

Student Achievement Data: Strategic Objectives

#	Objective	Data
1a*	Increase the percent of students who complete transfer-level English by 1% per year.	One-year completion rate in transfer-level English Fall 15 cohort: 49% Fall 16 cohort: 55% Fall 17 cohort: 54% Fall 18 cohort: 71%
1b*	Increase the percent of students who complete transfer-level math by 3% per year.	One-year completion rate in transfer-level math Fall 15 cohort: 19% Fall 16 cohort: 23% Fall 17 cohort: 28% Fall 18 cohort: 45%
2	Increase the pass rate in noncredit ESL .	2015-16: 36% 2016-17: 39% 2017-18: 33% 2018-19: 34%
3	Increase the course completion rate of academic programs that are below college average by 1% per year.	See Appendix A
4	Increase the course completion rate of disproportionately impacted groups by 2% per year.	Fall 2015 African-American: 57%; Foster youth: 52% Fall 2016 African-American: 58%; Foster youth: 44% Fall 2017 African-American: 55%; Foster youth: 45% Fall 2018 African-American: 62%; Foster youth: 40% Fall 2019 African-American: 58%; Foster youth: 44%
5	Increase the fall-to-spring persistence rate of first-time freshmen by 1% per year.	Fall 2014 cohort: 81% Fall 2015 cohort: 82% Fall 2016 cohort: 84%

		<p>Fall 2017 cohort: 83%</p> <p>Fall 2018 cohort: 79%</p>
6	Increase the fall-to-fall persistence rate of first-time freshmen by 2% per year.	<p>Fall 2014 cohort: 63%</p> <p>Fall 2015 cohort: 64%</p> <p>Fall 2016 cohort: 63%</p> <p>Fall 2017 cohort: 70%</p> <p>Fall 2018 cohort: 63%</p>
7*	Decrease the average number of units accumulated by all associate degree earners from 88 in 2016-17 to 80 by 2021-22.	2016-17: 88 units
8	Increase degree and certificate completion of disproportionately impacted groups by 2% per year.	<p>2015-16 degree/certificate African-American: 126 Hispanic: 2,479</p> <p>2016-17 degree/certificate African-American: 151 Hispanic: 2,703</p> <p>2017-18 degree/certificate African-American: 138 Hispanic: 3,178</p> <p>2018-19 degree/certificate African-American: 125 Hispanic: 2,859</p>
9	Increase transfer of disproportionately impacted groups by 2% per year.	<p>2008-09 cohort: Hispanic: 32% Students with disabilities: 27% Pell grant recipients: 37%</p> <p>2010-11 cohort: Hispanic: 36% Students with disabilities: 33% Pell grant recipients: 36%</p> <p>2011-12 cohort: Hispanic: 33%</p>

		<p>Students with disabilities: 32%</p> <p>Pell grant recipients: 35%</p> <p>2012-13 cohort:</p> <p>Hispanic: 39%</p> <p>Students with disabilities: 30%</p> <p>Pell grant recipients: 39%</p>
10	Increase degree completion by 1% per year. (count of <u>unduplicated</u> number of students who earn a degree)	<p>2014-15: 1,254</p> <p>2015-16: 1,360</p> <p>2016-17: 1,370</p> <p>2017-18: 1,556</p> <p>2018-19: 1,389</p>
11	Increase certificate completion by 1% per year. (count of <u>unduplicated</u> number of students who earn certificate requiring 18+ units)	<p>2014-15: 1,127</p> <p>2015-16: 1,324</p> <p>2016-17: 1,387</p> <p>2017-18: 1,664</p> <p>2018-19: 1,587</p>
12	Increase overall transfer to four-year colleges and universities by 2% per year.	<p>2014-15: 1,234</p> <p>2015-16: 1,123</p> <p>2016-17: 1,200</p> <p>2017-18: 1,211</p> <p>2018-19: 1,299</p>
13	Increase the number of underrepresented students completing STEM programs of study by 2% per year. (count of <u>unduplicated</u> number of students who earn degree and/or certificate in STEM areas)	<p>2014-15: 277</p> <p>Hispanic: 260</p> <p>Af-Am: 16</p> <p>Nat.Am: 1</p> <p>2015-16: 289</p> <p>Hispanic: 272</p> <p>Af-Am: 15</p> <p>Nat.Am: 2</p> <p>2016-17: 290</p> <p>Hispanic: 269</p> <p>Af-Am: 19</p> <p>Nat.Am: 2</p>

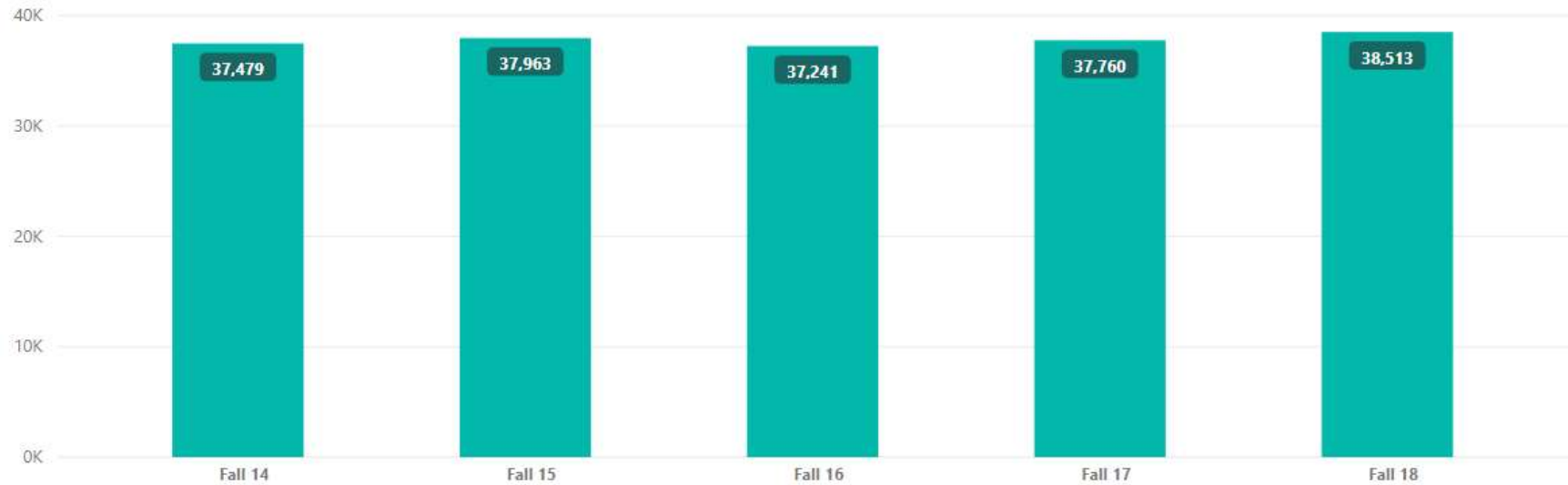
		<p>2017-18 321 Hispanic: 307 Af-Am: 13 Nat.Am: 1</p> <p>2018-19: 262 Hispanic: 247 Af-Am: 15 Nat.Am: 0</p>
14	Increase licensure and industry-valued third-party credential pass rates for skill builders and CTE program completers by 1% per year.	See Appendix B
15*	Increase the number of students who complete nine or more CTE units by 1% per year.	2017-18: 1,728 students completed 9 or more CTE units
16*	Increase the percent of students who attain a living wage from 32% in 2016-17 to 37% by 2021-22	2016-17: 32%
19*	Increase enrollment from Citrus College applicants by 1% per year.	2017-18: 43%

**These objectives were revised/added and approved by the Citrus Community College District Board of Trustees on December 3, 2019.*

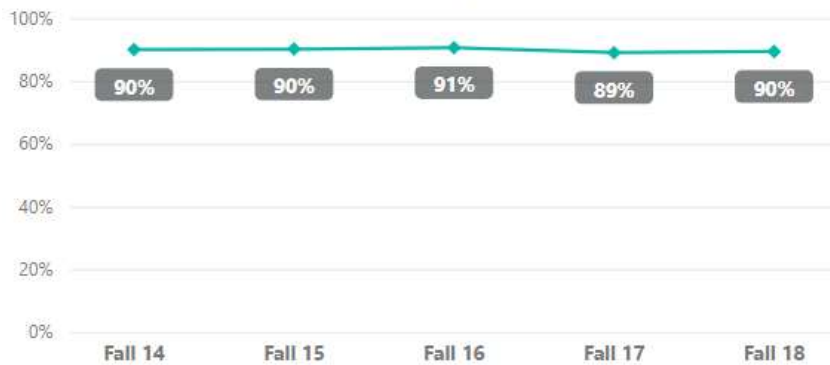
Appendix A– Objective #3

Data Packet A: Enrollment, Retention and Success

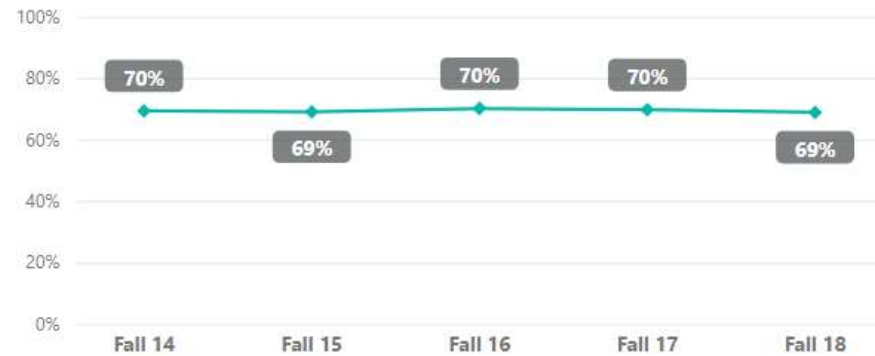
Enrollment



Retention



Success



Appendix B– Objective #14

Program	Exam	Institution set standard*	2014 Pass Rate	2015 Pass Rate	2016 Pass Rate	2017 Pass Rate
Cosmetology - Practical	state	70%	88%	98%	87%	80%
Cosmetology - Written	state	70%	60%	83%	91%	88%
Esthetician - Practical	state	70%	99%	89%	96%	100%
Esthetician - Written	state	70%	95%	93%	86%	79%
Emergency Medical Technician (EMT)	national	75%	68%	80%	71%	94%
Registered Dental Assistant (RDA) - Practical	state	75%	94%	37%	77%	n/a
Registered Dental Assistant (RDA) Written	state	75%	74%	76%	83%	n/a
Registered Dental Assistant (RDA) - Law/Ethics	state	75%	93%	100%	100%	n/a
Registered Dental Assistant (RDA) – now combined	State	75%	n/a	n/a	n/a	77%
Licensed Vocational Nursing (LVN)	state	75%	85%	85%	92%	86%
Registered Nursing (RN)	state	75%	87%	89%	93%	86%
Certified Nurse Assistant (CNA) - Written	state	75%	n/a	n/a	100%	98%
Certified Nurse Assistant (CNA) - Skills	state	75%	n/a	n/a	100%	98%
Certified Nurse Assistant (CNA)	state	75%	100%	100%	100%	n/a

*Institution-set standards as reported in the 2019 ACCJC annual report.