



Midterm Report

Submitted by

Citrus College
1000 West Foothill Blvd.
Glendora, CA 91741

to

Accrediting Commission for Community and Junior Colleges

October 2025

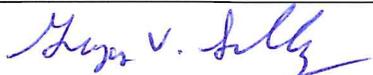
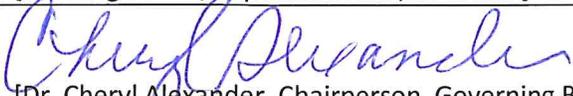
Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Greg Schulz
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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies and was developed with appropriate participation and review by the campus community.

Signatures:

[Chief Executive Officer of Multi-College District - Not Applicable]	[N/A]
 [Dr. Greg Schulz, Superintendent/President]	[10/15/2025]
 [Dr. Cheryl Alexander, Chairperson, Governing Board]	[10/15/2025]
 [Lisa Villa, President, Academic Senate]	[10/15/2025]
 [Gerhard Peters, President, Citrus College Faculty Association]	[10/15/2025]
 [Danielle Weller, President, California State Employees Association]	[10/15/2025]
 [Bill Zeman, President, Citrus College Adjunct Faculty Federation]	[10/15/2025]

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

Since the college's last comprehensive review in 2021, the college has seen increases in the following categories ([strategic objectives](#)) from the Strategic Plan:

- Students who complete English within one year (70% for fall 2023 cohort); up from 66% for fall 2020 cohort
- Students who complete transfer level math (72%); up from 62% for fall 2020 cohort
- Students who complete noncredit certificates (45 in total); up from 2 in 2020-21
- Annual course success rate (76%); up from 74% in 2020-21
- Course completion rates for disproportionately impacted students including African American (71%) and Foster Youth students (60%); up from 65% for African American and 52% for Foster Youth students from fall 2020
- Fall-to-Spring persistence (80%); up from 76% from fall 2020 cohort

Recently, the college reimaged its approach to professional learning in a tri-chair governance structure led by the Director of Diversity, Equity, Inclusion, and Accessibility+ (DEIA+), a faculty co-chair, and a classified employees' co-chair. A new shared governance committee, the Professional Learning Committee (PLC), that reports to the Steering Committee, the highest shared governance committee at the college, was established to guide all professional learning. In particular, the PLC provided comprehensive training and support to employees to make documents accessible. The PLC implemented a collaborative approach to planning for Flex Day leading to a robust and well-received day of learning with topics for all employees to explore. The DEIA+ Committee implemented Equity Walks to improve awareness of college resources and to examine areas for improvement related to support and accessibility. The DEIA+ Committee developed Employee Resource groups and an inclusive list of culturally meaningful celebrations to share with the college community. Members of the DEIA+ Committee and others participated in the USC Race and Equity Center's Equitable Hiring Institute.

In 2023, the college applied for and received a California Community College Chancellor's Office (CCCCO) Institutional Effectiveness Partnership Initiative ([IEPI](#)) grant to expand its noncredit and community education programs. The college added several new courses leading to seven new workforce certificates and developed and offered a Kids' College program in summer 2025. Faculty developed bridge classes from noncredit to credit which provide noncredit students with a pathway into Automotive and Cosmetology credit certificates.

The college has a robust early college program with over 90 courses offered at ten high schools. New courses offered include engineering, cosmetology, ethnic studies, and others including full degree pathways. The early college program is also working on expanding opportunities to include early college students at events on campus to increase access to complete transfer and/or workforce pathways at Citrus College.

Other notable achievements include:

- Record number (162 students in total) of Scholar Baller student-athletes earning above a 3.0 GPA;
- Record number (192 students in total) of Honors Transfer Program students;
- Increased number of STEM TRIO student participants (105 students in total);
- Became a Teaching College with the California Virtual Campus-Online Education Initiative (CVC-OEI) that includes four badged courses offered within the California Community College system course exchange.

In spring 2025, the college completed a collaborative revision to its mission, vision, and values resulting in a

modern representation of the population we serve and our commitment to providing the highest quality education in a safe and inclusive environment.

Over the past 18 months, the college reviewed and revised its approach to student learning outcomes assessment (SLOA). The details of the new process are included in section C.1 of this report. The revised process provides a more meaningful and inclusive opportunity for all faculty to dialog about teaching and learning. The technology to document SLOA is now more user-friendly, easily archived, and easy to maintain resulting in a positive response to the new process.

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

The 2021 visiting team made one Recommendation To Improve Quality:

1. In order to increase effectiveness, the team recommends the College strengthen its approach, methodology, and documentation to SLO assessment at the course level. (II.A.3)

The college reviewed, revised, and implemented a completely new process for SLO assessment. The college designed a new process resulting in a more meaningful, user-friendly way to document inclusive, regular faculty dialog about teaching and learning. The details of the new process are included in section C.1 of this report.

Citrus College identified four Actionable Improvement Plans; the following are updates for each:

1. There will be a review of all publications after any approved changes to the mission statement. (I.A)

The college completed a revision to its mission, vision, and values in spring 2025. All divisions and programs were prompted to review any posted and/or frequently used documents to update and reflect the newly adopted mission, vision, and values.

2. Student Support Services plans to further expand the use of technology by adding the chatbot to additional departments, creating specific College and Career Access Pathways (CCAP) and Guided Pathways Career and Academic Pathways (CAP) orientations with use of Comevo software, and moving financial aid verification processes online. (II.C)

Student Support Services is expanding its use of technology by enhancing access to information through a knowledge-based help center. Enrollment Services replaced the chatbot with this knowledge-based system, which offers articles containing hyperlinks, images, and videos. A tailored CCAP online orientation was also developed in Comevo to meet the unique needs of high school students taking Citrus College classes. These articles are tagged with relevant terms, allowing users to quickly find the information they need.

As of February 2025, 199 internal articles are available exclusively to Citrus College employees and, 369 articles are publicly accessible. These resources can be embedded in responses to tickets submitted to Admissions and Records, Financial Aid, and School Relations and Outreach. Over the past 12 months, the system's knowledge center recorded approximately 325,000 views, with the most frequently accessed articles being:

- Admissions and Records Forms – 6,107 views
- 2025-2026 Financial Aid Application Workshops – 3,896 views
- Minimum Enrollment for Disbursement Eligibility – 2,573 views

Additionally, the new student online orientation was updated to include information regarding the Guided Pathways Career and Academic Pathways including an individual video for each CAP.

Finally, prior to June 2020, the Financial Aid Department relied on a manual, paper-intensive verification process, which often resulted in delays and created barriers for students seeking financial aid. To address these inefficiencies and enhance student access, the department implemented Campus Logic Student Forms, moving all verification processes online. This transition has streamlined the submission of required documentation, improved completion rates, and ultimately ensured more timely disbursement of critical financial aid resources to students.

3. The district will renew a dialog with the adjunct federation to determine appropriate means to increase the number of adjunct faculty evaluated each year, when the district is permitted to return to on-campus classes. (III.A)

Current Process: The Human Resources Department has analyzed the current completed evaluation data for adjunct faculty. Managers (Deans) were notified of the due dates for those adjunct faculty that were scheduled to be evaluated per the timeline established in the bargaining agreement. Included in the communication were directions to provide the completed evaluation(s) to the Human Resources Department, to ensure the appropriate completion dates are tracked.

Future Plans: The Human Resources Department collaborated with the Technology and Computer Services (TeCS) Department to identify an automated process for the tracking of evaluation due dates. This proposed project will include entering the information into the Human Resources System (Banner) to automate the process. This will include sending auto-email notifications to managers (Deans) and the applicable adjunct faculty. This system is anticipated to be initiated in the 2025-26 academic year.

4. Expanded survey of technology needs and training: faculty, staff and students. (III.C)

The College Information Technology Committee (CITC) is a shared governance committee where the campus community can provide input regarding technology needs. This structure allows a diverse composition of that community to engage with TeCS. Committee composition consists of administrators, faculty, staff, and students. It was determined that the representative nature of the committee along with the program review and resource request process, were the best way to effectively determine technology and training needs.

In the 2023-24 academic year, the Professional Learning Committee surveyed employees regarding training needs. Any training needs related to technology were shared with CITC and plans for providing the training were implemented.

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

Regarding the one recommendation to improve on quality, the college has selected a process for SLOA that provides meaningful time, space, and documentation for faculty to improve and share best practices related to teaching and learning. The new process will lead to better “story-telling” through data and assist with how the college promotes the excellent opportunities for students to the community. (Standards: 1.2; 1.3; 2.1; 2.2; 2.6; and 2.9)

In general, all four of the self-improvement plans share the theme of communication. Each of the improvement plans provided an opportunity for the college to improve practices and develop standard operating procedures.

The visiting team noted that the college was compliant with all required ACCJC policies and eligibility requirements.

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

In the [2025 ACCJC Annual Report](#), the college submitted data related to course, certificate, and associate degree completion as well as transfer, licensure exam pass rates and career and technical education (CTE) employment rates. Institution-set standards for course, certificate and associate degree completion, and transfer are set and reviewed annually by the Institutional Effectiveness Committee (IEC), a shared governance committee. Institution-set standards for CTE licensure exam pass rates and employment rates are set and reviewed by program faculty biannually during program review.

Based on preliminary data for the 2024-25 academic year, with the exception of course completion, the other metrics tend to increase following an anticipated low point during the 2023-2024 academic year. This year correlates with the 2-year completion by the 2021-22 student cohort which was the final cohort faced with specific pandemic-related challenges. As these metrics are based on headcount, and 2021-22 was a low point for enrollment, the metrics show a decline. The college anticipates an increase for future annual reports that will correspond with the increases in enrollments that the college has consistently experienced over the last two academic years.

Course Completion	2019-20	2020-21	2021-22	2022-23	2023-24
Floor	65%	65%	72%	72%	72%
Aspirational	75%	75%	75%	75%	75%
Actual	75%	74%	74%	75%	76%

Certificate Completion	2019-20	2020-21	2021-22	2022-23	2023-24
Floor	1,100	1,100	1,400	1,400	1,400
Aspirational	1,197	1,209	1,604	1,620	1,636
Actual	1,604	1,740	1,555	1,468	1,382

Associate Degree Completion	2019-20	2020-21	2021-22	2022-23	2023-24
Floor	1,200	1,200	1,400	1,400	1,400
Aspirational	1,335	1,348	1,491	1,506	1,521
Actual	1,491	1,667	1,472	1,327	1,222

Transfer	2019-20	2020-21	2021-22	2022-23	2023-24
Floor	1,000	1,000	1,200	1,200	1,200
Aspirational	1,376	1,376	1,376	1,390	1,404
Actual	1,275	1,422	1,276	1,047	1,006

Licensure exam pass rates (shown below) continue to exceed the institution-set standard (floor) with many meeting or exceeding the program’s aspirational goal. With CTE programs being heavily impacted by difficulty in providing in-person instruction during the pandemic, the licensure exam results are pleasingly quite positive. When the result is below the aspirational goal, program faculty plan and implement strategies to improve pass rates. For example, the cosmetology program faculty implemented formative assessments that mimic the licensure exam to give students practice with the type of questions they will experience on the exam. The program faculty also implemented program-wide training to align best practices.

Program	Exam (National, State, Other)	Institution-Set Standard (%)	Stretch (Aspirational) Goal (%)	2020-21 Pass Rate (%)	2021-22 Pass Rate (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)
Automotive Tech -T-TEN	National	55%	80%	74%	75%	77%	78%
Cosmetology Written	State	83%	85%	88%	81%	58%	60%
Esthetician Written	State	89%	91%	91%	68%	81%	82%
Nurse Assistant	State	80%	85%	89%	98%	99%	100%
Registered Nurse	State	80%	85%	84%	94%	95%	93%
Vocational Nurse	State	80%	85%	100%	92%	93%	100%

Employment rates (shown below) for most CTE programs meet or exceed the institution-set standards (floors) identified by program faculty. Many factors impacted the 2023-24 employment rates including the pandemic and associated necessary adjustments to deliver safe in-person instruction. Each program maintains yearly advisory council meetings to assist with providing students with strategies for successful employment searches and may include internships or work experience with industry partners.

Program	Institution-Set Standard (%)	Stretch (Aspirational) Goal (%)	2020-21 Job Placement Rate (%)	2021-22 Job Placement Rate (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)
Accounting	73%	75%	73%	76%	88%	61%
Administration of Justice	73%	94%	88%	89%	80%	85%
Automotive Technology	73%	84%	88%	100%	94%	94%
Business Administration	73%	75%	81%	79%	76%	80%
Child Development/Early Care & Education	73%	84%	81%	83%	76%	78%

Commercial Music	73%	90%	69%	87%	67%	76%
Cosmetology and Barbering	73%	75%	73%	71%	81%	80%
Dental Assistant	82%	85%	60%	92%	81%	91%
Diesel Technology	73%	75%	75%	93%	89%	88%
Forestry	73%	75%	89%	82%	85%	78%
Licensed Vocational Nursing	80%	85%	89%	100%	86%	91%
Public Works	73%	75%	96%	90%	100%	96%
Real Estate	73%	75%	62%	63%	56%	73%
Registered Nursing	82%	87%	83%	87%	92%	100%
Water and Wastewater Technology	73%	88%	93%	92%	85%	96%

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

For the purposes of this report, we are regarding our institution-set standards as the [Strategic Plan Objectives](#). Some of the metrics are naturally disaggregated, such as disproportionately impacted student success rates, degree completion among African American and Latinx students, workforce certificate completion among African American and Latinx students, transfer rates of disproportionately impacted groups, and STEM program completion among underrepresented students. For each of these metrics, the college initially met or exceeded its institution-set standard but when the pandemic hit, the college experienced subsequent declines. The college experienced its peak decline in enrollment in 2022-23, and since that time, the metrics have held steady without any further significant declines. As there is roughly a two-year lag to track metrics such as completion of certificates, successful transfer, and gainful employment, the college anticipates that each of these metrics will continue to improve each year.

For the remaining strategic objective metrics, such as transfer-level math and English completion, persistence, and degree and certificate attainment, the Institutional Research, Planning and Effectiveness (IRPE) Office has consistently conducted local research to disaggregate and analyze the data; however, these data are not posted directly in the central repository. Findings have been shared with relevant departments and programs to support meaningful dialog and continuous improvement. For example, regarding transfer-level math completion (Objective 2), the IRPE Office conducted extensive research on student progression through the calculus pathway. This work culminated in a collaborative presentation at the 2025 Research and Planning (RP) Group Conference, co-delivered by an IRPE team member and a representative from the Math Department. The presentation highlighted student success outcomes by subgroup and showcased best practices for fostering an inclusive math learning environment. In addition, innovative approaches to professional learning were shared to further enhance teaching and learning across the college.

[Course success, degree, and certificate completion](#) data are available through the Program Review Dashboard, [disaggregated by instructional modality](#) (when appropriate) and [student subgroups](#). Faculty members use this information to engage in annual program review discussions, with focused, data-informed conversations about meaningful trends and areas for improvement. Another dashboard provides outcomes aligned with the Student Equity and Achievement Plan (SEAP), organized by Career Academic Pathways

(CAPs). These SEAP outcomes include term-to-term persistence, completion of transfer-level math and English, transfer rates to four-year institutions, Vision for Success goal attainment, several first-year milestone metrics, and three-year completion rates (including degrees and certificates). Data dialog and discussions have happened in Guided Pathways success teams, data coaching sessions, and the SEAP committee.

The recently released DataVista 2.1 dashboard from the California Community Colleges Chancellor's Office offers a wealth of publicly available data disaggregated by student subgroup. The College is currently exploring the most effective ways to share and integrate this data while continuing to foster a safe and supportive environment for meaningful dialog and continuous improvement.

Some of the patterns that excite the college include steady increases to enrollment, first-year math and English completion, fall-to-spring persistence, and overall course completion rates (including rates for African American and foster youth disproportionately impacted student groups). The numbers of students taking advantage of support programs and on-campus and online resources are also increasing. Collectively, these trends indicate that the college is successfully recovering from the pandemic.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

With respect to institution set standards as discussed in question 1 above, declines in headcount or total student enrollment, resulting from the pandemic, have resulted in the decreases observed. The college develops and maintains a strategic enrollment management plan that includes targeted activities to improve overall student enrollment, including new students and dually-enrolled students, marketing/branding, and retention and persistence for continuing students. As headcount and enrollments continue to grow, these metrics will continue to improve while maintaining successful course completion rates.

The college utilizes a [Student Equity and Achievement Plan](#) aligned with Guided Pathways to improve equitable outcomes for students. These plans, in conjunction with the Strategic Plan and Program Review, guide the annual work of faculty and staff and provide opportunities to make requests for resources in support of these efforts. The culture of regular and effective discussion and dialog about disaggregated data, student outcomes and strategic planning position the college to monitor activities and plans intended to continuously improve students and employees' experiences at the college. These dialogs take place at shared governance committees such as the Institutional Effectiveness Committee (IEC), SEAP/Guided Pathways Committee, and during the Program Review and SLOA Committee and processes.

In terms of outside the classroom support, within the last few years, the college has launched a Pride Center; added the Student Wellness Center which includes a dedicated mental health supervisor; expanded Basic Needs; launched a Dream Resource Center; launched a Black Scholars Program; and is in the process of developing additional support programs, such as Umoja and other similar programs, which will lead to positive outcomes for students who identify with these communities. The college has also focused on reinvigorating student life post-pandemic, and many student clubs are flourishing through support from the Student Life and Leadership Development program. Other support programs that have a longer history at the college and continue to provide robust support to students include EOPS, CARE Cal/WORKs, Foster Kinship/Guardian Scholars, the Veterans Success Center, the International Student Center, the STEM Center, the Learning Center, the Library, Financial Aid, Career Services, Transfer Services, and the Counseling and Advisement Center. The college will continue to monitor emerging student needs and implement additional support services as appropriate.

C. Reflections on Assessments of Student Learning

Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

To strengthen our approach, methodology, and documentation to SLO assessment (SLOA) at the course level, during fall 2023 and spring 2024, the Program Review/SLOA Committee convened a workgroup to address the ACCJC recommendation. Additionally, the workgroup considered what technology we would use for SLOA as the Program Review Committee agreed to terminate the college's contract with Taskstream, the software platform that was previously used to support program review and SLOA, and which served as a repository to collect SLOA forms.

After reviewing our internal processes and those of other colleges, the workgroup determined that changing our methodology for collecting and documenting SLOA was the best way to strengthen our approach to SLOA. The workgroup decided to move away from course-level annual forms submitted on Taskstream in favor of an ongoing, annual synchronous and asynchronous dialog approach using Padlet, an online discussion board.

Rather than individual forms, each program or group of programs has a [Padlet](#), which includes a series of prompts to facilitate SLOA discussions for that year. In the case of smaller programs, they were allowed to elect to participate with other programs to engender a more robust dialog.

This discussion board approach to documenting SLOA is designed to allow faculty to have broad and inclusive discussions regarding outcome methodologies and strategies, as well as providing a forum for the documentation of successful pedagogy and areas for improvement. The process is meant to be as collaborative as possible by allowing for synchronous and asynchronous contributions from all faculty, including adjunct faculty who may not be present at synchronous meetings.

To maximize the relevance of SLOA dialog, each year the college will focus on assessing course-level SLOs in two of the seven defined competency areas for SLOs, allowing for regular review of all course SLOs. Having faculty across campus focused each year on the same competencies provides the opportunity for more meaningful dialog around the teaching and assessment of each core competency.

During the fall of 2023 and spring 2024, the SLOA Coordinator kept the campus community informed about the workgroup's discussions on new approaches to SLOA at Program Review/SLOA Committee meetings, and as part of their reports to the Academic Senate, Steering, Educational Program and Institutional Effectiveness Committees. Once the workgroup developed a new approach with which to move forward, the SLOA Coordinator presented the new process to faculty, at the end of spring 2024, at a meeting of the Academic Senate.

Sandboxing of the new approach occurred in fall of 2024. The SLOA Coordinator conducted presentations on the process, with Q&A opportunities at the first and second Academic Senate meetings of the fall semester. Multiple faculty members sandboxed the technology to work out any kinks. Once the technology had been sandboxed by volunteer faculty members, a campus-wide email with both written and video instructions on the new process and technology were sent out to faculty members in December 2024.

During Flex Day, in spring 2025, the official rollout of the new SLOA approach and technology occurred. The

SLOA coordinator presented the process, technology, and answered questions. Faculty had an opportunity to try out the technology using a Test Padlet designed for practice. Over the course of spring 2025, faculty reported out course SLOA results for the sections they taught, including giving examples of best practice, asking for suggestions from other faculty and reviewing success and retention data for any trends of which to be aware. At Convocation in August 2025, faculty reviewed the results on their Padlet and summarized their findings. The 2025-2026 SLOA dialog was also launched with a focus on two new competency areas. To assess the new process, a survey will be sent to the faculty to provide input on the process and suggestions for areas for improvement.

On a program Padlet, faculty share out the results of their assessment asynchronously whenever they are completed or as part of documented discussions about SLOA that occurred during the meeting time set aside for SLOA dialog. Deans have added SLOs and SLOA discussion to division/program meetings. Additionally, sessions on SLOA occur regularly during Flex Day and Convocation. Summaries of these discussions are added to the online discussion board so that any faculty members who were not present at the meeting/session can read about the discussion and add their own comments. By providing space for both synchronous and asynchronous dialog around SLOA, our process fosters meaningful and broad participation among faculty, including adjunct faculty.

Every program Padlet includes a series of prompts to facilitate SLOA discussions. These prompts not only document assessment results but also provide a space to reflect on best practices, to ask for or suggest new approaches for better outcomes, consider the relationship between DEIA+ success and retention data for the program and their SLOA results, and consider the relationship between sequential courses and SLO outcomes. Furthermore, our ongoing dialog strengthens our approach by helping to close the loop by providing a space for faculty to document the different ways they are adjusting their teaching to help improve student success.

2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

The college does not have a standardized approach for disaggregating assessment results. However, faculty review student achievement data while implementing and analyzing assessments through the new SLOA process. These disaggregated data include Guided Pathways Career and Academic Pathways (CAPs), modality, course type, gender, race/ethnicity, age, and other student intersectional identities such as first generation, veteran, and foster youth status. Two dashboards are utilized to prompt review and analysis during the SLOA dialog. One database was originally developed to support program review, and the other was developed to support Guided Pathways. Together they provide a wholistic picture of how students are able to make progress on and attain milestones and goals.

It is exciting to note that post-pandemic, more students are selecting to enroll in more units which increases the number of students achieving full-time status. More students are completing English and math earlier in their pathways and, more students are completing workforce certifications and passing licensure exams.

The college will continue to monitor success and retention in online courses and recognizes that success in online courses continues to lag behind in-person courses for all students, particularly for students of color. One other area of concern for the college is part-time students' achievement of milestones and goals which lags behind that of full-time students.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future

improvements and innovations in support of equitable student learning?

The Online Education Committee and Professional Learning Committee have provided regular opportunities to improve online teaching and learning which typically also leads to improved in-person instruction. As more faculty model their courses to be eligible for CVC-OEI badging, the student experience in online classes will continue to improve.

The SEAP/Guided Pathways Committee has explored ways to ensure that part-time students are aware of and participate in support programs and student life. The college will continue to develop and implement plans that focus specifically on the part-time student experience.

The college will monitor the new SLOA process and seek opportunities to improve and refine the process in the first few years. A focus may include developing methods to share excellence widely and bring awareness to shared issues and challenges in the classroom. Department, division, and college-wide dialog among faculty members, including examples of excellence and challenges, will improve the scaffolding for equitable student learning throughout the college.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Provide a brief response to the question below. Suggested length for Section D is 2 pages.

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Turnover in leadership presents opportunities and challenges. The majority of the senior management team has a tenure of four or more years at Citrus College and many more years within the California Community College system; leadership is stable. The management team is comprised of individuals with long-term, internal perspectives who may provide institutional history and culture, as well as others also bring knowledge and experiences from other community colleges and/or higher education systems which can help to provide new ways to approach problem-solving together. The current college culture is transparent, inclusive, and engaging. In the mid-level and entry-level management positions that have experienced new hires, opportunity lies in discussing new and fresh ideas and approaches; challenge arises in providing appropriate support and training while maintaining services to faculty and students. Many faculty and classified staff have served in their positions for many years and contribute to the sense of institutional memory and stability. Given the open and supportive culture and the ongoing sense of “work family” at the college, faculty, staff and students are well-poised to self-reflect and commit to advancing the college as work to complete the next self-evaluation gets underway.

As new federal mandates and regulations are introduced under President Trump’s administration, faculty and staff will continue to provide excellent and inclusive support to students, ensuring the college’s mission, vision and values are honored. While the impacts of future mandates and legislative changes are unknown, Citrus College remains committed to seeking guidance and maintaining compliance with applicable state and federal laws.

Artificial intelligence (AI) will continue to be a topic of high interest which some view as an exciting opportunity and others view as a threat to academic integrity. The college looks forward to rich dialog and shared pursuit of guardrails to ensure that students may explore and develop 21st century AI skills while also learning traditional creative, critical and analytical thinking skills without sacrificing academic integrity. These conversations have begun, with the Academic Senate launching an AI Task Force with faculty and staff participating.

The state of California has recently experienced volatile economic conditions which may impact the college’s ability to plan and implement large-scale projects effectively. During periods of instability and unprecedented disasters such as the Eaton fire, funding may be reduced related to cost-of-living increases, student support programs, deferred maintenance, and other funding that is not protected by statute. Fortunately, the college has a history of fiscal prudence and is well-positioned to weather periods of uncertainty without substantial impacts to programs or services.

The California Community College system is experiencing some key changes to its funding system that may further impact Citrus College’s funding. One such change went into effect at the end of the 2024-2025 fiscal year in which the hold-harmless provision of the Student-Centered Funding Formula will no longer be eligible for cost of living increases. Thus a college’s 2024-2025 total computational revenue (TCR) will become its new baseline/floor for hold-harmless funding should the college not continue to earn TCR above this level. Citrus

College continues to grow back student enrollments, inching toward its pre-pandemic level and for the 2025-26 budget year, the College is budgeted to be above its hold-harmless level.

Another change is related to phantom student and fraudulent enrollments. Such enrollments have been a significant challenge for the system, and Citrus College has taken proactive measures to monitor and mitigate the effects of fraudulent enrollments. One consequence of phantom/fraudulent enrollments is that real students are prevented from getting the classes they need, impacting their progress and completion. Phantom/fraudulent student enrollments also create a financial burden due to classes being under-enrolled once the phantom/fraudulent students are removed. The community colleges system is actively pursuing shared solutions which the college will monitor and implement as appropriate. Thanks to the intense efforts and collaboration of the Enrollment Services program, Technology and Computing Services program, and faculty, deans and staff, the college has proactively addressed and implemented measures to reduce instances of fraud and abuse. Additionally, Citrus College was selected by the Chancellor's Office as one of ten colleges to pilot the Lexis Nexis program designed to improve identity data integrity and launched this pilot in April 2025 with some promising early results.

As a public community college, Citrus College's financial condition is very closely tied to that of the state's. Governor Newsom's proposed state budget for the 2025-26 fiscal year reflected an overall budget deficit of approximately \$12 billion. Additionally, further potential impacts to the state's budget, resulting from any proposed actions from the federal government, remain unknown at this time. These items could have an impact on Citrus College's future budget planning. The College will continue monitoring the state budget and the results of federal actions but is well-positioned to address any budgetary impacts beyond those currently known.

In the next Institutional Self Evaluation Report (ISER), the college looks forward to describing innovations, increases to student outcome and achievement data, and sharing other positive stories that may be indicative of surpassing pre-pandemic goals. The college has a culture of continuous self-improvement and anticipates the opportunity for self-reflection and identifying areas for growth.

2021-2026 Strategic Plan Objectives Data

Measurable Objectives: Latest Data, Fall 2024

The Citrus College 2021-2026 Strategic Plan outlines the institution's mission, vision, and values, focusing on a single overarching goal: increasing student success and completion. Specifically, the plan outlines 19 measurable objectives designed to achieve the overarching goal of increasing student success and completion.

1. Transfer-Level English Completion

This objective focuses on ensuring students complete transfer-level English within their first year, a critical milestone for academic success and timely degree completion. It aligns with the strategic plan's commitment to instructional quality, college readiness, and student success, ensuring students develop essential writing and analytical skills necessary for university transfer and career advancement.

Transfer-level English completion tracks the percentage of students who attempted an English course for the first time in the fall term and successfully completed a transfer-level English course in the following spring. The one-year English completion rate has increased from 66% for the fall 2020 cohort to 70% for the fall 2023 cohort.

Objective: By 2026, increase the percent of students who complete transfer-level English within one year to 73%.

Results

- Fall 2015 cohort: 49%
- Fall 2016 cohort: 55%
- Fall 2017 cohort: 54%
- Fall 2018 cohort: 71%
- Fall 2019 cohort: 68%
- Fall 2020 cohort: 66%
- Fall 2021 cohort: 67%
- Fall 2022 cohort: 69%

- Fall 2023 cohort: 70%

2. Transfer-Level Mathematics Completion

Mathematics competency is a key barrier to degree attainment for many students. This objective aims to improve first-year completion rates, enabling students to progress efficiently toward their academic goals. It supports the strategic plan's enrollment management and instructional responsiveness, ensuring math pathways are accessible, equitable, and aligned with student needs.

Transfer-level math completion tracks the percentage of students who attempted a math course for the first time in the fall term and successfully completed a transfer-level math course in the following spring. The one-year math completion rate has increased by 10% from 62% for the fall 2020 cohort to 72% for the fall 2023 cohort.

Objective: By 2026, increase the percent of students who complete transfer-level math within one year to 73%.

Results

- Fall 2015 cohort: 19%
- Fall 2016 cohort: 23%
- Fall 2017 cohort: 28%
- Fall 2018 cohort: 45%
- Fall 2019 cohort: 59%
- Fall 2020 cohort: 62%
- Fall 2021 cohort: 63%
- Fall 2022 cohort: 72%
- Fall 2023 cohort: 72%

3. Noncredit Certificates Awarded

This objective emphasizes the expansion of noncredit certificates, which offer valuable skills training for workforce entry or career advancement. It connects to the strategic plan's focus on instructional responsiveness and workforce development, ensuring

nontraditional students have access to a flexible, career-oriented education. The annual count of noncredit certificates increased to 45 in 2023-24.

Objective: By 2026, increase the number of noncredit certificates awarded annually to 50.

Results

- 2019-20: 12
- 2020-21: 2
- 2021-22: 8
- 2022-23: 33
- 2023-24: 45

4. Course Success Rates

Course success rates serve as a benchmark for overall academic effectiveness and student preparedness. By increasing this metric, the strategic plan reinforces its commitment to instructional quality and student support, ensuring students receive the resources and guidance necessary to complete courses successfully. The annual course success rate has increased steadily over the past four years from 74% in 2020-21 to 76% in 2023-24.

Objective: By 2026, increase the collegewide course success rate to 75%.

Results

- 2015-16: 71%
- 2016-17: 72%
- 2017-18: 72%
- 2018-19: 72%
- 2019-20: 75%
- 2020-21: 74%
- 2021-22: 74%
- 2022-23: 75%

- 2023-24: 76%

5. Disproportionately Impacted Students' Success Rates

This objective directly supports diversity, equity, and inclusion by addressing achievement gaps among underrepresented students, including African American and Foster Youth populations. It aligns with the strategic plan's focus on equitable access, retention, and closing success gaps.

The course success rates for African American and foster youth students have fluctuated over the past five years, but both show an increase since fall 2022.

Objective: By 2026, increase the course completion rates of disproportionately impacted students by 5%.

African American students to 63% (from 58%)

Foster Youth students to 50% (from 45%)

Other groups as identified

Results

Five-year Average (fall 2015 to fall 2019)

- African American
 - Fall 2015: 57%
 - Fall 2016: 58%
 - Fall 2017: 54%
 - Fall 2018: 62%
 - Fall 2019: 58%
 - Fall 2020: 65%
 - Fall 2021: 58%
 - Fall 2022: 56%
 - Fall 2023: 64%
 - Fall 2024: 71%
- Foster Youth
 - Fall 2015: 52%

- Fall 2016: 44%
- Fall 2017: 45%
- Fall 2018: 40%
- Fall 2019: 44%
- Fall 2020: 52%
- Fall 2021: 65%
- Fall 2022: 50%
- Fall 2023: 59%
- Fall 2024: 60%

6. Fall-to-Spring Persistence

Ensuring students persist from fall to spring is crucial for long-term academic success. This objective aligns with the strategic plan's goals of student support, enrollment management, and persistence, aiming to strengthen student engagement and reduce drop-out rates.

The fall-to-spring persistence rate measures the percentage of first-time freshmen who continued to enroll in the following spring semester. The data shows a consistent increase in the fall-to-spring persistence rate, rising from 76% for the fall 2020 cohort to 80% for the fall 2023 cohort.

Objective: By 2026, increase the fall-to-spring persistence rate of first-time freshmen to 86%.

Results

Five-year Average: 81% (fall 2015 to fall 2019)

- Fall 2015 cohort: 82%
- Fall 2016 cohort: 84%
- Fall 2017 cohort: 83%
- Fall 2018 cohort: 79%
- Fall 2019 cohort: 76%
- Fall 2020 cohort: 76%

- Fall 2021 cohort: 77%
- Fall 2022 cohort: 79%
- Fall 2023 cohort: 80%

7. Fall-to-Fall Persistence

This objective extends the focus on persistence by tracking year-over-year persistence, a key indicator of student success. It connects to the strategic plan's enrollment strategies and support services, ensuring students remain engaged throughout their academic journey.

The fall-to-fall persistence rate measures the percentage of first-time freshmen who continued to enroll in the following fall semester. The fall-to-fall persistence rate has remained steady at 66% for the last three cohorts.

Objective: By 2026, increase the fall-to-fall persistence rate of first-time freshmen to 70%.

Results

Five-year Average: 65% (fall 2015 to fall 2019)

- Fall 2015 cohort: 64%
- Fall 2016 cohort: 63%
- Fall 2017 cohort: 70%
- Fall 2018 cohort: 63%
- Fall 2019 cohort: 64%
- Fall 2020 cohort: 64%
- Fall 2021 cohort: 66%
- Fall 2022 cohort: 66%
- Fall 2023 cohort: 66%

8. Units Accumulated by Degree Earners

Excessive accumulated units can delay graduation, consume valuable time, and exhaust limited resources such as financial aid, increasing students' overall financial burden. This

objective supports the strategic plan's emphasis on efficient degree pathways, ensuring students take only the necessary courses for graduation.

Units accumulated by associate degree earners has declined slightly since 2019-20 and remained stable.

Objective: By 2026, decrease the average number of units accumulated by all associate degree earners to 80.

Results

Five-year Average: 89 units (fall 2015 to spring 2020)

- 2015-16: 87
- 2016-17: 90
- 2017-18: 89
- 2018-19: 89
- 2019-20: 89
- 2020-21: 87
- 2021-22: 85
- 2022-23: 86
- 2023-24: 85

9. Degree Completion Among African American and Latinx Students

Increasing degree attainment among underrepresented populations supports equity, inclusion, and student success initiatives. This objective reflects the strategic plan's focus on closing achievement gaps and expanding educational opportunities for all students.

The number of African American and Latinx degree earners has declined since 2020-21, primarily due to the enrollment decline during the pandemic, which affected completion in the following years.

Objective: By 2026, increase the number of African American and Latinx degree earners by 10%.

(10% increase over the five-year average)

Results

- African American
 - Five-year Average: 44
 - Target by 2026: 48
 - 2015-16 Academic Year: 39
 - 2016-17 Academic Year: 46
 - 2017-18 Academic Year: 45
 - 2018-19 Academic Year: 42
 - 2019-20 Academic Year: 48
 - 2020-21 Academic Year: 54
 - 2021-22 Academic Year: 37
 - 2022-23 Academic Year: 30
 - 2023-24 Academic Year: 38

- Latinx
 - Five-year Average: 841
 - Target by 2026: 925
 - 2015-16 Academic Year: 744
 - 2016-17 Academic Year: 816
 - 2017-18 Academic Year: 909
 - 2018-19 Academic Year: 797
 - 2019-20 Academic Year: 941
 - 2020-21 Academic Year: 1,087
 - 2021-22 Academic Year: 971
 - 2022-23 Academic Year: 876
 - 2023-24 Academic Year: 775

10. Workforce Certificate Completion Among African American and Latinx Students

Workforce certificates provide career-ready skills that enhance employability. This objective ensures equitable access to career technical education (CTE) and workforce training, supporting the strategic plan's goal of diversity and economic mobility.

The number of African American workforce certificate recipients for African American students has remained relatively stable in the last four years while the number of Latinx certificate recipients has fluctuated between 350 and 372.

Objective: By 2026, increase the number of African American and Latinx workforce certificate* earners by 10%.

(*CSUGE and IGETC excluded)

Results

- African American
 - Five-year Average: 16
 - Target by 2026: 18
 - 2015-16 Academic Year: 17
 - 2016-17 Academic Year: 16
 - 2017-18 Academic Year: 15
 - 2018-19 Academic Year: 11
 - 2019-20 Academic Year: 20
 - 2020-21 Academic Year: 17
 - 2021-22 Academic Year: 13
 - 2022-23 Academic Year: 17
 - 2023-24 Academic Year: 16
- Latinx
 - Five-year Average: 277
 - Target by 2026: 305
 - 2015-16 Academic Year: 252
 - 2016-17 Academic Year: 208
 - 2017-18 Academic Year: 289

- 2018-19 Academic Year: 359
- 2019-20 Academic Year: 279
- 2020-21 Academic Year: 360
- 2021-22 Academic Year: 350
- 2022-23 Academic Year: 372
- 2023-24 Academic Year: 350

11. Transfer of Disproportionately Impacted Groups

Ensuring equitable transfer rates among diverse student populations supports the strategic plan's equity, inclusion, and university partnerships initiatives. It reflects a commitment to improving transfer pathways and reducing systemic barriers.

All four groups of students experienced fluctuations in transfers to four-year colleges.

Objective: By 2026, increase transfer of disproportionately impacted groups by 10%*
(*for groups identified as DI for at least two years)

Results

- DSPS (all) Average: 80
- DSPS (all) Target with 10% increase: 88
 - 2014-15 Transfer Year: 72
 - 2015-16 Transfer Year: 86
 - 2016-17 Transfer Year: 82
 - 2017-18 Transfer Year: 105
 - 2018-19 Transfer Year: 99
 - 2019-20 Transfer Year: 94
 - 2020-21 Transfer Year: 103
 - 2021-22 Transfer Year: 102
 - 2022-23 Transfer Year: 71
- Foster Youth (male) Average: 3

- Foster Youth (male) Target with 10% increase: 4
 - 2015-16 Transfer Year: 3
 - 2016-17 Transfer Year: 3
 - 2017-18 Transfer Year: 4
 - 2018-19 Transfer Year: 4
 - 2019-20 Transfer Year: 4
 - 2020-21 Transfer Year: 1
 - 2021-22 Transfer Year: 3
 - 2022-23 Transfer Year: n/a
- LGBTQ (all) Average: 19
- LGBTQ (all) Target with 10% increase: 21
 - 2015-16 Transfer Year: 14
 - 2016-17 Transfer Year: 23
 - 2017-18 Transfer Year: 9
 - 2018-19 Transfer Year: 14
 - 2019-20 Transfer Year: 27
 - 2020-21 Transfer Year: 21
 - 2021-22 Transfer Year: 19
 - 2022-23 Transfer Year: 26
- Native Hawaiian or other Pacific Islander (all) Average: 1
- Native Hawaiian or other Pacific Islander (all) Target with 10% increase: 2
 - 2014-15 Transfer Year: 1
 - 2015-16 Transfer Year: 2
 - 2016-17 Transfer Year: 1
 - 2017-18 Transfer Year: 3
 - 2018-19 Transfer Year: 0

- 2019-20 Transfer Year: 2
- 2020-21 Transfer Year: 5
- 2021-22 Transfer Year: 2
- 2022-23 Transfer Year: n/a

12. Overall Degree Completion

Increasing overall degree attainment aligns with the strategic plan's core goal of student success and completion. It ensures students reach their academic goals efficiently, strengthening institutional performance metrics.

The number of degree recipients has declined since 2020-21, primarily due to the enrollment drop during the pandemic, which impacted completion in the subsequent years.

Objective: By 2026, increase the number of degree earners by 5%.
(5% increase over the five-year average)

Results

Five-year Average (2015-16 to 2019-20): 1,433

Target by 2026: 1,505

- 2015-16: 1,360
- 2016-17: 1,370
- 2017-18: 1,556
- 2018-19: 1,389
- 2019-20: 1,491
- 2020-21: 1,667
- 2021-22: 1,472
- 2022-23: 1,327
- 2023-24: 1,175

13. Workforce Certificate Completion

Workforce certificates enhance career preparation and economic outcomes for students. This objective aligns with the strategic plan's workforce development and instructional responsiveness, ensuring students gain industry-recognized credentials.

The number of workforce certificate recipients varied between 505 and 544 in the last four years.

Objective: By 2026, increase the number of workforce certificate* earners by 5%.

(*CSUGE and IGETC excluded)

(5% increase over the five-year average)

Results

Five-year Average (2015-16 to 2019-20): 460

Target by 2026: 483

- 2015-16: 441
- 2016-17: 389
- 2017-18: 484
- 2018-19: 525
- 2019-20: 460
- 2020-21: 539
- 2021-22: 520
- 2022-23: 544
- 2023-24: 505

14. Student Transfers to Four-Year Institutions

Improving transfer rates supports the college's mission of providing accessible, high-quality education that facilitates upward mobility. It ensures students successfully transition to universities, expanding career and academic opportunities.

Due to the pandemic, the number of transfers has decreased from 1,422 in 2020-21 to 1,006 in 2023-24, with a noticeable drop over the past few years.

Objective: By 2026, increase the number of student transfers to four-year colleges and universities by 5%.

(5% increase over the five-year average)

Results

Five-year Average (2014-15 to 2018-19): 1,213

Target by 2026: 1,274

- 2014-15: 1,227
- 2015-16: 1,126
- 2016-17: 1,200
- 2017-18: 1,211
- 2018-19: 1,299
- 2019-20: 1,275
- 2020-21: 1,422
- 2021-22: 1,276
- 2022-23: 1,047
- 2023-24: 1,006

15. STEM Program Completion Among Underrepresented Students

STEM education is a pathway to high-demand careers, but equity gaps persist. This objective supports diversity and inclusion initiatives, ensuring historically underrepresented groups receive the resources and support needed to complete STEM programs.

The number of Latinx students completing STEM programs has decreased over the past four years, from 277 in 2020-21 to 209 in 2023-24. African American and Native American students represent two small groups, and the number of students completing STEM programs in these groups has remained relatively stable.

Objective: By 2026, increase the number of Latinx, African American, and Native American students completing STEM programs of study by 10%.

Results

- African American Five-year Average: 16
- African American Target by 2026: 18
 - 2020-21: 10

- 2021-22: 8
 - 2022-23: 7
 - 2023-24: 9
- Latinx Five-year Average: 274
- Latinx Target by 2026: 301
 - 2020-21: 277
 - 2021-22: 278
 - 2022-23: 253
 - 2023-24: 209
- Native American Five-year Average: 1
- Native American Target by 2026: 2
 - 2020-21: 0
 - 2021-22: 1
 - 2022-23: 1
 - 2023-24: 0

16. Licensure and Credential Pass Rates

Ensure the licensure and industry-valued third-party credential pass rates for skill builders and career technical education (CTE) program completers are at least 10% higher than the institution-set standard rate as indicated in the 2020 Accreditation Commission for Community and Junior Colleges' annual report.

Ensuring students pass industry-recognized certification exams strengthens the strategic plan's focus on career readiness and technical education. This objective ensures graduates are well-prepared to enter competitive job markets.

This metric is reported in the ACCJC Annual Report. Please [click this link to access the 2024 report](#). This metric is posted as question 24 on page 8.

17. CTE Nine+ Units Completion

Career and technical education (CTE) provides students with valuable workforce skills. This objective aligns with the strategic plan's technological advancement and instructional responsiveness, ensuring students engage in high-quality career education.

The number of students who completed nine or more units has declined slightly from 1,583 in 2020-21 to 1,554 in 2023-24.

Objective: By 2026, increase the number of students who complete nine or more CTE units by 5%.

Results

Five-year Average (2015-16 to 2019-20): 1,773

Target by 2026: 1,950

- 2015-16: 1,724
- 2016-17: 1,804
- 2017-18: 1,728
- 2018-19: 1,832
- 2019-20: 1,777
- 2020-21: 1,583
- 2021-22: 1,451
- 2022-23: 1,479
- 2023-24: 1,554

18. Attainment of Living Wage

This objective measures the effectiveness of workforce programs in helping students secure sustainable employment. It supports the strategic plan's goal of economic mobility and workforce development, ensuring graduates achieve financial independence.

This metric tracks the percentage of students who earn a living wage in Los Angeles County after leaving the postsecondary education system. The percentage of students who attained a living wage increased 4% between 2019-20 and 2021-22 but dropped slightly to 27% in 2022-23.

Objective: By 2026, increase the number of students who attain a living wage by 5%.

Results

Baseline: Five-year Average (2014-15 to 2018-19): 30.4%

- 2014-15: 28%
- 2015-16: 29%
- 2016-17: 31%
- 2017-18: 32%
- 2018-19: 32%
- 2019-20: 26%
- 2020-21: 30%
- 2021-22: 30%
- 2022-23: 27%

19. Enrollment Yield Range

Increasing enrollment conversion rates reflects the effectiveness of recruitment and outreach efforts. This objective supports the strategic plan's enrollment management, community relations, and institutional growth, ensuring the college attracts and retains students effectively. Please note the enrollment count refers to non-special admit credit enrollment.

A large number of fraudulent applications impacted the yield rate in 2020-21, but the rate has since recovered and remained stable at 32% over the past two years.

Objective: By 2026, increase enrollment yielded from valid applications by 5%.

Results

Old baseline: Five-year Average: 37%

Updated baseline: 36.1% based on SSM downloaded Jan 2023

- 2014-15: 33%
- 2015-16: 36%
- 2016-17: 37%
- 2017-18: 37%
- 2018-19: 37%

- 2019-20: 30%

- 2020-21: 6% *

- 2021-22: 27%

- 2022-23: 32%

- 2023-24: 32%

* This percentage is most likely an anomaly due to the influx of undetected fraudulent applications.

Updated June 4, 2025

SPOTLIGHTS



California Community Colleges
Institutional Effectiveness

Volume 9 | Series 1 | August 2025



Expanding Access: How Citrus College is Opening New Pathways for the Community

For Citrus College, education means more than serving enrolled students – it's about creating new opportunities for everyone in the community to learn, grow, and thrive. In recent years, the college has made a concerted effort to remove barriers, address untapped needs, and expand innovative programs in noncredit, community, and contract education.

BUILDING MOMENTUM THROUGH TECHNICAL ASSISTANCE

While noncredit education has long been part of Citrus College's mission, many of its goals in this area have remained aspirational. That changed in 2022, when the college engaged with a Partnership Resource Team (PRT) through the Institutional Effectiveness Partnership Initiative (IEPI) to help develop an Innovation and Effectiveness Plan (I&EP) to help realize the college's goals in noncredit, community, and contract education.

The PRT process brings peer experts to institutions to provide technical assistance at no cost, in self-identified areas of focus. For Citrus College, it meant access to specialized expertise, structured planning, and targeted funding to implement its plan.



Through the support of the PRT, the college is expanding innovative programs in noncredit, community, and contract education.



A distinguished group of lifelong learners, demonstrating that the pursuit of education has no limits.

PRTS AND TECHNICAL ASSISTANCE

The goal of a PRT is to work diligently with the college or district to understand the key issues or opportunities, help develop possible solutions and strategies, and then assist in implementing an action plan with a focus on continuous improvement.

“The best part is that the connections we’ve made through the PRT process last long after the visits are over.”

- Greg Schulz, Ed.D., President

The PRT is explicitly trained in process improvement techniques such as active listening and appreciative inquiry to help guide the institution in its work, but importantly, it is the college or district that

IEPI’s Project Director, Peggy Lomas, reviews the college or district’s letter of interest and designs the PRT’s composition to match the areas of focus identified by the institution with the PRT members’ knowledge and experience.

The PRT process is often referred to as a ‘colleagues-helping-colleagues’ model of improvement.

“The timing [of the PRT] could not have been better for us,” Greg Schulz, Ed.D., Citrus College President, said.

The College had piloted a few programs, but IEPI’s grant funding and technical assistance gave the institution the bandwidth to make real progress.

“Our culture at Citrus is very open, very inviting, and supportive. Having the external expertise brought to the college helped raise internal expectations for this good work,” Dana Hester, Ed.D., Vice President of Academic Affairs, said.

SIMILAR CHALLENGES, DIFFERENT CULTURES

While the general areas of challenge for California community colleges are similar, the manner and method of meeting the challenge are as diverse as the institutions themselves.

“Collaborating with other institutions working on the same issues is great, but it is special when you get help from a neighboring college that is familiar with your institution’s culture and history,” said Schulz.

PRT assistance is not geographically bound. Institutions from around the system offer team members and experts help each other based on skills and expertise.

But it is serendipity when members on the PRT are from neighboring colleges offering similar programs.

Learning what works at other colleges is valuable, but each community has unique needs, Todd Scott, Executive Vice President of Instruction, Innovation and Student Success at Victor Valley College and PRT Lead, said “The PRT process helps colleges adapt best practices to their local context.”



Class of lifelong learners exemplifying a commitment to growth and education.

SPOTLIGHTS

“What works somewhere else might not work at home (colleges) and it is the discussion and reflection components of the Partnership Resource Team process that helps the college experiment with the menu of options available and pick and choose or try something new to their specific areas of focus,” added Katie Cabral, Research & Planning Analyst at Cuyamaca College who served as a PRT member.

STRATEGIC FOCUS: MEETING COMMUNITY NEEDS

Citrus College set out to strategically expand enrollment and reach audiences who might not have considered college previously – including adult learners, working professionals, older adults, and youth. Key priorities included:

- Building noncredit-to-credit bridge programs to help learners transition seamlessly into degree or certificate programs.

- Filling gaps in offerings such as adult education, citizenship preparation, vocational ESL, and programs for adults with disabilities.
- Expanding community and contract education to serve local industries and lifelong learners.

To move forward, the college first assessed its infrastructure, built campus-wide awareness, and secured buy-in from leadership and faculty.

TURNING VISION INTO OPPORTUNITIES

For Ivon McCraven, Director of Continuing Education, the goal of expanding noncredit and community education had been years in the making. The PRT process provided the structure to align faculty, senate leadership, and staff around a shared vision.

Faculty began proposing new certificates, creating “mirrored” courses (identical classes offered both for credit and noncredit), and launching high-impact



Citrus College offers mirrored courses that are offered as credit and noncredit education offerings.

programs such as a Drone Technology certificate. In addition to the Life Skills certificate that was created in collaboration with the office of Disability Programs and Services.

The college is currently offering two mirrored courses and has at least three more mirrored courses for approval to be offered in Fall 2025 in the Automotive and Esthetician programs.

REACHING NEW AUDIENCES

One of the most exciting developments is the creation of College for Kids (CFK), launched in summer 2025.

This enrichment program introduces children to the rigor and excitement of college-level learning. Through courses in academics, life skills, music, math, writing, and more, CFK builds both knowledge and confidence in young learners — planting the seeds for future educational success.



Reaching new student audiences is a goal in expanding noncredit education.



SUMMER 2025 PROGRAM



The College for Kids Program launched in Summer 2025 introduces children to Citrus College and college-level learning.

“Our CFK program has seen great interest in the community and builds a pathway to college in the minds of the participants,” said Director McCraven. “The CFK for Summer 2025 was a big success, and we are looking

“We have been able to build partnerships across the college as faculty have come to us with their ideas in developing certificates ...in the expansion of our offerings.”

- Ivon McCraven, Director of Continuing Education

forward to next year.” The Summer 2026 CFK opens enrollment in April of next year.

STRENGTHENING REGIONAL PARTNERSHIPS

Citrus College has expanded and strengthened pathways from noncredit to credit programs. For instance, the College’s noncredit program in Drone Technology, initially launched as a noncredit offering, is now available as a credit certificate developed by faculty.

SPOTLIGHTS

The College also introduced a new Life Skills certificate in collaboration with the DSPS office, further broadening opportunities for student success.

In addition, Citrus College continues to build strong relationships with educational partners in the region. Extensive conversations with the Adult Education Consortium have focused on developing complementary, rather than competing, programs. These efforts have fostered trust and strengthened partnerships across the region.

One of the significant outcomes of this focus on noncredit has been the development of new partnerships with Adult Education schools in Glendora, Duarte, and Claremont, with a potential collaboration with Azusa. The college is also mindful of the presence of nearby Azusa Pacific University, which offers noncredit courses to its university students, particularly in medical terminology and workplace cultural competency. (A.6)

EXPANDING COMMUNITY AND CONTRACT EDUCATION

In addition to noncredit pathways, Citrus College is developing targeted offerings for local industries and community organizations through contract education.



Drone Technology in action: equipping students with skills for tomorrow's workforce.

Goals include delivering customized training for employers, creating upskilling opportunities for workers, and expanding enrichment options for all ages.



The college expanded and strengthened pathways in programs such as Drone Technology from noncredit to credit programs.

SPOTLIGHTS

The Citrus College contract education department works closely with managers, deans, and internal trainers to identify the training needs of your workforce and customize training courses to meet those needs. Citrus College conducts contract education at various campus sites and corporate and business workspaces.



A class of lifelong learners, each embodying the value of education as a lifelong journey

McCraven added, “We have been able to build partnerships across the college as faculty have come to us with their ideas in developing certificates and are happy to work in the expansion of our offerings.”

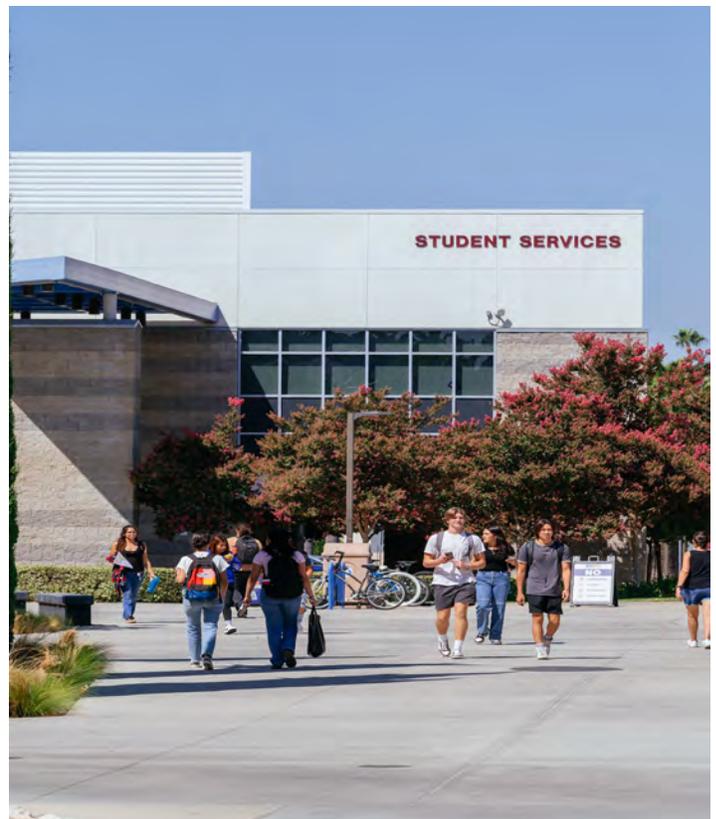
Partnerships exist with local adult schools, nearby universities, and local and community organizations for scheduling, resource sharing, and networking.



Preparing students for the future with practical training.

Outreach to discover community needs continues through the Citrus College Adult Education Consortium, offering complementary programs that are intentionally designed to avoid competition.

But, it started with conversations.



The college’s culture is open, inviting, and supportive, with a focus on students

SPOTLIGHTS

LOOKING AHEAD

For Citrus College, access and inclusion are ongoing commitments. The programs launched through the PRT process are only the beginning; leaders plan to keep listening to the community, adapting to changing needs, and building new collaborations.

“Working with peers in an innovative and supportive setting makes the thinking flow,” Schulz reflected. “The best part is that the connections we’ve made through the PRT process last long after the visits are over.”



Institutions interested in participating in the PRT Process may submit a Letter of Interest (LOI), which includes successes and outlines challenges, opportunities for improvement, and goals to Peggy Lomas, IEPI Project Director at peggy.lomas@canyons.edu.



CALIFORNIA COMMUNITY
COLLEGES CHANCELLOR'S OFFICE
SACRAMENTO, CALIFORNIA 916.445.8752

SIRIA S. MARTINEZ, Ph.D.

Assistant Vice Chancellor of Student Equity and Success
California Community Colleges Chancellor's Office

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

PEGGY LOMAS, M.A.
IEPI Project Director

DAYLENE MEUSCHKE, Ed.D.
Vice President, Institutional Research, Planning, and
Institutional Effectiveness
Santa Clarita CCD



COLLEGE OF THE CANYONS/
SANTA CLARITA CCD

SANTA CLARITA, CALIFORNIA
661.362.5500

2025 Annual Fiscal Report Questions California Community College (Fiscal Year 2023-2024) - Single College District: [contact("organization")]

Due: April 11, 2025

Support Contacts

For technical support: Tom Lane (tlane@accjc.org)
For all other questions: Melynie Schiel (mschiel@accjc.org)

Background: About the ACCJC Annual Fiscal Report (AFR)

In accordance with federal regulations and the Commission [Policy on Monitoring Institutional Performance](#), ACCJC applies a set of annual monitoring and evaluation approaches to assess member institutions' strengths, stability, and ongoing alignment with the Standards during the course of the accreditation review cycle. The Annual Fiscal Report (AFR) is one of the tools used for this process.

To assist you as your institution prepares its responses, you can find additional information, data definitions, and a printable version of the 2025 questions for California Community Colleges in single-college districts at: <https://accjc.org/wp-content/uploads/AFR-Instructions-and-Questions-CCC-Single-1.pdf>.

Technical Notes for the 2025 AFR Survey

The 2025 AFR collects data for the three-year period that includes FY 2021-2022, FY 2022-2023, and FY 2023-2024.

Additional information and data definitions are provided in the instruction text where relevant.

All questions with an * are required.

If a question is not applicable, please enter n/a.

If you are copying and pasting figures from a Word or PDF document, please ensure your numbers don't have extra (trailing) spaces in the end.

Answers are saved automatically, and can be accessed and revised as many times as needed prior to submission.

Use the "Section Navigator" buttons on the next page to jump between sections.

Submitting the 2025 AFR Survey

To submit a final copy, follow the instructions in the Final Step page of the online survey. When the survey has been submitted, ACCJC will forward a final PDF copy of the answers to the ALO and CEO for final review (and adjustment, if needed). If no corrections are needed, the PDF copy will stand as the final, certified copy of the 2025 AFR.

This is the Section Navigator which will allow you to jump to any sections of the survey. You can complete the sections in any order and if you need to return to the main page, please use the back button.

To begin or return to a section, please click the **Answer** button.

The **Next** button at the bottom of this page will bring you to the final page of the survey. You will not be able to proceed until all sections of the survey have been completed.

If you can't complete a section in one sitting, click **Back** to navigate back to the section navigator to complete a different section.

Questions marked with an * are required.

1. College name:

Citrus College

2. District name (if different from college name, otherwise enter 'n/a'):

Citrus Community College District

3. Contact information for Chief Business Officer:

Name of College/District Chief Business Officer (CBO)

Claudette Elias Dain

Title of College/District CBO

Vice President of Finance and Administrative Services

Phone number of College/District CBO

626-914-8890

E-mail of College/District CBO

cdain@citruscollege.edu

For numerical fields, commas can be entered to delineate 1000s (e.g. 1,000,000)

4. Revenue (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
4a. Total Unrestricted General Fund Revenues (excluding account 8900)	89,125,591	96,432,842	108,796,400
4b. Other Unrestricted Financing Sources (account 8900) (if none, please enter 0)	10,008,384	1,149,187	120,607

Please use the 'Next' button for page 2 of Revenues.

4b. (Summary) Other Unrestricted Financing Sources (account 8900)

REPORT-2	REPORT-1	REPORT
\$ 10,008,384	\$ 1,149,187	\$ 120,607

4b. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (two largest components, if applicable):

Note: ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue. ACCJC will no longer count HEERF funds as sustainable beginning with FY 22/23. Please list any HEERF used in 22/23 and 23/24 as one-time. Transfers-in from OPEB trusts are not sustainable; list as one-time.

4bi. On the previous page, you listed \$10,008,384 in revenue from Other Unrestricted Financing Sources in FY 2021/2022. Please describe the two primary sources for this revenue. (List no more than 2).

	Description	Amount (\$)	Sustainable/One-time/HEERF
FY 2021/2022 (1)	Incoming Transfer	2,362,180	One-time
FY 2021/2022 (2)	Incoming Transfer	7,646,204	HEERF

4bi. On the previous page, you listed \$1,149,187 in revenue from Other Unrestricted Financing Sources in FY 2022/2023. Please describe the two primary sources for this revenue. (List no more than 2).

	Description	Amount (\$)	Sustainable/One-time/HEERF
FY 2022/2023 (1)	Incoming Transfer	110,654	One-time
FY 2022/2023 (2)	Incoming Transfer	1,038,533	HEERF

4bi. On the previous page, you listed \$120,607 in revenue from Other Unrestricted Financing Sources in FY 2023/2024. Please describe the two primary sources for this revenue. (List no more than 2). Please list HEERF as one-time for 2023-2024.

	Description	Amount (\$)	Sustainable/One-time
FY 2023/2024 (1)	Incoming Transfer	120,607	One-time
FY 2023/2024 (2)			

5. Unrestricted General Fund Beginning/Ending Balance

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
a. Net (Adjusted) Unrestricted General Fund Beginning Balance <i>Use adjusted unrestricted beginning fund balance from CCFS 311 Annual.</i>	32,597,083	33,820,662	36,536,409
b. Net Unrestricted General Fund Ending Balance, including transfers in/out <i>This amount is the amount reported on the CCFS 311 report after transfers in/out</i>	33,820,662	36,536,409	42,285,769

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

6. Expenditures (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
a. Total Unrestricted General Fund Expenditures (including account 7000)	97,910,396	94,866,282	103,167,647
b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	73,057,588	78,134,451	87,723,135
c. Other Unrestricted General Fund Expenses (6a-6b)	24,852,808	16,731,831	15,444,512
d. Unrestricted General Fund Ending Balance <i>6.d. same as 5.b., which includes transfers in/out</i>	33,820,662	36,536,409	42,285,769

7. Did the District borrow funds for cash flow purposes?

	Yes	No
FY 2021/2022		X
FY 2022/2023		X
FY 2023/2024		X

8. Short-Term Borrowing (TRANS, etc.)

FY 2021/2022 (\$) : 0
 FY 2022/2023 (\$) : 0
 FY 2023/2024 (\$) : 0

9. Did the District issue unrestricted long-term debt instruments or other new borrowing (not G.O. Bonds) during the fiscal year? (Do not include GASB 87 capitalized leases)

	Yes	No
FY 2021/2022		X
FY 2022/2023		X
FY 2023/2024		X

9a. If you answered YES for any year in question 9, please indicate what type. Enter n/a if not applicable.

	FY 2021/2022	FY 2022/2023	FY 2023/2024
Please indicate what type of long-term debt instruments or new borrowing the college issued.	n/a	n/a	n/a

9b. If you answered YES for any year in question 9, please indicate amounts. Enter n/a if you answered NO.

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
Total amount for debt instruments/borrowing entered for question.	n/a	n/a	n/a

10. Annual Debt Service Payments (Unrestricted General Fund). Please include annual payments on GASB 87 capitalized leases.

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
Annual Debt Service Payment Amounts <i>(include transfers made from the UGF to any other fund for the purposes of debt service payments)</i>	0	388,496	560,081

Source: Most recent GASB 74/75 OPEB Actuarial Report

11. Most recent GASB 74/75 OPEB actuarial year:

a. Total OPEB Liability (TOL) for OPEB

22,864,718

b. Fiduciary Net Position (FNP)

18,919,081

c. Net OPEB Liability (11a-11b)

3,945,637

d. Funded Ratio [Fiduciary Net Position (FNP)/TOL]

83%

12. Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date

06/30/2024

13. Has an irrevocable trust been established for OPEB liabilities?

Yes

14. OPEB Trust or Reserves (enter n/a if not applicable)

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
14a. Amount deposited into OPEB Irrevocable Trust <i>Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit, and trust is referred to as Fiduciary Trust or Plan Fiduciary.</i>	1,178,850	1,288,752	1,255,451
14b. Amount deposited into non-irrevocable Reserve specifically for OPEB	4,489,473	5,557,276	6,840,193

15. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2023/2024?

If yes, please be sure to provide the description and amount in Section 2: Revenue in your answers for Question 4bi, FY 2023/2024.

No

16. Cash Balance at June 30 from Annual CCFS 311 Report

	FY 2021/2022 (\$)	FY 2022/2023 (\$)	FY 2023/2024 (\$)
Combined General Fund Balance Sheet Total (Unrestricted and Restricted – accounts 9100 through 9115)	40,208,968	58,093,682	59,683,502

17. Does the College prepare cash flow projections during the year?

Yes

NOTE: Audited financial statements are due to the ACCJC no later than April 12th, 2025. Please email a PDF version of the Audited Financial Statements to support@accjc.org.

18. Date annual audit report for 2023/2024 was electronically submitted to ACCJC, along with the institution's response to any audit exceptions

12/19/2024

The following information is found in the beginning of the Findings and Questioned Costs Section of the Annual Audit.

19. List the number of audit findings (financial statement, federal compliance and state compliance) for each year

	FY 2021/2022	FY 2022/2023	FY 2023/2024
Number of findings (enter 0 if none)	0	0	0

20. From Summary of Auditors Results (Annual Audit) for FY 2023/2024:

Number of modified/qualified opinions, if any (enter 0 if none):

0

21. Budgeted/Actual FTES

	FY 2021/2022	FY 2022/2023	FY 2023/2024
21a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target) <i>Resident FTES only.</i>	11,414	8,681	9,002
21b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320, or from more recent CCFS 320 Recal if applicable <i>Report resident FTES only. Please use actual FTES, not hold harmless FTES</i>	8,665	8,960	9,331

22a. During the report year, did the institution settle any contracts with employee bargaining units?

Yes

22b. Did any negotiations remain open?

No

22c. How many unit contracts remained open (ongoing negotiations) for over two years? (enter 0 if none)

0

22d. Please use the box below to provide additional context related to ongoing negotiations.

The District settled all bargaining contracts prior to June 30, 2024. Current contract terms for all bargaining agreements are 7/1/2024 through 6/30/2026.

23. USDE official cohort Student Loan Default Rate (FSLD)

	Cohort Year 2019 (Published fall 2022)	Cohort Year 2020 (Published fall 2023)	Cohort Year 2021 (Published fall 2024)
Cohort 3-year rate	4.1%	0.0%	0.0%

24a. For report year, how many executive or senior administrative leadership positions have a new permanent administrator hired into the position as of June 30, 2024, or remain vacant at June 30, 2024?

Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and up to five senior administrators of the college/district who report to that position based on the institutional org chart. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.

1

24b. How many executive or senior administration leadership positions have been replaced with an interim as of June 30, 2024?

0

24c. Please describe the leadership change(s) (Please enter 'n/a' if there were no leadership changes.)

Simone Brown Thunder was hired as Executive Director of Human Resources, as of 12/1/23, replacing Robert Sammis who retired as of 12/31/23.

Final Step

Thank you for completing the survey. As a final step, please enter your contact information. If you need to make any changes, you can click the back button or the navigation buttons below. When you are ready, please click the submit button at the very bottom on the survey.

Name of person submitting this report:

Claudette E. Dain

Title of person submitting this report:

Vice President of Finance and Administrative Services

Email of person submitting this report:

cdain@citruscollege.edu

Email Confirmation:

cdain@citruscollege.edu

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge

Thank you for your submission!

ACCJC emails copies of the final submission to the ALO and CEO of each institution. Please contact support@accjc.org if your institution does not receive a final copy.

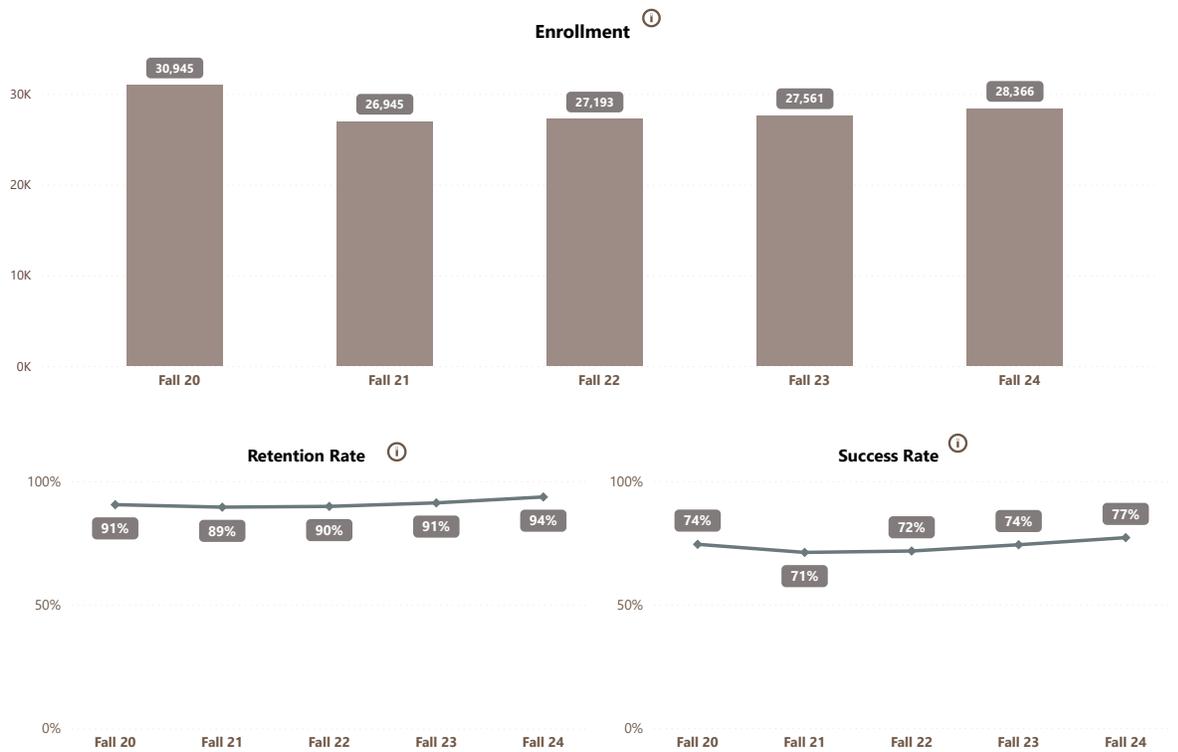
2025-26 Program Review Data Packet A: Enrollment, Retention and Success

DIVISION
All

PROGRAM
All

ACADEMIC YEAR
All

SEMESTER
Fall



Read Me!

**Per Chancellor's Office definition, EW and IP grades are excluded from the calculation of enrollment, retention rate and success rate in the data packets.*

DIVISION
All

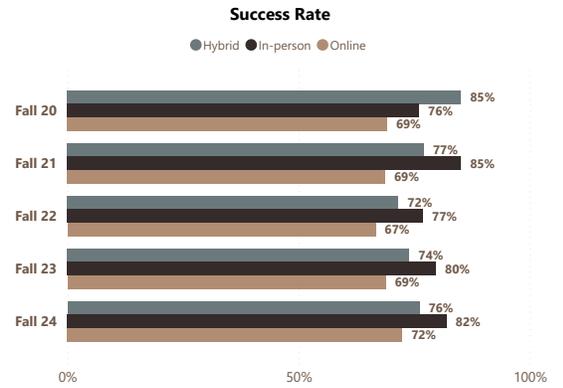
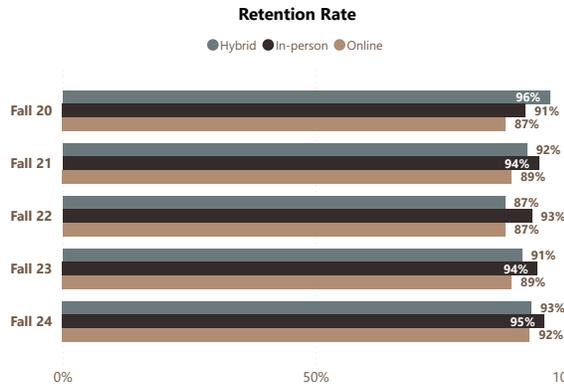
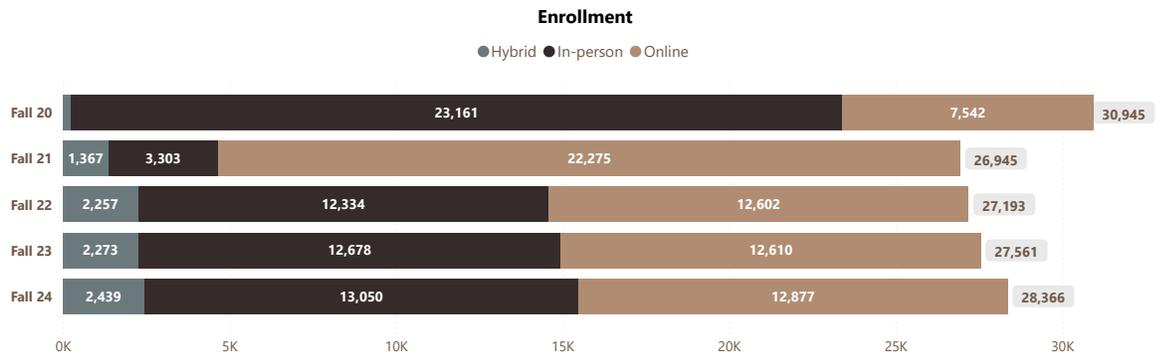
PROGRAM
All

ACADEMIC YEAR
All

SEMESTER
Fall

MODALITY
Multiple selections

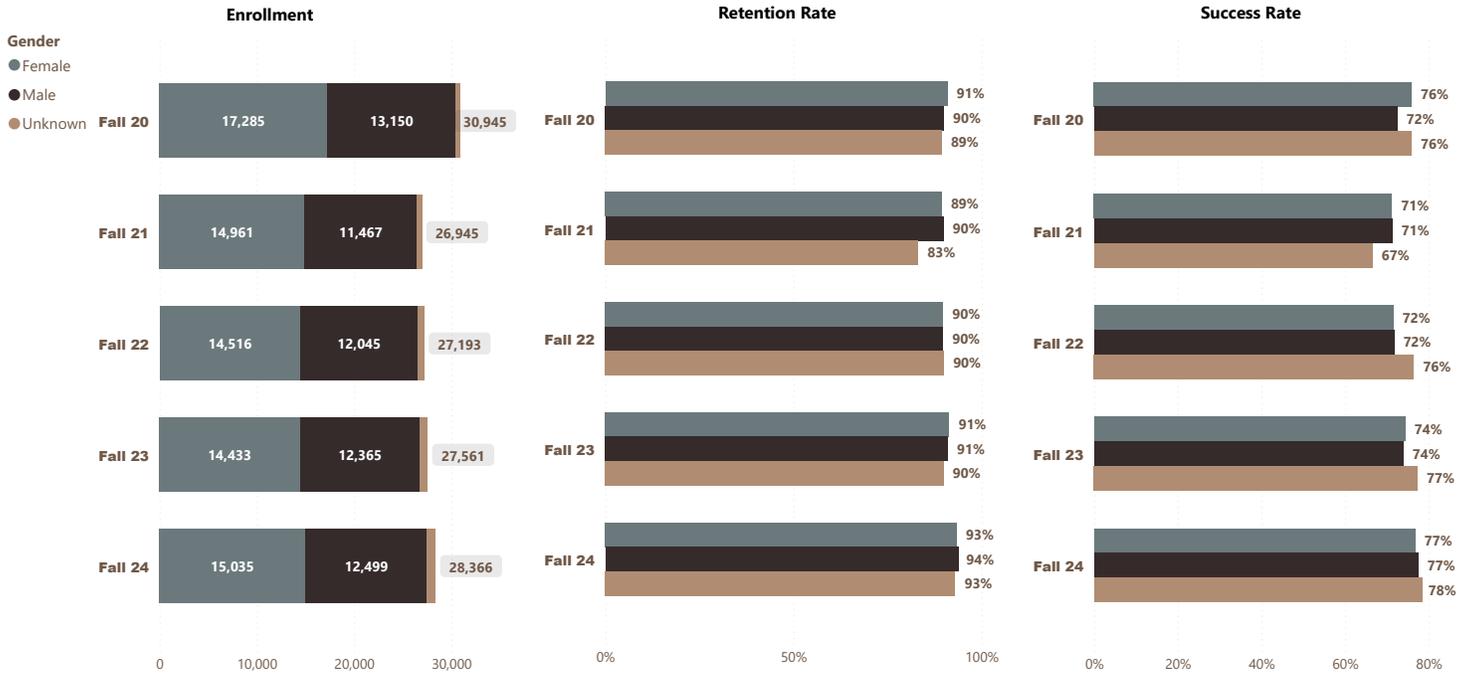
Enrollment and Success by Modality



Read Me!

*The modality designation is based on Banner information. Most classes coded traditional between summer 2020 and winter 2021 were carried out online.

DIVISION All	PROGRAM All	ACADEMIC YEAR All	SEMESTER Fall	DEMOGRAPHICS		
				Gender	Age	Ethnicity





2022-2025 STUDENT EQUITY PLAN EXECUTIVE SUMMARY

November 2022



2022-2025 Student Equity Plan Executive Summary

Citrus College, a Hispanic-Serving Institution, provides innovative educational opportunities and student support services that lead to the successful completion of degrees, certificates, and transfer. The College embraces equity and accountability through measurable learning outcomes, ethical data-driven decisions, and student achievement.

Citrus College makes a distinction between equality and equity and is committed to ensuring the tenets of equity are meaningfully woven into institutional plans, procedures, and policies. The College strives to provide educational equity by creating a supportive culture where each student can fully develop their potential, which includes structuring learning environments to promote full academic engagement of students as well as providing disproportionately impacted (DI) students with additional support and opportunities they may need to achieve success and complete their educational goals.

Increasing student success and completion is the primary goal of the College's 2021-2026 Strategic Plan. Diversity and equity are prominent among the focus areas of the strategic plan and, together with specific activities, are mapped to the 19 measurable objectives emphasizing enrollment, course completion, persistence, degree and certificate completion, transfer, and closing achievement gaps. The College has an Annual Implementation Plan for Strategic Plan objectives and strategies which are assessed and reported to the Board of Trustees twice annually. This additional layer of accountability will engage the College community in monitoring the success of strategies outlined in the 2022-2025 Equity Plan.

The 2022-2025 Student Equity plan was developed by faculty, staff, students, supervisors, and managers with a race-conscious goal and intentional braiding of institutional plans and funding. Input from faculty across all divisions on instructional support strategies for the DI student populations was collected, and collegewide input was gathered through a forum. The College will also be integrating DEIA+ and student equity efforts as evident throughout the student equity plan. The College defines diversity, equity, and inclusion as follows:

- Diversity refers to all aspects of human difference, social identities, and social group differences, including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, (dis)ability, military/veteran status, political perspective, and associational preferences. Socially, it refers to the wide range of identities, including different ideas, perspectives, and values.
- Equity refers to the fair treatment, access, opportunity and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of some groups. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable

means acknowledging and addressing historic and current structural inequalities, with respect to underserved and underrepresented populations, that advantage some and disadvantage others.

- Inclusion refers to a campus community where all members are and feel respected, supported, valued, have a sense of belonging, and are able to participate and fully achieve their potential. While diversity is essential, it is not sufficient. A college can be both diverse and non-inclusive at the same time, thus a sustained practice of creating inclusive environments is vital for success.

Summary View of Disproportionately Impacted (DI) Student Groups

The California Community College Chancellor’s Office utilized the Student Success Metrics (SSM) Dashboard as the source for the disproportionate impact data. The Percentage Point Gap minus one (PPG-1) methodology was implemented for assessing disproportionate impact among each of the subgroups. Table 1 provides a summary view of the disproportionately impacted student groups as identified for the 2022-2025 Student Equity Plan.

Table 1: Disproportionate Impact for 2022-25 Student Equity Plan Metrics

Subgroups	Successful Enrollment in the First Year (2020-21 baseline)	Persisted First Primary Term to Subsequent Primary Term (2019-20 baseline)	Completed Both Transfer-Level Math and English within the District in the First Year (2020-21 baseline)	Attained the Vision for Success Definition of Completion within Three Years (2017-18 baseline)	Transferred to a Four-Year Institution within Three Years (2016-17 baseline)
Ethnicity					
American Indian/Alaska Native	Yes	No	No	No	Yes
Asian	Yes	No	No	No	Yes
Black/African-American	No	No	Yes	Yes	No
Filipino	No	No	No	No	No
Hispanic or Latino/a/x	No	No	No	Yes	Yes
Native Hawaiian/Pacific Islander	No	No	No	Yes	No

White Non-Hispanic	No	No	No	No	No
Two or more races	No	No	No	No	No
Special Populations					
Students with Disabilities	No	No	No	Yes	No
Economically Disadvantaged	No	No	No	No	No
First Generation	No	Yes	Yes	Yes	Yes
Foster Youth	No	No	No	No	No
Students Experiencing Homelessness	N/A	Yes	N/A	N/A	N/A
LGBTQ+	No	Yes	Yes	Yes	Yes
Veterans	No	No	No	No	No

Yes: Disproportionate impact - The subgroup was identified as disproportionately impacted (PPG < 0 and |PPG| ≥ E)

No: No disproportionate impact

N/A: Homeless information is from a newer MIS data element created in Summer 2018; data is not available at this time. Source: The data can be publicly accessed from the Chancellor’s Office Launchboard: <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>.

Target Outcomes for DI Student Groups

The summary table above provides a quick view of groups that have been identified as DI for each equity metric. Per guidelines for the plan, one DI student population will be the focus for as many metrics as possible. As LGBTQ+ students are DI in Term-to-Term Persistence, Completion of Both Transfer-Level Math and English, Degree and Certificate Completion, and Transfer, they will be the focus DI student population for these four metrics. Asian students will be the DI student population of focus for Successful Enrollment. Although the plan will focus on these two DI student populations, efforts will be made to eliminate equity gaps for all DI student populations that have been identified.

Measurable target outcomes have been developed for the two DI student populations of focus. Table 2 provides the outcome rate for each DI group, all cohorts student outcome rate, and the number of students who must be successfully impacted in order to incrementally reach the stated outcomes in the three years of the plan.

Table 2. Target Outcomes

Metric	DI Population	DI Pop. Outcome Rate	All Cohort Students Outcome Rate	Minimum # of Students Needed to Close Equity Gap	Target Outcomes Increase By...
Successful Enrollment	Asian students	25%	37%	60 additional students	Yr 1: 4% (19 students) Yr 2: 4% (19 students) Yr 3: 5% (23 students)
Term-to-Term Persistence	LGBTQ+ students	60%	73%	16 additional students	Yr 1: 4% (5 students) Yr 2: 4% (5 students) Yr 3: 5% (6 students)
Completion of Both Transfer-Level Math and English	LGBTQ+ students	18%	25%	9 additional students	Yr 1: 3% (4 students) Yr 2: 3% (4 students) Yr 3: 4% (5 students)
Vision for Success Completion (Degree/Cert Completion)	LGBTQ+ students	10%	18%	8 additional students	Yr 1: 2% (2 students) Yr 2: 3% (3 students) Yr 3: 3% (3 students)
Transfer	LGBTQ+ students	6%	26%	7 additional students	Yr 1: 5% (2 students) Yr 2: 5% (2 students) Yr 3: 10% (3 students)

Initiatives to Achieve Student Equity Goals

The College has three strategic goals for the student equity plan to transform current processes, policies, practices, and culture into a more equity-minded community: 1. Implement equity-minded data inquiry and assessment to reduce equity gaps, 2. Assess student needs and improve institutional student-centered efforts, and 3. Develop coordinated and sustained equity-minded professional development across all areas of the College. Achieving the three strategic goals of the student equity plan will require collegewide reflection and learning, infrastructure development, and ongoing progress analysis. A plan will be developed to make all disaggregated metric data accessible and understandable with guidelines to approach the data through an equity lens. DI student and employee focus groups will be collaboratively conducted to aid in the creation of intentional and targeted resources and relevant professional development.

The College views the work to eliminate achievement gaps as dynamic and envisions continuous improvement and refinement. The College acknowledges that modifications and additions to the strategies may be made as needs shift. Table 3 provides a brief outline of the planned initiatives to achieve the student equity goals. Additional details on each initiative and the areas collaborating on the initiatives are described in the full student equity plan.

Table 3: Initiatives to Achieve Student Equity Goals

Metric	Initiatives
Successful Enrollment	<ol style="list-style-type: none"> 1. Develop a plan to make disaggregated college applicant and enrollment data accessible and understandable with guidelines for approaching data with an equity lens. 2. Analyze data to initiate enhancements to K-12 partnerships and dual enrollment marketing efforts for enrolling in the college. 3. Review and edit the college website with current Asian students as critical contributors to help identify needs. 4. Improve communication with targeted messages, resources, services, and outreach. 5. Create professional development based on employee and Asian student focus groups.
Term-to-Term Persistence	<ol style="list-style-type: none"> 1. Develop a plan to make disaggregated term-to-term persistence data accessible and understandable with guidelines for approaching data with an equity lens. 2. Assess college software for preferred name fields and implement a comprehensive system for updating preferred name. 3. Develop Pride Center student programming and services. 4. Assess needs of LGBTQ+ students to enhance classroom engagement and facilitate a supportive environment. 5. Create professional development focusing on communities of care, high-impact practices, anti-racist and inclusive syllabi, and how to recognize and eliminate implicit bias.
Completion of Both Transfer-Level Math and English	<ol style="list-style-type: none"> 1. Develop a plan to communicate disaggregated math and English completion data and progress on reducing equity gaps with guidelines for approaching data with an equity lens. 2. Explore methods to celebrate LGBTQ+ student successes and to provide encouraging and supportive communications to foster LGBTQ+ student progress. 3. Clarify math and English placement through website improvements such as program maps and communications tailored to LGBTQ+ students. 4. Assess LGBTQ+ students' needs to enhance instructional and tutoring support. 5. Develop curriculum equity reviews to include culturally relevant pedagogy and an equity faculty cohort learning model.
Vision for Success Completion (Degree/Cert. Completion)	<ol style="list-style-type: none"> 1. Develop a plan to make disaggregated completion data accessible and understandable with guidelines for approaching the data with an equity lens. 2. Incorporate data coaches to all the Career and Academic Pathway (CAP) Success Teams to guide the teams in analysis of data and equity gaps. 3. Explore methods to prompt and allow students to update their gender designation at least once a term. 4. Implement the four pillars of the Guided Pathways framework with LGBTQ+ student input to clarify and enter the path through the development of a career-related podcast series and staying on the path and ensuring learning by creating experiential learning opportunities in the CAPs. 5. Investigate professional development for online education best practices as well as peer-to-peer and faculty-to-faculty mentorships to provide support for LGBTQ+ students. 6. Establish a Lavender Graduation to commemorate completion.

Transfer to a Four-Year Institution	<ol style="list-style-type: none"> 1. Develop a plan to make disaggregated transfer data accessible and understandable with guidelines for approaching the data with an equity lens. 2. Perform data inquiry to assess where LGBTQ+ students are transferring and what resources are available at the transfer institutions. 3. Introduce LGBTQ+ student-focused programming for transfer workshops and the College's annual Transfer Conference. 4. Gather input from LGBTQ+ students to create a transfer guide. 5. Conduct employee focus groups to assess necessary support for faculty and staff engagement in transfer efforts.
--	--

Resources Budgeted for Student Equity Initiatives

SEAP funds will be maximized to ensure integration with categorical, equity-related programs, and the normal operations of the College. Activities detailed in the 2022-2025 Student Equity Plan as well as continuing activities from the past student equity plan including the Black Scholars program, Men of Color Conference, and embedded tutoring are incorporated in the 2022-2023 budget as displayed in Table 4.

Table 4: Projected Resources Budgeted for Student Equity Initiatives

2022-2023 SEA Program Budget		
Object Code	Category/Description	Allocation
1000	Counseling Faculty	\$582,024
	Counseling Adjuncts	\$618,867
	Counseling Noncredit	\$80,520
	Academic Personnel	\$74,691
	Math Embedded Tutoring Lab Supervisors	\$30,710
	Total Academic Salaries	\$1,386,813
2000	Counseling Staff	\$204,763
	Institutional Personnel	\$887,866
	Temporary Personnel	\$284,402
	STEM Center Personnel	\$189,911
	Learning Center Embedded Tutors	\$89,950
	Total Classified Salaries	\$1,656,892
3000	Counseling and Academic Personnel	\$419,073
	Classified Personnel	\$950,950
	Total Benefits	\$1,370,024
4000	Black Scholars Program Supplies	\$40,353
	Men of Color Conference Supplies	\$11,816
	Total Supplies	\$52,169
5000	Counseling Contracts	\$35,113
	Conferences	\$5,000
	Professional Development Consultants	\$25,000
	Experiential Learning	\$5,000
	Total Contractual	\$70,113
	Total Expenditures	\$4,536,011

Assessment of the Progress in Achieving the Identified Goals From the 2019-2022 Student Equity Plan

The 2019-2022 Student Equity Plan outlined goals (Table 5) with specific activities (Table 6) for each of the five metrics. Following Table 6, an assessment of progress for each of the metric goals is provided.

Table 5: 2019-2022 Student Equity Plan Baseline Data and Goals

Equity Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population
<p>Access: Successful Enrollment</p> <p>Overall rate for 2017-18: 43%</p>	<p>Female x subgroup</p> <ul style="list-style-type: none"> • Female x Asian: 39% • Female x Black/African-American: 35% • Female x Filipino: 37% • Female x Native Hawaiian/Pacific Islander: 30% • Female x Some other race: 31% • Female x White: 38% • Female x Foster Youth: 38% • Female x LGBTQ: 38% <p>Male x subgroup</p> <ul style="list-style-type: none"> • Male x Native Hawaiian/ Pacific Islander: 30% • Male x Some other race: 26% • Male x Foster Youth: 28% • Male x LGBTQ: 37% 	<p># of students needed to reach goal of 1% for DI populations:</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • 22 Female x Asian • 15 Female x Black/African-American • 8 Female x Filipino • 1 Female x Native Hawaiian/Pacific Islander • 1 Female x Some other race • 36 Female x White • 6 Female x Foster Youth • 12 Female x LGBTQ <p>Male x subgroup</p> <ul style="list-style-type: none"> • 1 Male x Native Hawaiian/ Pacific Islander • 1 Male x Some other race • 5 Male x Foster Youth • 7 Male x LGBTQ
<p>Retention: Fall to Spring</p> <p>Overall rate for 2017-18: 70%</p>	<p>Female x subgroup</p> <ul style="list-style-type: none"> • Female x Black/African-American: 59% • Female x Foster Youth: 57% • Female x LGBTQ: 63% <p>Male x subgroup</p> <ul style="list-style-type: none"> • Male x Black/African-American: 60% • Male x White: 66% • Male x Foster Youth: 56% 	<p># of students needed to reach goal of 1% for DI populations:</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • 2 Female x Black/African-American • 1 Female x Foster Youth • 2 Female x LGBTQ <p>Male x subgroup</p> <ul style="list-style-type: none"> • 3 Male x Black/ African-American • 10 Male x White • 1 Male x Foster Youth
	<p>Female x subgroup</p>	<p># of students needed to reach goal of 2% for DI populations:</p> <p>Female x subgroup</p>

<p>Completion of Both Transfer-Level Math and English (2017-2018)</p> <p>Overall rate for 2017-18: 10%</p>	<ul style="list-style-type: none"> • Female x Disabled: 3% • Female x Black/African-American: 0% <p>Male x subgroup</p> <ul style="list-style-type: none"> • Male x Disabled: 4% • Male x Black/African-American: 2% • Male x Hispanic/Latino: 8% • Male x Foster Youth 0% 	<ul style="list-style-type: none"> • 1 Female x Disabled • 1 Female x Black/ African-American <p>Male x subgroup</p> <ul style="list-style-type: none"> • 1 Male x Disabled • 2 Male x Black/ African-American • 19 Male x Hispanic/Latino • 1 Male x Foster Youth
<p>Attained the Vision Goal Completion (Degree/Cert. Completion)</p> <p>Overall volume for 2017-18: 1,832</p>	<p>Female x subgroup</p> <ul style="list-style-type: none"> • Female x Black/African-American: 30 • Female x Native Hawaiian/Pacific Islander: 0 • Female x Some other race: 1 • Female x LGBTQ: 16 <p>Male x subgroup</p> <ul style="list-style-type: none"> • Male x Black/African-American: 20 • Male x Native Hawaiian/Pacific Islander: 1 • Male x Some other race: 2 • Male x Foster Youth: 2 • Male x LGBTQ: 15 	<p># of students needed to reach goal of 2% for DI populations:</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • 1 Female x Black/ African-American • 1 Female x Native Hawaiian/Pacific Islander • 1 Female x Some other race • 1 Female x LGBTQ <p>Male x subgroup</p> <ul style="list-style-type: none"> • 1 Male x Black/ African-American • 1 Male x Native Hawaiian/Pacific Islander • 1 Male x Some other race • 1 Male x Foster Youth • 1 Male x LGBTQ
<p>Transfer to a Four-Year Institution</p> <p>Overall volume for 2016-17: 1,468</p>	<p>Female x subgroup</p> <ul style="list-style-type: none"> • Female x American Indian/Alaska Native: 0 • Female x Disabled: 47 • Female x More than one race: 15 • Female x LGBTQ: 11 <p>Male x subgroup</p> <ul style="list-style-type: none"> • Male x Disabled: 31 • Male x Native Hawaiian/Pacific Islander: 0 • Male x Foster Youth: 3 	<p># of students needed to reach goal of 2% for DI populations:</p> <p>Female x subgroup</p> <ul style="list-style-type: none"> • 1 Female x American Indian/Alaska Native • 1 Female x Disabled • 1 Female x More than one race • 1 Female x LGBTQ <p>Male x subgroup</p> <ul style="list-style-type: none"> • 1 Male x Disabled • 1 Male x Native Hawaiian/Pacific Islander • 1 Male x Foster Youth

Table 6: 2019-2022 Student Equity Plan Activities to Achieve Student Equity Goals

Metric	Planned Activities
<p>Access: Successful Enrollment</p>	<ol style="list-style-type: none"> 1. Call students who have applied but have not registered for classes after the third week of the term, prioritized by DI student populations. 2. Implement the CCC MyPath website that allows students to continue onboarding activities after submitting their application. 3. Send lists of recent applicants who expressed an interest in specific programs to those programs for all DI populations. 4. Send email and text reminders to DI students to register. 5. Survey applicants who did not enroll in classes to identify solutions to complete the onboarding process for each of the DI populations.
<p>Retention: Fall to Spring</p>	<p>Professional Development:</p> <ol style="list-style-type: none"> 1. Offer at least four workshops to faculty and staff focused on strategies for working with a diverse student and employee population. 2. Offer professional development focused on effective student-centered teaching strategies including culturally responsive pedagogy and universal design for learning (UDL). 3. Offer ally training to increase awareness of the LGBTQ community. 4. Host an annual series of equity conversations to increase faculty and staff awareness of and competence in working with students in disproportionately impacted groups. <p>Curriculum:</p> <ol style="list-style-type: none"> 1. Identify models of exemplary pedagogy and make recommendations to the Faculty Learning Institute and Institute for Completion for professional development. 2. Expand course offerings in Ethnic Studies and Multiculturalism Studies. 3. Add new courses including “Introduction to LGBTQ Studies,” to the ADT in Social Justice Studies. 4. Schedule courses for the ADT in Social Justice Studies and ADTs focused on ethnic studies. 5. Provide a series of off-campus experiential learning modules aligned with Guided Pathways Career Academic Pathways for DI group students. <p>Campus Climate/Cultural Awareness Campaigns</p> <ol style="list-style-type: none"> 1. Create group/club-specific workshops dedicated to increasing awareness of group-specific resources. 2. Provide leadership retreats for faculty advisors and student club leaders. 3. Host social justice and diversity week. 4. Feature books, articles and works of art that address social-identity group awareness in the library. <p>Student Support</p> <ol style="list-style-type: none"> 1. Provide on-going guidance to first-time, full-time students participating in “I Will Complete College” (IWCC) and the Citrus College Promise Program. 2. Provide targeted Financial Aid outreach to Foster Youth. 3. Provide student emergency aid with targeted outreach to Black/African American females and males and Foster Youth females and males. 4. Create a Black Scholars Program with counseling services, faculty mentorships, and community involvement to provide support for Black/African American males and females.

	<ol style="list-style-type: none"> 5. Develop annual events such as a Men of Color Conference by students, faculty, staff, and administrators to build community, provide mentorship and support to the college's male students of color, particularly Black/African American males.
Completion of Both Transfer-Level Math and English	<ol style="list-style-type: none"> 1. Continue to implement and monitor AB 705 curricular changes and support students with embedded tutors and study sessions. 2. Support AB 705 community of practice (COP) groups. 3. Faculty participate in strategic professional development. 4. Encourage DI group students to take English and math courses in their first year. 5. Review math and English courses throughput data, disaggregated by DI groups, following each term.
Attained the Vision Goal Completion (Degree/Cert. Completion)	<ol style="list-style-type: none"> 1. Offer History of African-Americans 111, 112, and Sociology 130 (Introduction to LGBTQ Studies). 2. Offer Sociology 130 at high schools interested in offering the course. 3. Provide STEM guest speakers in History of African-Americans 111, 112 and Sociology 130 and provide counselor visits to inform students about services. 4. Offer ally training to increase awareness of the LGBTQ community. 5. Identify and disseminate additional research-based strategies appropriate for DI group.
Transfer to a Four-Year Institution	<ol style="list-style-type: none"> 1. Increase fast-track evening and online degree program offerings. 2. Develop and offer a series of financial aid workshops. 3. Create transfer activities with a focus on UC as an attainable transfer goal and include information about UC programs for admission and financial aid. 4. Expand university college tours in California. 5. Offer a Transfer Conference for Citrus College students with targeted outreach to Foster Kinship Education and Resources Program (FKERP) and Disabled Students Program and Services (DSPS). 6. Increase the offerings of Transfer 101 presentations in classrooms, student clubs, and the FKERP and DSPS. 7. Increase awareness about the benefits of earning an ADT. 8. Host an informational booth at the Student Resource Fairs to ensure students are aware of the resources available in the CTC.

Data from the Chancellor's Office Student Success Metrics (SSM) Dashboard was utilized to assess progress on closing equity gaps for DI student populations from the 2019-2022 Student Equity Plan. As depicted in the legend and tables below, DI student populations highlighted in green indicate progress was achieved. Some progress was attained for DI student populations in all five metrics, with the most numbers of DI student populations with progress observed in the Completion of Both Transfer-Level Math and English and Degree and Certificate Completion metrics. In addition, progress was observed for Black/African American females in four of the metrics.

Legend

	Instances of Disproportionate Impact
	Progress made
NA	Data is not available at this time

Access Metric

The enrollment rate of Black/African American females increased by 9% in 2021 compared to 2018. The enrollment rate of Filipino females increased by 14% in 2021 versus 2018 with varying rates in the years between. Both increases in enrollment rates exceed the goal of 1% delineated in Table 5.

Student DI Groups	Rate			
	2018	2019	2020	2021
Overall	33%	36%	38%	37%
Asian Females	29%	35%	30%	18%
Black/African American females	23%	23%	31%	32%
Filipino females	18%	29%	14%	32%
Foster youth males	NA	NA	NA	NA
Foster youth females	NA	NA	NA	NA
LGBTQ+ females	NA	NA	NA	NA
LGBTQ+ males	NA	NA	NA	NA

Retention Metric

The retention rates of Black/African American females and Black/African American males increased by 5% and 16%, respectively, in 2020 compared to 2018. The increases in retention rates surpass the 1% goal outlined in Table 5.

Student DI Groups	Rate		
	2018	2019	2020
Overall	74%	74%	73%
Black/African American females	54%	68%	59%
Black/African American males	57%	62%	73%
White males	74%	71%	71%
Foster youth females	72%	57%	53%
Foster youth males	68%	61%	67%
LGBTQ+ females	73%	63%	66%

Completion of Both Transfer-Level Math and English Metric

Progress on closing equity gaps was achieved for nearly all of the DI student populations in this metric. The math and English completion rates of Black/African American females increased by 11%, Hispanic males increased by 15%, males with disabilities increased by

10%, females with disabilities increased by 17%, and foster youth males increased by 50% in 2021 compared to 2018. These increases in math and English completion rates exceed the 2% goal identified in Table 5.

Student DI Groups	Rate			
	2018	2019	2020	2021
Overall	11%	20%	27%	25%
Black/African American females	0%	15%	17%	11%
Black/African American males	2%	10%	18%	5%
Hispanic males	8%	17%	21%	23%
Males with disabilities	7%	9%	12%	17%
Females with disabilities	5%	9%	22%	22%
Foster youth males	0%	0%	7%	50%

Degree and Certificate Completion Metric

The degree and certificate completion volumes of Black/African American females increased by 3 students, foster youth males increased by 3 students, LGBTQ+ females increased by 7 students, and LGBTQ+ males increased by 3 students in 2018 compared to 2015. The increased volumes surpass the volume goal of 1 additional student (2%) as listed in Table 5.

Student DI Groups	Volume			
	2015	2016	2017	2018
Overall	507	506	493	564
Black/African American females	4	7	7	7
Black/African American males	4	3	2	5
Native Hawaiian/Pacific Islander females	0	2	NA	0
Native Hawaiian/Pacific Islander males	0	0	NA	0
Foster youth males	0	0	0	3
LGBTQ+ females	NA	1	8	7
LGBTQ+ males	NA	0	2	3

Transfer to a Four-Year Institution Metric

The transfer volume of female students with disabilities increased by 11 students in 2017 compared to 2014. The increase in volume exceeds the goal of 1 additional student (2%) as outlined in Table 5.

Student DI Groups	Volume			
	2014	2015	2016	2017
Overall	391	397	420	385
American Indian/Alaska Native females	0	0	NA	NA
Native Hawaiian/Pacific Islander males	0	0	0	NA

Males with disabilities	7	6	8	5
Females with disabilities	5	4	11	16
Foster youth males	1	0	1	0
LGBTQ+ females	NA	NA	0	1

SEA Program Expenditures for 2018-2019, 2019-2020, and 2020-2021

Expenditures for 2018-2019, 2019-2020, and 2020-2021 year allocations are provided in the tables below. These allocations supported activities in the 2019-2022 Student Equity Plan including embedded tutoring, emergency student aid, and professional development such as conference attendance, consultants, and faculty participation in college-organized practices.

2018-2019 SEA Program Expenditures		
Object Code	Classification	Total
1000	Academic Salaries	\$1,663,466
2000	Classified and Other Non-Academic Salaries	\$1,412,882
3000	Employee Benefits	\$1,131,415
4000	Supplies and Materials	\$7,398
5000	Other Operating Expenses and Services	\$61,583
6000	Capital Outlay	\$81,423
7000	Other Outgo	\$0
	Total 2018-2019 Expenditures	\$4,358,167

2019-2020 SEA Program Expenditures		
Object Code	Classification	Total
1000	Academic Salaries	\$1,519,823
2000	Classified and Other Non-Academic Salaries	\$1,539,387
3000	Employee Benefits	\$1,040,494
4000	Supplies and Materials	\$2,954
5000	Other Operating Expenses and Services	\$72,907
6000	Capital Outlay	\$0
7000	Other Outgo	\$182,602
	Total 2019-2020 Expenditures	\$4,358,167

2020-2021 SEA Program Expenditures		
Object Code	Classification	Total
1000	Academic Salaries	\$1,445,438
2000	Classified and Other Non-Academic Salaries	\$1,671,989
3000	Employee Benefits	\$1,191,328
4000	Supplies and Materials	\$1,961
5000	Other Operating Expenses and Services	\$30,053
6000	Capital Outlay	\$0
7000	Other Outgo	\$17,398
	Total 2020-2021 Expenditures	\$4,358,167

For Additional Information Related to Past or Present Citrus College Student Equity Plans, Please Contact:

Richard Rams, Ed.D.
Vice President of Student Services
rrams@citruscollege.edu



Citrus SLOA 8/18/2025 ⇄

SLOA 2025-2026 (Communication and Computation Focus Areas)

Program Discussion Template

SLOA 2025-2026 Competency Areas (Instructions)

⇄ CITRUS SLOA 8/18/25 11:35PM

★ Communication and Computation

For 2025-2026 school year, we will be focusing on assessing Student Learning Outcomes (SLO) with the competency areas of **Communication** or **Computation**. Please remember **all sections of all courses** offered during Summer 2025 through Spring 2026 need to be assessed.

If you do not have an SLO that falls under one of these focus areas for this academic year, please select an SLO with another competency area to work on. The SLO you pick should be one that you did not review last year and is not set to be reviewed next year.

If you have more than one SLO that falls under these competency areas, you can choose to evaluate them at the same time or make note of which of these SLOs you are focusing on so that the next time the focus area comes around you look at the other SLO.

If your SLO has more than one competency area, you do not need to review it each time a competency area comes up if that particular SLO has already been reviewed during this three year cycle.

This column is here mainly for instructional purposes. It can also be used as a place to post helpful materials related to teaching and assessing Communication and Computation. This is not where course SLOs or SLOA results should be posted.

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SLOA results for courses that met or exceeded expectations

⇄ CITRUS SLOA 8/18/25 11:29PM

★ Courses-SLOA Met (Impactful Practices)

Please record here the results of your Student Learning Outcome Assessment (SLOA) for those classes where students met or exceed expectations for the SLO under assessment. In your post, please include the term and course the results came from.

To make searching the Padlet easier, it would be helpful if you included the course number or numbers in your post title (i.e. Art 100A, Art 100B and Art 199). That way those teaching the same course can easily find each other's posts (if they are not already part of the same post). This will also make it easier next Convocation to confirm all courses have been reviewed.

Please also share out what you believe are the most impactful practices that you have consistently used and/or recently added that helped student master the SLO(s) under review.

If you are reporting out results for multiple instructors (i.e. if you had a meeting discussing your results and are reporting on that meeting here), please make sure to include all faculty names who participated in the discussion in your post.

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SLOA results for courses that did not met expectations or could use improvement

↔ CITRUS SLOA 8/18/25 11:29PM

✦ **Courses-SLOA Not Met**

Please record here the results for your SLOA for any courses where students did not meet your expectations or that you feel there is significant room for improvement.

For these courses, please identify what changes will be made in future terms to help students met expectations.

Please follow up with results of these changes after they have been made by commenting on your original post if possible.

To make searching the Padlet easier, it would be helpful if you included the course number or numbers in your post title (i.e. Art 100A). That way those teaching the same course can easily find each other's posts (if they are not already part of the same post). It will also make it easier to write Reflection at Convocation in 2026.

If you are reporting out results for multiple instructors (i.e. if you had a meeting discussing your results and are reporting on that meeting here), please make sure to include all faculty names who participated in the discussion in your post.

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(Optional) Sequential Courses SLOA

↔ CITRUS SLOA 8/18/25 11:29PM

✦ **Instructions-Sequential Courses SLOA**

If your program has sequential courses, are there any missing skills/knowledge that students need to have mastered from a previous course that are impacting students' ability to achieve mastery of the SLO(s) under review?

If so, please identify the skills/knowledge needed.

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Student Success and Retention Data (Meant To Be Group Activity)

↔ CITRUS SLOA 8/18/25 11:29PM

✦ **Instructions: Student Success and Retention**

SLOA and student retention and successful completion of courses are related but not interchangeable.

Looking at the success data for your program(s), however, can help identify equity gaps and influence changes in how SLOs are taught and assessed.

Please use time provided during division meetings, flex day and Convocation to look over and comment on your program(s) data as a group. Please make sure to include a post related to these discussions here in the Padlet. You can also add your own observations of gaps if you noted any in your courses.

Data is available through the [Program Review Data Dashboard](#) and the [Guided Pathways Data Dashboard](#).

If you have questions about the data in the dashboards or if you would like to request more specific data for a particular course or to request your own course success data, please email Institutional Research at irpe@citruscollege.edu.

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(Optional) Resources Needed

↻ CITRUS SLOA 8/18/25 11:29PM

★ **Instructions: Resources Needed**

Are there any resources needed that could help improve student mastery of the SLOs? For example, embedded tutoring, new software or computers, supplies, etc.

This is not an official resource request but rather is meant as a place to brainstorm and get input from others in your program on needed and/or desired resources.

This can serve as a springboard for resource request during the Program Review Process.

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(Optional) Discipline Specific

↻ CITRUS SLOA 8/18/25 11:29PM

★ **Instructions: Discipline Specific**

This section has been included in case there is a specific program question or prompt that you would like to cover that is not included in the previous sections.

Some programs have used this as a place to keep program meeting minutes.

This is optional.

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Reflection (Written at Convocation 2026)

↻ CITRUS SLOA 8/18/25 11:29PM

Convocation 2026

Looking back over all the great work of the last year, what were the most important take aways from the SLOA process? Please include the following:

- A list of everyone who participated in the SLOA 2025-2026 process.
- A list of all classes that met expectations. Highlight a couple example of best practices or impactful changes that stood out in the SLOA dialogue.
- Please note any classes that did not meet expectations. Please include what changes were/will be implemented to help improve students achievement.