

ARCC 2009 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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.0%	51.6%	53.1%

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.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	71.5%	72.9%	71.9%

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 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	67.6%	66.9%	64.1%

NA: This performance indicator is not applicable for schools of continuing education



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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.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	77.6%	78.3%	79.4%

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

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

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	61.3%	63.5%	64.6%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	82.4%	80.6%	75.0%
Basic Skills Improvement Rate	50.8%	56.6%	62.0%

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

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	1.1%	5.5%	2.9%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education



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College Profile

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

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	21,468	20,525	23,410
Full-Time Equivalent Students (FTES)*	11,564	11,882	11,981

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

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	37.2%	36.8%	36.9%
20 - 24	29.3%	30.2%	29.7%
25 - 49	23.9%	23.5%	22.5%
Over 49	8.0%	8.3%	10.7%
Unknown	1.6%	1.3%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.0%	56.3%	55.1%
Male	43.5%	43.4%	43.6%
Unknown	0.5%	0.3%	1.4%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	6.3%	6.1%	6.0%
American Indian/Alaskan Native	0.7%	0.7%	0.7%
Asian	9.5%	8.9%	7.6%
Filipino	3.2%	3.3%	2.9%
Hispanic	38.2%	39.5%	39.2%
Other Non-White	2.9%	3.4%	2.6%
Pacific Islander	0.0%	0.0%	0.6%
Unknown/Non-Respondent	5.9%	5.8%	10.3%
White Non-Hispanic	33.2%	32.4%	30.2%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	53.1	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	71.9	71.1	63.2	78.4	B2
C	Persistence Rate	64.1	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.4	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	64.6	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	62.0	52.6	36.5	62.0	F2
G	Improvement Rate for Credit ESL Courses	75.0	53.6	15.7	75.0	G3

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



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College Self-Assessment

For more than 90 years, Citrus College has built a solid reputation as an educational institution fully dedicated to student success. Citrus College offers certificates in 46 different in-demand career/technical programs, including forestry, electronics and cosmetology. In addition, the college offers 24 associate degree options in the areas of fine and performing arts, social and behavioral sciences, liberal arts, applied arts, natural sciences, physical education and nursing.

Of the seven accountability indicators in the College Peer Grouping, Citrus College is above its peers in six indicators: Student Progress and Achievement Rate; Percent of Students Who Earned at Least 30 Units; Annual Successful Course Completion Rate for Credit Vocational Courses; Annual Successful Course Completion Rate for Credit Basic Skills Courses; Improvement Rate for Credit Basic Skills Courses; and Improvement Rate for Credit ESL Courses.

Most noteworthy is that Citrus College's Improvement Rate for Credit Basic Skills Courses and Credit ESL Courses are the peer group's high scores. In addition, both the Annual Successful Course Completion Rate and the Improvement Rate for credit basic skills courses have been increasing consistently over the last three years. This is a direct result of the collective and dedicated efforts of the College Success Program funded by the Hispanic-Serving Institution grants and the California State Chancellor's Basic Skills Initiative. These programs include learning communities, fast track classes, a college success center, and many other components which are believed to be having a significant, positive effect on student success. While the ESL improvement rate remains the peer group's high, it has been declining over the last three years. This may be due in part to an increase in the enrollment of resident students who require specialized and unique support in the ESL area.

Persistence Rate is the only indicator in which Citrus College fell below the peer group average, and it has been declining in the last three cohorts. This decline, however, may be caused, in part, by the increasing number of Citrus College students who are entering and completing one-year vocational programs, such as Dental Assisting and Automotive, in order to enter the workforce more quickly and efficiently. Nevertheless, Citrus College is aware of the importance of this indicator and is planning to examine the issue further to identify potential causes and strategies to improve the persistence of non-vocational students.

Citrus College is proud to offer a wide variety of career and technical programs. Our vocational program is very strong, and our students' successful course completion rate has increased for the last three cohorts. The Career Development and College Preparation (CDCP) courses are primarily non-credit ESL courses intended to help students prepare for the workforce. Due to the small sample size—about 100 students in each cohort—the progress and achievement rate has been fluctuating over the past three years.

In keeping with our mission, Citrus College delivers high quality instruction that empowers students to achieve their educational goals. The college continues to be dedicated to fostering a diverse educational community and cultural learning environment.

