



# IRPE Newsletter

Issue: 6

PREPARED BY: Office of Institutional Research, Planning and Effectiveness

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## In This Issue

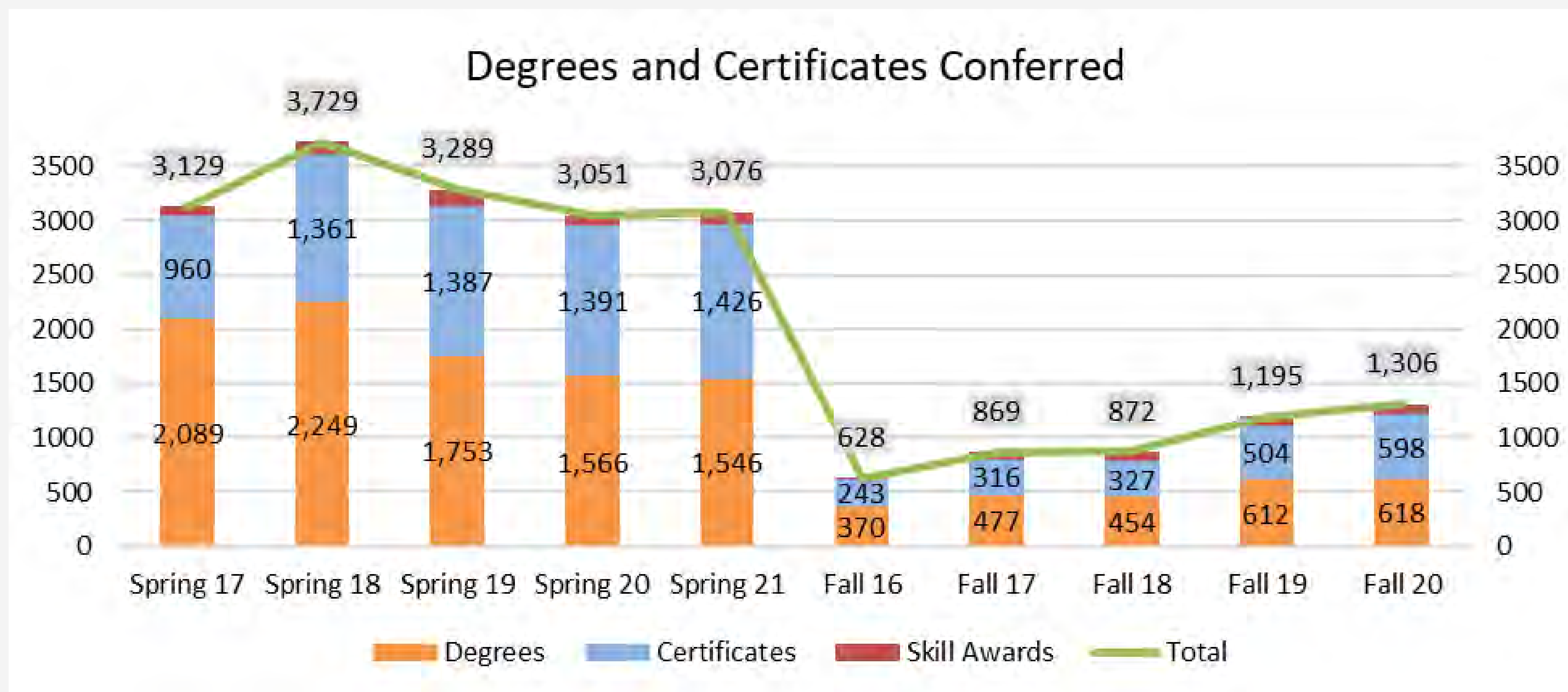
Welcome to the Spring 2022 issue of the Citrus College Institutional Research, Planning and Effectiveness (IRPE) newsletter. In this issue we will share important student outcome data that was compiled for the Aspen Prize application like transfer-level course completion, award earners, and employment outcomes.

You will also gain access to new interactive dashboards, survey results, and other major projects our office has recently completed or are currently working on, including projects relating to Guided Pathways, enrollment management and much more!



Did you know that Citrus College conferred more than **5,000** degrees and certificates in 2020-21?

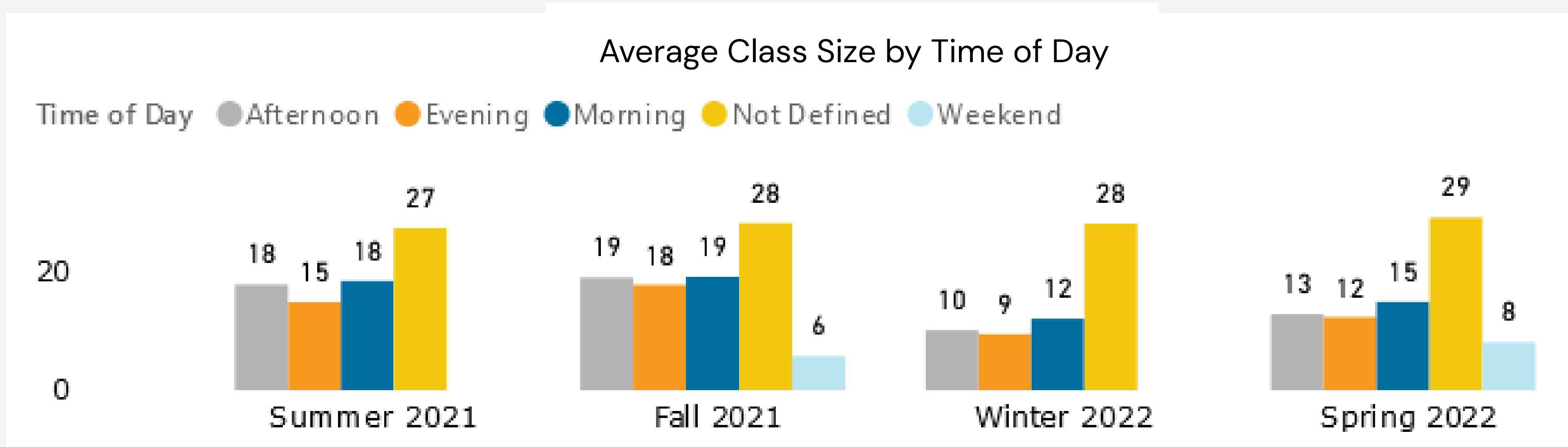
The majority of the awards were granted in spring and fall semesters. Below is a graph illustrating the trends over the last five years.



# Enrollment Management Dashboard

Working with TeCS, Academic Affairs and Admissions & Records, IRPE built an enrollment management dashboard with live data for the spring 2022 semester. The three-page dashboard covers six years of data from 2016-2017 to 2021-2022 and includes several filter options to display different metrics.

The first page contains information on enrolled students with average class size, enrollment counts, and section counts. The second page shows FTES, and the third page shows class fill rates. Each page also displays the figures by time of day, course modality, and course length. The filter selection on division, subject, etc. made on one page will impact all three. The dashboard can be accessed from the [IRPE page](#) on the intranet.



Note: Not defined is referring to online classes

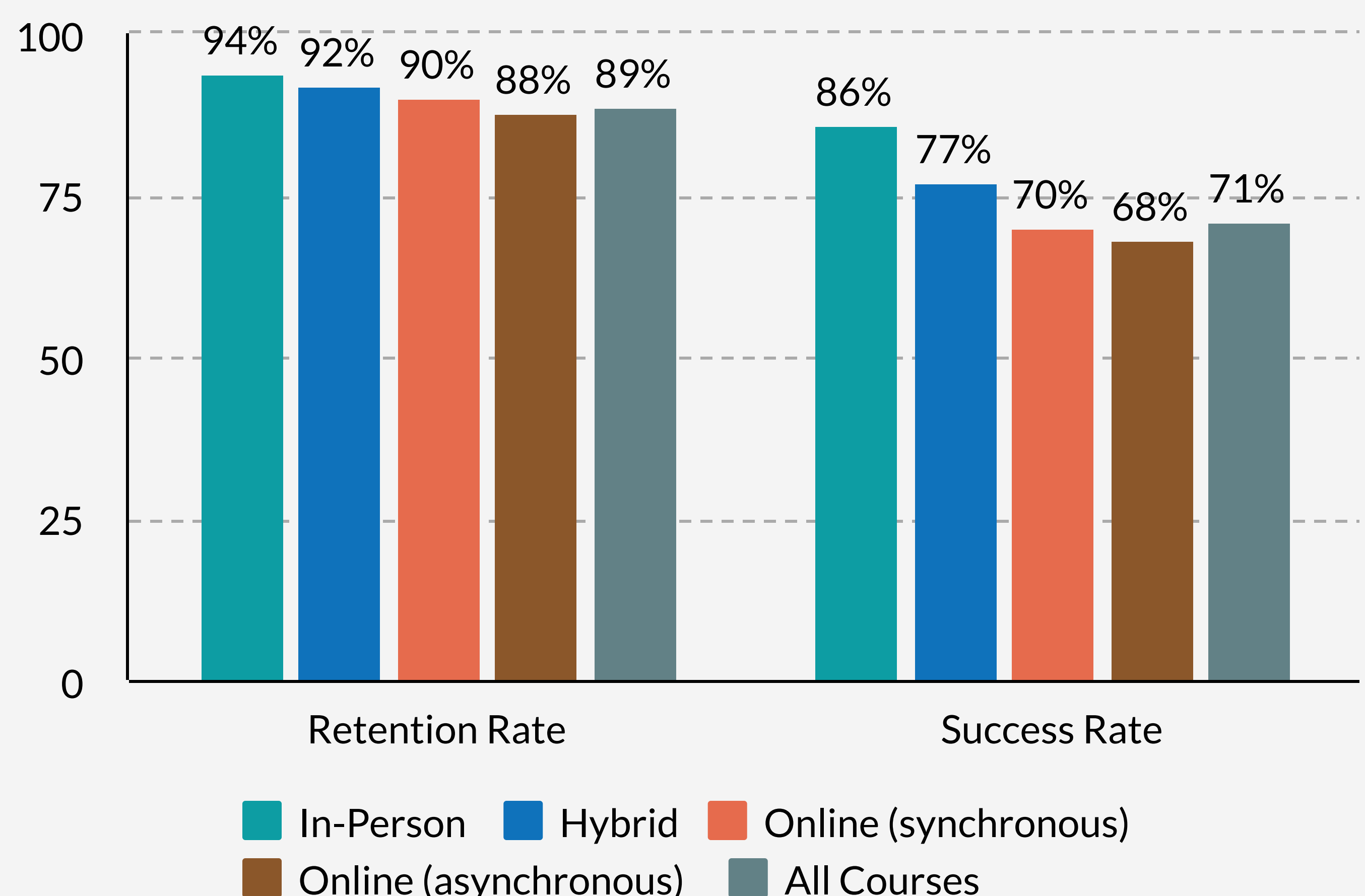
## Success and Retention by Modality

The IRPE office analyzed course success and retention rates from winter 2017 to fall 2021 modality. The various course modalities include in-person, online synchronous, online asynchronous, and hybrid which means approximately 50% instruction is in person and 50% is asynchronous online. Due to the pandemic, most classes shifted to an online format. The following charts below display fall 2021 enrollment, retention and success rates.

### Fall 2021 Enrollment

Modality	Enrollment	Percent
In-Person	3,247	12%
Hybrid	1,370	5%
Online Synchronous	7,793	30%
Online Asynchronous	13,969	53%
Total Enrollment	26,379	100%

### Fall 2021 Retention and Success Rate



## The CCSSE Survey Is Here!

The [Community College Survey of Student Engagement \(CCSSE\)](#) is a nationwide survey that examines students' experiences and perceptions related to their engagement and learning while attending community college. This spring semester, Citrus College has invited students in randomly selected on-campus sections to complete the survey. Students taking classes exclusively online have been invited to participate in an online version of the survey. Add-ons to the spring 2022 survey include questions to elicit information about our *students in need*. Immediately following the CCSSE survey, the college will administer the online Race and Ethnicity Pilot Survey which is intended to help colleges understand students' experiences with racism, inclusion and belonging at the college. The college has periodically administered CCSSE since 2006. For past results, please go to our office webpage or click here for [2016 results](#) and [2018 results](#).

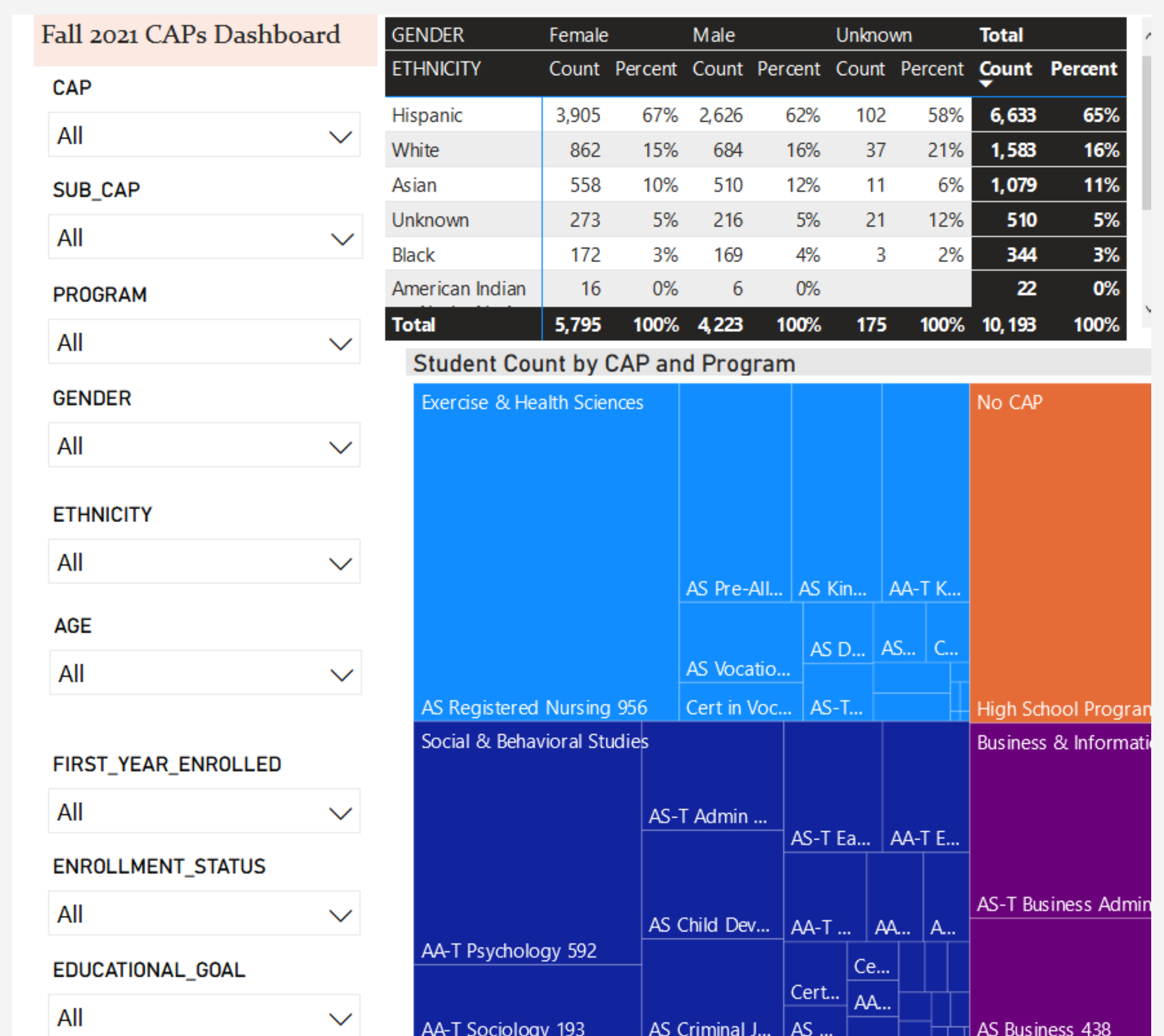


## Fall 2021 Guided Pathways CAPs Dashboard

Interested in learning more about our students and their chosen Career and Academic Pathways (CAPs)? Wondering which CAP has the greatest enrollment at Citrus College? Then the interactive CAPs Dashboard is the place to begin! The latest dashboard contains fall 2021 enrollment and CAPs data, allowing visitors to examine the data through dynamic graphs and disaggregate the data using various demographic filters. Important academic and transfer progress metrics are included, such as unit accumulation, GPA, completion of a Student Educational Plan, and completion of transfer-level English and mathematics. By using this dashboard, visitors will be able to explore the data from different perspectives, uncover patterns and gaps, and ultimately enrich the college's decision-making process. Visitors can also examine equity-related data by using the demographic filters.

In addition, to help Guided Pathways CAP Success Teams explore the data from the CAPs Dashboards, IRPE has compiled a document containing a series of questions to guide discussions and encourage reflection in order to facilitate action and understanding about the students in each CAP.

You can find the link to the CAPs Dashboard and guiding questions document by visiting the [IRPE webpage](#) and looking under the *Student Achievement and Student Outcomes* tab or by heading to the Citrus College [Guided Pathways webpage](#).



## Fall 2021 Student Experience Survey

Citrus College administered a student experience survey during the fall 2021 semester. The intent of the survey was for the college to better understand student preferences for learning modality and other factors that might influence students' future enrollment at the college. The college received 1,074 responses and learned that many students prefer a combination of in-person and online course offerings compared to online classes *with* scheduled video conferencing, online classes *without* scheduled video conferencing, or on-campus classes only. The executive summary of the findings can be accessed on the [IRPE website](#) under the Research and Survey Reports tab.

### Key Facts

*Here are some takeaways from the fall 2021 student experience survey*



#### Hybrid is a popular choice

About a third of students prefer a combination of on-campus and online course offerings



#### Those in favor of online

Students who **avored an online** format appreciated the **flexibility** and convenience and the ability to **work at their own pace**.



#### Those in favor of on-campus

Students who **avored on-campus** instruction felt a **lack of connection** to the school while remote **and missed services** like the library and instructor office hours.

## Equity Professional Development

Earlier this year, research analysts Melissa Christian, Yueyi Huang and Anthony Delgado from the IRPE department attended the RP Group's *Building IRPE Capacity to Advance Equity-Driven Change* virtual workshop series. The series focused on methods and practices IRPE offices can utilize to promote dialogue and foster campus cultures to act on racial equity data and inspire positive change for racially minoritized students. Each workshop within the series covered approaches and strategies to assess the data culture at institutions, facilitate equity data conversations, and cultivate inquiry and curiosity. For more information, check out the [brief report](#) here.

### RP Group Workshop Series

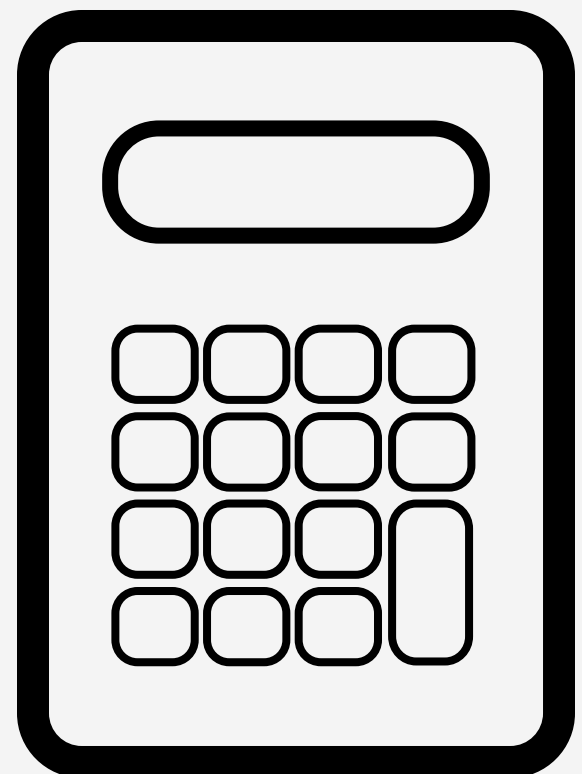
Building IRPE Capacity to Advance Equity-Driven Change



Three Fridays:  
January 21, January 28, and February 4

# Citrus College was invited to compete in the 2023 **Aspen Prize** for Community College Excellence

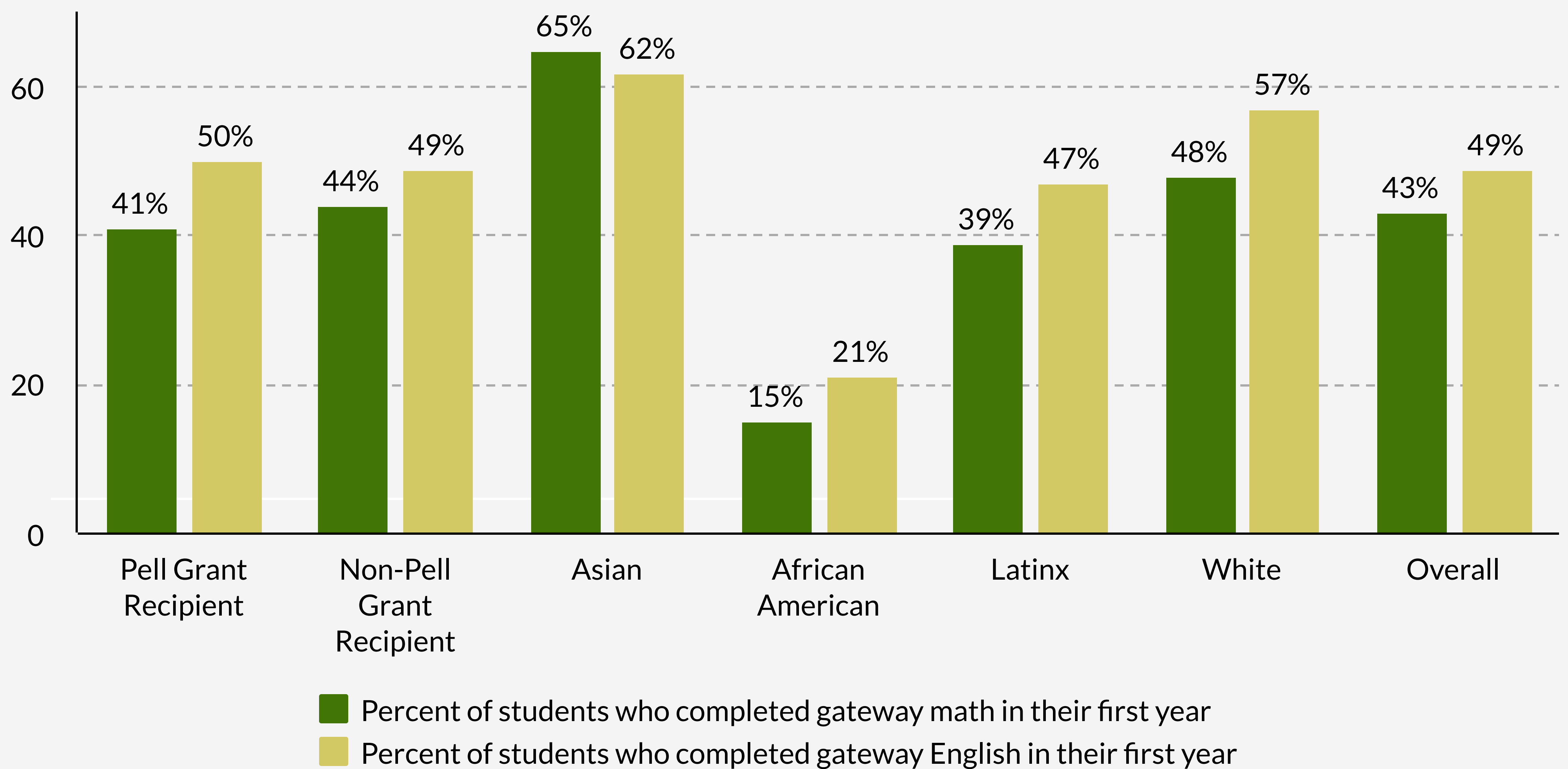
To participate in the competition, the college submitted to the Aspen Institute an application package with student outcome data in the following three areas.



## Area 1: Transfer-level Math and English Completion



Fall 2020 Cohort's Math and English Completion



**43%**

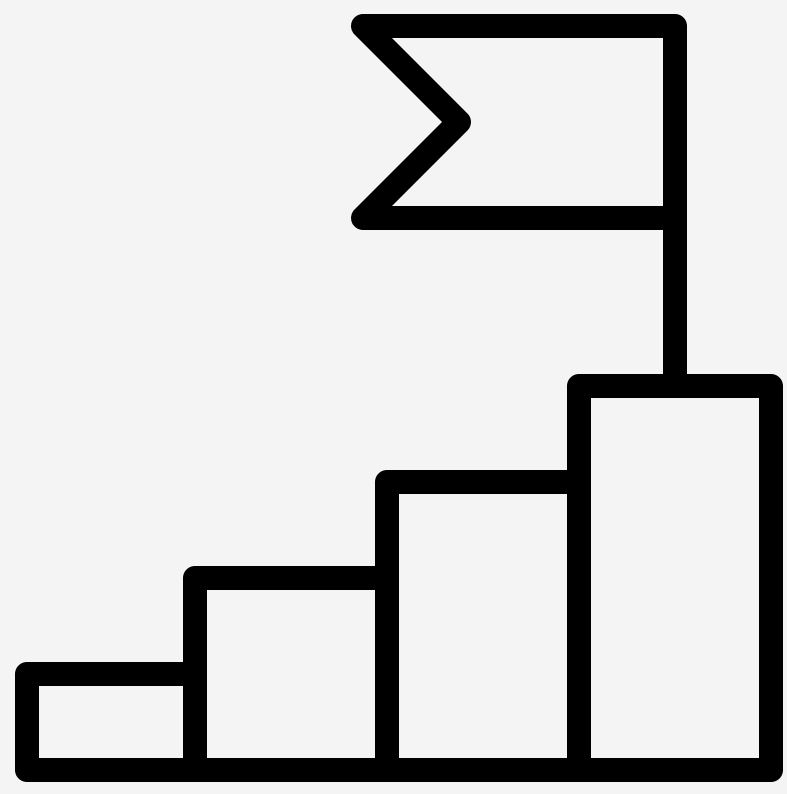
successfully completed a gateway **math** course in the first year

**49%**

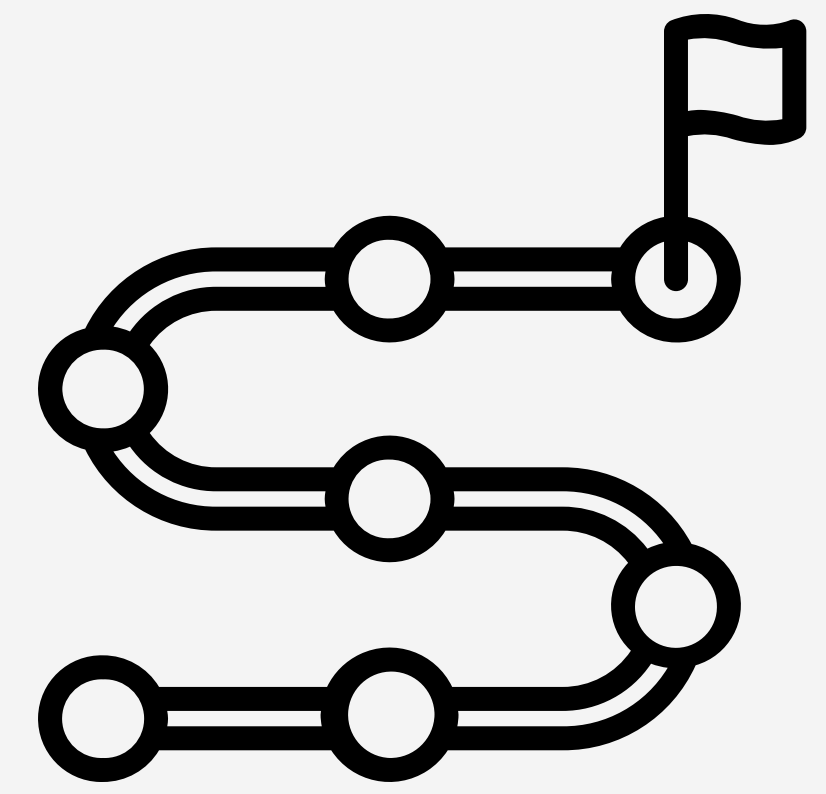
successfully completed a gateway **English** course in the first year



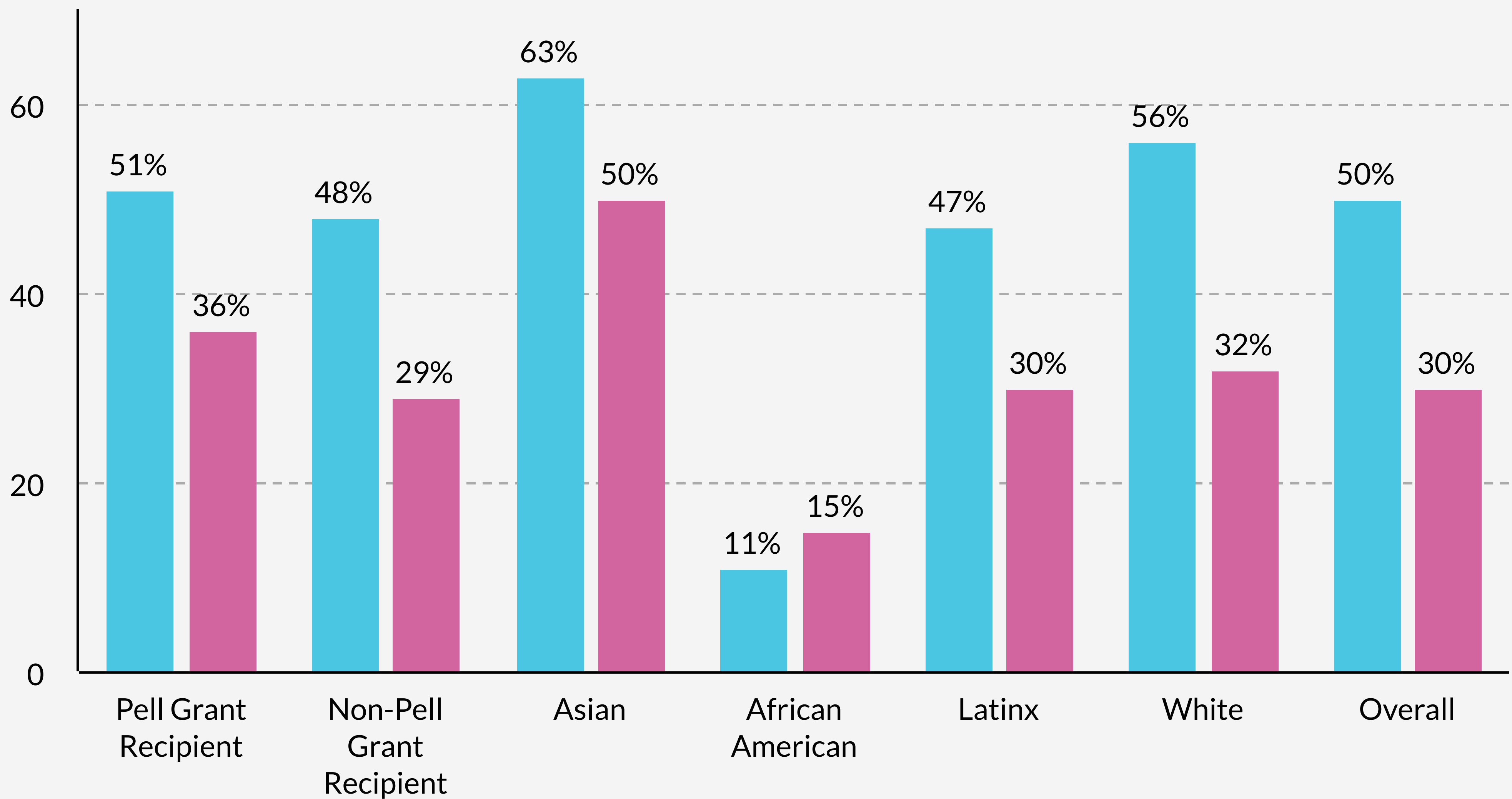
Data also show **substantial equity gaps**, especially for **African Americans**, compared to other groups.



## Area 2: First Year Unit Accumulation



### Fall 2020 Cohort's First Year Unit Accumulation



■ Percent of full-time students who earned 24 or more units  
 ■ Percent of part-time students who earned 12 or more units

**50%**

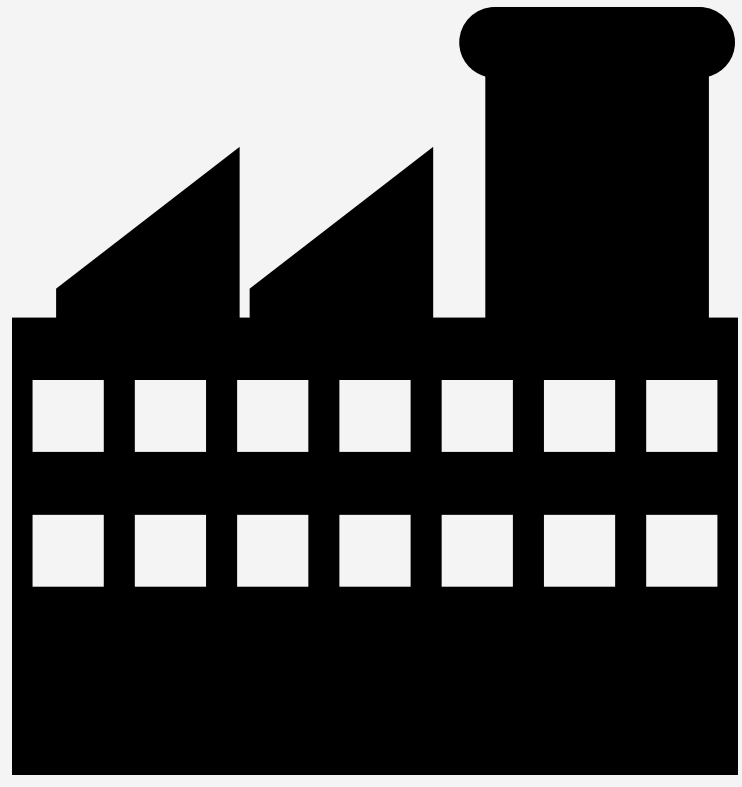
of **full-time students** earned 24 or more units

**30%**

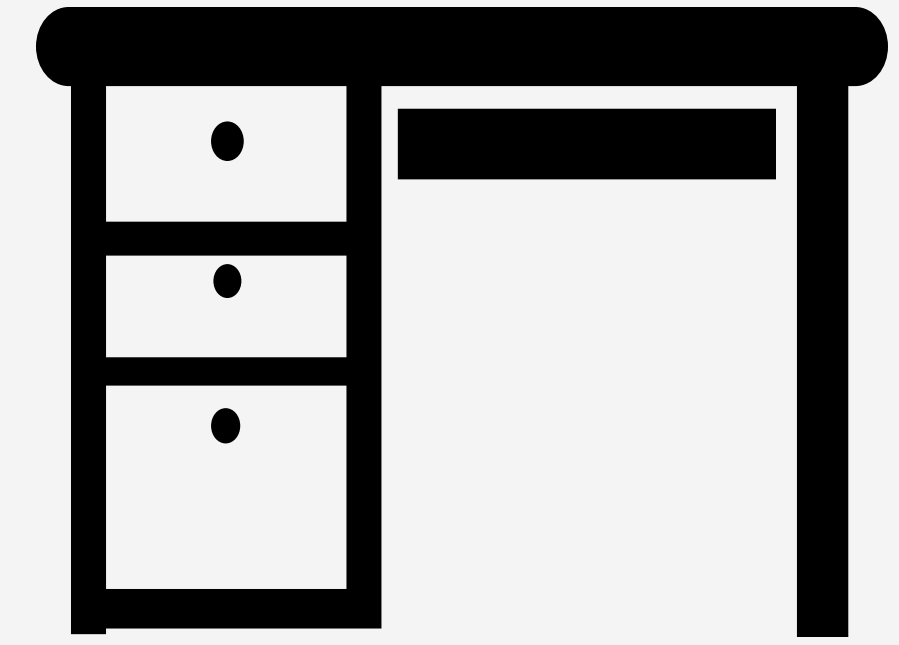
of **part-time students** earned 12 or more units



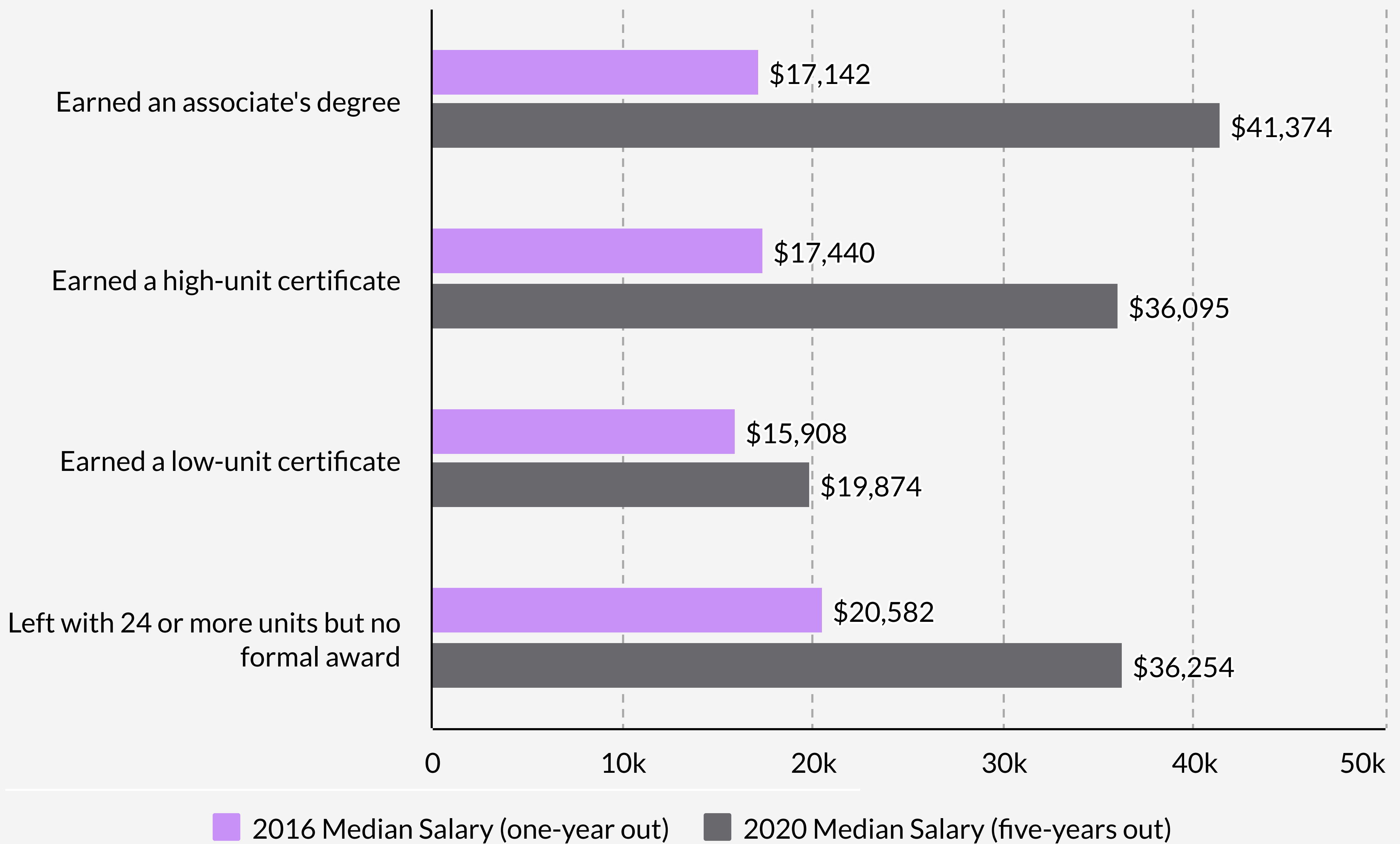
The **equity gap** for **African Americans** is **substantial** compared to other groups on campus.



## Area 3: Employment Outcome



### 2014-15 Graduates/Leavers Salary



Out of the students who graduated or left the college in 2014-15, those who **earned an associate's degree** have the **highest** median salary in 2020.