



Institutional Research and Planning Committee

MINUTES

Monday, March 30, 2026
10:00 a.m. – 11:00 a.m. via Zoom

Committee Membership and Attendance

(P=Present; A=Absent)

Table with 4 columns: Role, Name, Attendance, and Role. Rows include Committee Chair (Lan Hao), Academic Senate Designee (Robert Loya), ASCC (Mikayla Munoz), Management (Eric Calderon), Faculty (Toros Berberyan), Guest(s) (Dana Hester), Supervisor/confidential (Doug Schultz), and Classified (Anthony Delgado, Yueyi Huang).

Committee members introduced themselves for the benefit of the new ASCC student representative, Mikayla Munoz.

1. March 2, 2026 Meeting Minutes Review and Approval

The minutes were approved as presented.

2. Measurable Objectives: Semi Final Draft

Two files were shared:

1. Objectives goal setting (one-page table)

- This is an organized, high level snapshot showing:
- The seven categories
- Each category's metric (i.e., measurable objective)
- The metrics' association to mandated reporting or local measures
- Goals for collegewide and DI groups (to eliminate DI in alignment with SEAP)

2. Draft of Objectives (seven-page narrative format)

- This draft document is a narrative format version of the one-page table. It defines each objective and includes:
 - Rationale
 - Definition
 - Baseline (most recent available rate)
 - Collegewide objective (goal)
 - DI Group objective (goal) – if applicable
- This is a close depiction of how the objectives will appear when published in the final plan.

1. ACCESS

1.1 Enrollment Yield Rate

Rationale: SEAP required metric

Definition: Among first-time applicants who indicated an intent to enroll at Citrus College, the proportion who enrolled at the college in the same year.

Baseline (2023–24): 31% collegewide

- **Collegewide Objective:** Increase the enrollment yield rate by 1 percentage point per year, reaching 36% by 2030–31.
- **DI Group Objective (Black or African American):** Increase the enrollment yield rate, with the goal of eliminating the disproportionate impact by 2030–31.
 - Baseline (2023–24): 23%

Not all students who apply for admission to Citrus College enroll. An in-depth analysis revealed that most (not all) students completing the New student Orientation chose not to enroll at Citrus College and are not attending any college at all.

1.2 FTES Goal

Rationale: Local measure

Definition: Full-Time Equivalent Students (FTES) generated collegewide in the academic year.

Baseline: ~10,000 FTES

- **Collegewide Objective:** Increase FTES to 11,414 by 2030–31 (approximately 3% growth per year over 5 years).

The collegewide objective of 11,414 is the pre-pandemic FTES number.

2. COURSE-LEVEL SUCCESS

2.1 Course Success Rate

Rationale: ACCJC required metric

Definition: Percentage of students who successfully completed a course in the academic year.

Baseline (2024-25): 79% collegewide

- **Collegewide Objective:** Increase the course success rate, reaching 80% or above 80% through 2030–31.
- **DI Group Objectives:** Decrease the equity gap for each disproportionately impacted group, with the goal of reaching collegewide average by 2030–31.
 - Black or African American baseline (2024-25): 71%
 - Hispanic or Latino baseline (2024-25): 77%
 - First-Generation College Students baseline (2023–24): 72%

The collegewide baseline of 79% is near the goal of 80%. It is an increase of 3% in one year's time which is substantial. A potential factor for this could be due to the increase in CCAP classes offered.

The three DI groups identified are from the current SEAP plan.

2.2 Transfer-Level English & Math Completion

Rationale: SEAP required metric

Definition: Percentage of students who completed both transfer-level math and English courses during their first year.

Baseline (2023–24): 29% collegewide (702 students)

- **Collegewide Objective:** Increase the transfer-level English and Math completion rate by 1 percentage point per year, reaching 34% by 2030–31.
- **DI Group Objectives:** Increase the completion rate, with the goal of eliminating the disproportionate impact by 2030–31.
 - Black or African American baseline (2023–24): 15%
 - Hispanic or Latino baseline (2023–24): 28%
 - First-Generation College Students baseline (2023–24): 23%

In the **2021-26 Strategic Plan**, transfer-level English and math were **measured separately**. In the **2026-31 Strategic Plan**, the college has opted to adopt the student equity plan method, which measures the percentage of a student cohort that completes both subjects.

The college needs to focus on increasing the number of students who enroll in transfer-level English and/or math in their first year - a requirement of the Promise program.

3. TERM-TO-TERM PERSISTENCE

3.1 Persistence Rate

Rationale: SEAP required metric

Definition: Percentage of students who enrolled in the next primary term after their first primary term of enrollment.

Baseline (2022–23 cohort): 72% collegewide

- **Collegewide Objective:** Increase the term-to-term persistence rate by 1 percentage point per year, reaching 77% by 2030–31.
- **DI Group Objectives:** Increase the persistence rate, with the goal of eliminating the disproportionate impact by 2030–31.
 - Black or African American baseline (2022–23 cohort): 60%
 - First-Generation College Students baseline (2022–23 cohort): 68%

4. INTERMEDIATE SUCCESS

4.1 CTE 9 or More Units Completion

Rationale: SCFF measure

Definition: Number of students completing 9 or more CTE units annually.

Baseline (2023–24): 1,554 students

- **Collegewide Objective:** Increase the number of students completing 9 or more CTE units by 1% per year, reaching approximately 1,633 students by 2030–31.

Baseline and increase are based on headcount.

5. GOAL ACHIEVED

5.1 Degree Completion

Rationale: ACCJC required metric

Definition: Number of students awarded at least one associate degree annually (ACCJC annual reporting).

- **Collegewide Objective:** Increase the number of associate degree earners by 1% per year through 2030–31.

By student headcount - not the number of degrees.

5.2 Certificate Completion

Rationale: ACCJC required metric

Definition: Number of students awarded at least one certificate annually (ACCJC annual reporting).

- **Collegewide Objective:** Increase the number of certificate earners by 1% per year through 2030–31.

By student headcount - not the number of certificates.

5. GOAL ACHIEVED continued

5.3 Vision Goal Completion (3-Year Completion Rate)

Rationale: SEAP required metric

Definition: Percentage of first-time students who earned a CCCC-approved certificate or associate degree within 3 years.

Baseline (2020–21 cohort): 22% collegewide (567 students)

- **Collegewide Objective:** Increase the 3-year completion rate by 1 percentage point per year through 2030–31.
- **DI Group Objectives:** Increase the 3-year completion rate with the goal of eliminating the disproportionate impact by 2030–31.
 - First-Generation College Students baseline (2020–21 cohort): 19%

5.4 STEM Program Completion

Rationale: Local measure

Definition: Number of students completing STEM programs of study annually.

- **Collegewide Objective:** Increase the number of STEM program completers by 1% per year through 2030–31.
- **DI Group Objectives:** Increase the number of STEM program completers by 1% per year for each group through 2030–31.
 - Black or African American baseline (2024–25): 7 students
 - Hispanic or Latino baseline (2024–25): 242 students
 - First-Generation College Students baseline (2024–25): 198 students

The three DI groups are in alignment with the SEAP plan.

5.5 Transfer Count

Rationale: ACCJC required metric

Definition: Number of students who transfer to a four-year college annually (ACCJC annual report).

Baseline (2023–24): 1,006 students

- **Collegewide Objective:** Increase the number of transfers by 1% per year through 2030–31.

5. GOAL ACHIEVED continued

5.6 Transfer Rate

Rationale: SEAP required metric

Definition: Percentage of students who earned 12+ units, exited the community college system, and enrolled at any four-year college within one year of transferring, within 3 years.

Baseline (2019–20 cohort transferred by 2022–23): 38% collegewide (477 students)

- **Collegewide Objective:** Increase the 3-year transfer rate by 1 percentage point per year through 2030–31.
- **DI Group Objectives:** Increase the transfer rate, with the goal of eliminating the disproportionate impact by 2030–31.
 - First-Generation College Students baseline (2019–20 cohort): 31%

5.7 Licensure & Credential Pass Rate

Rationale: ACCJC required metric

Definition: Pass rates on licensure and credential examinations (ACCJC Annual Report).

- **Collegewide Objective:** Set program-level goals for licensure and credential pass rates; maintain or improve pass rates annually through 2030–31.

5.8 Noncredit Certificate Count

Rationale: Local measure

Definition: Number of noncredit certificates awarded annually.

Baseline (2024–25): 53 certificates

- **Collegewide Objective:** Increase the number of noncredit certificates awarded by 5% per year through 2030–31.

6. FINANCIAL IMPACT

6.1 Reduction of Units Accumulated by Degree Earners

Rationale: Vision 2030 outcome

Definition: Average number of units, in excess of 60, accumulated to complete a first Associate Degree for Transfer (DataVista).

Baseline (2021–22 through 2023–24): 85 units average

- **Collegewide Objective:** Monitor and decrease the average number of excess units toward the state average, with equity across all student groups.

There are some STEM degrees that require 66 units. Upon learning this, the “in excess of 60” in the definition above will be removed.

6. FINANCIAL IMPACT continued

6.2 Students Attaining a Living Wage

Rationale: SCFF measure

Definition: Percentage of students who attain a living wage following completion.

Baseline (2022–23): 27%

- **Collegewide Objective:** Monitor and increase the percentage of students attaining a living wage toward the state average.

The baseline is lower than the statewide average.

7. SUPPORT MEASURE

7.1 Comprehensive Educational Plan (CEP) Completion

Rationale: SEAP required metric

Definition: Percentage of new students who complete a Comprehensive Student Educational Plan within their first year.

Baseline: Fall 2023: 29% overall; Spring 2024: 13% overall

- **Collegewide Objective:** Monitor and improve the CEP completion rate annually through 2030–31.
- **DI Group Objective:** Monitor and improve CEP completion rates for Black or African American, Latino, and First-Generation student groups annually through 2030–31.

7.2 FAFSA Application Completion

Rationale: SEAP / Vision 2030 (Outcome 5)

Definition: Percentage of students who complete the FAFSA application; reference metric aligned with the number of students receiving Pell and California College Promise Grant.

- **Collegewide Objective:** Monitor and increase the percentage of students who complete the FAFSA application annually through 2030–31.

3. Guided Pathways Fall 2025 Dashboard: A Learning Game

The group participated in a learning game based on the [Guided Pathways fall 2025 dashboard](#). The game was developed to help participants become familiar with the dashboard. All of the answers could be found from within the dashboard.

Career academic pathway = CAP.

Q1. Which CAP has the most students?

Citrus College has seven CAPs:

1. Business and Information Technology
2. Career and Technical Information
3. Communication, Literature and Languages
4. **Exercise and Health Sciences**
5. Social and Behavioral Studies
6. STEM
7. Visual Arts, Performing Arts and Design

The college has a lot of students who are pre-allied health and nursing majors (approx. 1,700).

Q2. What are the most popular majors [at Citrus College]?

Each participant named up to three majors. The frequency of a named major determined the size of the word in the image below. Participants named Business most frequently.

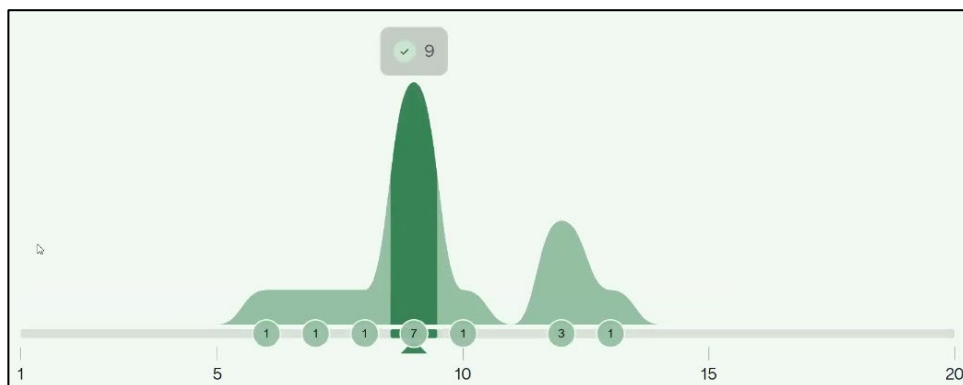


In reality, **Business** and **Psychology** are two of the most popular majors.

Q3. Which CAP has the highest percentage of full-time students?

The correct answer is Visual Arts, Performing Arts and Design. Fifty-two percent of students in this CAP are full-time. For all other CAPS, full-time students are in the 40s-percentage range.

Q4. On average, how many units did students attempt in fall 2025?

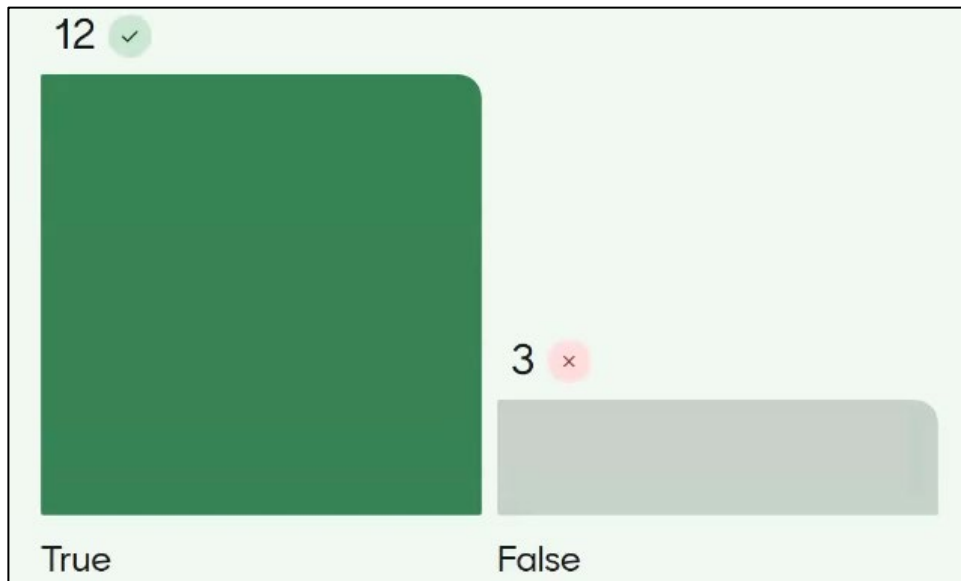


Q5. Which CAP has the highest percentage of students completing a student educational plan?

This could be any level of student educational plan (SEP) (e.g., comprehensive, abbreviated, or follow-up).

The correct answer is Social and Behavioral Studies. Approximately 85% of students within this CAP have completed an SEP. For the other CAPs, the number is between 72% - 78%.

Q6. First-generation students attempted more units than non-first-generation students in fall 2025. True or false.



Q7. Of the “Golden Four” CSU transfer requirements, which one has the **lowest** completion rate?

The Golden Four are required for transfer to a CSU.:

1. Quantitative Reasoning
2. Oral Communication
- 3. Critical Reasoning**
 - Due to the pre-requisite requirement of ENGL101
4. Written Composition

Q8. Students from which CAP have the highest cumulative GPA?

The cumulative GPA is similar to all CAPS, but students within the **STEM** CAP stand out as having the highest average GPA of 3.0.

This concluded the learning game portion of this agenda item. The group spent the remaining few minutes of the meeting watching an overview demonstration of the actual Guided Pathways Fall 2025 Dashboard attributes.

The dashboard is meant to support the college's Guided Pathways initiative.

The dashboard includes credit students enrolled in Fall 2025 and can be filtered by the seven CAPs and the programs under each CAP. The data source is Citrus College Banner. The **data for the report is up to date as of March 9, 2026**. There are **five pages** (including the introduction page).

1. Introduction
2. Demographics
3. CAPs
4. Counseling and Transfer Progress
5. Academic Progress and Units

Pages within the dashboard function in similar ways. There are **standard filters** by:

- CAP and sub-CAP (including "No CAP" which is mostly high school students, and "Inactive" for older majors that do not fall within the seven CAPs with minimal active student enrollment)
- Sub-Groups (e.g., Ethnicity, Gender, First-Generation Student, and various special population groups)
- First Year Enrolled at the college as credit, non-special admit
- Additional data are displayed by hovering over the different elements of each page.

Specialized filters, relevant to pages 4 and 5, include:

- Student Education Plan (SEP) completion
- Golden Four requirement completion
- Units Attempted and Earned
- Cumulative GPA

Meeting adjourned.

NOTE: This meeting's supporting documents including the recording and chat transcript are available upon request. Please email Jody Barrass at jbarrass@citruscollege.edu.

Remaining meeting date for 2025-26:

4/27/26

6/1/26