



**2015 Annual Report
Final Submission**
03/27/2015

Citrus College
1000 West Foothill Boulevard
Glendora, CA 91741-1899

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Arvid Spor
3.	Phone number of person preparing report:	626-914-8881
4.	E-mail of person preparing report:	aspor@citruscollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.citruscollege.edu/catalog/documents/PDF/catalog-72314.pdf ...scroll to page 8...
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.citruscollege.edu/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2014: 13,449 Fall 2013: 13,061 Fall 2012: 11,876
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	12,644
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,877
9.	Number of courses offered via distance education:	Fall 2014: 65 Fall 2013: 66 Fall 2012: 62
10.	Number of programs which may be completed via distance education:	17

11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 2,403 Fall 2013: 2,565 Fall 2012: 2,296
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	67%	
14b.	Successful student course completion rate for the fall 2014 semester:	69.2%	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	778
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	429
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,566	
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,244	
16c.	Number of students who received a certificate in the 2013-2014 academic year:	404	
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	905	
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,082	
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes	

18b.	If yes, please identify them:	Literature Writing Competency ESL (noncredit) – 3 levels
19a.	Number of career-technical education (CTE) certificates and degrees:	47
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	20
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	12
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	47

20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Nursing Asst. (NNAAP Written Exam)	51.39	state	75 %	100 %
	Nursing Asst. (NNAAP Skills Exam)	51.39	state	75 %	92 %
	Dental Assistant (Practical)	51.06	state	75 %	92 %
	Dental Assistant (Written)	51.06	state	75 %	82 %
	Dental Assistant (Law and Ethics)	51.06	state	75 %	80 %
	Emergency Medical Technician	51.09	national	80 %	82 %
	Registered Nursing	51.38	state	75 %	100 %
	Vocational Nursing	51.39	national	75 %	96 %
	Cosmetology (Written)	12.04	state	70 %	71.24 %
	Cosmetology (Practical)	12.04	state	70 %	93 %
	Esthetician (Written)	12.04	state	70 %	91.25 %
	Esthetician (Practical)	12.04	state	70 %	90.5 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
	Forestry/Wildland Resources	03.05	67 %	47.37 %
	Accounting	52.03	67 %	57.58 %
	Digital Media	10.03	67 %	58.33 %
	Automotive Technology	47.06	67 %	83.33 %
	Water Technology	15.05	67 %	65.38 %
	Recording Arts/Commercial Music	10.02	67 %	62.35 %
	Emerging Theater Technology/Technical Theater	50.05	67 %	85.71 %
	Licensed Vocational Nursing	51.39	67 %	77.94 %
	Dental Assisting	51.06	67 %	81.08 %
	Child Development	19.07	67 %	48.39 %

	Administration of Justice	43.01	67 %	71.7 %
	Cosmetology/Esthetics	12.04	67 %	56.35 %
	Public Works/Administration	44.04	67 %	80 %
22.	Please list any other institution set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard
	n/a			
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>Institution-set standards for achievement inform many initiatives at Citrus College. A leadership team develops the standards, and they are vetted at the primary shared governance committee, Steering. With these standards as reference, Steering conducts an on-going review of higher education literature addressing achievement topics. Discussion includes analysis of local standards, practices and areas for improvement. The Beta Nu Eta chapter of Phi Theta Kappa initiated the Completion Pledge in 2012. Analysis of student achievement data extends from this initiative. The newly established Citrus College Institute for Completion will focus on research and projects to improve student achievement goals. Instructional programs analyze college wide data on which institutional standards are based. Data sets include program-specific data: enrollment, retention, and success; degree and certificate completion; and course counts. To assure attention to student equity, data are disaggregated by student gender, age, and ethnicity. This prompts meaningful analysis and discussion of program practices and ideas for improvement and complements analysis of SLOA data. The Enrollment Management Committee takes an institutional level view of student achievement data and initiates action that will reduce barriers and enhance completion options.</p>			

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	673
	b. Number of college courses with ongoing assessment of learning outcomes	661
	Auto-calculated field: percentage of total:	98.2
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	53
	b. Number of college programs with ongoing assessment of learning outcomes	53

		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	30
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	30
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.citruscollege.edu/pla	
28.	Number of courses identified as part of the general education (GE) program:	237	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	237	
32.	Number of Institutional Student Learning Outcomes defined:	3	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%	
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>Citrus added 5 custom, supplemental questions addressing the ILOs and mission to the 2014 CCSSE. The 3 ILOs (GE/CTE/Basic Skills) originate from the mission of the College. Students agree that the College assists in making progress in transfer/completing a degree or certificate (81%), preparing for employment/career advancement(61%) and developing foundational skills for college success(83%). Results show that 88% of students believe the College is fulfilling its mission, and their educational objectives are addressed in it. The GE Assessment Dialogue is a campus wide effort to assess ILOs, GE SLOs and Core Competencies. ILOs, GE SLOs, degree/certificate/skill award level outcomes, and Core Competencies are now published in the catalog, SLO Handbook and on the campus website. In an effort to maintain continuous quality improvement in all areas of learning outcomes, HotShots (SLO Committee) has approved a streamlined reporting process for course level SLOs. This process also helps the College capture even more rich data by including ILOs and PLOs. A goal during 14-15 year is to explore options for an electronic database. HotShots created flowcharts to document where various levels of outcomes are stored, revised, and published and this was shared in governance committees and campus wide Roadshow 2014.</p>		
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to</p>			

the Commission and the field in June.

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

36. In the 5-year program review (PR) cycle, the instructional year 4 "+ One" supplement is a purposeful assessment and alignment of program/degree/certificate outcomes with the course level SLOs. Automotive Technology aligns its curriculum and course SLOs to meet ASE and NATEF standards. With the curriculum alignment, analysis of assessment data, and improved lecture presentations and relevant lab work tasks, success rates of ASE certification attempts have dramatically increased. The GE Committee edited Administrative Procedures and Board Procedures (Feb. 2014) to help align language with the college's native GE pattern for its degrees. The College has looked at aligning and streamlining its native pattern degrees and 15 ADTs (3rd highest awarded in the CCC system with 5 more pending) to meet transfer standards. This helps with planning curriculum to identify specific classes students need in each program. For ADT approval, programs had to look at CIDs, and they revamped course level outcomes and added prerequisites to transfer level courses that are applied to the ADT to improve success. The College is creating student educational planning worksheets for each of its degrees so students can see required courses and track progress toward achieving their course of study.

Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

37. In SP14 SLOA Gold Stars showcased changes/improvements from SLOA results. Staff/faculty/students will use survey results as a starting point for discussion at the 4th GE Assessment. Event reports are shared with governance committees and division deans. Natural Sciences used findings to improve critical thinking outcomes. Social/Behavioral Sciences committed to use Early Alert more to support students. The PR committee reviews "+ One" supplemental reports for assessment, presents to the Board of Trustees and posts on the college website. Assessment data gathered from GE/degree/certificate/program levels inform the Strategic Plan and Educational and Facilities Master Plan. The Senate president and IR Director facilitated a discussion session with 40 faculty based on the recommendations of a focus group study to better understand students' learning. Faculty members shared teaching strategies to promote student engagement and improve success. The DE Coordinator discovered a correlation of .79 between student final grades and amount of online time a student is engaged. Results were shared with DE Committee and English program. Clarity in modules/activities, while showing the specific SLOs, helps to heighten student awareness of their responsibilities. Rubrics fortify the idea the professor/students work toward accomplishing SLOs.

Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

38. Roadshow 2014, a series of presentations throughout the entire college, improved understanding of SLOA, Program Review (PR), and the Integrated Planning Model as tools for institutional effectiveness. The key is that data drive planning and resource allocation, and PR links assessment results to changes in practice. Roadshows gave examples of SLOA results and generated dialogue. Survey results from these sessions were very positive. Student Services areas present PR and SLOA results at their annual retreat. Program faculty discuss SLOA on Convocation. Through rubrics, the PR committee analyzes SLOA embedded in PR. PR integrates with the prioritization and allocation process. The Financial Resources Committee ranks requests and funds them to supplement the regular allocation process. The Institutional Effectiveness Committee surveys all areas of the college; the PR committee analyzes results.

	<p>The English faculty model effective dialogue and reporting when they group types of courses for assessment. Leads gather samples of student work from adjunct and full-time instructors and enlist colleagues to assess them to determine students have met SLOs in each group of courses. Leads guide discussions about SLOs with all faculty members who then reflect on results and determine next steps.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Library outcomes address physical and virtual resources and the impact of those resources and library instruction on student success. In SLOA, the library utilizes data from database vendors, feedback from bi-annual student and staff surveys, and informal student feedback. As a result, librarians added streaming video collections and increased the number of electronic books. Electronic database full-text retrievals increased by 21% since 2009. Librarians held 269 instruction sessions during 13-14 and have created over 90 online research guides accessible to students on and off campus. They offer instructional sessions online for DE students. Virtual reference transactions like online chat and text have increased. 11-14 bi-annual library surveys reveal 87% of students feel library instruction sessions enhance achievement. The Biology program acknowledged the positive impact 13-14 SLOA data have on student learning and development. As a result, they improved pedagogical approaches for the diverse student population. SLOA data led to acquiring new spectrophotometer machines to aid student reading of data. Due to SLOA, Math faculty restructured the curriculum to create an alternate algebra sequence, Beginning & Intermediate Algebra I/II to reduce overlapping concepts and improve student success.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Listing of programs where 50% or more of course offerings are online

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a

43.	List all of the institutions instructional sites out of state and outside the United States:	n/a
-----	--	-----

The data included in this report are certified as a complete and accurate representation of the reporting institution.