

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	52.9%	51.2%	50.7%

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.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	73.7%	71.4%	72.8%

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 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	68.4%	67.4%	66.8%



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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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	77.8%	77.6%	82.6%

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.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	64.1%	61.4%	63.5%

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

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	75.4%	81.6%	79.9%
Basic Skills Improvement Rate	45.0%	50.8%	54.9%

Table 1.6:
Enhanced Noncredit
Progress and Achievement Rate

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Enhanced Noncredit Progress and Achievement Rate	27.5%	16.6%	19.2%



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College Profile

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

	2004-2005	2005-2006	2006-2007
Annual Unduplicated Headcount	25,111	23,646	22,824
Full-Time Equivalent Students (FTES)*	11,296	11,564	11,882

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 2004-2005, 2005-2006, and 2006-2007 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2004-2005	2005-2006	2006-2007
Under 18	12.2%	11.5%	14.7%
18 - 24	48.3%	50.4%	51.1%
25 - 49	24.7%	25.6%	23.3%
Over 49	10.6%	10.8%	9.5%
Unknown	4.1%	1.7%	1.4%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2004-2005	2005-2006	2006-2007
Female	56.6%	56.8%	56.1%
Male	41.7%	42.7%	43.6%
Unknown	1.7%	0.5%	0.3%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2004-2005	2005-2006	2006-2007
Asian	9.2%	9.0%	8.9%
Black/African American	5.7%	6.0%	5.8%
Filipino	3.2%	3.1%	3.2%
Hispanic	34.7%	36.6%	38.4%
Native American	0.7%	0.7%	0.7%
Other Non-White	2.4%	2.9%	3.8%
Pacific Islander	0.0%	0.0%	0.0%
White	34.7%	35.1%	33.3%
Unknown/Decline to State	9.5%	6.7%	5.8%

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	50.7	53.4	42.3	64.3	A1
B	Percent of Students Who Earned at Least 30 Units	72.8	70.9	66.8	77.6	B2
C	Persistence Rate	66.8	68.9	61.6	76.1	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	82.6	74.9	66.4	85.5	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.5	58.3	43.2	76.4	E2
F	Improvement Rate for Credit Basic Skills Courses	54.9	46.6	26.3	56.7	F2
G	Improvement Rate for Credit ESL Courses	79.9	43.2	7.6	79.9	G2

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

Citrus College, located in eastern San Gabriel Valley, serves a diverse student population with enrollment of Latino, Asian and African American students exceeding the related proportion in the district. The college awards certificates in 23 career and technical areas including fine and performing arts, language arts, social and behavioral sciences, natural sciences, physical education and 19 subject areas in applied arts.

Citrus College has demonstrated above average or good levels of performance on the majority of accountability indicators. Most performance indicators have remained stable with minor variability over the past three years.

Student progress and achievement for degree, certificate, and transfer has decreased slightly. Institutionally imposed requirements may have negatively affected transfer rates. These requirements are being reviewed for update. However, the percent of students who earned at least 30 units remains above average compared to peer institutions. The college is implementing a strong enrollment management program to ensure courses are scheduled so that students can achieve their educational goals in a timely manner. In an effort to improve effectiveness of our programs, a coordinator for Student Learning Outcomes and Assessment has been appointed. The college adopted educational core competencies and incorporated them into curriculum, beginning 2004.

Student progress and achievement in vocational programs is improving and the indicator is above average compared to peer institutions. The college completion rate is almost eight percentage points higher than the peer average. Citrus offered its first associate degree in Nursing in the fall of 2007. This program completes the career ladder for nursing which now includes the Nursing Assistance Certificate, Licensed Vocational Nursing, and now the associate degree in Nursing. The nursing programs are additions to a vocational emphasis that also includes Child Development/Early Care and Education, Automotive Technology, and Cosmetology, all of which are in the top 15 vocational programs systemwide.

Basic skills improvement rates have increased with completion and improvement rates above peer average. The Director of Basic Skills position, created last year, had a positive impact on basic skills achievement.

ESL improvement data was not available last year due to variations in Taxonomy of Program (TOP) codes for ESL courses. Codes were updated during Curriculum Reporting for the Community Colleges project. This indicator now shows a level of performance well above peer institutions.

While unduplicated headcount has decreased, the college is experiencing an increase in Full-Time Equivalent Students (FTES). This reflects the increasing trend in traditional age college students (age 18 - 24). On average, students are taking more units per term. A strong outreach program is in place to reach first time college students. Distance Education delivers 18% of college program annual.

Citrus College delivers high quality instruction that empowers students to achieve their educational goals. A Hispanic Serving Institution, Citrus continues to increase the percent of Hispanic students, a historically underserved population. The college continues to be dedicated to fostering a diverse educational community and cultural learning environment.

