

# IRPE Newsletter

Office of Institutional Research, Planning and Effectiveness



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## In This Issue

Welcome to the fall 2022 issue of the Citrus College Office of Institutional Research, Planning and Effectiveness (IRPE) newsletter. The purpose of this newsletter is to keep the campus community informed about key projects being developed by our research analysts.

First, we highlight the Citrus College Transfer Data dashboard. This dashboard allows the user to view trends pertaining to the destination colleges and universities our students transfer to and the specific majors they enroll in. (Page 1)

Next, we give you a small glimpse of the spring 2022 Community College Survey of Student Engagement (CCSSE) as it pertains to Citrus College students. Readers are also presented with student vs. faculty perspectives in the areas of learning and instruction. (Pages 2-4)

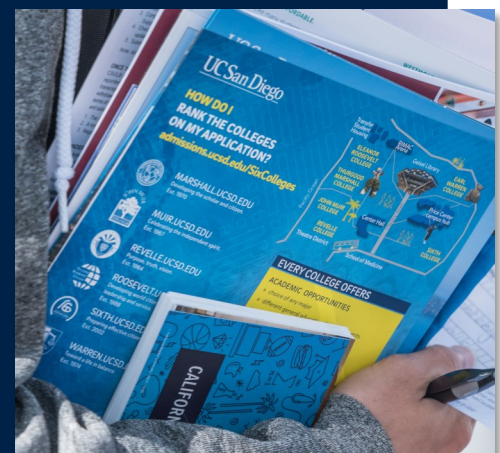
What drives a prospective student's decision to attend or not to attend Citrus College? The statewide College Decisions Survey sheds light on factors contributing to declining enrollment trends. (Page 4)

The IRPE office has developed two dashboards related to Guided Pathways. The first helps us understand students who are currently enrolled during fall 2022. The second offers outcome data on the fall 2017 - 2022 cohorts. (Page 5)

Lastly, we explore the deficit-, equity- and diversity-mindedness characteristics of an institution. How can we as individuals and as a college understand our mindsets in light of these concepts? (Page 6)

## The Transfer Data Dashboard

A [Transfer Data dashboard](#) has been developed by the IRPE office. This interactive dashboard provides data of Citrus College student transfers to four-year institutions over a 10-year period. Data include transfer to UC and CSU campus systems, in-state private and out-of-state universities. Filters enable the user to access information specific to campus, major, gender and ethnicity.



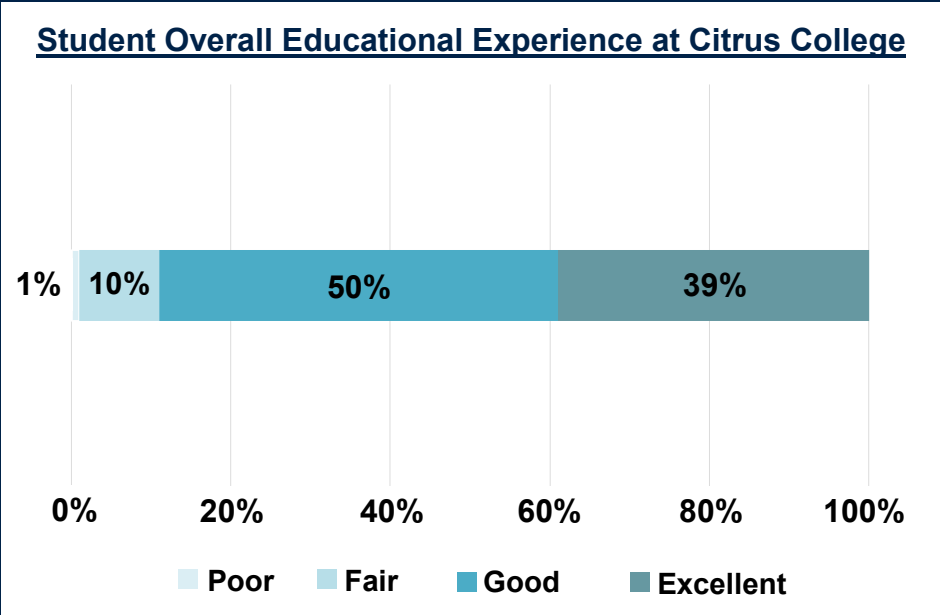
# Community College Survey of Student Engagement (CCSSE)

In spring 2022, IRPE facilitated the administration of the CCSSE survey. This collegewide effort takes place every two years. The IRPE office staff are **beyond grateful** to the additional 32 Citrus College managers, supervisor/confidential and classified staff member volunteers who collectively visited 86 classrooms to administer the survey. This is a 75% increase compared to the 49 classrooms visited in 2018. Nearly 850 completed surveys were collected!

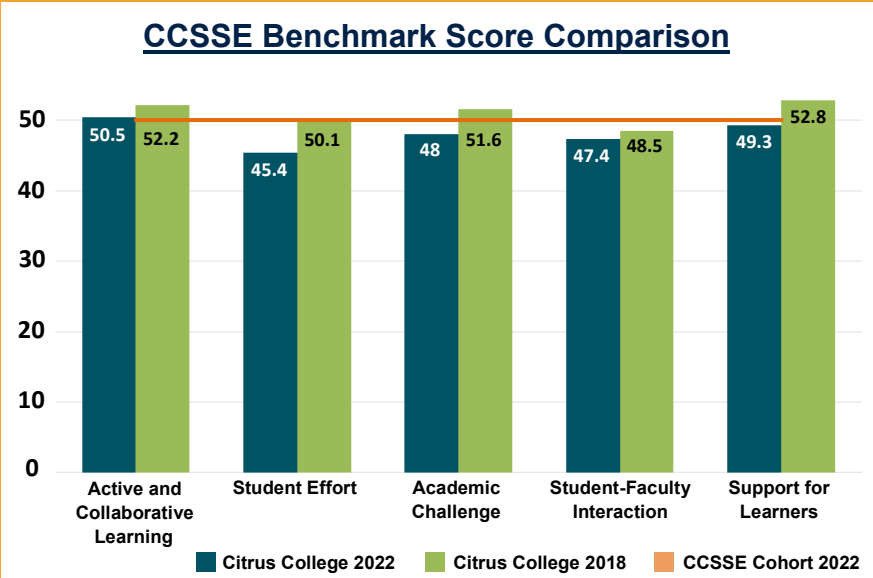
The survey asks students about their college experiences—how they spend their time; what they have gained from their classes; how they assess their relationships and interactions with faculty, counselors and peers; etc. [Click here](#) to view the survey instrument. Survey findings reveal how our spring 2022 cohort of students measure up in comparison to our spring 2018 cohort and the overall CCSSE 2022 cohort. Due to the pandemic, Citrus College opted out of administering the spring 2020 survey.

[Click here](#) to view all Citrus College 2022 student and faculty standard survey results and the CCSSE Benchmark dashboard.

The vast majority of Citrus College student respondents indicated that their overall educational experience, while enrolled in classes during spring 2022, was either *Good* or *Excellent* (89%).



The CCSSE survey measures students’ learning experiences and engagement through five benchmarks:



- 1. Active and Collaborative Learning
- 2. Student Effort
- 3. Academic Challenge
- 4. Student-Faculty Interaction
- 5. Support for Learners

Benchmark scores are standardized to have a mean of 50 (see the **orange** bar on the left) and a standard deviation of 25 across all respondents.

Nationwide, 181 colleges make up the CCSSE 2022 cohort.

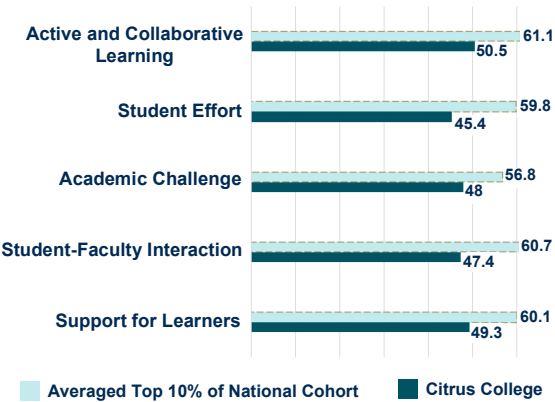
# Community College Survey of Student Engagement (CCSSE)

Citrus College is committed to continuous improvement. It is our goal to be in the averaged top 10% of the national CCSSE cohort.

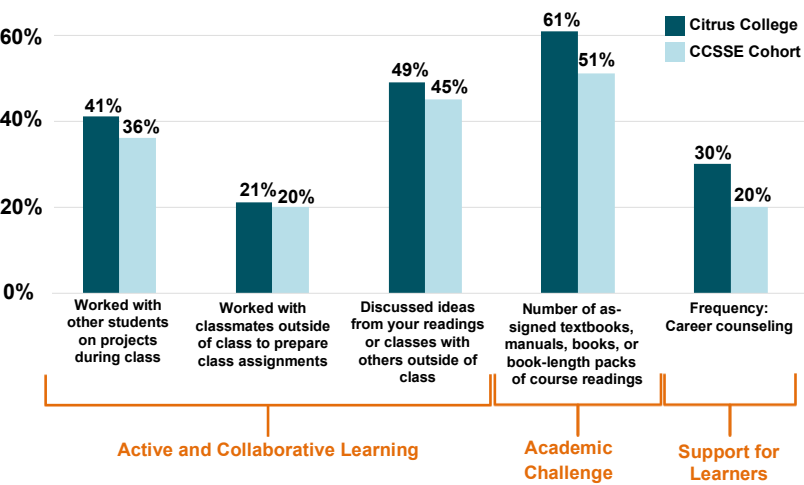
However, we need to keep in mind that our CCSSE results are being measured against those of 181 participating community colleges nationwide. Students attending Citrus College face dissimilar environmental and learning challenges than students attending colleges in other states (e.g., Florida, New York or Texas). All participating colleges administer the identical survey instrument.

## Benchmarking: Reaching for Excellence

Where we are now vs. where we want to be.



## Highest Aspects of Student Engagement



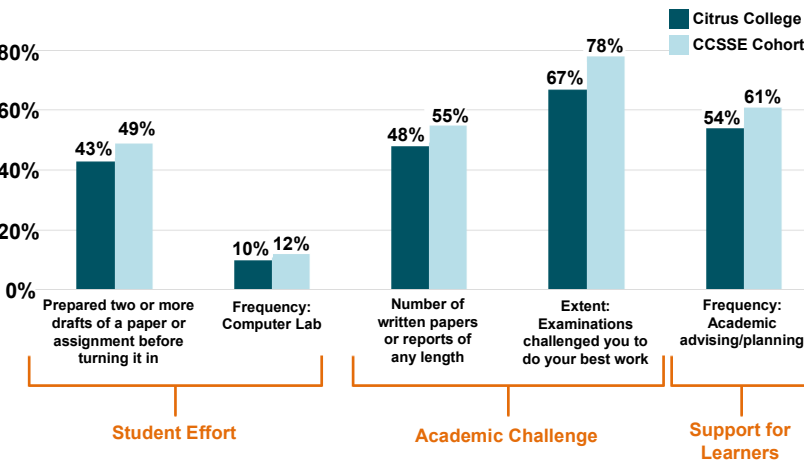
The highest aspects of student engagement among Citrus College survey respondents are in these three benchmarks:

**Active and Collaborative Learning.** Students *often or very often* engaged with other students in discussions or on projects or assignments.

**Academic Challenge.** More than 60% of our students read *5 or more* textbooks or other course-related readings.

**Support for Learners.** On average, our students utilized the college’s career counseling services *2 or more times* during the current academic year.

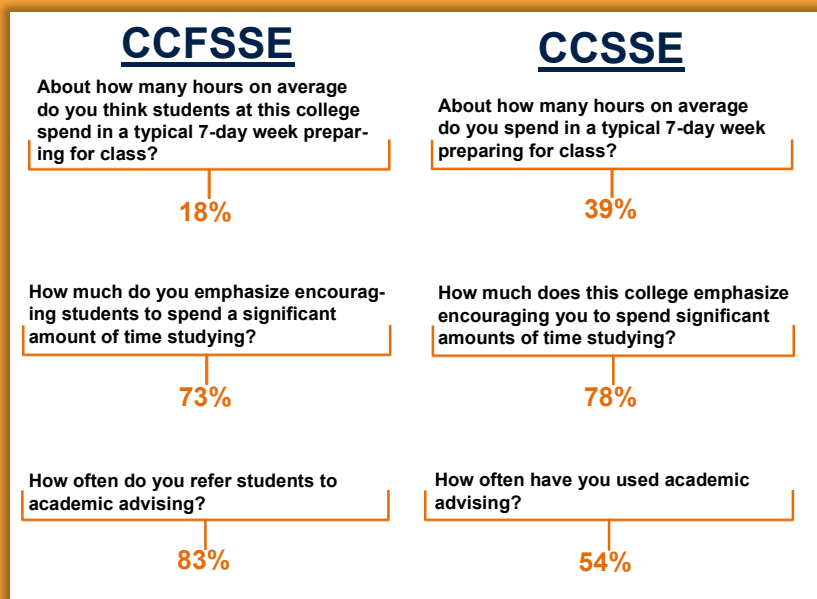
## Lowest Aspects of Student Engagement



The lowest aspects of student engagement among Citrus College survey respondents are in these three benchmarks: **Student Effort**, **Academic Challenge** and **Support for Learners**. Please see the [CCSSE 2022 Executive Summary](#) for a deeper explanation of these results.

# Community College Survey of Student Engagement (CCSSE)

The Community College Faculty Survey of Student Engagement (CCFSSE) is the companion survey to the CCSSE and measures the perceptions of faculty responses vs. student responses to similar questions. CCFSSE questions pertain to: 1) Teaching practices; 2) How instructors spend their professional time; and 3) Instructor perceptions about students' educational experiences. The CCFSSE survey was sent to 370 instructors via email in spring 2022 and 201 responses were received.



18% of faculty perceive that students spend **11+ hours per week preparing for class**, while 39% of students say they spend the same amount of time per week preparing for class

73% of faculty indicated they **encourage students to spend a significant amount of time studying**, while 78% of students feel they are encouraged in the same way

83% of faculty indicated they **sometimes or often refer students to seek academic counseling**, while 54% of students say they have met with an academic counselor two or more times

## Fall 2022 Statewide College Decisions Survey: Results for Citrus College

The Chancellor's Office and the RP Group jointly conducted the fall 2022 California Community College Statewide College Decisions Survey. Citrus College participated in the survey, which was administered during the summer and early fall 2022. The purpose of the survey is to gain insight into the factors contributing to the systemwide enrollment declines at California community colleges. Participating colleges were asked to send the survey to students and applicants (prospective students) who either enrolled at or applied to their college over the past two years.

Pertaining to Citrus College, there were **1,282** respondents in the following two groups:

- **Enrolled students**—students who indicated they previously or currently enrolled at Citrus College. (n=787, 61%)
- **Prospective students**—students who indicated on the survey that they applied to Citrus College but have not yet enrolled. (n=495, 39%)

Major observations relating to Citrus College:

- **Over 70%** of prospective students stated they enrolled at a California community college other than Citrus College
- The majority of prospective students, **68%**, are between the ages of 18 - 24 years old, which is the traditional age for college-going individuals
- Students from both groups mentioned that **more financial support, resources for parents and class offerings** would influence their decision to enroll at Citrus College
- **Two-thirds** of prospective students are taking a full-time load at another school





# Guided Pathways

## Career and Academic Pathways (CAPs) Dashboards

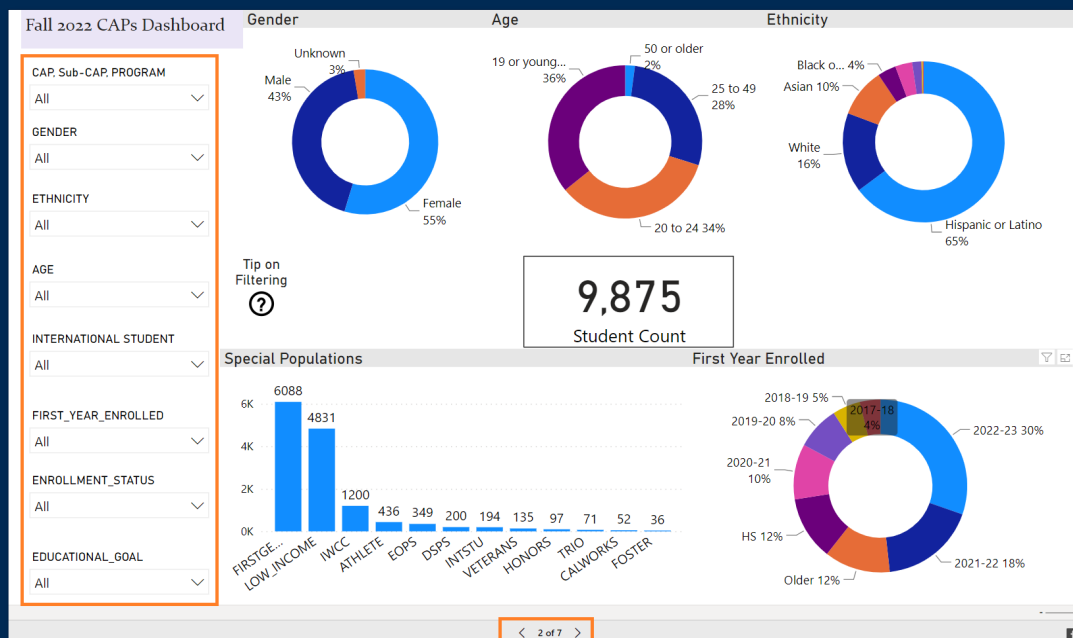
Two Guided Pathways CAPs dashboards provide different views of student outcomes by CAP. The Fall 2022 CAPs dashboard presents information on all currently enrolled students. The Fall Cohorts by CAP dashboard allows the user to track the progress and outcomes of first-time students.

Following the previous year's practice, information about students who are enrolled in the current fall semester is presented in the new [Fall 2022 CAPs dashboard](#). This dashboard provides data by CAPs, enrollment status, cumulative units earned and GPA, and it allows viewers to filter by demographics.

There are 9,875 students enrolled in credit courses in fall 2022 (55% are female and 43% are male). In terms of ethnicity, 65% are Hispanic, 16% are White and 10% are Asian. Four percent (4%) of the student population are Black or African American.

CAPs dashboards provide data in the following categories, beginning with page 2:

1. Introduction
2. Demographics (pictured)
3. Units and GPA
4. Academic Progress
5. Transfer Progress
6. CAPs
7. CAPs by Gender & Ethnicity



Approaching the final stage of completion, the **Fall Cohorts by CAP dashboard** is a new tool featuring outcome data for five first-time fall-entry cohorts from fall 2017 through fall 2021. It provides information on units completed in the students' first term, fall-to-spring persistence, and transfer-level math and/or English completion during their first year at Citrus College. The dashboard will also include course success rates by cohort, and three-year rates for transfer and degree completion.

The Fall Cohorts by CAP dashboard will be an exciting tool for CAP success teams as it highlights the outcome rates by demographics, including race, gender, age and special population groups.

 Click any image below to explore one of the seven CAPs.

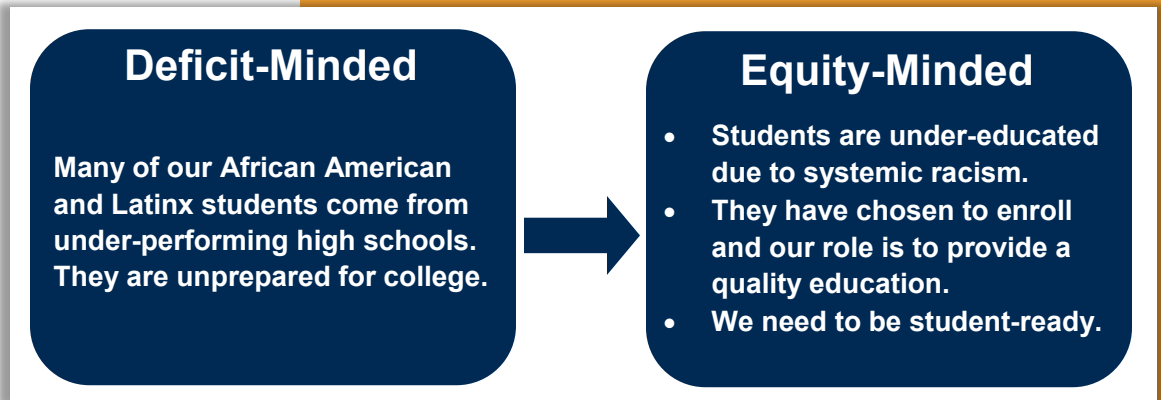


# From Deficit-Minded to Equity-Minded Thinking

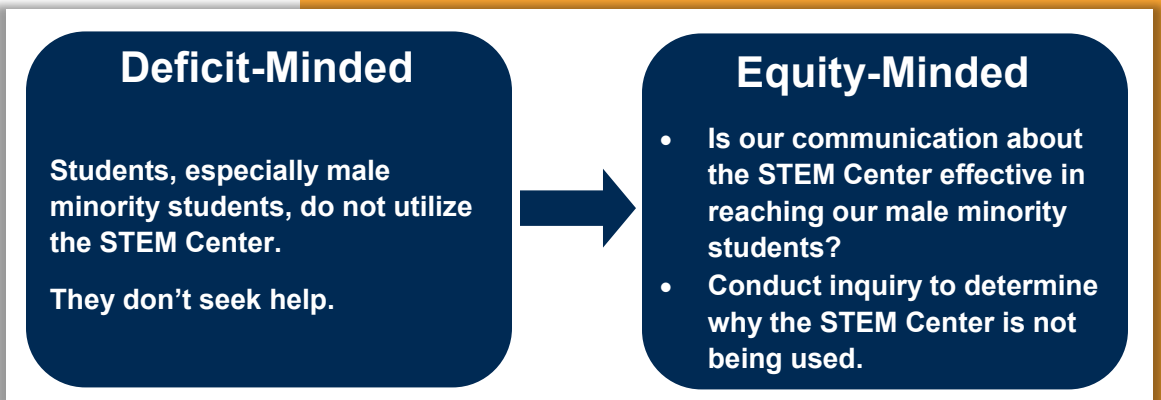
The IRPE office facilitated a discussion on reframing deficit-minded thinking to equity-minded thinking during the [June Institutional Research and Planning Committee \(IRPC\) meeting \(see page 2 of the minutes\)](#). We helped the committee understand the importance of racial equity and shifting responsibility for student success onto the institution.

**Read on** for some thought-provoking scenarios!

**Deficit-mindedness** places the ownership of inequitable outcomes on the student. It prevents an individual from seeing racial inequity or claiming that disparities are a result of the students' deficiencies.



**Equity-mindedness** places a responsibility on the institution for addressing inequities in student outcomes and meeting students where they are. We take responsibility for eliminating inequitable outcomes.



**Diversity-mindedness** reflects egalitarian (i.e., advocating the removal of inequities) values **without** acknowledging the presence of institutional racism and its consequences for students.

