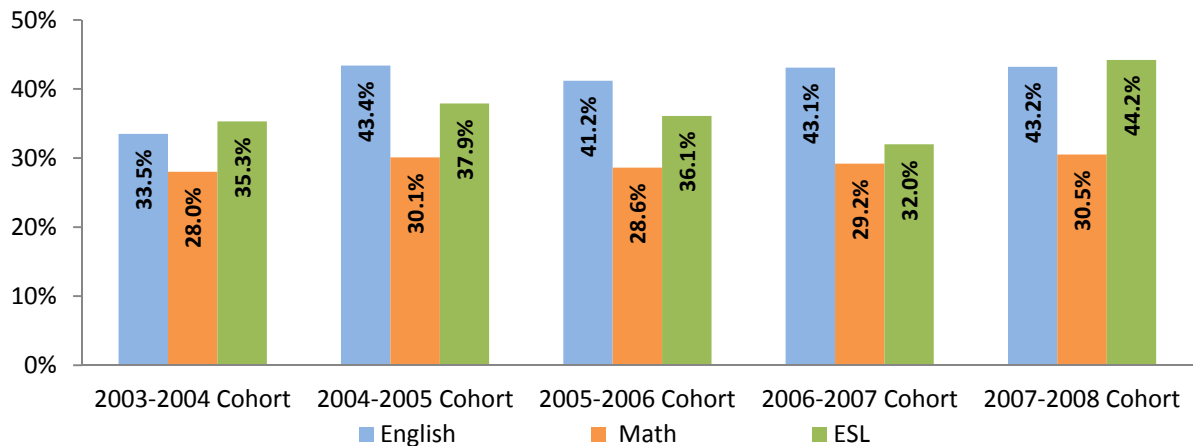
The Student Success Scorecard is a report of student performance in the California community colleges. Students are tracked for six years and outcomes are reported in cohorts¹⁷. The 2014 Student Success Scorecard shows a 70% to 75% fall-to-fall persistence rate for the last five cohorts. The completion and 30-unit rates¹⁸ of the 2007-2008 cohort are 4% higher than those of the 2003-2004 cohort.

Figure 4.3 Completion, Persistence and 30-unit Rates



Progression rates¹⁹ in remedial English and ESL courses have increased steadily. The rates for the 2007-2008 cohort are 10% higher than those of the 2003-2004 cohort. The remedial Math progression rate also increased slightly from 28% (2003-2004 cohort) to 31% (2007-2008 cohort).

Figure 4.4 Remedial Progression Rates



Source: 2014 Student Success Scorecard

¹⁷ Each cohort includes first-time students with at least six units who attempted a Math or English course in the first three years.

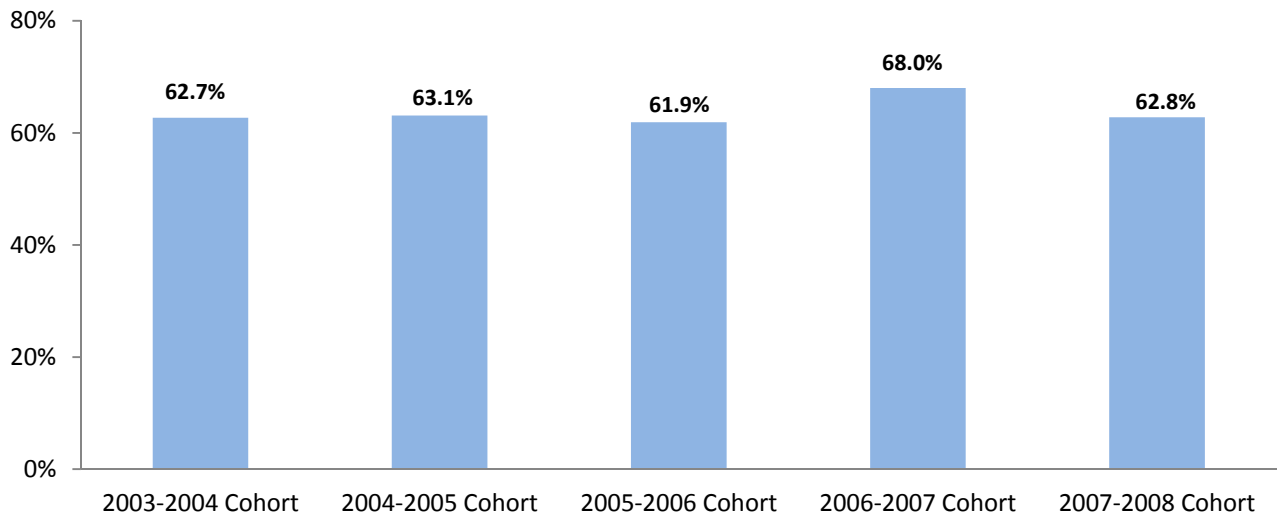
¹⁸ Completion rate is the percentage of the cohort who achieved any of the following outcomes: obtained an associate degree or certificate, transfer to a four-year institution, or completed 60 UC/CSU transferrable units with a GPA of 2.0 or above. 30-unit rate is the percentage of the cohort who earned at least 30 units in the California Community College system.

¹⁹ Progression rate is the percentage of students who attempted a course below transfer level in English, Math, and/or ESL and completed a college-level course in that subject in six years.

Student Success Scorecard – Career Technical Education (CTE)

The CTE completion rate measures the percentage of each CTE cohort²⁰ of students who earned an associate degree or certificate, transferred to a four-year institution, or completed 60 UC/CSU transferrable units with a GPA of 2.0 or above. The CTE completion rates have stayed at about 63% for four out of the last five cohorts.

Figure 4.5 CTE Completion Rates



Source: 2014 Student Success Scorecard



²⁰ First-time students who attempted a CTE course and completed more than eight units in one single discipline

Degree Awards

In the last five years, the number of degrees and certificates granted to students has increased by 58% from 1,516 in 2009-2010 to 2,389 in 2013-2014. The number of Associate Degrees for Transfer (AA-T and AS-T) awarded have increased significantly from 39 in 2011-2012 when they were first awarded to 399 in 2013-2014. An associate degree is the most common degree award, accounting for 83% of the total degree awards in the most recent year.

Figure 4.6 Degree and Certificate Awards

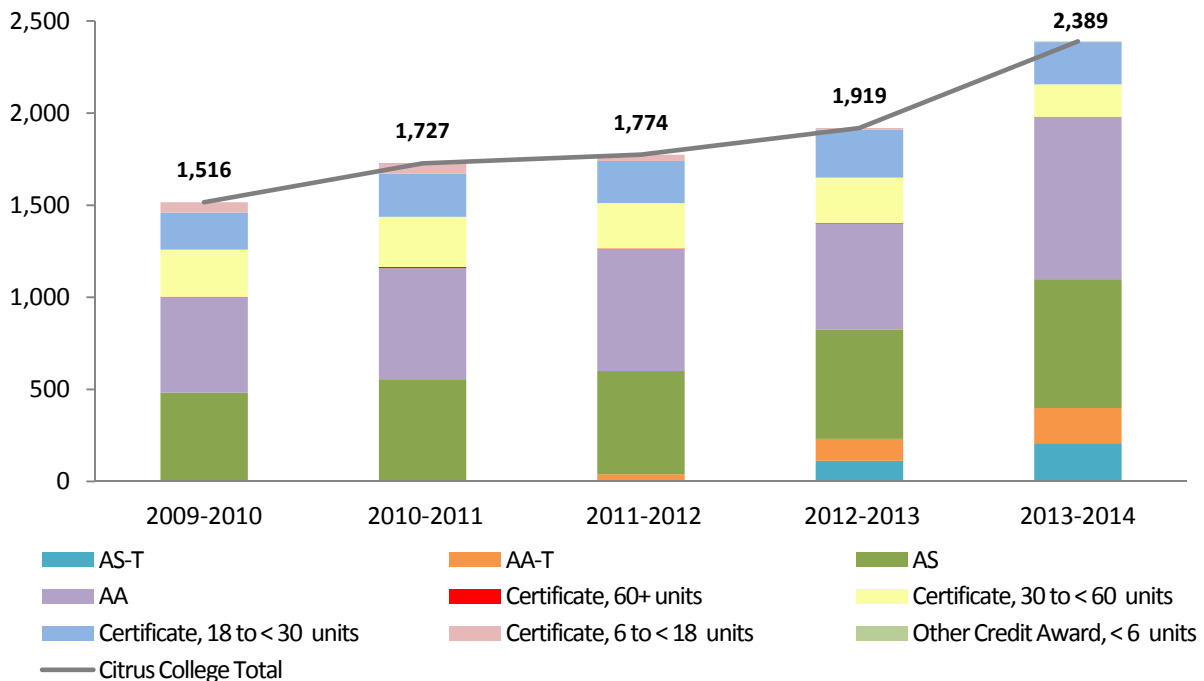


Table 4.10 Degree and Certificate Awards

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
AS-T			7	112	208
AA-T			32	119	191
AS	482	555	561	593	699
AA	519	603	662	577	881
Certificate, 60+ units	2	6	3	2	1
Certificate, 30 to < 60 units	256	273	247	247	176
Certificate, 18 to < 30 units	201	234	228	261	230
Certificate, 6 to < 18 units	56	54	34	8	3
Other Credit Award, < 6 units		2			
Citrus College Total	1,516	1,727	1,774	1,919	2,389

Source: Chancellor's Office Data Mart

Transfers

The total number of transfers to four-year institutions has been growing in the last ten years. Transfer volumes to University of California (UC), in-state-private and out-of-state institutions have increased significantly over the last decade.

On average, about half of the Citrus College transfer students go to the California State University (CSU) system, and another 20%-25% transfer to in-state, private institutions. The rest of the transfer students attend the University of California or out-of-state colleges. The top three CSU campuses for Citrus College transfers are Pomona (Cal Poly), Los Angeles (CSULA), and Fullerton (CSUF). The top three UC campuses for Citrus College transfers are Riverside (UCR), Los Angeles (UCLA), and Irvine (UCI).

Figure 4.7 Citrus College Transfers

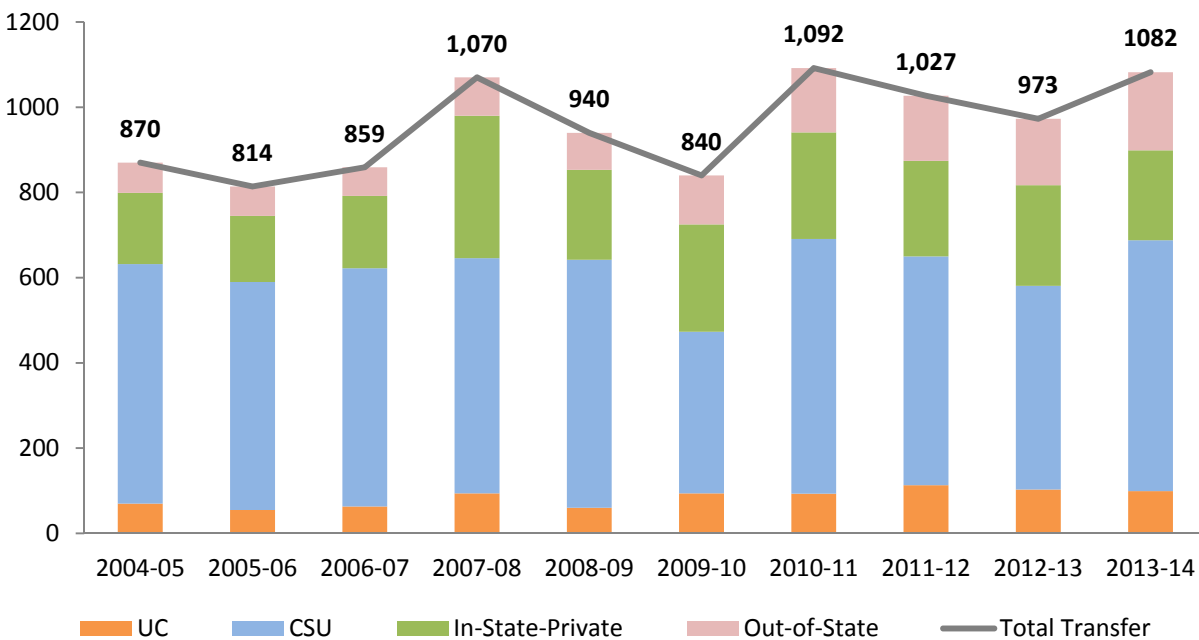


Table 4.11 Citrus College Transfers

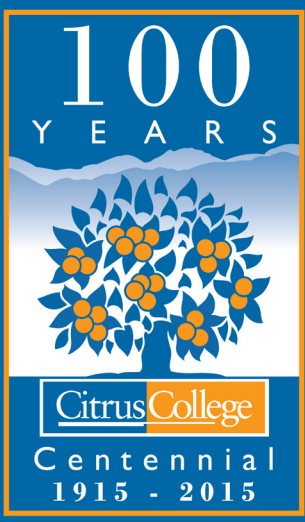
System	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
UC	70	55	63	94	60	94	93	113	103	99
CSU	562	535	560	552	582	379	598	537	478	589
UC/CSU Total	632	590	623	646	642	473	691	650	581	688
In-State-Private	167	155	170	334	211	252	250	224	236	211
Out-of-State	71	69	67	90	87	115	151	153	156	183
ISP/OOS Total	238	224	237	424	298	367	401	377	392	394
Grand Total	870	814	860	1,070	940	840	1,092	1,027	973	1082

Source:

CSU: CSU Chancellor's Office, <http://www.calstate.edu/AS/stats.shtml>

UC: University of California Office of President (UCOP);

Out of State and In State Private: Chancellor's Office Data Mart.



Chapter Five

Citrus College Employees



Citrus College Employees

As of 2014, Citrus College has nearly 800 employees, including full-time faculty (19%), adjunct faculty (45%), managers (3%), supervisor/confidential (4%), and classified (29%).

Table 5.1 Citrus College Employees, Fall 2010 to Fall 2014

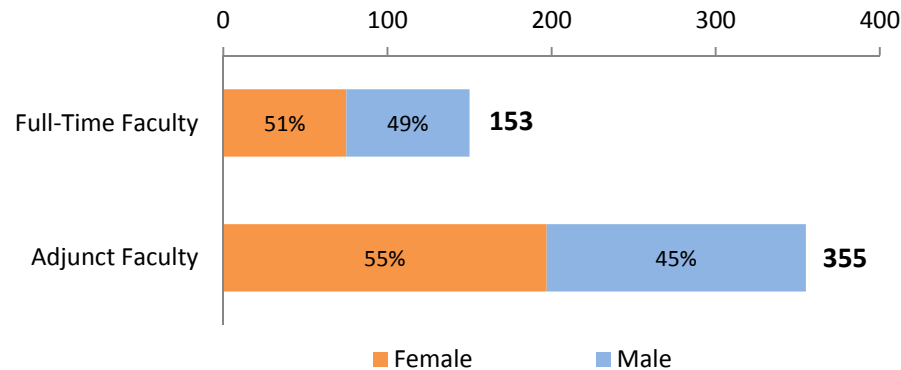
	2010		2011		2012		2013		2014	
	N	%	N	%	N	%	N	%	N	%
Full Time Faculty	168	21%	155	22%	156	24%	153	22%	153	19%
Adjunct Faculty	259	33%	199	29%	195	30%	269	38%	355	45%
Manager	33	4%	29	4%	27	4%	26	4%	25	3%
Supervisor/Confidential	34	4%	33	5%	33	5%	34	5%	34	4%
Classified	293	37%	273	40%	242	37%	221	31%	227	29%
Citrus College Total	787	100%	689	100%	653	100%	703	100%	794	100%

Source: MIS Referential File



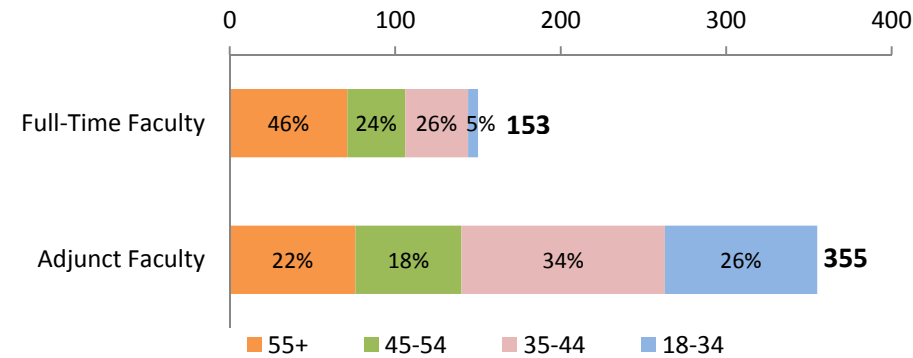
Faculty Demographics – Fall 2014

Figure 5.1 Faculty by Gender, Fall 2014



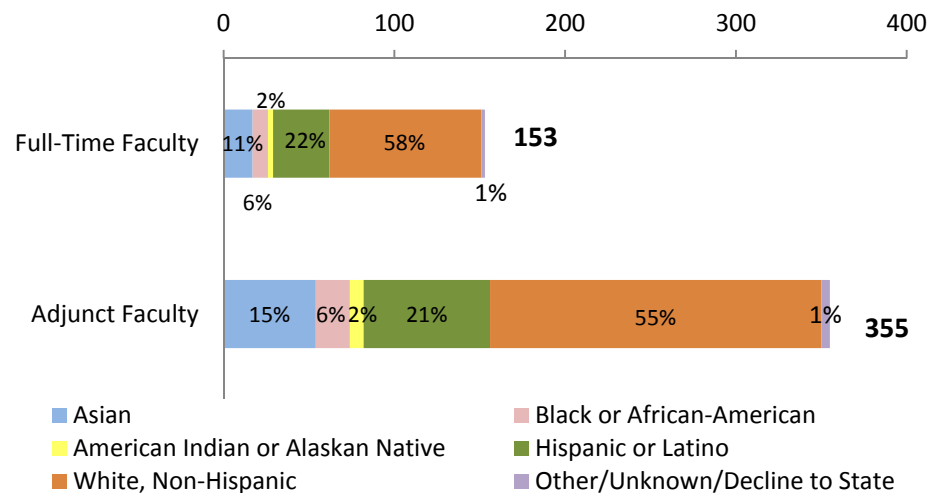
Citrus College has more female faculty than male faculty. In fall 2014, there were 153 full-time faculty and 355 adjunct faculty. Fifty-one percent of the full-time faculty and 55% of the adjunct faculty are women.

Figure 5.2 Faculty by Age, Fall 2014



Adjunct faculty tend to be younger than full-time faculty. Forty percent of the adjunct faculty are 45 or older, compared to 70% of the full-time faculty. In addition, 26% of the adjunct faculty are under age 35 while 5% of the full-time faculty are in the same age group.

Figure 5.2 Faculty by Ethnicity Fall 2014



Among the full-time faculty, 58% are White, 22% are Hispanic, 11% are Asian, 6% are African-Americans and 3% are American Indians. The adjunct faculty are as diverse as the full-time faculty with 55% White, 21% Hispanic, 15% Asian, 5% African-American and 2% American Indian.

Source: MIS Referential File

Staff and Management Demographics – Fall 2014

Citrus College strives to maintain a diverse environment on campus. In 2014, 58% of the staff was female and 46% were 55 or older. The ethnic composition of Citrus College staff is quite diverse with 56% White, 27% Hispanic, 7% Asian, 5% African-American and 1% American Indian.

Figure 5.4 Staff and Management by Gender Fall 2014

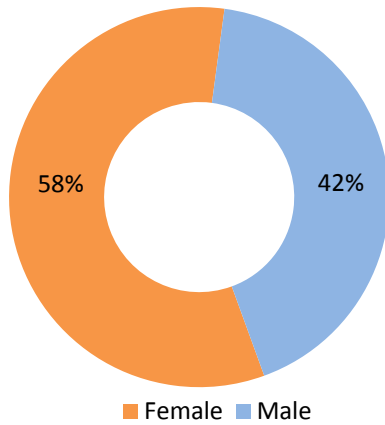


Figure 5.4 Staff and Management by Age Fall 2014

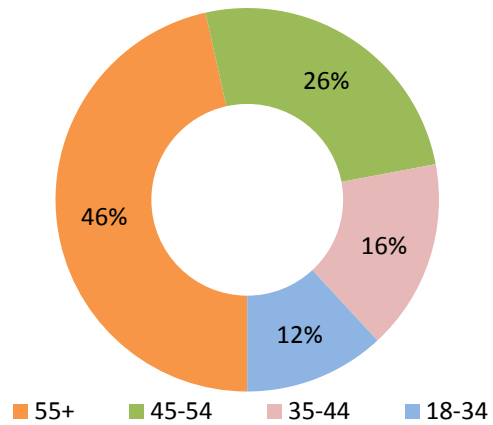
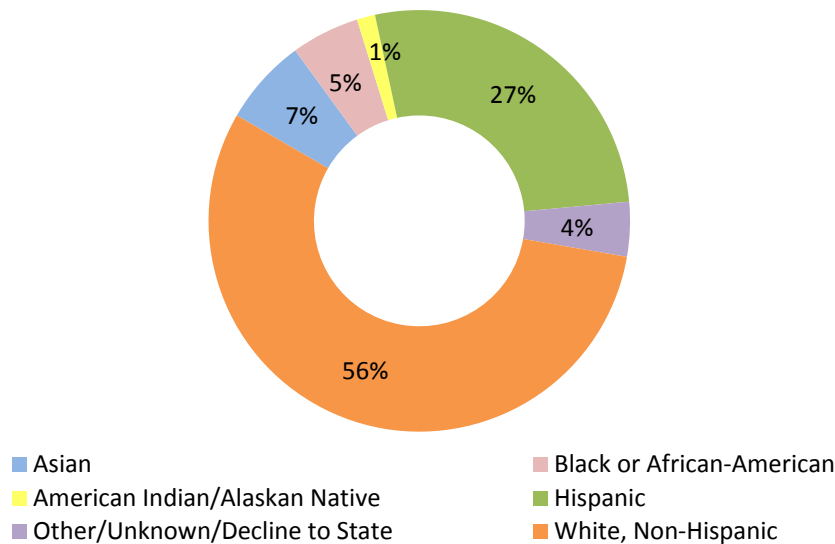


Figure 5.4 Staff and Management by Ethnicity, Fall 2014



Source: MIS Referential File