



**Excerpt:**

**Institutional Self-Evaluation Report, January 2021 – Data Pages  
Pages 11 – 25 and 29 - 39**

The following pages are the data from the published Citrus College Institutional Self-Evaluation Report. [Click here to view the full report.](#)

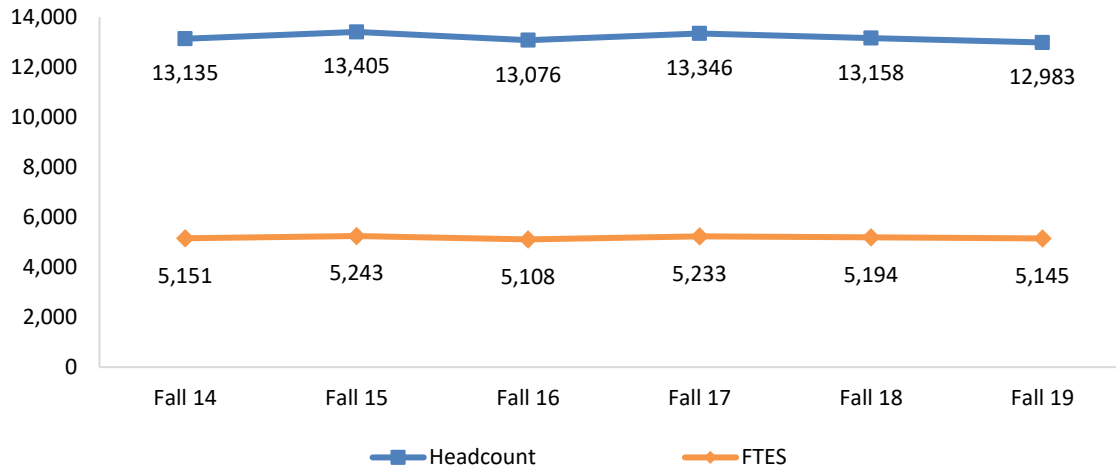
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Page numbers reflect the actual page numbers from the full report.

## Student Enrollment Data

The College’s enrollment has been stable over the last six years. The fall term unduplicated headcount was approximately 13,000 for this period. Full-time equivalent students (FTES) has also been stable, around 5,200.

Figure 1. Fall Semester Unduplicated Headcount



Source: Chancellor’s Office Data Mart

About one third of Citrus College students reside in one of the five primary cities within the College’s service area. As much as 65 percent of the students live outside of the service area. A small percentage of the students are international students (table 2). Figure 4 illustrates the residency of Citrus College students. The size of the circle indicates concentration of student residency.

	Count	Percent
Within Citrus College Service Area	4,123	32%
Outside of Citrus College Service Area	8,396	65%
International students	464	3%
<b>Total</b>	<b>12,983</b>	<b>100%</b>

Source: Citrus College Institutional Data

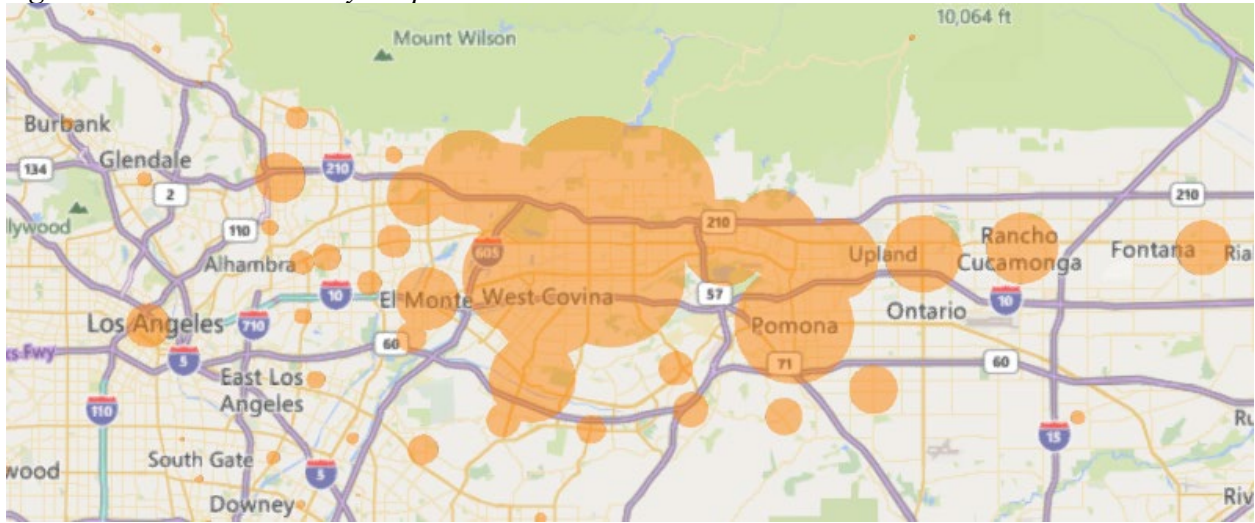
Table 3. Top 15 Cities of Residence

Azusa*	1,594
Covina	1,260
Glendora*	1,139
Pomona	806
West Covina	795
Baldwin Park	747
Monrovia*	512
Duarte*	506
San Dimas	428
La Puente	423
La Verne	422
Claremont*	372
Upland	337
Ontario	309
Rancho Cucamonga	286

\*Cities within the College’s service area

Source: Chancellor’s Office Data Mart

Figure 4. Student Residency Map

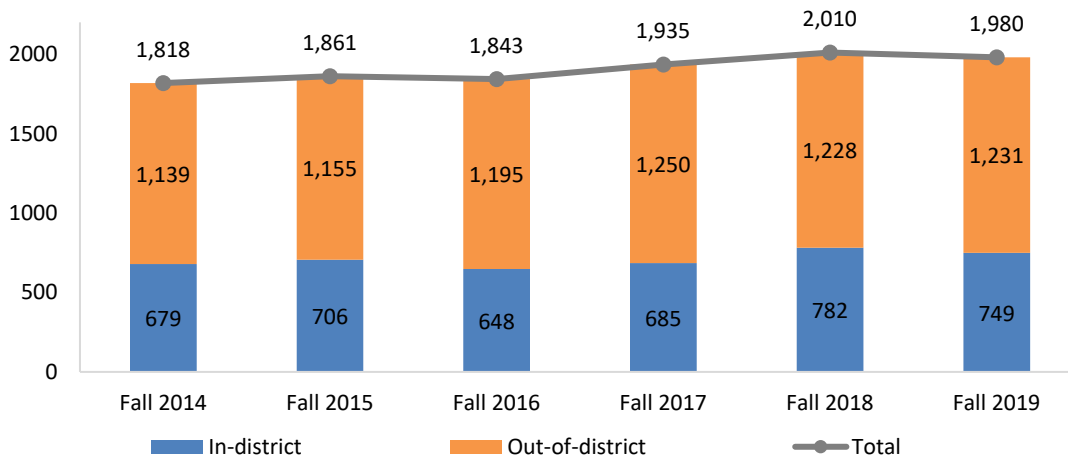


Source: Citrus College Institutional Data

There are six feeder high schools in the College’s service area: Azusa High School, Claremont High School, Duarte High School, Gladstone High School, Glendora High School and Monrovia High School.

Each fall semester, between 1,800 and 2,000 high school graduates enter Citrus College. Of those, about 30 to 40 percent are from the six feeder high schools and the continuation high schools in the service area. A large portion of new students are from outside of the College’s service area and from private high schools (Figure 5).

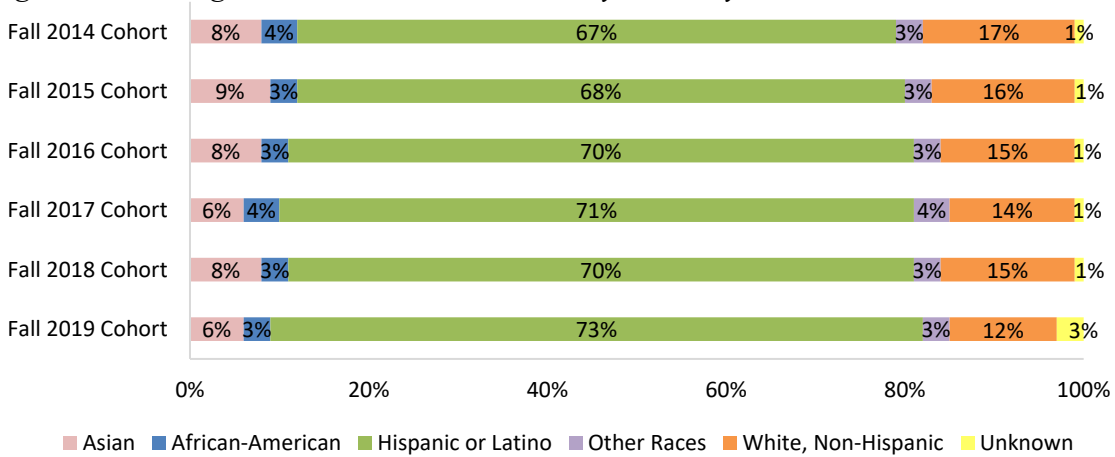
Figure 5. New High School Graduate Cohorts



Source: Citrus College Institutional Data

Each cohort of new high school graduates is made up of roughly 50 percent male and 50 percent female students, with an average cohort age of 18 years. While the age and gender composition remains consistent, Hispanic students increased from 67 percent in the fall 2013 cohort to 73 percent in the fall 2019 cohort.

Figure 6. New High School Graduate Cohorts by Ethnicity

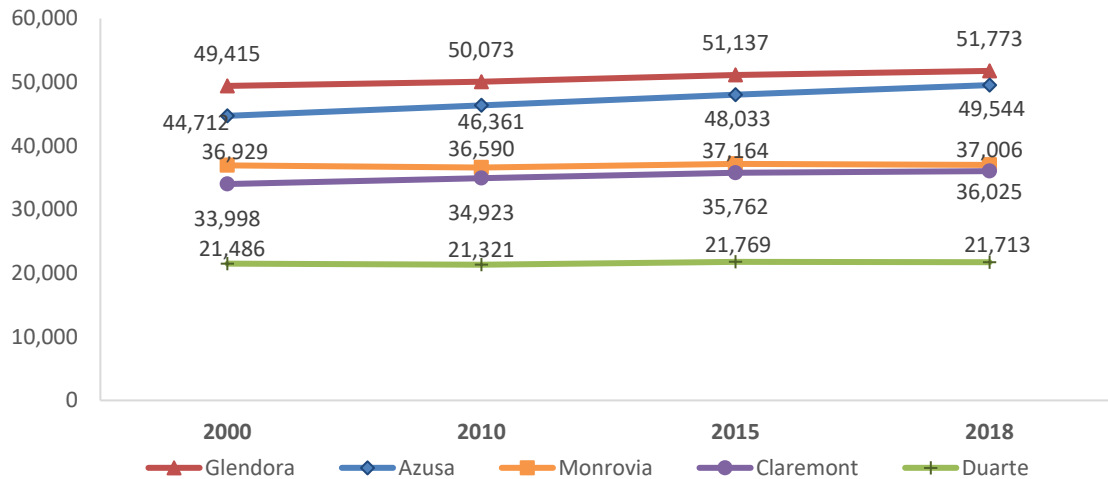


Source: Citrus College Institutional Data

## Labor Market Data

Citrus College’s service area includes five primary cities within the College district boundary: Azusa, Claremont, Duarte, Glendora, and Monrovia. Glendora is the largest city with a population of 51,773 and Duarte is the smallest, with a population of 21,713 in 2018. Since 2000, populations in the five primary cities have mostly stayed flat except Azusa, which has experienced a ten percent growth in population.

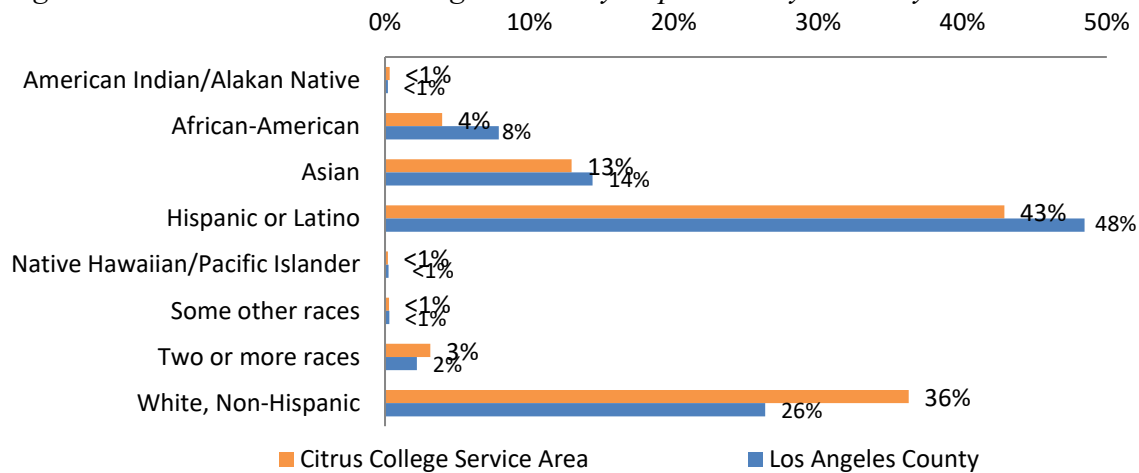
Figure 7. Service Area Population by City



Source: 2018 American Community Survey 5-year Estimates

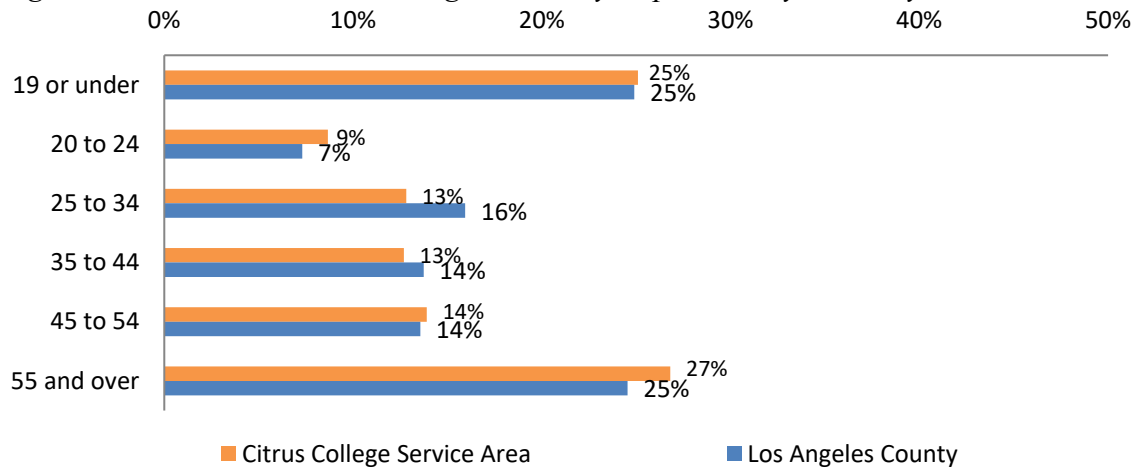
Populations in the College’s service area and Los Angeles County are highly diverse, with 43 percent Hispanic, 36 percent White, 13 percent Asian, and 4 percent African-American (Figure 8). The service area has a higher concentration of Whites and a lower concentration of African-Americans and Hispanic/Latinos compared to Los Angeles County. The age composition of Citrus College service area residents is similar to Los Angeles County (Figure 9).

Figure 8. Service Area and Los Angeles County Population by Ethnicity



Source: 2018 American Community Survey 5-year Estimates

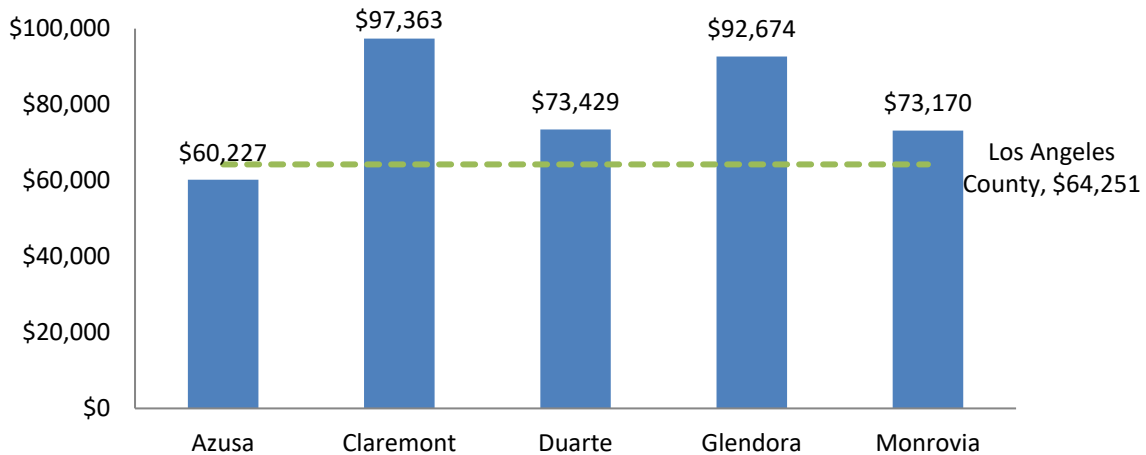
Figure 9. Service Area and Los Angeles County Population by Ethnicity



Source: 2018 American Community Survey 5-year Estimates

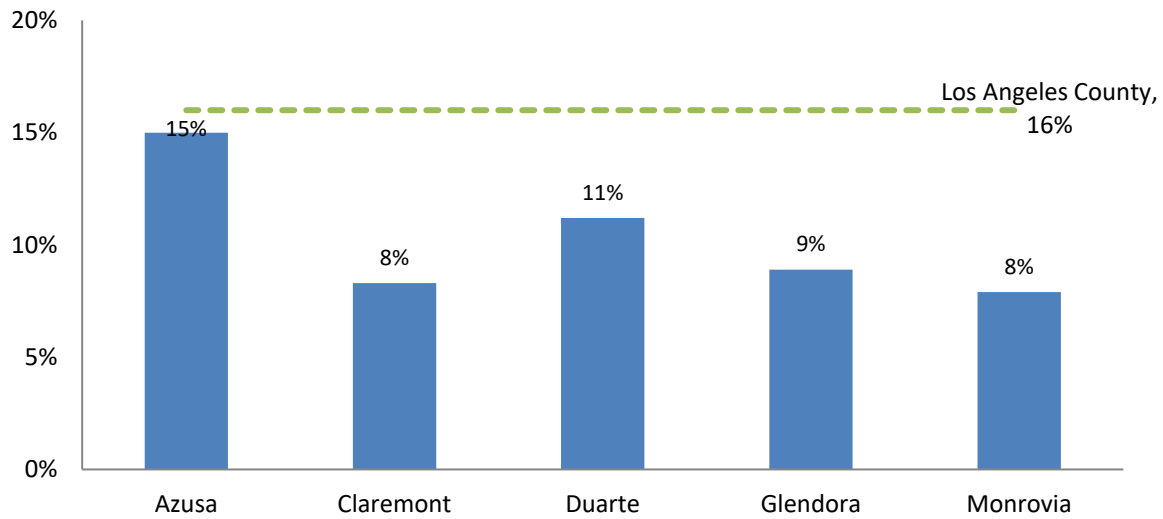
The socioeconomic status of residents in the College’s service area differs considerably by city. The median household income in four out of the five primary cities is above the Los Angeles County’s median household income by at least 13 percent (Figure 10). However, in Azusa, the median household income is below the Los Angeles County’s median and the poverty rate is the highest among the five cities (Figures 10 and 11).

Figure 10. Median Household Income (in 2018 Inflation-adjusted Dollars)



Source: 2018 American Community Survey 5-year Estimates

Figure 11. Poverty Rate in Service Area and Los Angeles County



Source: 2018 American Community Survey 5-year Estimates

### Unemployment Data

The unemployment rate in the last 12 months in Los Angeles County was below five percent. However, the unemployment rate increased dramatically to 6.4 percent in March 2020 due to COVID-19. All five primary cities in the College’s service area experienced an increase in their unemployment rate in March, compared to the same month last year. It is likely that COVID-19 will continue to impact the economy in 2020. As such, it may take the job market a considerable period of time to recover.

Figure 12. Unemployment Rate in Los Angeles County Since January 2019

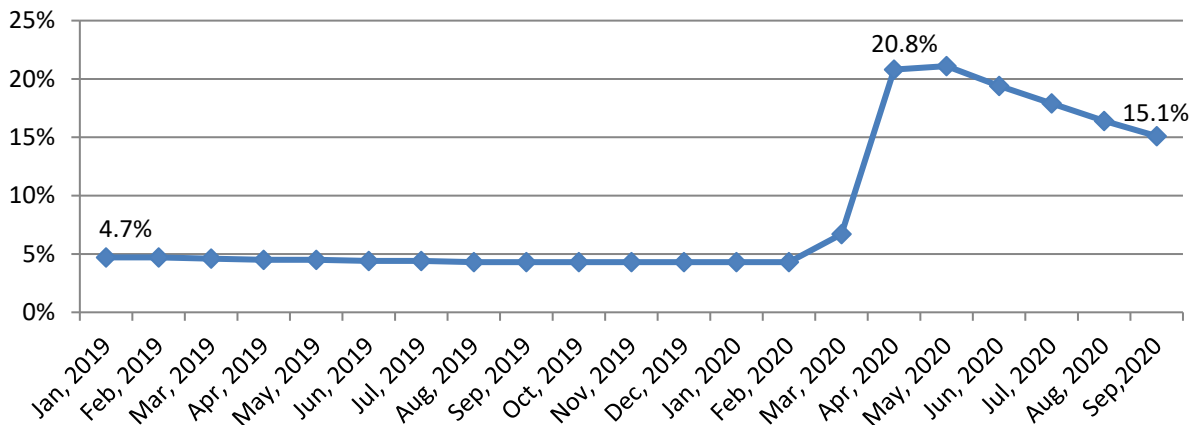
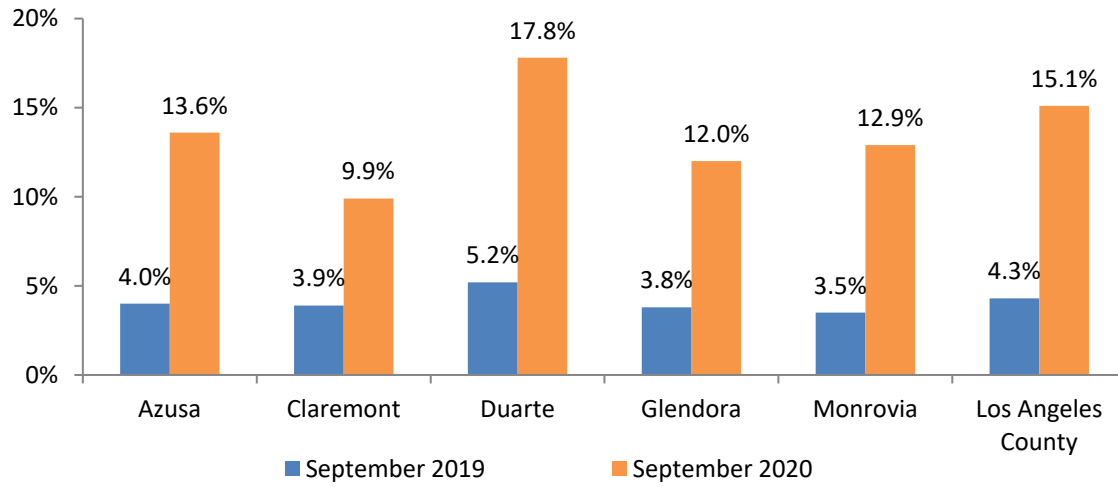


Figure 13. Unemployment Rate in Service Area and Los Angeles County, September 2019 vs. September 2020



Source: California Employment Development Department



## Projected Job Growth

Many Citrus College students joined the workforce in Los Angeles County and the broader southern California region. The following three tables show the top ten occupations with the most openings and the top ten occupations with the highest growth rates in Los Angeles County, Orange County, and the Inland Empire metropolitan areas. The occupations projected to have the most job openings are primarily in healthcare, accommodation and food services, transportation and warehousing, as well as construction. Many of the fastest-growing and highest-paying jobs, such as physician assistants and software developers, require a bachelor's degree or above.

*Table 14. Occupations with the Most Job Openings and Fastest-Growing Occupations, Los Angeles-Long Beach-Glendale Metropolitan Division, 2016-2026*

<b>Occupations with the Most Job Openings</b>	<b>Entry Level Education</b>	<b>Total Job Openings</b>	<b>Median Annual Wage<sup>1</sup></b>
Personal Care Aides	7	430,030	\$24,491
Combined Food Preparation and Serving Workers and Fast Food	8	220,220	\$24,008
Cashiers	8	205,070	\$24,194
Waiters and Waitresses	8	174,540	\$25,088
Retail Salespersons	8	174,270	\$25,309
Laborers and Freight, Stock, and Material Movers	8	147,610	\$26,465
Office Clerks, General	7	109,900	\$32,571
Stock Clerks and Order Fillers	7	83,770	\$25,795
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	81,550	\$30,169
Security Guards	7	80,790	\$27,731
<b>Fastest Growing Occupations</b>	<b>Entry Level Education</b>	<b>Percent Growth</b>	<b>Median Annual Wage</b>
Home Health Aides	7	41.4%	\$26,158
Personal Care Aides	7	39.9%	\$24,491
Physician Assistants	2	37.3%	\$107,508
Statisticians	2	36.8%	\$80,232
Nurse Practitioners	2	34.8%	\$127,644
Software Developers, Applications	3	33.7%	\$111,661
Physical Therapist Assistants	4	31.8%	\$67,745
Physical Therapist Aides	7	30.5%	\$30,540
Occupational Therapy Assistants	4	30.2%	\$73,351
Massage Therapists	5	29.8%	\$34,201

**Entry Level Education**

1- Doctoral or professional degree

2- Master's degree

3- Bachelor's degree

4- Associate degree

5- Postsecondary non-degree award

6- Some college, no degree

7- High school diploma or equivalent

8- No formal education credential

<sup>1</sup> Wages are from 2018 first quarter, excluding self-employed or unpaid family workers. An estimate could not be provided for wages listed as n/a. Source: California Employment Development Department

Table 15. Occupations with the Most Job Openings and Fastest-Growing Occupations, Anaheim-Santa Ana-Irvine Metropolitan Division, 2016-2026

<b>Occupations with the Most Job Openings</b>	<b>Entry Level Education</b>	<b>Total Job Openings</b>	<b>Median Annual Wage</b>
Combined Food Preparation and Serving Workers and Fast Food	8	84,680	\$23,771
Cashiers	8	68,050	\$23,750
Personal Care Aides	7	65,210	\$24,121
Waiters and Waitresses	8	64,960	\$25,088
Retail Salespersons	8	64,720	\$25,031
Laborers and Freight, Stock, and Material Movers	8	42,920	\$26,403
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	37,420	\$26,950
Office Clerks, General	7	34,140	\$33,308
Customer Service Representatives	7	33,110	\$37,668
Stock Clerks and Order Fillers	7	30,630	\$25,784
<b>Fastest Growing Occupations</b>	<b>Entry Level Education</b>	<b>Percent Growth</b>	<b>Median Annual Wage</b>
Solar Photovoltaic Installers	7	106.8%	n/a
Home Health Aides	7	40.6%	\$26,168
Physician Assistants	2	35.8%	\$118,627
Phlebotomists	5	33.3%	\$42,142
Carpet Installers	8	32.0%	\$44,938
Software Developers, Applications	3	31.5%	\$118,901
Tile and Marble Setters	8	30.3%	\$49,071
Nurse Practitioners	2	28.9%	\$120,607
Health Specialties Teachers, Postsecondary	1	27.7%	\$153,498
Operations Research Analysts	3	27.3%	\$88,356

**Entry Level Education**

1- Doctoral or professional degree

2- Master's degree

3- Bachelor's degree

4- Associate degree

5- Postsecondary non-degree award

6- Some college, no degree

7- High school diploma or equivalent

8- No formal education credential

Table 16. Occupations with the Most Job Openings and Fastest-Growing Occupations, San Bernardino-Riverside-Ontario Metropolitan Statistical Area, 2016-2026

<b>Occupations with the Most Job Openings</b>	<b>Entry Level Education</b>	<b>Total Job Openings</b>	<b>Median Annual Wage</b>
Personal Care Aides	7	116,640	\$23,895
Laborers and Freight, Stock, and Material Movers	8	103,380	\$28,613
Combined Food Preparation and Serving Workers and Fast Food	8	94,680	\$23,771
Cashiers	8	81,200	\$23,781
Retail Salespersons	8	70,410	\$25,185
Stock Clerks and Order Fillers	7	49,760	\$25,293
Waiters and Waitresses	8	49,270	\$24,460
Heavy and Tractor-Trailer Truck Drivers	5	37,300	\$48,044
Office Clerks, General	7	32,500	\$34,700
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	8	28,760	\$30,138
<b>Fastest Growing Occupations</b>	<b>Entry Level Education</b>	<b>Percent Growth</b>	<b>Median Annual Wage</b>
Solar Photovoltaic Installers	7	138.0%	\$39,096
Machine Feeders and Offbearers	8	47.2%	\$31,299
Home Health Aides	7	42.9%	\$32,659
First-Line Supervisors of Helpers, Laborers, and Material Movers,	7	42.3%	n/a
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile Setters	8	39.7%	\$36,490
Personal Care Aides	7	39.6%	\$23,895
Physical Therapist Aides	7	38.9%	\$28,719
Physician Assistants	2	38.1%	\$114,758
Software Developers, Applications	3	37.1%	\$98,531
Roofers	8	37.1%	\$49,051

**Entry Level Education**

1- Doctoral or professional degree

2- Master's degree

3- Bachelor's degree

4- Associate degree

5- Postsecondary non-degree award

6- Some college, no degree

7- High school diploma or equivalent

8- No formal education credential

## Demographic Data

There are more female students than male students at Citrus College. The percentage of female students increased slightly from 52 percent in fall 2015 to 55 percent in fall 2019.

*Table 17. Unduplicated Headcount by Gender*

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
Female	6,960	52 %	6,878	53 %	7,066	53 %	7,012	53 %	7,080	55 %
Male	6,171	46 %	5,942	45 %	6,068	45 %	5,942	45 %	5,711	44 %
Unknown	274	2 %	256	2 %	212	2 %	204	2 %	192	1 %
<b>Total</b>	<b>13,405</b>	<b>100%</b>	<b>13,076</b>	<b>100%</b>	<b>13,346</b>	<b>100%</b>	<b>13,158</b>	<b>100%</b>	<b>12,983</b>	<b>100%</b>

Source: Chancellor's Office Data Mart

Students at Citrus College are primarily of traditional college age. Almost three quarters of the students are under the age of 24. The percentage of students who are 19 or younger increased slightly in the last two years due to expanded dual enrollment programs.

*Table 18. Unduplicated Headcount by Age*

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
19 or Less	4,001	30%	3,768	29%	4,041	30%	4,285	33%	4,533	35%
20 to 24	5,815	43%	5,689	44%	5,591	42%	5,217	40%	4,882	38%
25 to 29	1,765	13%	1,729	13%	1,879	14%	1,779	14%	1,682	13%
30 to 34	657	5%	691	5%	698	5%	734	6%	728	6%
35 to 39	401	3%	393	3%	416	3%	380	3%	406	3%
40 to 49	458	3%	475	4%	418	3%	464	4%	451	3%
50 +	308	2%	331	3%	303	2%	299	2%	301	2%
<b>Total</b>	<b>13,405</b>	<b>100%</b>	<b>13,076</b>	<b>100%</b>	<b>13,346</b>	<b>100%</b>	<b>13,158</b>	<b>100%</b>	<b>12,983</b>	<b>100%</b>

Source: Chancellor's Office Data Mart

As of fall 2019, the student body at Citrus College consisted of 65 percent Hispanic, 14 percent White, 12 percent Asian, three percent African-American, three percent multi-racial, and less than one percent other races. The percentage of Hispanic/Latino students has grown four percent over the past six years, while the White student population declined by about the same rate.

Table 19. Unduplicated Headcount by Ethnicity

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
African-American	508	4%	473	4%	469	4%	433	3%	429	3%
American Indian/Alaskan Native	24	<1%	21	<1%	20	<1%	11	<1%	30	<1%
Asian	1,682	13%	1,633	12%	1,654	12%	1,613	12%	1,541	12%
Hispanic	8,204	61%	8,160	62%	8,569	64%	8,562	65%	8,450	65%
Multi-Ethnicity	358	3%	360	3%	390	3%	382	3%	358	3%
Pacific Islander	18	<1%	11	<1%	9	<1%	16	<1%	20	<1%
Unknown	133	1%	116	1%	93	1%	113	1%	334	3%
White Non-Hispanic	2,478	18%	2,302	18%	2,142	16%	2,028	15%	1,821	14%
<b>Total</b>	<b>13,405</b>	<b>100%</b>	<b>13,076</b>	<b>100%</b>	<b>13,346</b>	<b>100%</b>	<b>13,158</b>	<b>100%</b>	<b>12,983</b>	<b>100%</b>

Source: Chancellor's Office Data Mart

From the fall of 2015 to the fall of 2019, more than half of the enrolled students at Citrus College reported a goal of transfer to four-year institutions. Nine percent indicated that they are seeking an associate degree or a certificate. Another nine percent of the students are studying for a GED or a high school diploma. Twenty percent of the students had not decided on a goal.

Table 20. Unduplicated Headcount by Educational Goal

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
Transfer	7,832	58%	7,720	59%	7,755	58%	7,536	57%	7,107	55%
Associate Degree/Certificate	1,234	9%	1,137	9%	1,086	8%	1,121	9%	1,121	9%
Career/Job Skills	721	5%	753	6%	697	5%	680	5%	660	5%
GED/High School Diploma	708	5%	654	5%	841	6%	921	7%	1,222	9%
Educational Development	138	1%	130	1%	124	1%	150	1%	150	1%
Improve Basic Skills	106	1%	87	1%	101	1%	83	1%	66	1%
Undecided/Unreported	2,666	20%	2,595	20%	2,748	21%	2,667	20%	2,567	20%
<b>Total</b>	<b>13,405</b>	<b>100%</b>	<b>13,076</b>	<b>100%</b>	<b>13,346</b>	<b>100%</b>	<b>13,158</b>	<b>100%</b>	<b>12,983</b>	<b>100%</b>

Source: MIS referential data

Approximately 40 percent of the students at Citrus College from the fall of 2015 to the fall of 2019 were full-time credit students, enrolled in 12 or more units. The other 58 percent of the students were part-time students. Noncredit students only make up about 2 percent of the student population.

*Table 21. Unduplicated Headcount by Unit Load*

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	n	%	n	%	n	%	n	%	n	%
Less than 3.0	189	1%	203	2%	173	1%	135	1%	182	1%
3.0 - 5.9	2,445	18%	2,396	18%	2,600	19%	2,547	19%	2,713	21%
6.0 - 8.9	2,592	19%	2,502	19%	2,644	20%	2,638	20%	2,567	20%
9.0 - 11.9	2,513	19%	2,351	18%	2,260	17%	2,083	16%	1,915	15%
12.0 -14.9	3,864	29%	3,935	30%	3,842	29%	3,807	29%	3,552	27%
15 +	1,420	11%	1,344	10%	1,539	12%	1,665	13%	1,811	14%
Noncredit	382	3%	345	3%	288	2%	283	2%	243	2%
<b>Total</b>	<b>13,405</b>	<b>100%</b>	<b>13,076</b>	<b>100%</b>	<b>13,346</b>	<b>100%</b>	<b>13,158</b>	<b>100%</b>	<b>12,983</b>	<b>100%</b>

Source: Chancellor's Office Data Mart

## Socio-economic Data

As noted below, the number of students who received financial aid remains about the same, while the total amount of aid awarded has increased. Of the students who received financial aid, the majority received the California College Promise Grant and more than 40 percent received other grants (Pell Grant, Cal Grant, Supplemental Educational Opportunity Grant, etc.).

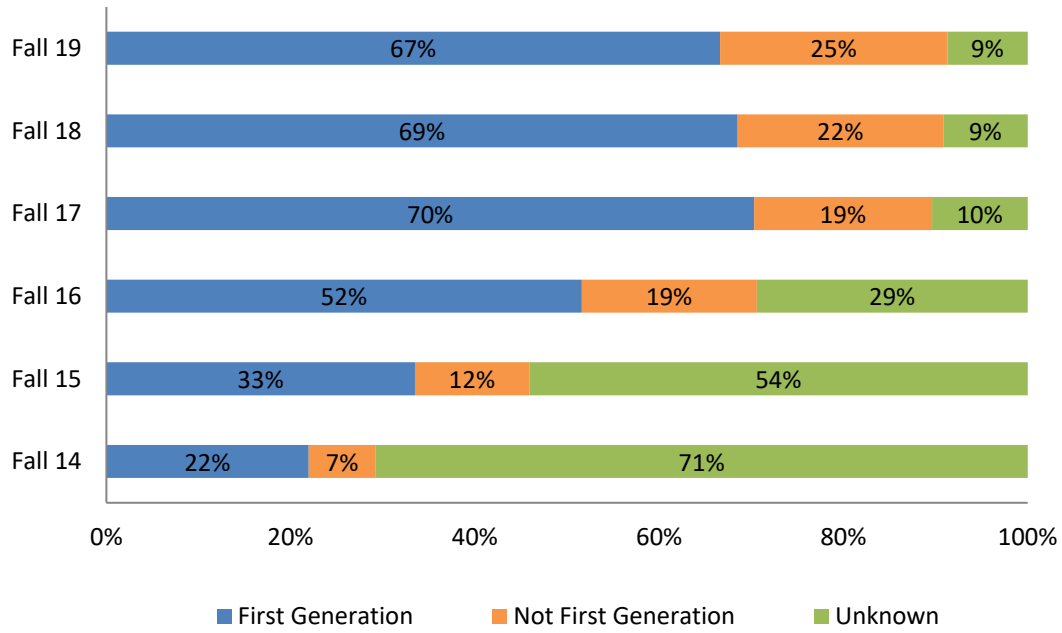
Table 22. Financial Aid Amounts and Recipients

	2015-2016		2016-2017		2017-2018		2018-2019	
	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount
California College Promise Grant	11,343	\$9,176,885	10,989	\$8,291,155	11,093	\$8,275,515	10,832	\$8,881,519
Grants	5,081	\$19,085,719	4,953	\$18,747,183	5,103	\$20,598,162	4,763	\$20,385,962
Loans	285	\$1,384,237	305	\$1,773,658	280	\$1,683,295	209	\$1,281,360
Scholarship	194	\$286,564	258	\$207,688	226	\$170,970	267	\$187,854
Work Study	90	\$258,914	91	\$292,961	101	\$324,414	99	\$343,927
<b>Total</b>	<b>11,561</b>	<b>\$30,192,319</b>	<b>11,218</b>	<b>\$29,312,645</b>	<b>11,322</b>	<b>\$31,052,356</b>	<b>11,101</b>	<b>\$31,080,622</b>

Source: Chancellor's Office Data Mart

Citrus College started to collect parent/guardian education level information in 2011 through CCC-Apply. There was a large percentage of students without parent/guardian education information initially. However, the College was able to collect more data over the last few years and significantly reduce the percent of students with missing information. As of fall 2019, over two-thirds of the enrolled students are first-generation college students.

Figure 23. First-generation Students. (A first-generation college student is defined as a student whose parent(s)/legal guardian(s) have not completed a bachelor's degree.)



Source: MIS referential data



## B. Presentation of Student Achievement Data and Institution-set Standards

### Success Rate

Citrus College’s overall course success rates in the past five years have steadily increased from 71.4 percent to 71.9 percent. However, there are noticeable gaps in success rates among students by gender, age and ethnic group. Online course success rates have improved since 2014-2015, although there is still a ten percent gap between online and traditional course success rates.

*Table 24. Overall Course Success Rate*

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Institution-Set Standard (floor)	n/a	n/a	65.0%	65.0%	65.0%
Stretch Goal (aspirational)	70.3%	71.3%	72.0%	73.0%	74.0%
Collegewide Success Rate	71.4%	71.0%	71.5%	71.7%	71.9%

*Source: Chancellor’s Office Data Mart*

*Table 25. Course Success Rate by Gender*

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Female	73.1%	72.8%	73.0%	72.8%	73.2%
Male	69.4%	69.0%	69.8%	70.4%	70.4%
Unknown	70.3%	68.8%	70.2%	70.7%	73.9%

*Source: Chancellor’s Office Data Mart*

*Table 26. Course Success Rate by Ethnicity*

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
African-American	62.2%	59.8%	59.8%	58.5%	64.3%
American Indian/ Alaskan Native	66.0%	67.3%	58.9%	63.6%	57.7%
Asian	77.7%	78.1%	77.0%	78.6%	78.8%
Hispanic	68.7%	68.6%	69.3%	69.6%	69.5%
Multi-Ethnicity	72.8%	71.4%	73.7%	72.2%	73.7%
Pacific Islander	68.4%	62.4%	70.0%	64.3%	80.0%
Unknown	69.9%	72.0%	72.9%	71.8%	74.3%
White Non-Hispanic	77.1%	75.9%	77.4%	77.6%	77.4%

*Source: Chancellor’s Office Data Mart*

Table 27. Course Success Rate by Age

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 to 17	79.5%	74.9%	81.1%	84.9%	84.6%
18 & 19	71.0%	70.1%	70.5%	71.2%	70.6%
20 to 24	70.8%	70.8%	71.3%	70.8%	71.8%
25 to 29	72.3%	70.9%	71.3%	72.3%	71.1%
30 to 34	73.3%	72.9%	72.3%	72.8%	72.8%
35 to 39	73.5%	74.4%	78.0%	73.8%	73.7%
40 to 49	72.2%	75.5%	71.6%	72.4%	73.5%
50 +	74.0%	74.5%	75.9%	72.6%	73.5%

Source: Chancellor's Office Data Mart

Table 28. Course Success Rate, Online vs. Traditional

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Online	61.1%	63.6%	63.8%	65.1%	64.3%
Traditional	72.7%	72.1%	73.1%	73.4%	74.2%

Source: Chancellor's Office Data Mart

### Transfer

Citrus College has seen a steady increase in transfer volume since 2015-16. Most recently in 2018-19, 164 students transferred to the UC system and 867 students transferred to the CSU system, setting the highest record in the College's history.

Table 29. Transfer to Four-Year Institutions

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Institution-Set Standard (floor)	n/a	n/a	1,000	1,000	1,000
Stretch Goal (aspirational)	1,260	1,285	1,310	1,335	1,362
Transfer to UC	131	116	148	145	164
Transfer to CSU	693	669	759	811	867
Transfer to In-State-Private	244	171	150	141	128
Transfer to Out-of-State	166	167	143	114	140
<b>Total Number of transfer</b>	<b>1,234</b>	<b>1,123</b>	<b>1,200</b>	<b>1,211</b>	<b>1,299</b>

Source: Chancellor's Office Data Mart, California State University Office of Institutional Research and Analyses, University of California Office of the President

### Degrees and Certificates

The number of degrees and certificates awarded peaked in 2017-18 and dropped in 2018-19. The most significant decline in Associate of Sciences (A.S.) degrees and Associate of Arts (A.A.) degrees is the result of the discontinuation of generalist associate degrees in favor of the more specific transfer degrees. The decline in the number of students, who earned a degree or certificate, is also a reflection of decreased enrollment in 2018-19.

Table 30. Number Degrees and Certificates

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Associate in Science for Transfer (A.S.-T) Degree	245	342	378	431	443
Associate in Arts for Transfer (A.A.-T) Degree	255	361	425	596	521
<b>Total ADT</b>	<b>500</b>	<b>703</b>	<b>803</b>	<b>1,027</b>	<b>964</b>
Associate of Science (A.S.) degree	723	861	780	910	781
Associate of Arts (A.A.) degree	1,160	1,390	1,390	1,381	913
<b>Total Associate degrees</b>	<b>1,883</b>	<b>2,251</b>	<b>2,170</b>	<b>2,291</b>	<b>1,694</b>
<b>Certificates</b>	<b>1,216</b>	<b>1,349</b>	<b>1,462</b>	<b>2,031</b>	<b>2,029</b>
<b>Total Degrees and Certificates</b>	<b>3,599</b>	<b>4,303</b>	<b>4,435</b>	<b>5,349</b>	<b>4,687</b>

Source: Chancellor's Office Data Mart

Table 31. Number of Students Who Earned a Degree

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Institution-Set Standard (floor)	n/a	n/a	1,200	1,200	1,200
Stretch Goal (aspirational)	1,270	1,283	1,296	1,309	1,322
Actual number of students who earned a degree	1,254	1,360	1,370	1,556	1,389

Source: Citrus College Institutional Data

Table 32. Number of Students Who Earned a Certificate

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Institution-Set Standard (floor)	n/a	n/a	1,100	1,100	1,100
Stretch Goal (aspirational)	1,140	1,151	1,162	1,173	1,185
Actual number of students who earned a certificate	1,127	1,324	1,387	1,664	1,587

Source: Citrus College Institutional Data

### Licensure Exam Pass Rate

Over the last few years, licensure exam pass rates have been relatively stable, meeting or exceeding the Institution-set Standard, although the rates for some programs have fluctuated due to relatively small cohorts. The Registered Dental Assistant examination reverted back to a combined assessment in 2017.

Table 33. Licensure Exam Pass Rate

Program	Examination	Institution-set Standard (2020 ACCJC annual report)	2014 - 2015 Pass Rate	2015 - 2016 Pass Rate	2016 - 2017 Pass Rate	2017 - 2018 Pass Rate	2018 - 2019 Pass Rate
Emergency Medical Technician – EMT	National	75%	68%	80%	71%	94%	90%
Registered Dental Assistant (RDA) - Practical	State	75%	94%	37%	77%	n/a	n/a
Registered Dental Assistant (RDA) - Written	State	75%	74%	76%	83%	n/a	n/a
Registered Dental Assistant (RDA) - Law/Ethics	State	75%	93%	100%	100%	n/a	n/a
Registered Dental Assistant (RDA) - Combined	State	75%	n/a	n/a	n/a	77%	79%
Licensed Vocational Nursing (LVN)	State	75%	85%	85%	92%	86%	86%
Registered Nursing (RN/ADN)	State	75%	87%	89%	93%	96%	86%
Certified Nurse Assistant (CNA) - Written	State	75%	n/a	n/a	100%	98%	100%
Certified Nurse Assistant (CNA) - Skills	State	75%	n/a	n/a	100%	98%	100%
Certified Nurse Assistant (CNA)	State	75%	100%	100%	n/a	n/a	n/a
Cosmetology - Practical	State	70%	88%	98%	87%	80%	86%
Cosmetology - Written	State	70%	60%	84%	91%	88%	83%
Esthetician - Practical	State	70%	99%	89%	96%	100%	91%
Esthetician - Written	State	70%	95%	93%	86%	79%	77%

Source: Citrus College Institutional Data

Table 34. Job Placement Rates

Program	Institution-set Standard (2020 ACCJC annual report)	2014-2015 Job Placement Rate	2015-2016 Job Placement Rate	2016-2017 Job Placement Rate	2017-2018 Job Placement Rate	2018-2019 Job Placement Rate
Forestry/Wildland Resources	70%	71%	79%	82%	57%	89%
Accounting	70%	65%	66%	77%	88%	73%
Digital Media	70%	14%	86%	78%	0%	72%
Information Technology	70%	n/a	72%	63%	100%	73%
Medium & Heavy Truck Technology	74%	n/a	71%	100%	100%	100%
Automotive Technology	81%	92%	89%	95%	83%	88%
Drafting Technology	89%	n/a	67%	67%	100%	50%
Water Technology	84%	86%	100%	91%	88%	93%
Recording Arts/Commercial Music	70%	54%	77%	69%	79%	69%
Emerging Theater Technology	79%	75%	100%	71%	67%	89%
Licensed Vocational Nursing	70%	77%	85%	78%	81%	90%
Dental Assisting	88%	91%	93%	84%	81%	73%
Child Development	70%	63%	80%	78%	93%	82%
Administration of Justice	79%	73%	80%	80%	94%	93%
Cosmetology/Esthetician	72%	68%	76%	76%	76%	73%
Public Works/Administration	85%	75%	100%	100%	100%	n/a

Source: Citrus College Institutional Data. Institution-set Standard is based on the ACCJC Annual Report.

### Institutional-set Standard - Strategic Plan Objectives

Citrus College course success rates, transfer, degree and certificate attainment are robust and have shown significant gains over the years. To further support the College’s commitment to student success and completion and to close achievement gaps amongst disproportionately impacted students, Citrus College established 19 aspirational objectives in its 2016 to 2021 Strategic Plan. Seventeen out of the 19 objectives are closely related to student success and achievement with the data reported in the following tables. While not all of these objectives have been achieved, they reflect the College’s ongoing commitment to increasing student success and

completion and help determine resource allocations as necessary to achieve these objectives as noted in the data reported in the following tables.

**Objective 1.** Increase the basic skills course completion rate in math and English by two percent per year.

Basic skills English success rate improved from 67 percent in fall 2015 to 69 percent in fall 2016 and fall 2017, while basic skills math success rate fluctuated.

*Table 35. Basic Skills Course Success Rate*

	Fall 2015	Fall 2016	Fall 2017
English	67%	69%	69%
Math	50%	57%	53%

*Source: Citrus College Institutional Data*

This objective was revised recently in 2019 to reflect the implementation of California Assembly Bill - AB705 in fall 2018. Currently, students have access to introductory transfer-level English and math courses.

**Revised Objective 1**

**1a.** Increase the percent of students who completed transfer-level English by one percent per year.

**1b.** Increase the percent of students who complete transfer-level math by three percent per year.

Of those students who attempted English/math course for the first-time in fall semesters, the percentage of students who completed transfer-level English/math within a year increased significantly since the College started to implement AB705 in fall 2018.

*Table 36. Transfer-level English and Math Completion*

	Fall 2015 – Spring 2016	Fall 2016 – Spring 2017	Fall 2017 – Spring 2018	Fall 2018 – Spring 2019
English	49%	55%	54%	71%
Math	19%	23%	28%	45%

*Source: Citrus College Institutional Data*

**Objective 2.** Increase the pass rate in noncredit ESL.

Noncredit ESL pass rates fluctuated between 33 percent and 39 percent in the last four years.

*Table 37. Noncredit ESL Pass Rate*

	2015-2016	2016-2017	2017-2018	2018-2019
Noncredit ESL	36%	39%	33%	34%

*Source: Citrus College Institutional Data*

**Objective 3.** Increase the course completion rate of academic programs that are below the College average by one percent per year.

Every fall, program-level and college-level course success rates of the last five years are made available to faculty as part of the **data packets** provided for program review.

**Objective 4.** Increase the course completion rate of disproportionately impacted groups by two percent per year.

African-Americans and foster youth were identified as the two disproportionately impacted groups when the objective was first established. Over the last five years, course success rates for African-American students remained relatively stable while the rates for foster youth declined.

*Table 38. Course Completion Rate of Disproportionately Impacted Groups*

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African-American	57%	58%	55%	62%	58%
Foster Youth	52%	44%	45%	40%	44%

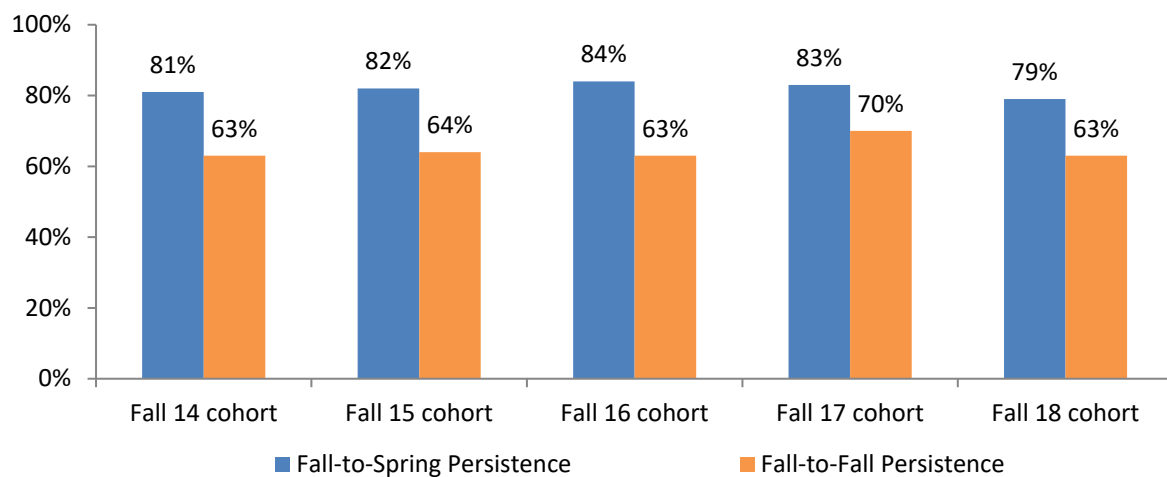
Source: Chancellor’s Office Data Mart

**Objective 5.** Increase the fall-to-spring persistence of first-time freshmen by one percent per year.

**Objective 6.** Increase the fall-to-fall persistence rate of first-time freshmen by two percent per year.

The fall-to-spring persistence rate for first-time freshmen declined recently. However, fall-to-fall persistence remained at about 63 percent.

*Figure 39. Freshmen Cohort Persistence Rates*



Source: Citrus College Institutional Data

**Objective 7** Increase the number of students who graduate with an associate degree within three years by two percent per year.

Data from the Student Success Scorecard show that the number of students in each scorecard cohort who received an associate degree within three years has increased steadily each year.

*Table 40. Three-year Graduation Rate*

	2012-2013 Cohort	2013-2014 Cohort	2014-2015 Cohort	2015-2016 Cohort
Graduate with Associate Degree	12.3%	12.6%	12.8%	13.5%

*Source: Chancellor’s Office Student Success Scorecard*

This objective was revised recently in 2019 to align with the California State Chancellor’s Office Vision for Success goals. Baseline data in 2016-2017 was provided by the Chancellor’s Office.

**Revised Objective 7.** Decrease the average number of units accumulated by all associate degree earners from 88 in 2016-2017 to 80 by 2021-2022.

**Objective 8.** Increase degree and certificate completion of disproportionately impacted groups by two percent per year.

The number of degrees and certificates awarded to African-American students increased by 20 percent from 126 in 2015-2016 to 151 in 2016-2017. However, in the last two years, the number declined by about the same percentage. The number of degrees and certificates awarded to Hispanic/Latino students peaked at 3,178 in 2017-2018 then dropped to 2,859 in 2018-2019. The trend is consistent with the College’s effort to discontinue generalist degrees.

*Table 41. Degree and Certificate Completion of Disproportionately Impacted Groups*

	2015-16	2016-17	2017-18	2018-19	2019-20
African-American	126	151	138	125	131
Hispanic/Latino	2,479	2,703	3,178	2,859	2,995

*Source: Citrus College Institutional Data*

**Objective 9.** Increase transfer of disproportionately impacted groups by two percent per year.

The Transfer Velocity Report in the Chancellor’s Office data mart tracks the six-year transfer outcome of a cohort of first-time students. Transfer rates for all three disproportionately impacted groups improved.



Table 42. Transfer Rate of Disproportionately Impacted Groups

	2008-2009 cohort	2010-2011 cohort	2011-2012 cohort	2012-2013 cohort
Hispanic/Latino	32%	36%	33%	39%
Students with disabilities	27%	33%	32%	30%
Pell grant recipients	37%	36%	35%	39%

Source: Chancellor's Office Data Mart. 2009-2010 Cohort data is not reported due to a large number of students with unknown ethnicities.

**Objective 10.** Increase degree completion by one percent per year.

Please see table 30.

**Objective 11.** Increase certificate completion by one percent per year.

Please see table 32.

**Objective 12.** Increase overall transfer to four-year colleges and universities by two percent per year.

Please see table 29.

**Objective 13** Increase the number of underrepresented students completing STEM programs of study by two percent per year.

The number of underrepresented students completing degrees and certificates in STEM fields increased gradually from 2014-2015 to 2017-2018 and experienced a significant drop in 2018-2019. The primary reason is the discontinuation of the two generalist degrees: Biological and Physical Sciences (and Mathematics) and Liberal Arts: Emphasis in Math and Science.

Table 43. Number of Underrepresented Students Completing STEM Degrees and Certificates

	2015-16	2016-17	2017-18	2018-19	2019-20
African-American	15	19	13	15	17
Hispanic/Latino	272	269	307	247	274
American Indian/Alaska Native	2	2	1	0	0
<b>Total</b>	<b>289</b>	<b>290</b>	<b>321</b>	<b>262</b>	<b>291</b>

Source: Citrus College Institutional Data

**Objective 14.** Increase licensure and industry-valued third-party credential pass rate for skill builders and CTE program completers by one percent per year.

Please see table 33.

**Objective 15.** Increase the completion rate in programs leading to high-wage, high-skill occupations in local industry clusters by one percent per year.

Twenty-three certificate programs were identified as programs leading to high-wage, high-skill occupations, when this objective was established. Approximately 320 to 360 certificates were awarded each year from 2014-2015 to 2017-2018.

*Table 44. Number of Certificates Awarded in Selected CTE Programs*

	<b>Program</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>1</b>	Certificate in Architectural Design	1		1	
<b>2</b>	Certificate in CAD Architecture & Drafting	3	1	1	3
<b>3</b>	Certificate in Computer Generated Imagery	1			1
<b>4</b>	Certificate in Digital & Web Design	7	8	1	8
<b>5</b>	Certificate in Automotive Research & Development	1			
<b>6</b>	Certificate in Automotive Service, Diagnosis and Repair-Toyota/Lexus/Scion	19	10	20	1
<b>7</b>	Certificate in Automotive Service, Diagnosis and Repair-Underhood Specialist	30	26	17	20
<b>8</b>	Certificate in Automotive Service, Diagnosis and Repair-Undercar/Drivetrain Specialist	37	17	19	17
<b>9</b>	Certificate Automotive Service, Diagnosis and Repair-Technology Master Technician	25	14	20	17
<b>10</b>	Diesel Technology Certificate				
<b>11</b>	Certificate in Medium and Heavy Truck Services	8	3		9
<b>12</b>	Certificate in Biomanufacturing		12	13	7
<b>13</b>	Certificate in Esthetician	46	44	69	75
<b>14</b>	Certificate in Dental Assisting	26	27	20	25
<b>15</b>	Emergency Management Homeland Security	2	2	2	3
<b>16</b>	Emergency Medical Technician		1	36	59
<b>17</b>	Certificate in Wildland Resources and Forestry	28	22	23	14
<b>18</b>	Certificate in Heating and Air Conditioning	3	12	14	
<b>19</b>	Certificate in Information Technology	6	10	5	7
<b>20</b>	Certificate in Audio Recording Technology	44	46	22	34
<b>21</b>	Certificate in Theatre Technologies	4	3	4	9
<b>22</b>	Certificate in Vocational Nursing	43	44	38	38
<b>23</b>	Certificate in Water Technology	19	25	12	12
	<b>Total</b>	<b>353</b>	<b>327</b>	<b>337</b>	<b>359</b>

This objective was revised recently in 2019 to align with new Student-Centered Funding Formula. 2016-2017 and 2017-2018 data are provided by the Chancellor's Office.

**Revised Objective 15.** Increase the number of students who complete nine or more CTE units by one percent per year.

*Table 45. Number of Students who Completed 9 or More CTE Units*

	2016-2017	2017-2018
All Students who completed 9 or more CTE units	1,919	1,728

**Objective 16.** Increase the wage gaining potential of skill builders and CTE program completers.

*Table 46. CTE Students Wage Gain*

	2012-2013 cohort	2013-2014 cohort	2014-2015 cohort	2015-2016 cohort
Wage Gain	28.2%	41.4%	42.1%	36.5%

*Source: Chancellor’s Office Student Success Scorecard*

This objective was revised recently in 2019 to align with the Chancellor’s Office Vision for Success goals. Baseline data in 2016-2017 was provided by the Chancellor’s Office.

**Revised Objective 16.** Increase the percent of students who attain a living wage from 32 percent in 2016-2017 to 37 percent by 2021-2022

**Objective 19.** Increase enrollment from Citrus College applicants by one percent per year.

This objective was added recently in 2019 to align with the Student Equity and Achievement (SEA) Program Plan. According to data provided by the Chancellor’s Office, out of the 39,339 individuals who applied to Citrus College between 2016 and 2018, 16,807 (43 percent) enrolled in Citrus College in 2017-2018.